

DEPARTMENT FOR EDUCATION & CHILDREN

CONSULTATION DOCUMENT

Proposal to change the nature of provision at

Ysgol Y Ddwylan, Ysgol Griffith Jones, Ysgol

Llangynnwr and Ysgol Llys Hywel

Our Vision.....Carmarthenshire is a community where children are safe and nurtured and learners of all ages are supported to achieve their full educational potential

Gareth Morgans

Director of Education & Children's Services

School Modernisation Section

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On 25th June 2018 in accordance with Welsh Government Strategic Plans the Local Authority launched [Carmarthenshire's Welsh in Education Strategic Plan](#) and our vision for a bilingual Carmarthenshire. To achieve this, we will deliver significant growth in Welsh medium education to increase the number of children and young people who become fluent in both Welsh and English and have the ability to use their languages confidently with their families, in their communities and in the workplace.

With this in mind, the Local Authority has a responsibility to provide its communities with the best education and opportunities possible and believes that this can be achieved through set objectives. Carmarthenshire County Council are fully supportive of the aim that all pupils are able to speak, read and write in both Welsh and English fluently by the end of Key Stage 2 and will provide services that will ensure high quality learning opportunities for all Carmarthenshire's children, young people and adults, thereby enabling them to achieve their full potential as lifetime learners in the context of the unique bilingual nature of the County.

The Local Authority not only supports this vision, but are wholly supportive of a bilingual Wales. On the 10th July 2017 the Welsh Government published "Cymraeg 2050: A million Welsh Speakers" with the aim of reaching a million Welsh speakers in Wales by 2050. The document considers three key themes:

- Increasing the number of Welsh speakers;
- Increasing the use of Welsh; and
- Creating favourable conditions, infrastructure and context

all of which we must consider in our own locality where our education system can support, develop and sustain bilingualism.

In order to support Carmarthenshire's Welsh in Education Strategic Plan and national policies in moving the county's schools along the Welsh language continuum, this consultation document sets out proposals with regards to the change in nature of provision of the Foundation Phases at **Ysgol Y Ddwylan**, **Ysgol Griffith Jones**, **Ysgol Llangynnwr** and **Ysgol Llys Hywel**.

Consultation will follow the guidelines established by the Welsh Government as set out in the [School Organisation Code 2018](#) and will involve identified interested parties. The information set out in this document is intended to clarify the proposals for your school and support the consultation process.



Gareth Morgans

Director of Education and Children's Services

ALN	Additional Learning Needs
AN	Admission number
CCC	Carmarthenshire County Council
CP	Community Primary
DS	Dual Stream
EM	English medium
Estyn	Her Majesty's Inspectorate for Education and Training in Wales
FTE	Full Time Equivalent
LA	Local Authority
MCSW	Measuring the Capacity of Schools in Wales
MEP	Modernising Education Programme
NOR	Number on Roll
PLASC	Pupil Level Annual School Census Data
PT	Part time
WESP	Welsh in Education Strategic Plan
WG	Welsh Government
WM	Welsh medium

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1. Introduction / Background / Rationale for Change

Current provision / Status Quo / Background

All schools subject to the proposals set out in this document: Ysgol Y Ddwylan, Ysgol Griffith Jones, Ysgol Llangynnwr and Ysgol Llys Hywel are dual stream primary schools.

The Local Authority has a responsibility to provide all pupils with the best education possible and believes that providing bilingual opportunities has a role to play in this. This aligns with Carmarthenshire's Welsh in Education Strategic Plan 2017-2020 which aims to move schools along the Welsh language continuum. In light of this, the best way to create confident, bilingual individuals is through immersing pupils in the Welsh language from a very early age.

Rationale for Change

This proposal has been prepared in response to Carmarthenshire County Council's Welsh in Education Strategic Plan (WESP) and the Welsh Medium Education Strategy (WMES). The Local Authority has a vision for a bilingual Carmarthenshire. To achieve this, we will, in accordance with 'Cymraeg 2050: A Million Welsh Speakers':

"Ensure significant growth in Welsh-medium education and training to increase the number of people of all ages to become fluent in both Welsh and English and have the ability to use their languages confidently with their families, in their communities and in the workplace"

As a result, it is the Local Authority's proposal:

- that from 1st September 2020 the nature of Foundation Phase provision of the schools subject to proposals change to Welsh medium education with Dual Stream provision remaining from Key Stage 2 (KS2).

This proposal will support the development of bilingual and multilingual opportunities in line with the new curriculum to be launched in 2022.

Should the proposals be implemented, all future pupils at the schools subject to proposals will receive their Foundation Phase education through the medium of Welsh with the choice of language medium being introduced at Key Stage 2.

This proposal will serve to implement the 7 outcomes noted below as specified by WG in 'Carmarthenshire's Welsh in Education Strategic Plan':

- Outcome 1: More seven year old children being taught through the medium of Welsh
- Outcome 2: More learners continuing to improve their language skills on transfer from primary to secondary school

- Outcome 3: More students aged 14-16 studying for qualifications through the medium of Welsh
- Outcome 4: More students aged 14-19 study subjects through the medium of Welsh, in schools, colleges and work-based learning
- Outcome 5: More students who have higher language skills in Welsh
- Outcome 6: Welsh medium provision for learners with additional learning needs (ALN)
- Outcome 7: Workforce planning and continuing professional development

In addition, this proposal will link to Welsh Government Policies as stated below:

- Rewriting the Future
- Successful Futures
- Well-being of Future Generations (Wales) Act 2015
- Welsh Government's Draft Strategy; and
- 21st Century Schools and Education Programme

2. Early Welsh Medium Immersive Provision

The immersion method focuses on using Welsh as the predominant medium of teaching and learning, using practical and visual techniques to help children and pupils to develop vocabulary and syntax. The essence of this method is introducing and modelling good language. Also international evidence confirms that 'the most effective way of developing bilingual children is to immerse them in the less common language whilst also developing their skills in the more common language.' Young children do not need to learn a language as adults do. They absorb languages if they are exposed enough to them.

There is an abundance of research showing that investing in the first years of a child's life improves outcomes for them throughout the rest of their lives.

The change to Welsh medium education at Foundation Phase will strengthen pupils' bilingual skills from an early age providing them with a firm foundation for future linguistic development.

As qualified by research the presence of two languages in the operating system of the brain is likely to produce a more richly fed thinking engine (Baker, 2000:66-67). Therefore, this proposal provides pupils with increased opportunities to reach their full potential as bilingual learners.

3. Bilingualism

3.1 The advantages of being bilingual

What does being bilingual mean?

The ability to live your everyday life using two languages.

Being able to switch from one language to another fluently and confidently at any given time.

Education

- Bilingual children tend to be more successful in education. They tend to perform better in tasks.
- Bilingual people find it easier to learn additional languages.
- Children in Welsh medium education do just as well, if not better, in English as children in English medium education.

Evidence:

<https://www.estyn.gov.wales/sites/default/files/documents/English%20in%20key%20stages%20%20and%20%20-%20June%202014.pdf>

Career

- Speaking two languages is an extra skill to put on your application form and CV.
- Bilingual people earn an average of 11% more income.
- Employers need bilingual workforces in Wales, because services need to be offered bilingually in accordance with the Welsh Standards Paper.

Evidence:

<http://www.walesonline.co.uk/news/wales-news/welsh-speakers-more-likely-top-6335953>

Nigel Owens

“Without my Welsh education in School I would not have had all the opportunities to present and perform and I would not have been encouraged to start as a referee at 16 years old.

I carry Welsh with me wherever I referee in the world. Before each game I listen to Welsh music. I'm lucky enough to have two languages and Welsh is an important part of who I am. ”



Alex Jones

“Having a bilingual education has been pivotal to me in so many ways. It meant that I had twice as many opportunities, it doubled my capacity to learn other languages, it enhanced my ability to communicate and therefore make friends, and most importantly, it gave me a strong sense of belonging and of our heritage. Starting out as a broadcaster in Welsh gave me the vast experience I needed to move forward to my dream job. Without a bilingual education, I’d be in a very different place.”



Health

- Research shows that being bilingual delays the onset of Dementia and other symptoms of Alzheimer disease.

Evidence: <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3033609/>
<http://www.telegraph.co.uk/news/science/science-news/12005837/Bilingual-people-twice-as-likely-to-recover-from-a-stroke.html>

Life

- Speaking two languages widens your horizons.
- Being able to speak Welsh gives you access to many aspects of Welsh culture, history and identity.
- Speaking Welsh can provide a key to rich community life.
- Being able to speak Welsh gives you a strong sense of identity and belonging.
- Being able to switch from one language to the other with confidence gives the individual self-confidence and pride.
- Speaking many languages can make people more tolerant towards other cultures.

Evidence: http://www.assembly.wales/NAfW%20Documents/paper_3_-_prof._colin_baker.pdf%20-%202002092010/paper_3_-_prof._colin_baker-English.pdf

3.2 Common parental concerns

'How can I help my child with homework if I don't understand much Welsh myself?'

Pupils in a Welsh school/stream are set homework instruction in Welsh and in English so there will be no problem in understanding what your child is being asked to do at home. The schools themselves will be happy to provide educational advice and the parents evening will be in your chosen language.

Work set will be appropriate to the pupil's age and ability level and therefore should be within your child's reach.

Developing increasingly as independent learners, you may find that your child is happy to progress without extra parental guidance as they get older.

'Will pupils who struggle with the Welsh language have to move to an English medium school?'

It is the Local Authority's desire that all pupil receive the opportunity to become bilingual in both Welsh and English languages. Support will be provided to all pupils as required through a range of mechanisms and tailored to the individual's needs.

'The children will be confused and their English will suffer.'

On average, bilingual children achieve higher grades in the English language. Also, as a child explains homework in English to the parent, their own understanding is reinforced. Ask your child to describe what he/she is doing in his own words.

'Will my child's thinking be affected by being bilingual?'

The answer is "yes", and probably for the better. The presence of two languages in the operating system of the brain is likely to produce a more richly-fed thinking engine (Baker, 2000:66-67).

'Will my child be able to cope with learning through the medium of Welsh?'

School and staff are fully committed to providing the necessary support to all pupils and parents through a wide range of mechanisms: open door policy; homework provided bilingually; support by the Athrawon Bro Service; bilingual school website etc. Staff are also required to differentiate the curriculum and make reasonable adjustments when required to meet the needs of every pupil.

‘Should the Welsh language be forced?’

International evidence, cited by the Welsh Government, confirms that the most effective way of developing bilingual children is to immerse them in the less common language whilst also developing their skills in the more common language. This is consistent with national policy to expand Welsh medium education in order to develop increasing numbers of fully bilingual young people and to enable more children to benefit from the advantages of bilingualism, gathered through international research.

‘Will learning through the medium of Welsh affect later life opportunities?’

Yes, but probably for the better. It is the belief of the department, based upon international evidence and local experience, that children benefit from a truly bilingual education, which provides wider skills developments, such as cognitive ability, task understanding and flexibility, enhanced powers of concentration etc. and that all children should receive these opportunities. Being bilingual or multilingual also broadens individuals' cultural experiences and can enhance career prospects. Bilingualism will increasingly over time become an employment skill and possessing Welsh language skills will increasingly over time give individuals a competitive advantage when seeking employment.

‘Does learning through the medium of Welsh segregate English speaking pupils/families?’

On the contrary, learning through the medium of Welsh provides all children with opportunity to become fully bilingual with the skills to be able to read, write and speak in both Welsh and English languages by the time that they leave primary school. In Welsh medium schools/streams, children receive their education principally through the medium of Welsh with English being taught as a subject in Key Stage 2 and used as a medium of instruction. Learning through the medium of Welsh also helps family/community members with the opportunity to develop their Welsh language skills.

‘Will children with additional learning needs be able to learn through the medium of Welsh?’

Carmarthenshire County Council's policy is that all its schools should be inclusive, with children with additional learning needs being educated in a mainstream setting alongside their peers wherever possible. In the vast majority of cases, this is achieved, with all children benefitting. All pupils with additional learning needs have specific individual plans based on their circumstances and a tailored support programme is provided according to need. Generally,

an additional learning need is not a barrier to learning two languages. There will be rare instances, however where a child may be diagnosed with a condition that is not conducive to a fully bilingual education. In these circumstances a package of support is identified by professional practitioners and discussed with parents.

3.3 Bilingualism in Carmarthenshire

Further information can be found using the following links:

- **Cymraeg gyda'r plant / Welsh with your kids- give it a go!**

<http://newsroom.carmarthenshire.gov.uk/media/1214148/gd4808-taflencymraegiplant4-002.pdf>

Within this booklet you will find a number of useful Welsh words and phrases which can be used to practise the Welsh language with young children. This will help them to speak naturally and confidently.

- **Bod yn Ddwieithog... yn Sir Gâr / Being Bilingual... in Carmarthenshire**

<https://www.carmarthenshire.gov.wales/media/1216432/being-bilingual.pdf>

This booklet details what it means to be bilingual whilst highlighting the advantages that can be achieved from being bilingual in areas such as education, career, health and life. In addition, within this booklet you will find the answers to many common parental concerns regarding the Welsh language.

- **Welcome to Wales Welcome to Carmarthenshire Welcome to Welsh**

<http://newsroom.carmarthenshire.gov.wales/media/1216436/welcome-pack.p>

This booklet has been prepared by Carmarthenshire County Council to welcome newcomers to its bilingual County. Within the booklet you will find information on how the Welsh language is used in Carmarthenshire along with details on where you can find Welsh language support and useful websites to visit to develop your Welsh language skills.

4. The Consultation Process

The consultation on this proposal will follow guidelines established by the Welsh Government as stated in the School Organisation Code (2018).

Who will be consulted?

This document will be sent to the following interested parties:

Staff (Teaching and Ancillary)	Director of Education – All Neighbouring Authorities
Governors and Parents/Guardians	Diocesan Director of Education Church in Wales and RC
Local County Councillors	Estyn
Community Councillors	Regional Transport Consortium
Assembly Member (AM) / Regional Members / Members of Parliament (MP)	Neighbouring Primary and Secondary schools
Welsh Ministers	All relevant unions
SEN Partners	Welsh Language Commissioner
LA Special Educational Needs Division	Local Police and Crime Commissioner
ERW – Education through Regional Working	Flying Start
	Child Care / Early Years
Communities for Work +	Public Services Board
Communities for Work	Legacy
Fusion	Families First Carmarthenshire

***Copies of the consultation document will be sent to the Head teacher and Chair of Governors of the surrounding catchment area schools of schools subject to proposals.**

Consultation Period

The consultation period for the proposals starts on 20th May 2019 and ends on 30th June 2019.

Consultees can submit their views in favour of or against a proposal. Responses received during the consultation period will not be treated as statutory objections. If consultees wish to object, they will need to do so in writing during the statutory objection period outlined on page 15.

