



Conwy Primary School Modernisation Project

Caerhun-Trefriw Area

Language Impact Assessment

February 2013

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1. Introduction

Conwy County Borough Council has been carrying out an in-depth review of its Primary Schools over the last 3 years. This resulted in the publication of the '*Strategy for the Modernisation of Conwy Primary Schools*' and associated '*Implementation Plan*' in October 2010, which was subsequently reviewed and agreed by Cabinet in November 2011.

The Cabinet also agreed to:

- i) consult with communities in detail (full impact assessment) on the options within the Implementation Plan and
- ii) undertake stakeholder meetings with those areas identified for '*review in two years time*'.

Key information, including impact assessments on language; equality; transportation; community and buildings fit for purpose, will be undertaken in order to inform an option appraisal.

Formal consultation meetings will take place with each school within an area for initial review to present in more detail the options considered for each area and the outcome of the option appraisal.

This document will consider the impact on the Welsh Language of the proposed options within the Caerhun & Trefriw Area.

1.1 Conwy's Welsh Language Scheme

Main aims and objectives of the Welsh Education Scheme are to:

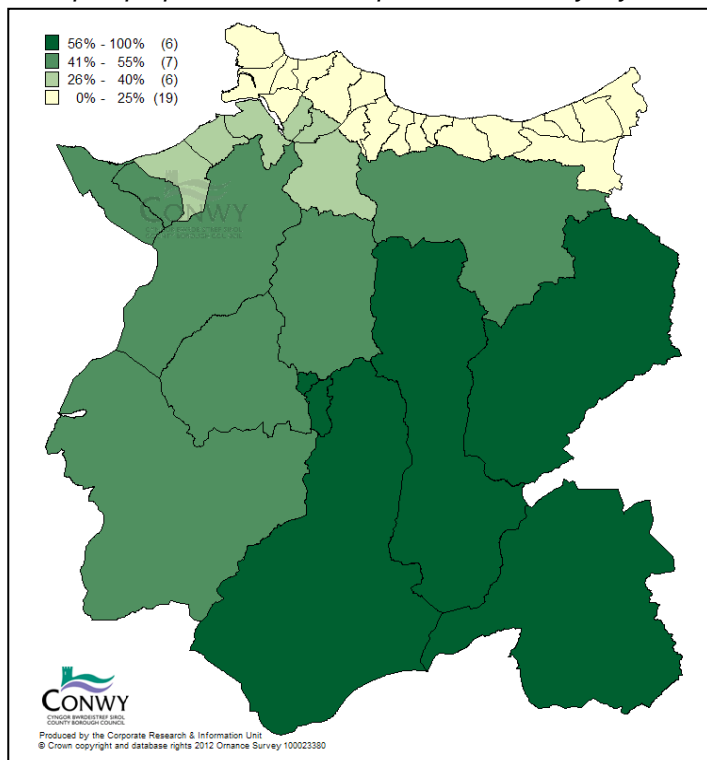
- Ensure that Welsh-medium or bilingual education is available to all children whose parents/guardians wish them to receive their education through the medium of Welsh or bilingually, within reasonable travelling distance from the children's home. This means children of pre-school age and above.
- Ensure a developing continuum from Welsh-medium/bilingual primary education through to Welsh-medium/bilingual secondary education. Pupils who have received their primary education through the medium of Welsh will be able to attend a Welsh-medium/bilingual secondary school, to promote a linguistic continuum from KS4 onwards through to their lifelong learning career for pupils and students within the county.
- Provide further opportunities for pupils to access Welsh-medium education.
- Ensure that Welsh is taught as first and/or second language on the timetable of all the County's schools, in accordance with the National Curriculum's statutory requirements for all key stages.
- Ensure that children and young people with special educational needs receive linguistic equality of opportunity in terms of Welsh-medium education during the entire statementing process, in line with the SEN Code of Practice for Wales.
- Ensure that all pupils attending a designated Welsh-medium/bilingual school are able to speak, read and write Welsh fluently by the end of KS2.
- Work in partnership with all schools in order to improve the standard of Welsh as a first and second language. All the County's schools will receive advice and support from advisors on the Welsh language and from school support services. Further support will be provided by the Welsh Advisory Teachers (Athrawon Bro) who visit and monitor schools' language standards on behalf of the LA.
- Run and promote the existing *'In Service Training Programme'* that supports the development of Welsh as a first and second language.
- Provide opportunities for pupils to improve their knowledge and understanding of the cultural, economic, environmental, historical and linguistic ethos/characteristics of Wales via the Cwricwlwm Cymreig.
- Ensure that new pupils to the County that are non-Welsh speaking in-migrants are able to make full use of the Welsh Language Centres in order that, after having followed an intensive Welsh language course, they are able to integrate naturally into their school and community.
- Promote the LA's development of pupils' Welsh language skills by means of specific activities and projects which allow for effective language transition from KS2 to KS3.
- Continue to offer specific training to enable teachers in Welsh second language to improve their language presentation skills.

2. Welsh Language Profile

2.1 Conwy Area Profile¹

- 27% of the population are Welsh speaking
- Only 54% of residents were born in Wales
- Both proportions increase as you move south and west

Map 1: proportion of Welsh speakers in Conwy, by ward