Considering your views

During the consultation period you can ask questions and express your views by writing a letter to the address below or by completing an online survey using the following link:

<https://www.snapsurveys.com/wh/s.asp?k=154832236066>

Letters should be sent to the following address by no later than noon on 30th June 2019:

Mr Gareth Morgans, Director of Education and Children's Services,
Building 2, St. David's Park, Jobs Well Road, Carmarthen, SA31 3HB
Or E-mail to: DECMEP@carmarthenshire.gov.uk

Drop in sessions

There will be an opportunity to attend a drop in session to ask questions and discuss the proposal at the following dates and times:

Location	Date	Time
Ysgol Llys Hywel	4 th June 2019	5-7pm
Ysgol Y Ddwylan	5 th June 2019	5-7pm
Ysgol Griffith Jones	6 th June 2019	5-7pm
Ysgol Llangynnwr	7 th June 2019	5-7pm

Please attend the location date and time related to the school subject to proposal that you wish to discuss.

Consultation with Pupils

There will be an opportunity for the pupils of the schools subject to the proposals to participate in the consultation process during a session which will be conducted at the schools.

The information gathered from the consultation with pupils will form part of the consultation report which will be submitted to the Executive Board for consideration following the consultation period.

Consultation Report

A Consultation Report will be published on Carmarthenshire County Council's website at least 2 weeks before a decision is made on whether or not to proceed to publish a statutory notice. Hard copies of the report will also be available on request. The report will summarise the issues raised by consultees and provide Carmarthenshire County Council's response to these issues. The report will also contain Estyn's view of the proposal and details of consultation undertaken with the pupils.

The Executive Board of Carmarthenshire County Council will consider the consultation report and decide whether or not to proceed with the proposal.

If the Executive Board decides to continue with the proposal Carmarthenshire County Council must publish a statutory notice.

Statutory Notice

The statutory notice will be published on Carmarthenshire County Council's website and posted at the schools subject to proposals. Copies of the notice will be made available to the schools to distribute to pupils, parents, guardians, and staff members (the schools may also distribute the notice by email).

Statutory Objection Period

The statutory notice will set out the details of the proposal and invite anyone who wishes to object to do so in writing within a period of 28 days. If objections are received an objection report will be published on the Carmarthenshire County Council website. Hard copies of the report will also be available on request. The report will summarise the issues raised and provide Carmarthenshire County Council's response to those objections.

Determination of Proposal

Carmarthenshire County Council will determine the proposal. The County Council may decide to approve, reject or approve the proposal with modifications. In doing so, the County Council will take into account any statutory objections that it received.

Decision Notification

Following determination of proposals all interested parties will be informed and advised of the availability of the decision which will be

published electronically on Carmarthenshire County Council's website.

The Statutory Process Time-Table

The statutory process and timetable will be as follows:

20 th May 2019	Issue of this consultation document to identified and other interested parties.
30 th June 2019	Closing date for views on the proposal to be received by the Department for Education and Children.
10 th September 2019	<p>A Consultation Report will be taken to the Executive Board and published on Carmarthenshire County Council's website at least 2 weeks before a decision is made on whether or not to proceed to publish a statutory notice. OR alternatively proposal ends.</p> <p>If the decision is made to proceed then a statutory notice will be published. The notice will outline details of the proposal and be published on the Council's web site and be displayed near the entrance of the school and schools which are subject to the proposals. Copies of the notice will be made available to the school to distribute to parents, guardians and staff members.</p> <p>Following publication there will be a 28 day period during which time formal written objections will be invited.</p> <p>The statutory notice will give details on how you may record your objections to the proposal.</p>
October 2019	End of formal 28 day notice period for objections. County Council will determine the proposal. The County Council may decide to approve, reject or approve the proposal with modifications, in doing so the County Council will take into account any statutory objections received.
February 2020	<p>Deadline to notify parents of intention to implement proposal.</p> <p>Following determination of proposals all interested parties will be informed and advised of the availability of the decision which will be published electronically on Carmarthenshire County Council's website.</p>

5. School (s) subject to proposals

		Ysgol Y Ddwylan	Ysgol Griffith Jones	Ysgol Llangynnwr	Ysgol Llys Hywel
School Location		Newcastle Emlyn, SA38 9BA	Station Road, St Clears, SA33 4BT	Penymorfa Lane, Pensarn, Carmarthen SA31 2NN	Whitland, SA34 0QB
Age Range		4-11	3-11	3-11	4-11
School Category (Community [C], Voluntary Aided [VA], Voluntary Controlled [VC])		Community	Community	Community	Community
Language Category		Dual Stream	Dual Stream	Dual Stream	Dual Stream
Number of registered Pupils (January 2018)	Nursery Age	24	50	37	14
	Reception – Y.6	340	255	273	117
	Total	364	305	310	131
Number of pupils previously on the register	January 2017	327	288	322	134
	January 2016	315	281	319	125
	January 2015	314	272	311	112
	January 2014	293	258	289	112
Pupil Projections	January 2019	364	312	313	138
	January 2020	347	296	311	143
	January 2021	337	295	316	145
	January 2022	333	300	316	147
	January 2023	327	291	316	140
Capacity (including nursery age)		337	337	301	164
Cost per pupil		£3,434	£3,320	£3,302	£3,727
School Budget		£1,250,000	£958,000	£992,000	£492,000

School Categorisation 2018	Amber	Yellow	Green	Green
Estyn Inspection Result	Estyn	Estyn	Estyn	Estyn
Building Condition Category	B	B	B	B

DRAFT

6. The proposal-Ysgol Y Ddwylan

The Proposal

The proposal is to change the nature of provision in the Foundation Phase from dual stream to Welsh medium.

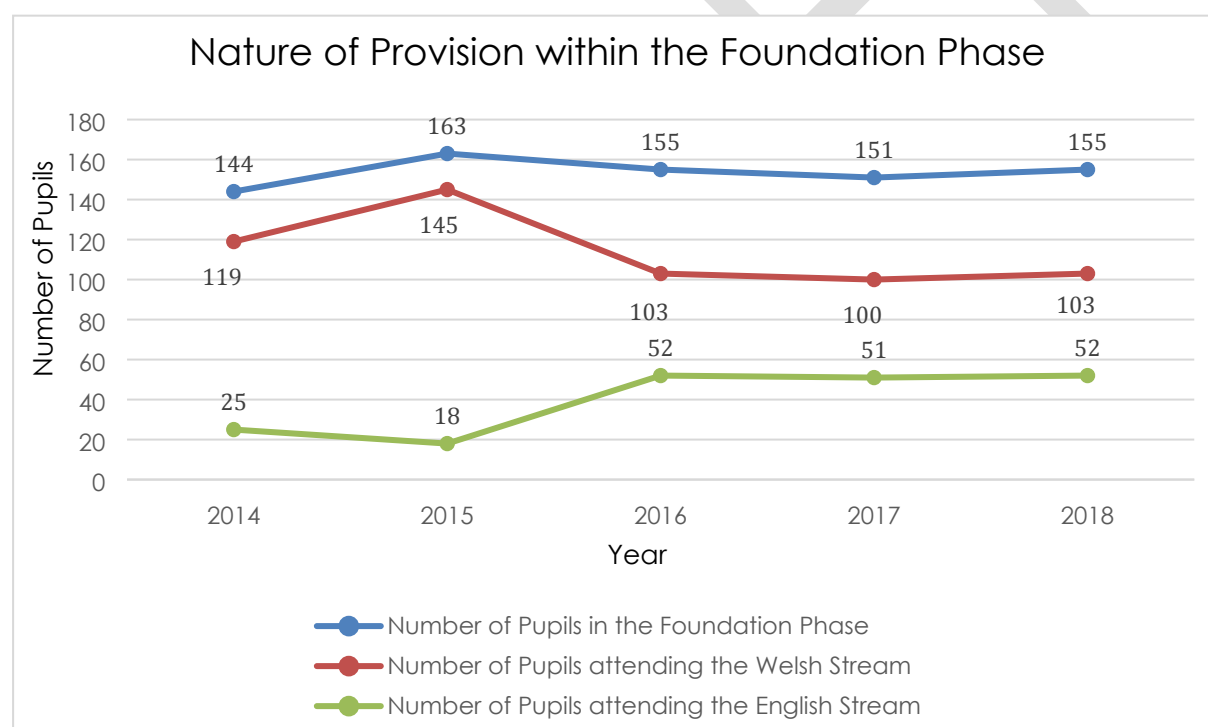
Background

Ysgol Y Ddwylan is a dual stream primary school based in Newcastle Emlyn. The school provides education to pupils between the ages of 4-11 years old.

Rationale for Change

Foundation Phase data

The graph below shows the relationship between the language streams and the number of pupils within the Foundation Phase at Ysgol Y Ddwylan between January 2014-2018.



As can be seen from the graph above, the number of pupils attending the English stream Foundation Phase at Ysgol Y Ddwylan is considerably lower than those attending the Welsh stream Foundation Phase. Pupil numbers in the English stream Foundation Phase ranged between 18-52 during January 2014-2018 whereas pupil numbers in the Welsh stream ranged between 100-145 pupils.

When considering the number of pupils attending the Foundation Phase as a whole, 66% attend the Welsh stream whilst only 34% attend the English stream (January 2018).

In comparison with whole school pupil numbers (364 pupils), the number of children attending the English stream within the Foundation Phase in January 2018 equate to 14% of the whole school population.

Whole School data

		Foundation Phase	Key Stage 2	Total
2018	Welsh Medium	103	105	208
	English Medium	52	104	156
	Total	155	209	364
2017	Welsh Medium	100	101	201
	English Medium	51	75	126
	Total	151	176	327
2016	Welsh Medium	103	91	194
	English Medium	52	69	121
	Total	155	160	315
2015	Welsh Medium	145	73	218
	English Medium	18	78	96
	Total	163	151	314
2014	Welsh Medium	119	73	192
	English Medium	25	76	101
	Total	144	149	293

(January PLASC data)

As can be seen from the table above, the number of children attending the English stream at Key Stage 2 is greater than the number of children attending the English stream at Foundation Phase.

Advantages and Disadvantages of the proposal

Advantages

- Opportunity for pupils to gain early immersion in the Welsh language from a young age.
- Allows pupils to gain a firm foundation in the Welsh language

- Provides pupils with enhanced linguistic skills for further development in Key Stage 2

Disadvantages

- Potential local community resistance to the proposal
- Statutory process required to implement the proposal

Risks and Counter Measures

Risk		Counter Measure
1.	Failure to obtain statutory approval to implement the proposal.	- Follow guidelines as set out in the School Organisation Code 2018.

Financial Implications-Revenue

Ysgol Y Ddwylan is funded in accordance with the County Council's Fair Funding policy and will receive resources on the same basis as any other school within the County Council, based on the new school's pupil numbers and facilities.

Admission Arrangements

The County Council is the Admissions Authority for Ysgol Y Ddwylan.

The School Governance and Admissions Unit,
Carmarthenshire Local Authority,
Department for Education and Children,
Block 2,
Main Building,
St. David's Park,
Carmarthen. SA31 3HB

Tel No: 01267 246449

E-mail: admissions@carmarthenshire.gov.uk

Alternative Options Considered

In developing a preferred option the Authority considered a range of alternative options.

Option 1 –Status Quo- no change to nature of provision

Advantages	Disadvantages
No statutory process required	Does not support Welsh Government aim of 1 million Welsh speakers by 2050
No Change for stakeholders	Does not meet the aims of the County's WESP

Option 2 –Change in nature of Foundation Phase provision (Welsh Medium Foundation Phase and Dual Stream Key Stage 2)

Advantages	Disadvantages
Increases pupils' early linguistic skills	Requires statutory process
Parental choice of language medium remains in Key Stage 2	
Supports the aims of the County's WESP	

Option 3 –Change in nature of the whole school's provision (Welsh Medium Foundation Phase and Key Stage 2)

Advantages	Disadvantages
Generates bilingual citizens	Requires statutory process
Meets the aim of the county's WESP	

School Catchment Area

There will be no change to the current school catchment area.

Secondary School Transfers

There will be no change to the current transfer arrangements for pupils in respect of Secondary education.

Schools that may be affected by the proposal to change the nature of provision at Ysgol Y Ddwylan:

		Penboyr Church in Wales V A Primary School	Hafodwenog Primary School	Cynwyl Elfed Community School	Ysgol Clydau	Ysgol Y Frenni	Cilgerran Church in Wales VC School	Ysgol Gymunedol Beulah	Ysgol Gymunedol Cenarth	Ysgol Gymunedol Trewen
School Location		Felindre, Llandysul, SA44 5XG	Trelech, Carmarthen, SA33 6RU	Cynwyl Elfed, Carmarthen SA33 6TR	Tegryn Llanfyrnach Pembrokeshire SA35 0BE	Crymych Pembrokeshire SA41 3QH	Cilgerran Cardigan Pembrokeshire SA43 2SB	Beulah Newcastle Emllyn Ceredigion SA38 9QB	Cenarth Castell Newydd Emllyn Sir Gâr SA38 9JP	Cwm-Cou Castell Newydd Emllyn Ceredigion SA38 9PE
County		Carmarthenshire			Pembrokeshire			Ceredigion		
Age Range		4-11	4-11	4-11	4-11	3-11	3-11	4-11	3-11	4-11
School Category (Community [C], Voluntary Aided [VA], Voluntary Controlled [VC])		Voluntary Aided	Community	Community	Community	Community	Voluntary Controlled	Community	Community	Community
Language Category		Welsh Medium	Welsh Medium	Welsh Medium	Welsh Medium	Welsh Medium	Welsh Medium	Welsh Medium	Welsh Medium	Welsh Medium
Number of registered Pupils (January 2018)	Nursery Age	6	5	7	0	10	14	0	7.5	0
	Reception – Y.6	75	29	66	48	172	107	18	42	18
	Total	81	34	73	48	182	121	18	49.5	18
Number of pupils previously on the register	January 2017	103	36	71	58	179	120	19	55 + 6	40
	January 2016	112	35	78	63	203	132	29	65 + 6.5	48
	January	106	39	74	53	206	131	31	67 + 11	52

	2015									
	January 2014	120	40	69	53	199	129	29	68 + 6.5	52
Pupil Projections	January 2019	77	35	80	55	172	115	19	42	16
	January 2020	72	34	84	57	172	120	13	37	15
	January 2021	74	37	88	56	168	117	11	38	12
	January 2022	75	38	88	59	161	121	10	40	10
	January 2023	76	39	91	58	159	122	7	38	10
Capacity		101	86	94	71	210	133	41	73 + 10 nursery	58
Cost per pupil		£3,617	£4,665	£3,375	£5063	£3831	£4000	£7607	£4630	£8480
School Budget		£297,000	£159,000	£246,000	£243,000	£678,000	£456,000	£136,917	£229,196	£152,636
School Categorisation 2018		Green	Amber	Amber	Yellow	Yellow	Yellow	Amber	Amber	Amber
Estyn Inspection Result		Estyn	Estyn	Estyn	Estyn	Estyn	Estyn	Estyn	Estyn	Estyn
Building Condition Category		B	B	B	C	A	B	C	C	C

Evaluation of Present Arrangements

Quality and standards in education

Standards in Foundation Phase

Most pupils make good progress from their starting point and from one phase to another. Many pupils with additional learning needs achieve soundly against their personal targets. Generally, pupils in receipt of free school meals make good progress from their starting point. Most pupils demonstrate a sound knowledge of literacy and numeracy skills and their ICT skills are developing appropriately.

Teaching and learning experiences

Most of the teaching, and its impact on most pupils' learning and progress is good. However, systems to lead and improve teaching and learning are not fully developed and embedded. The identification and sharing of effective practice and its impact on improving learning and teaching across the school as a whole is developing appropriately.

Care support and guidance

The school is a caring community, respecting the pupils' voice and wellbeing. Most pupils are conscientious and take their responsibilities seriously. For example, members of the school council undertake their responsibilities well and as a result they have a sound understanding of their leadership roles within the school. Nearly all pupils understand the importance of eating and drinking healthily, and take part in exercise activities regularly, such as playground games and mile a day activity. Provision for pupils' additional needs is strong and their needs are identified at an early stage.

Leadership and management

- The school's leaders have established a vision and strategic objectives. Leaders manage change successfully in some areas. In other areas change is not embedded successfully and so does not lead to sustained improvement. Self-evaluation is effective in some areas but not in others.
- Leaders and staff have a clear understanding of the need to improve outcomes but targets and expectations for pupils' future achievement are not always challenging enough.
- Leaders and staff take advantage of opportunities to work with schools and other partners. Collaboration is developing well, for example the cluster literacy project.

Impact of the proposal on the above

- It is a concern that there is a current decline in pupil number intake possibly as a direct impact of a neighbouring Welsh medium 3-19 school which parents are opting for due to the 'wrap around care' offered.
- We need to consider the long term effect on Ysgol Gyfun Emlyn who are currently experiencing a significant decline in pupil numbers due to the influx of pupils selecting the neighbouring 3-19, Welsh medium school. Strengthening the Welsh medium provision in the foundation Phase at Y Ddwylan will support the developing Welsh medium culture at Ysgol Emlyn, in line with the aims of the WESP.
- Currently pupils are taught across 14 classes. There are 8 Welsh medium classes and 6 English medium classes. Nursery age and reception classes are solely Welsh and parents choose a language stream from year 1 onwards.
- The change in the nature of provision at Foundation Phase from dual stream to Welsh medium will ensure that the school is moving along the local authority's WESP continuum plan.

Catchment Area Analysis – January PLASC 2018 Data

Each school has an area that it serves, referred to as the catchment area. Each school is expected to accommodate pupils from within its catchment area and schools must have regard for this ongoing demand.

Most parents send their child to their local school but parents have a right to state a preference for other schools.

Pupils attending the school from inside / outside the catchment

Based on January PLASC 2018 data, the geographical data in relation to the pupil distribution for Ysgol Y Ddwylan catchment area indicated that of the 364 pupils on roll, 138 lived within the catchment area, whilst the remaining 226 were from outside the catchment area.

Pupils living in the catchment area attending other schools.

Based on January PLASC 2018 data, 9 pupils lived within the Ysgol Y Ddwylan catchment area attended other schools.

Taking into consideration the 138 pupils living within the catchment area attending Ysgol Y Ddwylan, and the 9 pupils living within the catchment area but attending other schools, a total of 147 pupils are living within the catchment area of Ysgol Y Ddwylan.

Other facilities or services provided by the school e.g. after school clubs/breakfast Club/community Library

Ysgol Y Ddwylan offers a Breakfast Club, After School Club and a Holiday Care Club through the medium of Welsh.

Other facilities the school provides e.g. club/play Group/community Council

The hall is used by local groups for fitness lessons. In addition, the local Urdd department also use the hall occasionally.

Effect of the proposal on the school/community

The implementation of the Welsh medium Foundation Phase will ensure that the community of Newcastle Emlyn continues to thrive as a bilingual one and helps towards realising Wales' national ambition of having a million Welsh speakers by 2050. The proposal will provide all pupils joining the school with the opportunity to develop their Welsh language skills from an earlier age.

Carmarthenshire County Council's vision is to provide a service, which will ensure access to high quality learning opportunities for all children, young people and adults, this enabling the achievement of their full potential within the context of the unique bilingual nature of the county.

This proposal supports the Council's vision and aims for Welsh medium education as set out in Carmarthenshire's Welsh in Education Strategic Plan (WESP) 2017 – 2020. The proposal will allow greater opportunities for access to early Foundation Phase Welsh medium education within the Newcastle Emlyn area.

Language Category

Ysgol Y Ddwylan is categorised as a Dual Stream Primary School.

Standards

In Foundation Phase, pupils are assessed in different areas of learning. Based on 2018 data, 79.2% of pupils achieved at least Outcome 5 in 'Language, Literacy and Communication (in Welsh)', whilst 33.3% of pupils achieved at least Outcome 6. In Key Stage 2, pupils are assessed in each of the core subjects. Based on 2018 data, 94.1% of pupils achieved at least Level 4 in Welsh first language whilst 29.4% achieved at least Level 5.

After school activities which provide additional opportunities to use the Welsh language

The school offers at least 7 extra-curricular clubs which provide pupils with additional opportunities to use the Welsh language. These range from creative activities to sports club.

Carmarthenshire County Council Assessing Impact

The Equality Act 2010

The Equality Act 2010 (the Act) brings together and replaces the previous anti-discrimination laws with a single Act. It simplifies and strengthens the law, removes inconsistencies and makes it easier for people to understand and comply with it. The majority of the Act came into force on 1 October 2010.

The Act includes a new public sector equality duty (the 'general duty'), replacing the separate duties on race, disability and gender equality. This came into force on 5 April 2011.

What is the general duty?

The aim of the general duty is to ensure that public authorities and those carrying out a public function consider how they can positively contribute to a fairer society through advancing equality and good relations in their day-to-day activities. The duty ensures that equality considerations are built into the design of policies and the delivery of services and that they are kept under review. This will achieve better outcomes for all.

The duties are legal obligations. Failure to meet the duties may result in authorities being exposed to legal challenge.

Under equality legislation, public authorities have legal duties to pay 'due regard' to the need to eliminate discrimination and promote equality with regard to race, disability and gender, including gender reassignment, as well as to promote good race relations. The Equality Act 2010 introduces a new public sector duty which extends this coverage to age, sexual orientation, pregnancy and maternity, and religion or belief. The law requires that this duty to pay 'due regard' be demonstrated in the decision making process. It is also important to note that public authorities subject to the equality duties are also likely to be subject to the obligations under the Human Rights Act and it is therefore wise also to consider the potential impact that decisions could have on human rights as part of the same process.

Carmarthenshire's approach to Equality Impact

In order to ensure that the council is considering the potential equality impact of its proposed policies and practices, and in order to evidence that we have done so, every proposal will be required to be supported by the attached Equality Impact Assessment. Where this assessment identifies a significant impact then more detail may be required.

Reporting on assessments

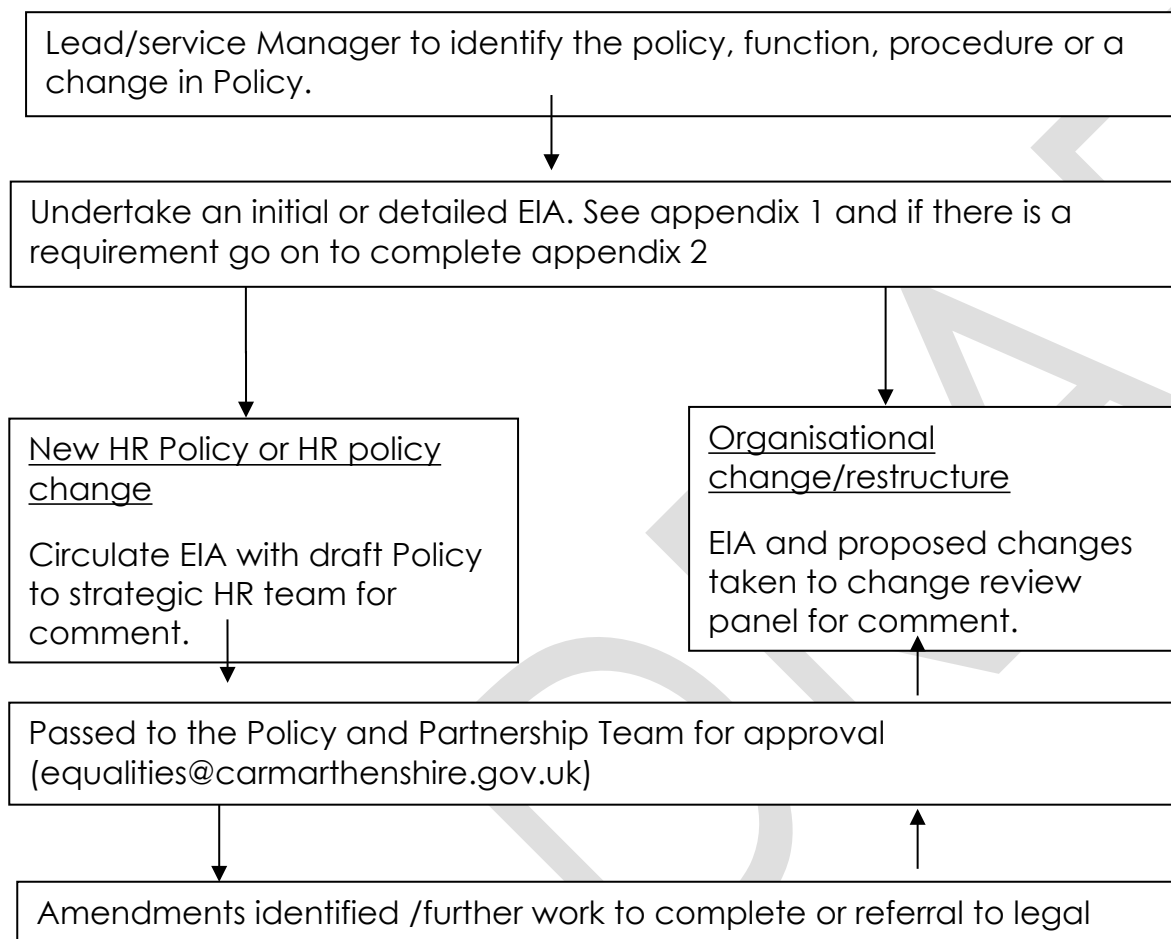
Where it is clear from the assessment that the likely impact on the authority's ability to meet the general duty is substantial, then it must publish a report.

Initial and Detailed Equality Impact Assessments

The initial EIA (appendix 1) is a simple and quick method of assessing the effect of a policy, function, procedure, decision including financial cuts on one or more of the protected characteristics.

The Service Manager responsible for the relevant new or revised policies, functions, procedures and financial decisions must undertake, at least, an initial EIA and where relevant a detailed Equality Impact Assessment (appendix 2); EIA must be attached as background paper with reports to Executive and Scrutiny.

Equality impact assessment – Process to follow where HR implications have been identified



Initial Equalities Impact Assessment Template

Appendix 1

Department: Education & Children	Completed by (lead): Sara Griffiths	Date of initial assessment: February 2019 Revision Dates: February 2020
Area to be assessed: (i.e. name of policy, function, procedure, practice or a financial decision)	The proposal is to change the nature of provision in the Foundation Phase at Ysgol Y Ddwylan, from dual stream to Welsh Medium.	
Is this existing or new function/policy, procedure, practice or decision?	School Re-organisation Proposal – Modernising Education Programme	
What evidence has been used to inform the assessment and policy? (please list only)		
<ul style="list-style-type: none"> • 21st Century Schools Programme • Modernising Education Programme • School Organisation Code 2018 • PLASC Data 2018 		

1. Describe the aims, objectives or purpose of the proposed function/policy, practice, procedure or decision and who is intended to benefit.	The proposal aims to respond to WG 'A Million Speakers by 2050, Carmarthenshire County Council's Welsh in Education Strategic Plan and the authority's vision for creating a bilingual Carmarthenshire by increasing Welsh medium provision at Ysgol Y Ddwylan.		
The Public Sector Equality Duty requires the Council to have "due regard" to the need to:- (1) eliminate unlawful discrimination, harassment and victimisation; (2) advance equality of opportunity between	2. What is the level of impact on each group/ protected characteristics in terms of the three aims of the duty? Please indicate high (H) medium (M), low (L), no effect (N) for each.	3. Identify the risk or positive effect that could result for each of the group/protected characteristics?	4. If there is a disproportionately negative impact what mitigating factors have you considered?

different groups; and (3) foster good relations between different groups (see guidance notes)			Risks	Positive effects	
Protected characteristics	Age	N	Neutral	Foundation Phase Pupils will be immersed in the Welsh language.	
	Disability	L	ALN pupils will be supported appropriately as required.		
	Gender reassignment	N	Neutral		
	Race	N	Neutral		
	Religion/Belief	N	Neutral		
	Pregnancy and maternity	N	Neutral		
	Sexual Orientation	N	Neutral		
	Sex	N	Neutral		
	Welsh language	L	Neutral	This proposal is to change the nature of	

				provision in the Foundation Phase to Welsh medium which will support the Council's vision and aims for Welsh medium education as set out in Carmarthenshire's Welsh in Education Strategic Plan (WESP) 2017-2020.	
	Any other area	L	Neutral		

5. Has there been any consultation/engagement with the appropriate protected characteristics?

YES ☒ NO ☐

Informal and formal consultation will be undertaken as stated in the School Organisation Code.

Appropriate consultation will be undertaken with all relevant stakeholders.

6. What action(s) will you take to reduce any disproportionately negative impact, if any? Ensure that all key stakeholders are fully informed at each stage of the consultation.

7. Procurement

<p>Following collation of evidence for this assessment, are there any procurement implications to the activity, proposal, service. N/A</p> <p>Please take the findings of this assessment into your procurement plan. Contact the corporate procurement unit for further advice.</p>		
<p>8. Human resources</p> <p>Following collation of evidence for this assessment, are there any Human resource implications to the activity, proposal or service? N/A</p>		
<p>9. Based on the information in sections 2 and 6, should this function/policy/procedure/practice or a decision proceed to Detailed Impact Assessment? (recommended if one or more H under section 2)</p>	<p>YES <input type="checkbox"/></p>	<p><input checked="" type="checkbox"/> NO</p>
<p>Approved by:</p> <p>Head of Service</p>	<p>Simon Davies</p>	<p>Date: March 2019</p>

7. The proposal-Ysgol Griffith Jones

The Proposal

The proposal is to change the nature of provision in the Foundation Phase from dual stream to Welsh medium.

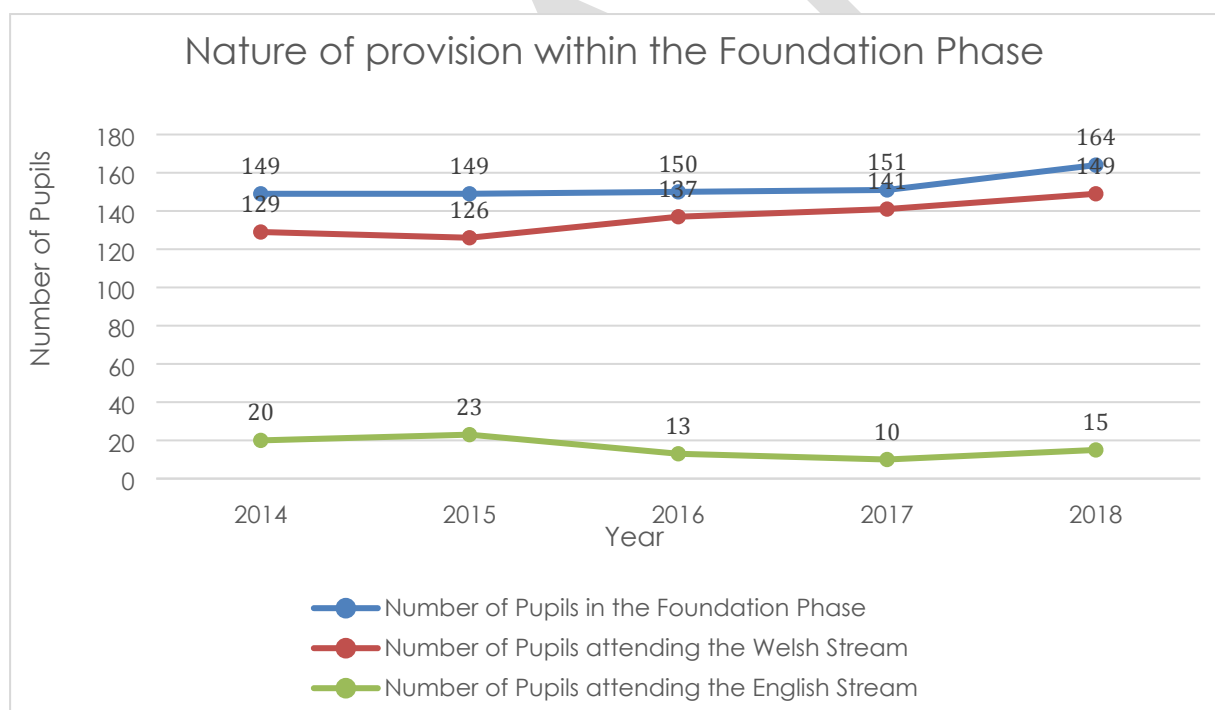
Background

Ysgol Griffith Jones is a dual stream primary school based in the village of St Clears. The school provides education to pupils between the ages of 3-11 years old.

Rationale for Change

Foundation Phase data

The graph below shows the relationship between the language streams and the number of pupils within the Foundation Phase at Ysgol Griffith Jones between January 2014-2018.



As can be seen from the graph above, the number of pupils attending the English stream Foundation Phase at Ysgol Griffiths Jones is significantly lower than those attending the Welsh stream. Pupil numbers in the English stream Foundation Phase have ranged between 10-23 during January 2014-2018 whereas pupil numbers in the Welsh stream have ranged between 126-149 pupils.

When considering the number of pupils attending the Foundation Phase as a whole, 91% attend the Welsh stream whilst only 9% attend the English stream (January 2018).

In comparison with whole school pupil numbers (305 pupils), the number of children attending the English stream within the Foundation Phase in January 2018 equate to 5% of the whole school population.

Whole School data

		Foundation Phase	Key Stage 2	Total
2018	Welsh Medium	149	101	250
	English Medium	15	40	55
	Total	164	141	305
2017	Welsh Medium	141	99	240
	English Medium	10	38	48
	Total	151	137	288
2016	Welsh Medium	137	94	231
	English Medium	13	37	50
	Total	150	131	281
2015	Welsh Medium	126	80	206
	English Medium	23	43	66
	Total	149	123	272
2014	Welsh Medium	129	72	201
	English Medium	20	37	57
	Total	149	109	258

(January PLASC data)

As can be seen from the table above, the number of children attending the English stream at Key Stage 2 is greater than the number of children attending the English stream at Foundation Phase.

Advantages and Disadvantages of the proposal

Advantages

- Opportunity for pupils to gain early immersion in the Welsh language from a young age.
- Allows pupils to gain a firm foundation in the Welsh language
- Provides pupils with enhanced linguistic skills for further development in Key Stage 2

Disadvantages

- Potential local community resistance to the proposal
- Statutory process required to implement the proposal

Risks and Counter Measures

Risk		Counter Measure
1.	Failure to obtain statutory approval to implement the proposal.	- Follow guidelines as set out in the School Organisation Code 2018.

Financial Implications-Revenue

Ysgol Griffith Jones is funded in accordance with the County Council's Fair Funding policy and will receive resources on the same basis as any other school within the County Council, based on the new school's pupil numbers and facilities.

Admission Arrangements

The County Council is the Admissions Authority for Ysgol Griffith Jones.

The School Governance and Admissions Unit,
Carmarthenshire Local Authority,
Department for Education and Children,
Block 2,
Main Building,
St. David's Park,
Carmarthen. SA31 3HB

Tel No: 01267 246449

E-mail: admissions@carmarthenshire.gov.uk

Alternative Options Considered

In developing a preferred option the Authority considered a range of alternative options.

Option 1 –Status Quo- no change to nature of provision

Advantages	Disadvantages
No statutory process required	Does not support Welsh Government aim of 1 million Welsh speakers by 2050
No Change for stakeholders	Does not meet the aims of the County's WESP

Option 2 –Change in nature of Foundation Phase provision (Welsh Medium Foundation Phase and Dual Stream Key Stage 2)

Advantages	Disadvantages
Increases pupils' early linguistic skills	Requires statutory process
Parental choice of language medium remains in Key Stage 2	
Supports the aims of the County's WESP	

Option 3 –Change in nature of the whole school's provision (Welsh Medium Foundation Phase and Key Stage 2)

Advantages	Disadvantages
Generates bilingual citizens	Requires statutory process
Meets the aim of the county's WESP	

School Catchment Area

There will be no change to the current school catchment area.

Secondary School Transfers

There will be no change to the current transfer arrangements for pupils in respect of Secondary education.

Schools that may be affected by the proposal to change the nature of provision at Ysgol Griffith Jones:

		Ysgol Bro Brynach	Meidrim Primary School	Bancyfelin Primary School	Llansteffan Primary School	Laugharne VC Primary School	Llanmiloe Primary School	Ysgol Llys Hywel
School Location		Llanboidy, Whitland SA34 0EL	Meidrim, Carmarthen SA33 5QN	Bancyfelin, Carmarthen SA33 5ND	Carmarthen SA33 5LN	Laugharne SA33 4TE	Llanmiloe, Pendine, SA33 4TU	Whitland SA34 0QB
County		Carmarthenshire						
Age Range		3-11	4-11	4-11	4-11	4-11	4-11	4-11
School Category (Community [C], Voluntary Aided [VA], Voluntary Controlled [VC])		Community	Community	Community	Community	Voluntary controlled	Community	Community
Language Category		Welsh Medium	Welsh Medium	Welsh Medium	Welsh Medium	English with significant Welsh	English Medium	Dual Stream*
Number of registered Pupils (January 2018)	Nursery Age	12	1	3	4	3	5	14
	Reception – Y.6	81	20	32	33	55	33	117
	Total	93	21	35	37	58	38	131
Number of pupils previously on the register	January 2017	96	24	40	32	60	32	134
	January 2016	93	21	41	34	61	36	125
	January 2015	91	20	34	32	64	33	112
	January 2014	96	22	41	35	67	24	112
Pupil Projections	January 2019	91	19	37	36	58	42	138

	January 2020	91	17	34	35	63	44	143
	January 2021	93	20	37	35	61	48	145
	January 2022	93	21	40	37	55	49	147
	January 2023	94	21	35	40	54	46	140
Capacity		120	54	64	62	118	65	164
Cost per pupil		£3,543	£6,502	£4,287	£4,155	£4,111	£3,952	£3,727
School Budget		£329,000	£137,000	£150,000	£154,000	£238,000	£150,000	£492,000
School Categorisation 2018		Yellow	Yellow	Yellow	Yellow	Yellow	Yellow	Green
Estyn Inspection Result		Estyn	Estyn	Estyn	Estyn	Estyn	Estyn	Estyn
Building Condition Category		A	C	C	B	B	C	B

*Ysgol Llys Hywel is subject to a proposal for a change in nature of provision in the Foundation Phase from dual stream to Welsh medium which can be seen on pages 71-90 of this document.

Evaluation of Present Arrangements

Quality and standards in education

Standards in Foundation Phase

Effective pupil presentations, role play and drama work are used to enhance confidence when communicating in Welsh. This is evidenced in successful regional competitions where communication skills are judged. For example, in Eisteddfodau. By the end of the Foundation Phase (FP) many pupils use their reading skills successfully across the curriculum, and most pupils develop effective writing skills through carefully planned cross curricular opportunities.

Teaching and learning experiences

The quality of teaching across the school and the impact on nearly all pupils' learning and progress is good. Nearly all pupils make good progress in developing their Welsh language skills from their school entry. The school has successfully achieved the bronze level for the Siarter Iaith and 'Cymraeg Campus at Key Stage 2' for their Welsh second language learners.

Care support and guidance

There is a thorough tracking system to identify the needs of all learners, for example, Talkabout, ChATT and positive play. As a result, most learners including vulnerable learners make good progress towards their individual targets

Leadership and management

The head teacher and the Senior Management team (SMT) have a clear vision and high expectations for the school. Leaders demonstrate an efficient capacity to plan and implement change and sustain improvement successfully in most areas. Leaders are effective in their analysis and use of the available assessments and monitoring reports about the quality of learning and teaching including pupils' skills. As a result there is a well-developed self-evaluation report (SER) that has a clear link with the school development plan (SDP). Linked with the SER is an effective strategic monitoring procedure that has a positive impact towards developing a shared vision for improving learning and teaching standards. Many priorities within last year's school development plan (SDP) have been achieved.

Governors have a very good understanding of the school's strengths and areas for improvement and are highly effective in supporting and challenging the school's performance.

Impact of the proposal on the above

Ysgol Griffith Jones provides education through the medium of Welsh and English across two streams. Nursery and reception classes are solely Welsh. Parents choose a language stream from year 2 onwards. Currently pupils are taught across 12 classes. There are 10 Welsh medium classes and 2 English medium classes. Whilst most of the pupils in both stream speak English at home this does not impact on the number of pupils choosing to attend the Welsh stream.

The change in the nature of provision at Foundation Phase from dual stream to Welsh medium will ensure that the school is moving along the local authority's WESP continuum plan.

DRAFT

Catchment Area Analysis – January PLASC 2018 Data

Each school has an area that it serves, referred to as the catchment area. Each school is expected to accommodate pupils from within its catchment area and schools must have regard for this ongoing demand.

Most parents send their child to their local school but parents have a right to state a preference for other schools.

Pupils attending the school from inside / outside the catchment

Based on January PLASC 2018 data, the geographical data in relation to the pupil distribution for Ysgol Griffiths Jones catchment area indicated that of the 306 pupils on roll, 228 lived within the catchment area, whilst the remaining 78 were from outside the catchment area.

Pupils living in the catchment area attending other schools.

Based on January PLASC 2018 data, 66 pupils lived within the Ysgol Griffith Jones catchment area attended other schools.

Taking into consideration the 228 pupils living within the catchment area attending Ysgol Griffith Jones, and the 66 pupils living within the catchment area but attending other schools, a total of 294 pupils are living within the catchment area of Ysgol Griffith Jones.

Other facilities or services provided by the school e.g. after school clubs/breakfast Club/community Library

The school provide a breakfast and after school club where a proportion of staff speak Welsh.

Other facilities the school provides e.g. club/play group/community Council

The school is a centre for a number of community activities. Keep fit clubs, gardening club as well as concerts are held in the school hall from time to time e.g. Friendly Dementia concert. The community also takes advantage of the school's sports facilities including the football club and St Clears rugby club.

Effect of the proposal on the school/community

The implementation of the Welsh medium Foundation Phase will ensure that the community of St Clears continues to thrive as a bilingual one and helps towards realising Wales' national ambition of having a million Welsh speakers by 2050. The proposal will provide all pupils joining the school with the opportunity to develop their Welsh language skills from an earlier age. The proposal will ensure that all pupils at the school will be able to access Welsh-medium education and ensure inclusion in terms of linguistic opportunities for pupils.

Appendix B- Welsh Language Impact Assessment

Carmarthenshire County Council's vision is to provide a service, which will ensure access to high quality learning opportunities for all children, young people and adults, this enabling the achievement of their full potential within the context of the unique bilingual nature of the county.

This proposal supports the Council's vision and aims for Welsh medium education as set out in Carmarthenshire's Welsh in Education Strategic Plan (WESP) 2017 – 2020. The proposal will allow greater opportunities for access to early Welsh medium education within the St Clears area.

Language Category

Ysgol Griffiths Jones is categorised as a Dual Stream Primary School.

Standards

In Foundation Phase, pupils are assessed in different areas of learning. Based on 2018 data, 96.4% of pupils achieved at least Outcome 5 in 'Language, Literacy and Communication (in Welsh)', whilst 28.6% of pupils achieved at least Outcome 6. In Key Stage 2, pupils are assessed in each of the core subjects. Based on 2018 data, 93.8% of pupils achieved at least Level 4 in Welsh first language whilst 56.3% achieved at least Level 5.

After school activities which provide additional opportunities to use the Welsh language

During the autumn term, extra-curricular clubs were held through the medium of Welsh including a folk dancing club, a fair Trade club and a coding club. Sports clubs are held throughout the year which are again through the medium of Welsh as all school staff are able to speak Welsh. The school competes consistently in the Urdd's competitions, including Cogurdd, sports and the eisteddfod. Full advantage is taken of opportunities to perform through the medium of Welsh in the community e.g. singing in the local church services, singing in the homes of the elderly, taking part in the Town Centre Festival in Carmarthen. The school is working closely with Menter Gorllewin Sir Gâr to inform parents of any opportunities available to use the Welsh language in the community e.g. inviting the Menter to the Christmas fair to share information with parents about their work, giving parents notice of Welsh lessons in the community.

Carmarthenshire County Council Assessing Impact

The Equality Act 2010

The Equality Act 2010 (the Act) brings together and replaces the previous anti-discrimination laws with a single Act. It simplifies and strengthens the law, removes inconsistencies and makes it easier for people to understand and comply with it. The majority of the Act came into force on 1 October 2010.

The Act includes a new public sector equality duty (the 'general duty'), replacing the separate duties on race, disability and gender equality. This came into force on 5 April 2011.

What is the general duty?

The aim of the general duty is to ensure that public authorities and those carrying out a public function consider how they can positively contribute to a fairer society through advancing equality and good relations in their day-to-day activities. The duty ensures that equality considerations are built into the design of policies and the delivery of services and that they are kept under review. This will achieve better outcomes for all.

The duties are legal obligations. Failure to meet the duties may result in authorities being exposed to legal challenge.

Under equality legislation, public authorities have legal duties to pay 'due regard' to the need to eliminate discrimination and promote equality with regard to race, disability and gender, including gender reassignment, as well as to promote good race relations. The Equality Act 2010 introduces a new public sector duty which extends this coverage to age, sexual orientation, pregnancy and maternity, and religion or belief. The law requires that this duty to pay 'due regard' be demonstrated in the decision making process. It is also important to note that public authorities subject to the equality duties are also likely to be subject to the obligations under the Human Rights Act and it is therefore wise also to consider the potential impact that decisions could have on human rights as part of the same process.

Carmarthenshire's approach to Equality Impact

In order to ensure that the council is considering the potential equality impact of its proposed policies and practices, and in order to evidence that we have done so, every proposal will be required to be supported by the attached Equality Impact Assessment. Where this assessment identifies a significant impact then more detail may be required.

Reporting on assessments

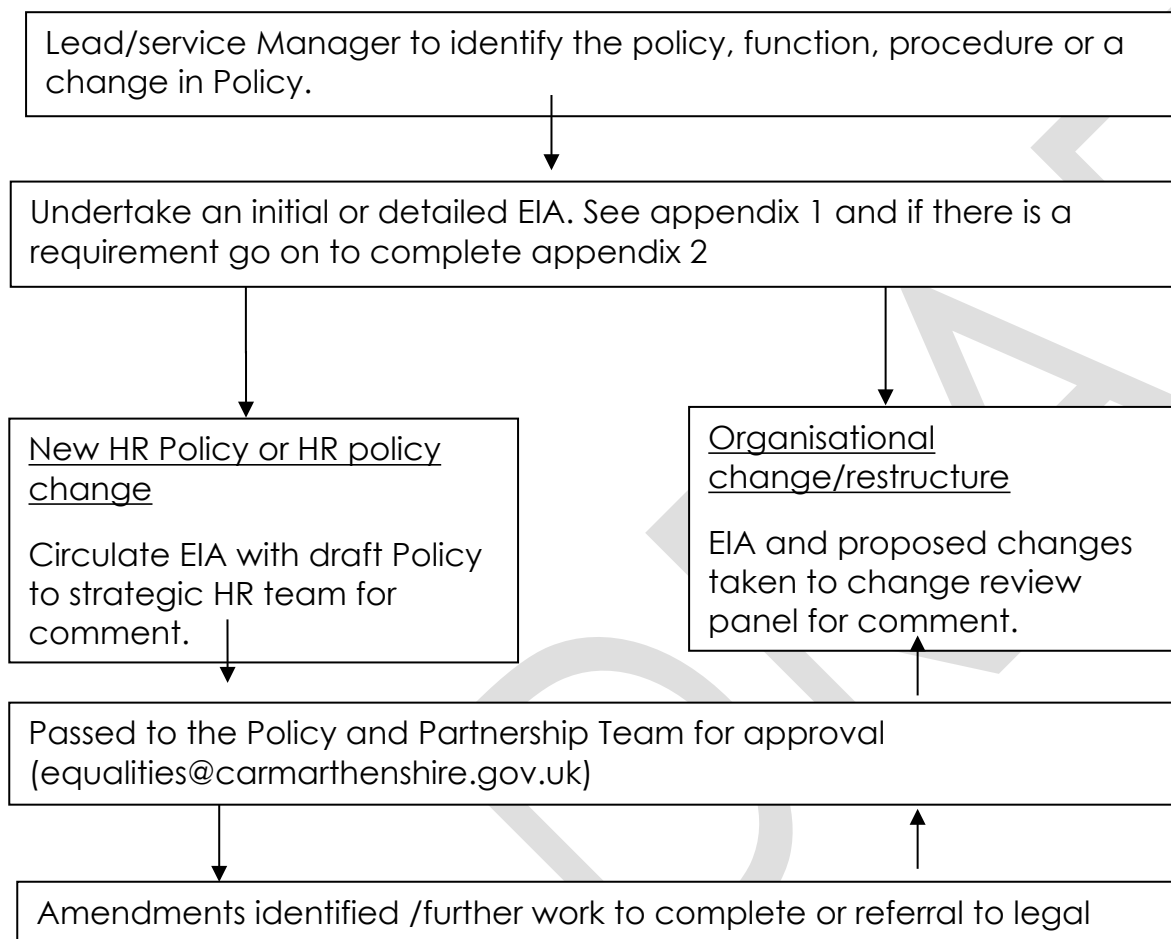
Where it is clear from the assessment that the likely impact on the authority's ability to meet the general duty is substantial, then it must publish a report.

Initial and Detailed Equality Impact Assessments

The initial EIA (appendix 1) is a simple and quick method of assessing the effect of a policy, function, procedure, decision including financial cuts on one or more of the protected characteristics.

The Service Manager responsible for the relevant new or revised policies, functions, procedures and financial decisions must undertake, at least, an initial EIA and where relevant a detailed Equality Impact Assessment (appendix 2); EIA must be attached as background paper with reports to Executive and Scrutiny.

Equality impact assessment – Process to follow where HR implications have been identified



Initial Equalities Impact Assessment Template

Appendix 1

Department: Education & Children	Completed by (lead): Sara Griffiths	Date of initial assessment: February 2019 Revision Dates: February 2020
Area to be assessed: (i.e. name of policy, function, procedure, practice or a financial decision)	The proposal is to change the nature of provision in the Foundation Phase at Ysgol Griffith Jones, from dual stream to Welsh Medium.	
Is this existing or new function/policy, procedure, practice or decision?	School Re-organisation Proposal – Modernising Education Programme	
What evidence has been used to inform the assessment and policy? (please list only)		
<ul style="list-style-type: none"> • 21st Century Schools Programme • Modernising Education Programme • School Organisation Code 2018 • PLASC Data 2018 		

1. Describe the aims, objectives or purpose of the proposed function/policy, practice, procedure or decision and who is intended to benefit.	The proposal aims to respond to WG 'A Million Speakers by 2050', Carmarthenshire County Council's Welsh in Education Strategic Plan and the authority's vision for creating a bilingual Carmarthenshire by increasing Welsh medium provision at Ysgol Griffith Jones.		
The Public Sector Equality Duty requires the Council to have "due regard" to the need to:- (1) eliminate unlawful discrimination, harassment and victimisation; (2) advance equality of opportunity between	2. What is the level of impact on each group/ protected characteristics in terms of the three aims of the duty? Please indicate high (H) medium (M), low (L), no effect (N) for each.	3. Identify the risk or positive effect that could result for each of the group/protected characteristics?	4. If there is a disproportionately negative impact what mitigating factors have you considered?

different groups; and (3) foster good relations between different groups (see guidance notes)			Risks	Positive effects	
Protected characteristics	Age	N	Neutral	Foundation Phase Pupils will be immersed in the Welsh language.	
	Disability	L	ALN pupils will be supported appropriately as required.		
	Gender reassignment	N	Neutral		
	Race	N	Neutral		
	Religion/Belief	N	Neutral		
	Pregnancy and maternity	N	Neutral		
	Sexual Orientation	N	Neutral		
	Sex	N	Neutral		
	Welsh language	L	Neutral	This proposal is to change the nature of	

				provision in the Foundation Phase to Welsh medium which will support the Council's vision and aims for Welsh medium education as set out in Carmarthenshire's Welsh in Education Strategic Plan (WESP) 2017-2020.	
	Any other area	L	Neutral		

5. Has there been any consultation/engagement with the appropriate protected characteristics?

YES ☒ NO ☐

Informal and formal consultation will be undertaken as stated in the School Organisation Code.

Appropriate consultation will be undertaken with all relevant stakeholders.

6. What action(s) will you take to reduce any disproportionately negative impact, if any? Ensure that all key stakeholders are fully informed at each stage of the consultation.

7. Procurement

<p>Following collation of evidence for this assessment, are there any procurement implications to the activity, proposal, service. N/A</p> <p>Please take the findings of this assessment into your procurement plan. Contact the corporate procurement unit for further advice.</p>		
<p>8. Human resources</p> <p>Following collation of evidence for this assessment, are there any Human resource implications to the activity, proposal or service? N/A</p>		
<p>9. Based on the information in sections 2 and 6, should this function/policy/procedure/practice or a decision proceed to Detailed Impact Assessment? (recommended if one or more H under section 2)</p>	<p>YES <input type="checkbox"/></p>	<p><input checked="" type="checkbox"/> NO</p>
<p>Approved by:</p> <p>Head of Service</p>	<p>Simon Davies</p>	<p>Date: March 2019</p>

The Proposal

The proposal is to change the nature of provision in the Foundation Phase from dual stream to Welsh medium.

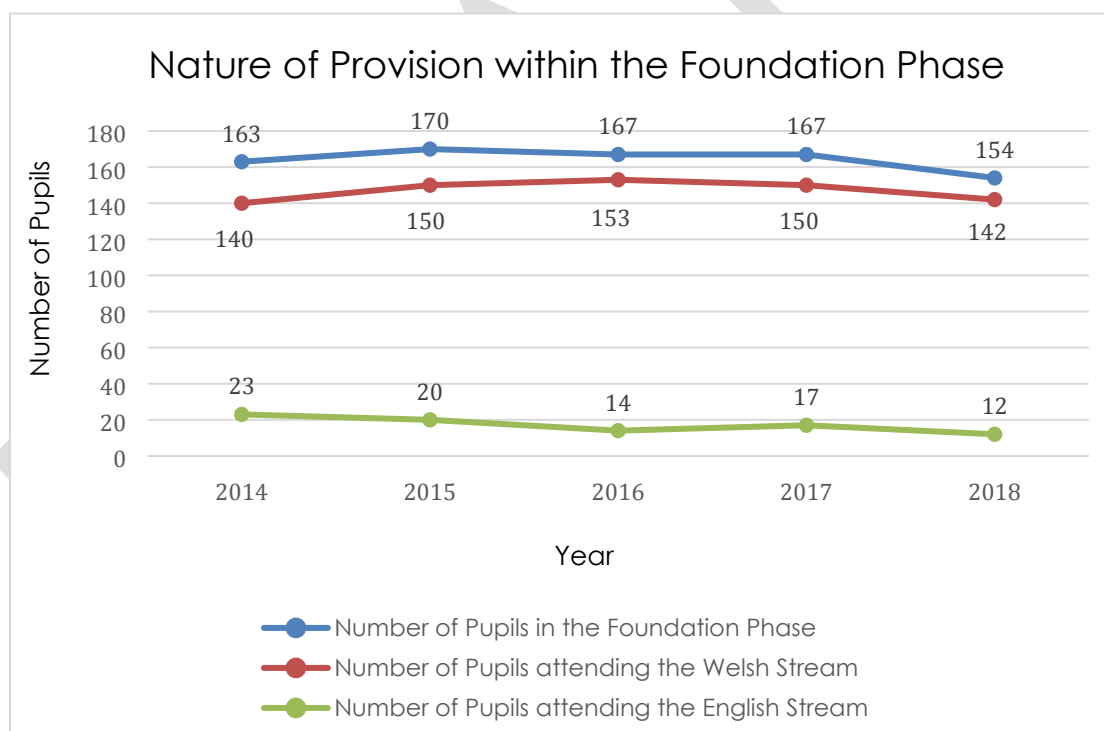
Background

Ysgol Llangynnwr is a dual stream primary school based in the village of Llangunnor in Carmarthen, providing education to pupils between the ages of 3-11 years old.

Rationale for Change

Foundation Phase Data

The graph below shows the relationship between the language streams and the number of pupils within the Foundation Phase at Ysgol Llangynnwr between January 2014-2018.



As can be seen from the graph above, the number of pupils attending the English stream within the Foundation Phase have generally been declining since 2014 and stand at 12 pupils in January 2018, in contrast with the number of pupils attending the Welsh stream. When considering the number of pupils attending the Foundation Phase as a whole, 92% attend the Welsh stream whilst only 8% attend the English stream (January 2018).

In comparison with whole school pupil numbers (310 pupils), the number of children attending the English stream within the Foundation Phase in January 2018 equate to 4% of the whole school population.

Whole School Data

		Foundation Phase Part Time	Foundation Phase Full Time	Key Stage 2	Total
2018	Welsh Medium	19	123	112	254
	English Medium	0	12	44	56
	Total	19	135	156	310
2017	Welsh Medium	26	124	105	255
	English Medium	0	17	50	67
	Total	26	141	155	322
2016	Welsh Medium	12	141	99	252
	English Medium	0	14	53	67
	Total	12	155	152	319
2015	Welsh Medium	9	141	86	236
	English Medium	0	20	55	75
	Total	9	161	141	311
2014	Welsh Medium	12	128	72	212
	English Medium	0	23	53	76
	Total	12	151	125	288

(January PLASC data)

As can be seen from the table above, it is clear that the number of children attending the English stream at Key Stage 2 is greater than the number of children attending the English stream at Foundation Phase.

Advantages and Disadvantages of the proposal

Advantages

- Opportunity for pupils to gain early immersion in the Welsh language from a young age.
- Allows pupils to gain a firm foundation in the Welsh language

- Provides pupils with enhanced linguistic skills for further development in Key Stage 2

Disadvantages

- Potential local community resistance to the proposal
- Statutory process required to implement the proposal

Risks and Counter Measures

Risk		Counter Measure
1.	Failure to obtain statutory approval to implement the proposal.	- Follow guidelines as set out in the School Organisation Code 2018.

Financial Implications-Revenue

Ysgol Llangynnwr is funded in accordance with the County Council's Fair Funding policy and will receive resources on the same basis as any other school within the County Council, based on the new school's pupil numbers and facilities.

Admission Arrangements

The County Council is the Admissions Authority for Ysgol Llangynnwr.

The School Governance and Admissions Unit,
Carmarthenshire Local Authority,
Department for Education and Children,
Block 2,
Main Building,
St. David's Park,
Carmarthen. SA31 3HB

Tel No: 01267 246449

E-mail: admissions@carmarthenshire.gov.uk

Alternative Options Considered

In developing a preferred option the Authority considered a range of alternative options.

Option 1 –Status Quo- no change to nature of provision

Advantages	Disadvantages
No statutory process required	Does not support Welsh Government aim of 1 million Welsh speakers by 2050
No Change for stakeholders	Does not meet the aims of the County's WESP

Option 2 –Change in nature of Foundation Phase provision (Welsh Medium Foundation Phase and Dual Stream Key Stage 2)

Advantages	Disadvantages
Increases pupils' early linguistic skills	Requires statutory process
Parental choice of language medium remains in Key Stage 2	
Supports the aims of the County's WESP	

Option 3 –Change in nature of the whole school's provision (Welsh Medium Foundation Phase and Key Stage 2)

Advantages	Disadvantages
Generates bilingual citizens	Requires statutory process
Meets the aim of the county's WESP	

School Catchment Area

There will be no change to the current school catchment area.

Secondary School Transfers

There will be no change to the current transfer arrangements for pupils in respect of Secondary education.

Schools that may be affected by the proposal to change the nature of provision at Ysgol Llangynnwr:

		Llangunnor Primary School	Ysgol y Fro	Johnstown Primary School	Ysgol y Dderwen	Myrddin Primary School	Richmond Park Primary School	Abergwili VC Primary School	Nantgaredig Primary School	Llanddarog VC Primary School
School Location		Penymorfa Lane, Pensarn, SA31 2NN	Llangyndeyrn, Carmarthen SA17 5BW	Johnstown, Carmarthen SA31 3HS	Heol Spurell, Carmarthen SA31 1TG	Heol Disgwylfa, Carmarthen SA31 1TE	Priory Street, Carmarthen SA31 1NN	Abergwili, Carmarthen SA31 2JD	Nantgaredig, Carmarthen, SA32 7LG	Llanddarog, Carmarthen, SA32 8BJ
County		Carmarthenshire								
Age Range		3-11	4-11	3-11	3-11	3-11	3-11	4-11	3-11	4-11
School Category (Community [C], Voluntary Aided [VA], Voluntary Controlled [VC])		Community	Community	Community	Community	Community	Community	Voluntary Controlled	Community	Voluntary Controlled
Language Category		Dual Stream	Welsh Medium	English Medium	Welsh Medium	English Medium	English Medium	Welsh Medium	Welsh Medium	Welsh Medium
Number of registered Pupils (January 2018)	Nursery Age	37	0	74	59	19	28	3	20	9
	Reception – Y.6	273	33	400	299	82	169	52	168	90
	Total	310	33	474	358	101	197	55	188	99
Number of pupils previously on the register	January 2017	322	32	468	360	104	200	60	198	96
	January 2016	319	33	464	347	85	197	66	201	89
	January 2015	311	35	428	337	81	192	70	215	89
	January 2014	289	40	409	338	89	183	57	224	90
Pupil Projections	January 2019	313	29	472	354	99	198	53	196	98
	January 2020	311	30	476	348	104	200	50	199	101
	January 2021	316	30	474	341	113	202	54	191	101

	January 2022	316	32	474	353	116	204	49	194	106
	January 2023	316	31	472	351	112	199	46	192	106
Capacity		301	41	459	361	105	214	68	232	94
Cost per pupil		£3,302	£4,549	£3,075	£3,204	£7,878	£4,287	£3,392	£4,229	£3,314
School Budget		£992,000	£150,000	£1,396,000	£1,107,000	£1,004,000	£847,000	£187,000	£839,000	£310,000
School Categorisation 2018		Green	Yellow	Green	Green	Yellow	Green	Yellow	Green	Yellow
Estyn Inspection Result		Estyn	Estyn	Estyn	Estyn	Estyn	Estyn	Estyn	Estyn	Estyn
Building Condition Category		B	B	B	A	C	B	C	B	C

Evaluation of Present Arrangements

Quality and standards in education

Standards in Foundation Phase

Most pupils achieve at least the expected progress during their time at FP. Nearly all pupils' physical skills develop strongly during their time in the Foundation Phase (FP). Most pupils apply their numeracy skills effectively across subjects, for example, measuring the outline of pupils' bodies to the nearest centimetre in the FP. Most pupils' information and communication technology skills (ICT) are good. For example, most FP pupils consistently record their work effectively and use various apps successively to produce creative writing and art tasks.

Baseline assessment data show that many pupils start school at the expected outcomes. Data trends show that most pupils achieved the Foundation Phase Indicator (FPI) over the past 4 years. Last year most pupils achieved the expected outcome in Welsh (LCW), mathematics (MDT) and personal and social development (PSD). LCE has been the best performing subject with every pupil achieving the expected outcome. However, due to small cohort numbers in the English stream interpreting data trends can be misleading. Above outcome trends have successfully increased over the past 4 years. This year nearly half of pupils achieved the higher outcome in LCW, MDT and PSD. Apart from LCE the school has consistently achieved higher than LA averages in both expected and higher outcomes. Attitudes to learning; Improving Welsh oracy skills in the English stream and pupils' ability in both streams to use the Welsh language when working independently including within informal situations is a school priority.

ESTYN 2017 - Although pupils join the English department with a sound awareness of the Welsh language, most pupils' progress in Welsh is only adequate as they move through the school. By the end of the foundation phase, most use simple sentences suitably when communicating with others. By Year 6, most use simple patterns orally when presenting information about themselves, but they do not use the Welsh language confidently enough in a simple conversation. On the whole, they read fairly confidently and use a suitable range of vocabulary and phrases to write competently. Across the school, in both streams, a minority of pupils do not use the Welsh language when working independently or during informal times.

Teaching and learning experiences

The quality of teaching across the school, and the impact on nearly all pupils' learning and progress, is consistently good. Most pupils make good progress in developing their Welsh language skills from their school entry. The school has successfully achieved the bronze level for the Siarter Iaith and 'Cymraeg

Campus at Key Stage 2' for their Welsh second language learners. Welsh oracy remains as a school priority in the SDP.

Care support and guidance

There is a thorough and robust tracking system to identify the needs of all learners, for example, Talkabout, ChATT and positive play. As a result most learners including vulnerable learners and MAT pupils make good progress towards their individual targets.

Leadership and management

The head teacher has a clear vision and high expectations for the school. There is a well-developed and thorough self-evaluation report (SER) that has a clear link with the school development plan (SDP). Linked with the SER is a rigorous strategic monitoring procedure that has an effective impact towards developing a shared vision for improving standards and wellbeing. Strong co-operation between the senior management team and staff ensure effective progress on improving school priorities.

PM targets are linked with the new professional standards for teachers and leaders, school priorities and professional development for all staff.

The Governing Body have strengthened their role as critical friends to the school by establishing a strategic committee to focus thoroughly on data and standards. As a result their understanding of the school's performance is very good.

Impact of the proposals on the above

A minority of pupils come from Welsh-speaking homes. Pupils are taught solely through the medium of Welsh in the nursery and reception classes. Parents choose a language stream for their children from Year 1 onwards. Currently pupils are taught across 10 classes. There are eight Welsh-medium classes and two English-medium classes. Pupils with reasonable Welsh ability and knowledge tend to choose the Welsh stream.

The change in the nature of provision at Foundation Phase from dual stream to Welsh medium will ensure that the school is moving along the local authority's WESP continuum plan.

Catchment Area Analysis – January PLASC 2018 Data

Each school has an area that it serves, referred to as the catchment area. Each school is expected to accommodate pupils from within its catchment area and schools must have regard for this ongoing demand.

Most parents send their child to their local school but parents have a right to state a preference for other schools.

Pupils attending the school from inside / outside the catchment

Based on January PLASC 2018 data, the geographical data in relation to the pupil distribution for Ysgol Llangynnwr catchment area indicated that of the 309 pupils on roll, 144 lived within the catchment area, whilst the remaining 165 were from outside the catchment area.

Pupils living in the catchment area attending other schools.

Based on January PLASC 2018 data, 104 pupils lived within the Ysgol Llangynnwr catchment area attended other schools.

Taking into consideration the 144 pupils living within the catchment area attending Ysgol Llangynnwr, and the 104 pupils living within the catchment area but attending other schools, a total of 248 pupils are living within the catchment area of Ysgol Llangynnwr.

Other facilities or services provided by the school e.g. after school clubs/breakfast Club/community Library

The school provides a variety of after school activities including a bilingual breakfast club and after school club. In addition, the school offers a free Welsh sports club for pupils in years 1 and 2. A number of additional clubs are offered through the medium of welsh e.g. Choir, Urdd, and running. The school also hosts a Holiday Care Club open to the wider community offering bilingual care. Moreover, the school hosts Welsh medium 'Language and Play' sessions run by Menter Gorllewin Sir Gâr.

Other facilities the school provides e.g. club/play group/community Council

The school hires the school to a range of external organizations. 'Sbarc' Club uses the school weekly to host a Christian after school club through the medium of Welsh. The school offers children the chance to attend "Wild Science" bilingual science sessions. Menter Gorllewin Sir Gâr use the school to hold their Welsh fitness club. In addition, the Women's Institute hold a monthly meeting at the school (bilingual). Furthermore, Mudiad Meithrin- Cylch Meithrin offers Welsh Medium Education for two and three year olds at school.

Effect of the proposal on the school/community

The implementation of the Welsh medium Foundation Phase will ensure that the community of Llangunnor continues to thrive as a bilingual one and helps towards realising Wales' national ambition of having a million Welsh speakers by 2050. The proposal will provide all pupils joining the school the opportunity to develop their Welsh language skills from an earlier age.

The activities noted previously provide pupils and the wider community with the opportunity to use the Welsh language outside the classroom. The school believes that giving people the opportunity to use the Welsh language in informal situations is crucial to nurturing the interest of people in the language and also giving it a wider purpose.

Carmarthenshire County Council's vision is to provide a service, which will ensure access to high quality learning opportunities for all children, young people and adults, this enabling the achievement of their full potential within the context of the unique bilingual nature of the county.

This proposal supports the Council's vision and aims for Welsh medium education as set out in Carmarthenshire's Welsh in Education Strategic Plan (WESP) 2017 – 2020. The proposal will allow greater opportunities for access to early Welsh medium education within the Llangunnor area.

Language Category

Ysgol Llangynnwr is categorised as a Dual Stream Primary School.

Standards

In Foundation Phase, pupils are assessed in different areas of learning. Based on 2018 data, 91.2% of pupils achieved at least Outcome 5 in 'Language, Literacy and Communication (in Welsh)', whilst 47.1% of pupils achieved at least Outcome 6. In Key Stage 2, pupils are assessed in each of the core subjects. Based on 2018 data, 100% of pupils achieved at least Level 4 in Welsh first language whilst 32.1% achieved at least Level 5.

After school activities which provide additional opportunities to use the Welsh language

The school provides pupils with a number of opportunities to use the Welsh language outside school hours including provision of range of Welsh extra curricula clubs e.g. Choir, Urdd, and running. Moreover, the school offers a bilingual breakfast and after school club which provides pupils with the opportunity to socialise through the medium of Welsh.

Carmarthenshire County Council Assessing Impact

The Equality Act 2010

The Equality Act 2010 (the Act) brings together and replaces the previous anti-discrimination laws with a single Act. It simplifies and strengthens the law, removes inconsistencies and makes it easier for people to understand and comply with it. The majority of the Act came into force on 1 October 2010.

The Act includes a new public sector equality duty (the 'general duty'), replacing the separate duties on race, disability and gender equality. This came into force on 5 April 2011.

What is the general duty?

The aim of the general duty is to ensure that public authorities and those carrying out a public function consider how they can positively contribute to a fairer society through advancing equality and good relations in their day-to-day activities. The duty ensures that equality considerations are built into the design of policies and the delivery of services and that they are kept under review. This will achieve better outcomes for all.

The duties are legal obligations. Failure to meet the duties may result in authorities being exposed to legal challenge.

Under equality legislation, public authorities have legal duties to pay 'due regard' to the need to eliminate discrimination and promote equality with regard to race, disability and gender, including gender reassignment, as well as to promote good race relations. The Equality Act 2010 introduces a new public sector duty which extends this coverage to age, sexual orientation, pregnancy and maternity, and religion or belief. The law requires that this duty to pay 'due regard' be demonstrated in the decision making process. It is also important to note that public authorities subject to the equality duties are also likely to be subject to the obligations under the Human Rights Act and it is therefore wise also to consider the potential impact that decisions could have on human rights as part of the same process.

Carmarthenshire's approach to Equality Impact

In order to ensure that the council is considering the potential equality impact of its proposed policies and practices, and in order to evidence that we have done so, every proposal will be required to be supported by the attached Equality Impact Assessment. Where this assessment identifies a significant impact then more detail may be required.

Reporting on assessments

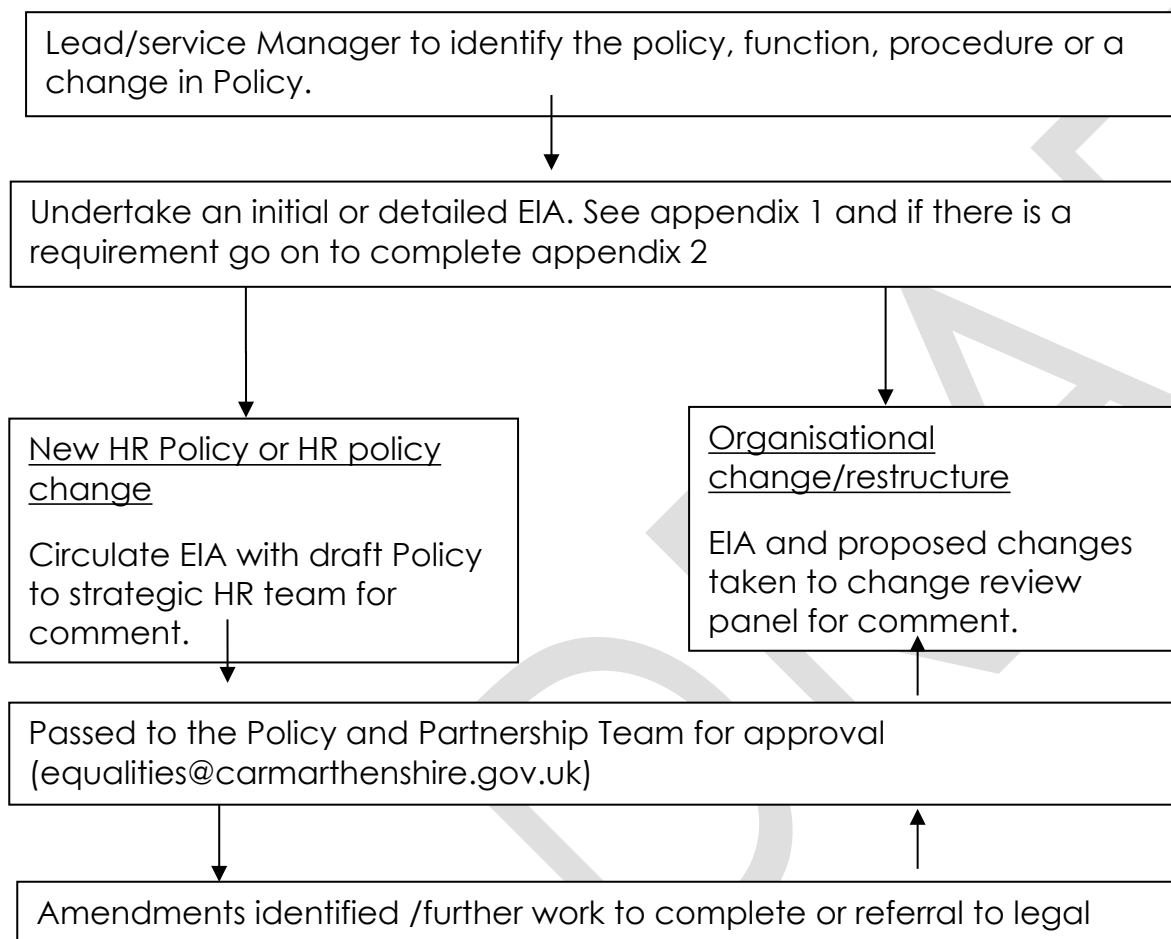
Where it is clear from the assessment that the likely impact on the authority's ability to meet the general duty is substantial, then it must publish a report.

Initial and Detailed Equality Impact Assessments

The initial EIA (appendix 1) is a simple and quick method of assessing the effect of a policy, function, procedure, decision including financial cuts on one or more of the protected characteristics.

The Service Manager responsible for the relevant new or revised policies, functions, procedures and financial decisions must undertake, at least, an initial EIA and where relevant a detailed Equality Impact Assessment (appendix 2); EIA must be attached as background paper with reports to Executive and Scrutiny.

Equality impact assessment – Process to follow where HR implications have been identified



Initial Equalities Impact Assessment Template

Appendix 1

Department: Education & Children	Completed by (lead): Sara Griffiths	Date of initial assessment: February 2019 Revision Dates: February 2020
Area to be assessed: (i.e. name of policy, function, procedure, practice or a financial decision)	The proposal is to change the nature of provision in the Foundation Phase at Ysgol Llangynnwyr, from dual stream to Welsh Medium.	
Is this existing or new function/policy, procedure, practice or decision?	School Re-organisation Proposal – Modernising Education Programme	
What evidence has been used to inform the assessment and policy? (please list only)		
<ul style="list-style-type: none"> • 21st Century Schools Programme • Modernising Education Programme • School Organisation Code 2018 • PLASC Data 2018 		

1. Describe the aims, objectives or purpose of the proposed function/policy, practice, procedure or decision and who is intended to benefit.	The proposal aims to respond to WG 'A Million Speakers by 2050', Carmarthenshire County Council's Welsh in Education Strategic Plan and the authority's vision for creating a bilingual Carmarthenshire by increasing Welsh medium provision at Ysgol Llangynnwyr.		
The Public Sector Equality Duty requires the Council to have "due regard" to the need to:- (1) eliminate unlawful discrimination, harassment and victimisation; (2) advance equality of opportunity between	2. What is the level of impact on each group/ protected characteristics in terms of the three aims of the duty? Please indicate high (H) medium (M), low (L), no effect (N) for each.	3. Identify the risk or positive effect that could result for each of the group/protected characteristics?	4. If there is a disproportionately negative impact what mitigating factors have you considered?

different groups; and (3) foster good relations between different groups (see guidance notes)			Risks	Positive effects	
Protected characteristics	Age	N	Neutral	Foundation Phase pupils will be immersed in the Welsh language.	
	Disability	L	ALN pupils will be supported appropriately as required.		
	Gender reassignment	N	Neutral		
	Race	N	Neutral		
	Religion/Belief	N	Neutral		
	Pregnancy and maternity	N	Neutral		
	Sexual Orientation	N	Neutral		
	Sex	N	Neutral		
	Welsh language	L	Neutral	This proposal is to change the nature of	

				provision in the Foundation Phase to Welsh medium which will support the Council's vision and aims for Welsh medium education as set out in Carmarthenshire's Welsh in Education Strategic Plan (WESP) 2017-2020.	
	Any other area	L	Neutral		

5. Has there been any consultation/engagement with the appropriate protected characteristics?

YES ☒ NO ☐

Informal and formal consultation will be undertaken as stated in the School Organisation Code.

Appropriate consultation will be undertaken with all relevant stakeholders.

6. What action(s) will you take to reduce any disproportionately negative impact, if any? Ensure that all key stakeholders are fully informed at each stage of the consultation.

7. Procurement

<p>Following collation of evidence for this assessment, are there any procurement implications to the activity, proposal, service. N/A</p> <p>Please take the findings of this assessment into your procurement plan. Contact the corporate procurement unit for further advice.</p>		
<p>8. Human resources</p> <p>Following collation of evidence for this assessment, are there any Human resource implications to the activity, proposal or service? N/A</p>		
<p>9. Based on the information in sections 2 and 6, should this function/policy/procedure/practice or a decision proceed to Detailed Impact Assessment? (recommended if one or more H under section 2)</p>		<p>YES <input type="checkbox"/></p>
		<p><input checked="" type="checkbox"/> NO</p>
<p>Approved by:</p> <p>Head of Service</p>	<p>Simon Davies</p>	<p>Date: March 2019</p>

The Proposal

The proposal is to change the nature of provision in the Foundation Phase from dual stream to Welsh medium.

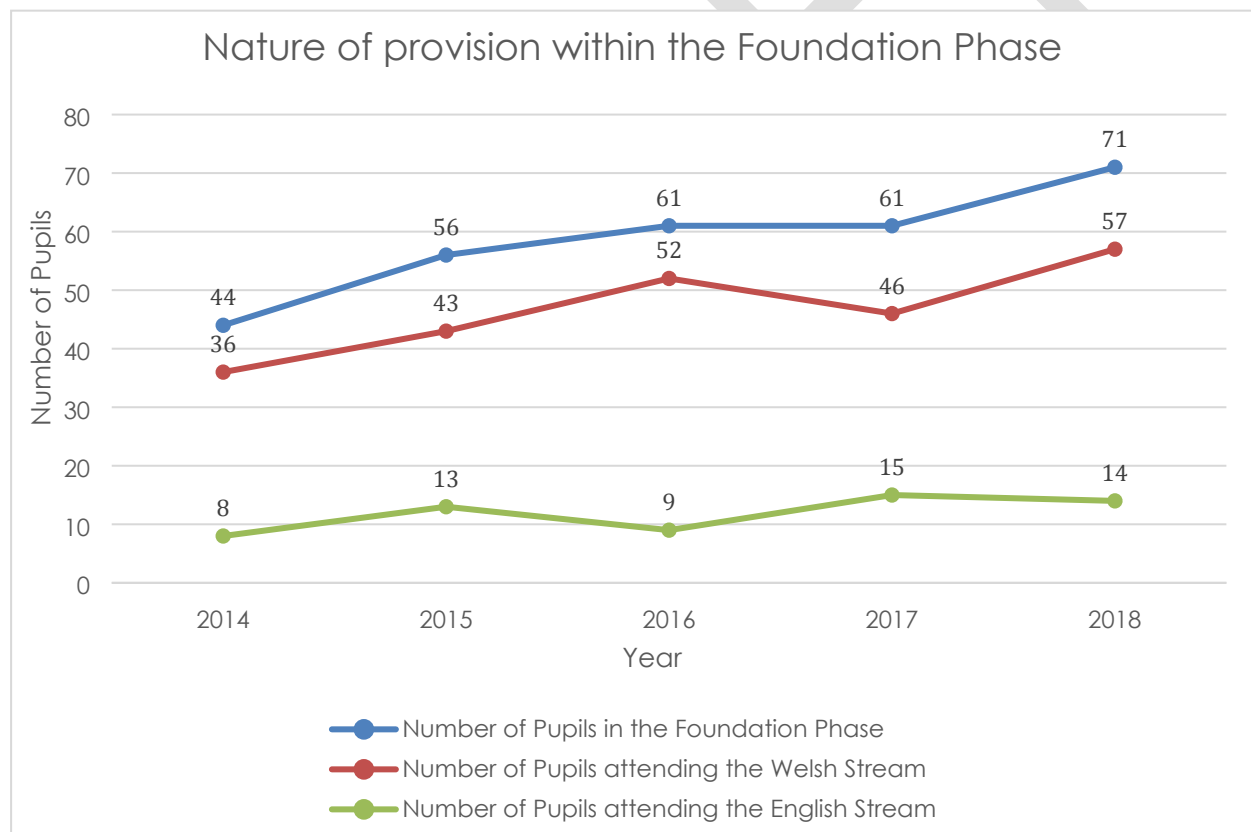
Background

Ysgol Llys Hywel is a dual stream Primary School based in Whitland. The school provides education to pupils between the ages of 4-11 years old.

Rationale for Change

Foundation Phase data

The graph below shows the relationship between the language streams and the number of pupils within the Foundation Phase at Ysgol Llys Hywel between January 2014-2018.



As can be seen from the graph above, the number of pupils attending the English stream Foundation Phase at Ysgol Llys Hywel has been lower than those attending the Welsh stream. The number of pupils attending the English stream Foundation Phase at Ysgol Llys Hywel has ranged between 8-15 pupils during January 2014-2018 whereas pupil numbers in the Welsh stream have ranged between 36-57 pupils.

When considering the number of pupils attending the Foundation Phase as a whole, 80% attend the Welsh stream whilst only 20% attend the English stream (January 2018).

In comparison with whole school pupil numbers (131 pupils), the number of children attending the English stream within the Foundation Phase in January 2018 equate to 11% of the whole school population.

Whole School data

		Foundation Phase	Key Stage 2	Total
2018	Welsh Medium	57	27	84
	English Medium	14	33	47
	Total	71	60	131
2017	Welsh Medium	46	34	80
	English Medium	15	39	54
	Total	61	73	134
2016	Welsh Medium	52	30	82
	English Medium	9	34	43
	Total	61	64	125
2015	Welsh Medium	43	25	68
	English Medium	13	31	44
	Total	56	56	112
2014	Welsh Medium	36	35	71
	English Medium	8	33	41
	Total	44	68	112

(January PLASC data)

Advantages and Disadvantages of the proposal

Advantages

- Opportunity for pupils to gain early immersion in the Welsh language from a young age.
- Allows pupils to gain a firm foundation in the Welsh language

- Provides pupils with enhanced linguistic skills for further development in Key Stage 2

Disadvantages

- Potential local community resistance to the proposal
- Statutory process required to implement the proposal

Risks and Counter Measures

Risk		Counter Measure
1.	Failure to obtain statutory approval to implement the proposal.	- Follow guidelines as set out in the School Organisation Code 2018.

Financial Implications-Revenue

Ysgol Llys Hywel is funded in accordance with the County Council's Fair Funding policy and will receive resources on the same basis as any other school within the County Council, based on the new school's pupil numbers and facilities.

Admission Arrangements

The County Council is the Admissions Authority for Ysgol Llys Hywel.

The School Governance and Admissions Unit,
Carmarthenshire Local Authority,
Department for Education and Children,
Block 2,
Main Building,
St. David's Park,
Carmarthen. SA31 3HB

Tel No: 01267 246449

E-mail: admissions@carmarthenshire.gov.uk

Alternative Options Considered

In developing a preferred option the Authority considered a range of alternative options.

Option 1 –Status Quo- no change to nature of provision

Advantages	Disadvantages
No statutory process required	Does not support Welsh Government aim of 1 million Welsh speakers by 2050
No Change for stakeholders	Does not meet the aims of the County's WESP

Option 2 –Change in nature of Foundation Phase provision (Welsh Medium Foundation Phase and Dual Stream Key Stage 2)

Advantages	Disadvantages
Increases pupils' early linguistic skills	Requires statutory process
Parental choice of language medium remains in Key Stage 2	
Supports the aims of the County's WESP	

Option 3 –Change in nature of the whole school's provision (Welsh Medium Foundation Phase and Key Stage 2)

Advantages	Disadvantages
Generates bilingual citizens	Requires statutory process
Meets the aim of the county's WESP	

School Catchment Area

There will be no change to the current school catchment area.

Secondary School Transfers

There will be no change to the current transfer arrangements for pupils in respect of Secondary education.

Schools that may be affected by the proposal to change the nature of provision at Ysgol Llys Hywel:

		Ysgol Griffith Jones	Ysgol Bro Brynach	Ysgol Gymunedol Brynconin	Narberth Community Primary School	Tavernspite Community Primary School
School Location		Station Road, St Clears, SA33 4BT	Llanboidy, Whitland, SA34 0EL	Llandysilio Clunderwen SA66 7SY	Jesse Road Narberth SA67 7FE	Whitland Pembrokeshire SA34 0NL
County		Carmarthenshire	Carmarthenshire	Pembrokeshire	Pembrokeshire	Pembrokeshire
Age Range		3-11	3-11	3-11	3-11	3-11
School Category (Community [C], Voluntary Aided [VA], Voluntary Controlled [VC])		Community	Community	Community	Community	Community
Language Category		Dual Stream*	Welsh Medium	Welsh Medium	Dual Stream	English Medium
Number of registered Pupils (January 2018)	Nursery Age	55	12	15	21	17
	Reception – Y.6	255	81	68	279	203
	Total	305	93	83	300	220
Number of pupils previously on the register	January 2017	288	96	79	301	215
	January 2016	281	93	89	329	224
	January 2015	272	91	84	326	209
	January 2014	258	96	77	332	214
Pupil Projections	January 2019	312	91	77	306	233
	January 2020	296	91	75	306	235
	January 2021	295	93	72	306	225
	January 2022	300	93	68	309	224
	January 2023	291	94	69	313	224
Capacity		337	120	89	330	205

Cost per pupil	£3,320	£3,543	£3789	£3323	£3163
School Budget	£958,000	£319,000	£310,000	£1,089,000	£762,000
School Categorisation 2018	Yellow	Yellow	Amber	Yellow	Green
Estyn Inspection Result	Estyn	Estyn	Estyn	Estyn	Estyn
Building Condition Category	B	A	C	A	B

*Ysgol Griffith Jones is subject to a proposal for a change in nature of provision in the Foundation Phase from dual stream to Welsh medium which can be seen on pages 36-52 of this document.

Evaluation of Present Arrangements

Quality and standards in education

Standards in Foundation Phase

The development of the Welsh oral skills of the youngest children in the Foundation Phase is a significant strength. Pupils are quickly able to offer responses spontaneously, and many of them use Welsh voluntarily when speaking to each other. By the end of the Foundation Phase, pupils make clear progress in their oral skills and express themselves confidently and with an increasing level of accuracy. However, pupils in the English stream do not make enough progress in their Welsh oral skills across the Foundation Phase. By the end of the Foundation Phase, many pupils are able to read aloud meaningfully and with appropriate intonation, and make good use of the voice to vary expression.

Teaching and learning experiences

Teaching and learning across the school is good in many classrooms. Where the teaching is good, nearly all pupils are questioned skilfully, working at the appropriate level and the pace of lessons is effective. Many teachers plan well, making appropriate use of 'Incerts' to inform next steps for groups of learners. Where effective use of 'Incerts' is evident, nearly all pupils make very good progress, demonstrating long periods of concentration. Many lessons and activities are stimulating and differentiated purposefully to meet the needs of most pupils.

Nearly all teachers make effective use of support staff and many of these adults question pupils well, encouraging effective learning. The majority of classes provide a stimulating environment for their pupils with a healthy balance between celebrating pupils' work through attractive displays, learning walls and corners. Nearly all staff manage behaviour well, treating all pupils fairly and with respect.

Many changes have been made to the outdoor provision which is vibrant, colourful and inviting. Opportunities for pupils to develop their collaborative skills are good. For example, a group of boys showed great perseverance and excellent team work as they built their boat out of large building blocks.

Pupils have areas to be creative and there is a purposeful area to perform and share their talents.

Bilingualism is strong across the school. For example, all assemblies are bilingual and nearly all staff use Welsh purposefully and effectively throughout the day. Welsh education in the English stream is not isolated to second language sessions. Welsh is introduced in all cross curricular subjects. Language patterns and theme related vocabulary are naturally introduced. Nearly all pupils who have been at the school from the start are making expected or better progress.

However, the very few latecomers to the school influence and affect the progress data.

Care support and guidance

Teacher observations, questionnaires and Speakr are used to identify pupils who do not engage in their learning and staff effectively recognise pupils who are at risk of not engaging. As a result, relevant intervention is provided such as, 'Positive Play' or teachers adapt their styles and approach to meet their needs and demands. The school's online tracking tool demonstrates that most MAT pupils make the expected or better progress in line with their targets.

Leadership and management

The head teacher has a clear understanding of the school's strengths and areas for development and shares the school's vision well with all stakeholders. He has had a positive effect on the managerial aspects of the school, for example by ensuring better consistency in planning across the school.

The school's self-evaluation report (SER) is open and honest, using a variety of monitoring results to make accurate judgements and which notes clearly the areas for development. The recommendations are shared with all leaders including the Governing Body.

There is a purposeful monitoring timetable in place which include the involvement of all leaders and co-ordinators. The increased responsibility over the year has developed the staff's awareness of evaluative report writing and has given them ownership of school action plans. As a result, they have a deeper understanding of their value and purpose and pace of impact is generally good.

Leaders across the school are developing strategies to collate pupils' opinions on their learning and the teaching and are also considering ways of capturing pupils' wellbeing. They are also including all stakeholders in this area of work and are making good use of online questionnaires to gather information and their opinions. Through discussions, the head teacher has recognised the need to develop the inclusive role of the Governing Body within the school's quality assurance processes. The head teacher makes good use of school to school support by visiting similar schools to see good practice. The school is also currently working within a performing learning school (PLS) group in order to improve the learning and teaching within a mixed class.

Impact of the proposal

The school is continually improving as a result of robust and clear direction from the head teacher. The distributed leadership has developed effectively over the last few years, which has led to most staff having a clear understanding of the school's focus and vision. Any proposed changes are discussed and

deliberated in order to ensure a positive impact on the pupils' learning and development. Changes are always planned collegiately so that all stakeholders are involved during any change. The change in the nature of provision at Foundation Phase from dual stream to Welsh medium will ensure that the school is moving along the local authority's WESP continuum plan. It will provide all pupils joining the school an opportunity to develop their Welsh language from an earlier age. This will provide pupils with a greater range of choice as they progress through the primary school. The head teacher has ensured that there is staffing capacity to meet with this change and suitable professional learning will ensure that all staff have the skills to deliver the curriculum in Welsh. The school will continue to maintain standards and good teaching and learning experience for the pupils. The change to Welsh medium education at Foundation Phase will strengthen pupils' bilingual skills from an earlier age and it is anticipated that this will lead to a continuously improving school.

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Catchment Area Analysis – January PLASC 2018 Data

Each school has an area that it serves, referred to as the catchment area. Each school is expected to accommodate pupils from within its catchment area and schools must have regard for this ongoing demand.

Most parents send their child to their local school but parents have a right to state a preference for other schools.

Pupils attending the school from inside / outside the catchment

Based on January PLASC 2018 data, the geographical data in relation to the pupil distribution for Ysgol Llys Hywel catchment area indicated that of the 131 pupils on roll, 105 lived within the catchment area, whilst the remaining 26 were from outside the catchment area.

Pupils living in the catchment area attending other schools.

Based on January PLASC 2018 data, 24 pupils lived within the Ysgol Llys Hywel catchment area attended other schools.

Taking into consideration the 105 pupils living within the catchment area attending Ysgol Llys Hywel, and the 24 pupils living within the catchment area but attending other schools, a total of 129 pupils are living within the catchment area of Ysgol Llys Hywel.

Other facilities or services provided by the school e.g. after school clubs/breakfast Club/community Library

A number of clubs are offered at Ysgol Llys Hywel. The school has a breakfast club which is conducted through the medium of Welsh and which promotes a Welsh ethos celebrating the Welsh culture through listening to Welsh music. There is also an after school club run by Welsh speakers whereby various activities are provided for the pupils mainly through the medium of Welsh. On the school site there is a Hywel DDA Nursery School which currently provides up to 30 hours of care and education for pupils from two and a half years up through the medium of Welsh. As part of this provision is Cylch Ti a Fi which offers informal opportunities for parents to chat through the medium of Welsh with the support of the Cylch Meithrin staff. There are strong links with the West Sir Gar Language initiative and the language through play stages are offered to the prospective pupils before they start school. The initiative also provides lessons for adults in the village to support the parents.

Other facilities the school provides e.g. club/play group/community Council

The school is part of a community with many community organisations so not many people use the school's resources. The young Farmers ' movement occasionally use the facilities to conduct acting exercises. There is a school taekwondo club, but this is conducted through the medium of English.

Effect of the proposal on the school/community

The community of Whitland is bilingual in nature. In order to ensure that pupils are able to benefit fully from the community that they belong to, it is vital that they have sound basic skills to be able to communicate informally in Welsh. The implementation of the Welsh Medium Foundation phase will ensure that the community of Whitland continues to thrive as a bilingual one and helps towards realising Wales ' national ambition of having a million Welsh speakers by 2050. The proposal will provide all pupils joining the school the opportunity to develop their Welsh language skills from an earlier age.

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Carmarthenshire County Council's vision is to provide a service, which will ensure access to high quality learning opportunities for all children, young people and adults, this enabling the achievement of their full potential within the context of the unique bilingual nature of the county.

This proposal supports the Council's vision and aims for Welsh medium education as set out in Carmarthenshire's Welsh in Education Strategic Plan (WESP) 2017 – 2020. The proposal will allow greater opportunities for access to early Welsh medium education within the Whitland area.

Language Category

Ysgol Llys Hywel is categorised as a Dual Stream Primary School.

Standards

In Foundation Phase, pupils are assessed in different areas of learning. Based on 2018 data, 86.7% of pupils achieved at least Outcome 5 in 'Language, Literacy and Communication (in Welsh)', whilst 40% of pupils achieved at least Outcome 6. In Key Stage 2, pupils are assessed in each of the core subjects. Based on 2018 data, 100% of pupils achieved at least Level 4 in Welsh first language and a 100% of pupils achieved at least Level 5.

After school activities which provide additional opportunities to use the Welsh language

The school takes an active role in implementing the Welsh Charter scheme which ensures that pupils receive opportunities to use the Welsh language in informal ways. We have already won bronze recognition and are taking action towards the silver award. The school is also very active with the Urdd organisation arranging residential trips to their camps at Llangrannog and Cardiff annually for pupils from both streams, competing in many sporting activities through the medium of Welsh and taking an active part in the local Eisteddfod, regional and national Eisteddfod on an annual basis. Pupils from both streams also have opportunities to attend the Urdd Jambori. The school hosts activity clubs each week. The linguistic medium of those clubs is Welsh and through this they see that Welsh belongs in the context of art, sustainability, cooking, creative and sporting. The school often invites external companies to come and run drama workshops and to make performances for pupils. These performances and workshops are through the medium of Welsh so that pupils appreciate that Welsh is a living language.

Appendix C- Equalities Impact Assessment

Carmarthenshire County Council Assessing Impact

The Equality Act 2010

The Equality Act 2010 (the Act) brings together and replaces the previous anti-discrimination laws with a single Act. It simplifies and strengthens the law, removes inconsistencies and makes it easier for people to understand and comply with it. The majority of the Act came into force on 1 October 2010.

The Act includes a new public sector equality duty (the 'general duty'), replacing the separate duties on race, disability and gender equality. This came into force on 5 April 2011.

What is the general duty?

The aim of the general duty is to ensure that public authorities and those carrying out a public function consider how they can positively contribute to a fairer society through advancing equality and good relations in their day-to-day activities. The duty ensures that equality considerations are built into the design of policies and the delivery of services and that they are kept under review. This will achieve better outcomes for all.

The duties are legal obligations. Failure to meet the duties may result in authorities being exposed to legal challenge.

Under equality legislation, public authorities have legal duties to pay 'due regard' to the need to eliminate discrimination and promote equality with regard to race, disability and gender, including gender reassignment, as well as to promote good race relations. The Equality Act 2010 introduces a new public sector duty which extends this coverage to age, sexual orientation, pregnancy and maternity, and religion or belief. The law requires that this duty to pay 'due regard' be demonstrated in the decision making process. It is also important to note that public authorities subject to the equality duties are also likely to be subject to the obligations under the Human Rights Act and it is therefore wise also to consider the potential impact that decisions could have on human rights as part of the same process.

Carmarthenshire's approach to Equality Impact

In order to ensure that the council is considering the potential equality impact of its proposed policies and practices, and in order to evidence that we have done so, every proposal will be required to be supported by the attached Equality Impact Assessment. Where this assessment identifies a significant impact then more detail may be required.

Reporting on assessments

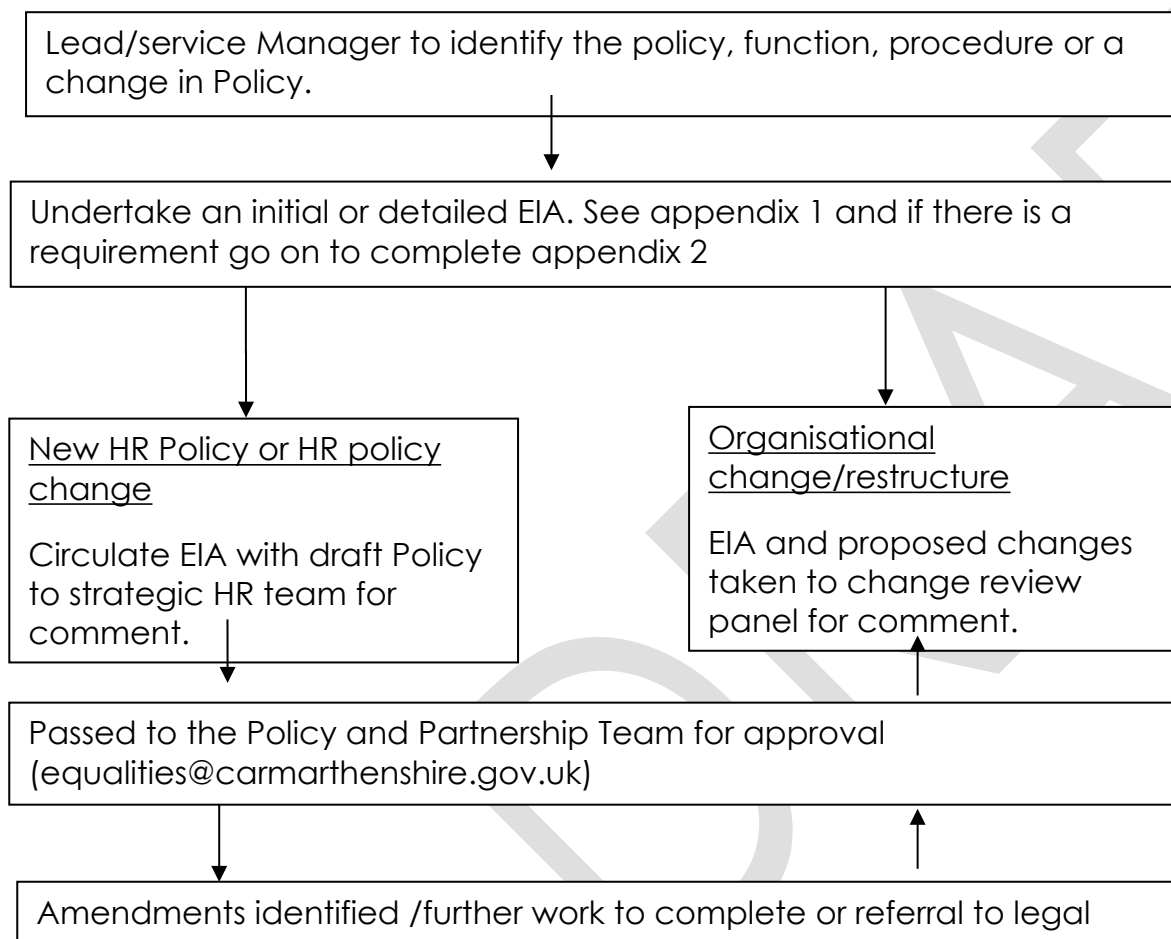
Where it is clear from the assessment that the likely impact on the authority's ability to meet the general duty is substantial, then it must publish a report.

Initial and Detailed Equality Impact Assessments

The initial EIA (appendix 1) is a simple and quick method of assessing the effect of a policy, function, procedure, decision including financial cuts on one or more of the protected characteristics.

The Service Manager responsible for the relevant new or revised policies, functions, procedures and financial decisions must undertake, at least, an initial EIA and where relevant a detailed Equality Impact Assessment (appendix 2); EIA must be attached as background paper with reports to Executive and Scrutiny.

Equality impact assessment – Process to follow where HR implications have been identified



Initial Equalities Impact Assessment Template

Appendix 1

Department: Education & Children	Completed by (lead): Sara Griffiths	Date of initial assessment: February 2019 Revision Dates: February 2020
Area to be assessed: (i.e. name of policy, function, procedure, practice or a financial decision)	The proposal is to change the nature of provision in the Foundation Phase at Ysgol Llys Hywel, from dual stream to Welsh Medium.	
Is this existing or new function/policy, procedure, practice or decision?	School Re-organisation Proposal – Modernising Education Programme	
What evidence has been used to inform the assessment and policy? (please list only)		
<ul style="list-style-type: none"> • 21st Century Schools Programme • Modernising Education Programme • School Organisation Code 2018 • PLASC Data 2018 		

1. Describe the aims, objectives or purpose of the proposed function/policy, practice, procedure or decision and who is intended to benefit.	The proposal aims to respond to WG 'A Million Welsh Speakers by 2050', Carmarthenshire County Council's Welsh in Education Strategic Plan and the authority's vision for creating a bilingual Carmarthenshire by increasing Welsh medium provision at Ysgol Llys Hywel.		
The Public Sector Equality Duty requires the Council to have "due regard" to the need to:- (1) eliminate unlawful discrimination, harassment and victimisation; (2) advance equality of opportunity between	2. What is the level of impact on each group/ protected characteristics in terms of the three aims of the duty? Please indicate high (H) medium (M), low (L), no effect (N) for each.	3. Identify the risk or positive effect that could result for each of the group/protected characteristics?	4. If there is a disproportionately negative impact what mitigating factors have you considered?

different groups; and (3) foster good relations between different groups (see guidance notes)			Risks	Positive effects	
Protected characteristics	Age	N	Neutral	Foundation Phase pupils will be immersed in the Welsh language.	
	Disability	L	ALN pupils will be supported appropriately as required.		
	Gender reassignment	N	Neutral		
	Race	N	Neutral		
	Religion/Belief	N	Neutral		
	Pregnancy and maternity	N	Neutral		
	Sexual Orientation	N	Neutral		
	Sex	N	Neutral		
	Welsh language	L	Neutral	This proposal is to change the nature of	

				provision in the Foundation Phase to Welsh medium which will support the Council's vision and aims for Welsh medium education as set out in Carmarthenshire's Welsh in Education Strategic Plan (WESP) 2017-2020.	
	Any other area	L	Neutral		

5. Has there been any consultation/engagement with the appropriate protected characteristics?

YES ☒ NO ☐

Informal and formal consultation will be undertaken as stated in the School Organisation Code.

Appropriate consultation will be undertaken with all relevant stakeholders.

6. What action(s) will you take to reduce any disproportionately negative impact, if any? Ensure that all key stakeholders are fully informed at each stage of the consultation.

7. Procurement

<p>Following collation of evidence for this assessment, are there any procurement implications to the activity, proposal, service. N/A</p> <p>Please take the findings of this assessment into your procurement plan. Contact the corporate procurement unit for further advice.</p>		
<p>8. Human resources</p> <p>Following collation of evidence for this assessment, are there any Human resource implications to the activity, proposal or service? N/A</p>		
<p>9. Based on the information in sections 2 and 6, should this function/policy/procedure/practice or a decision proceed to Detailed Impact Assessment? (recommended if one or more H under section 2)</p>	<p>YES <input type="checkbox"/></p>	<p><input checked="" type="checkbox"/> NO</p>
<p>Approved by:</p> <p>Head of Service</p>	<p>Simon Davies</p>	<p>Date: March 2019</p>

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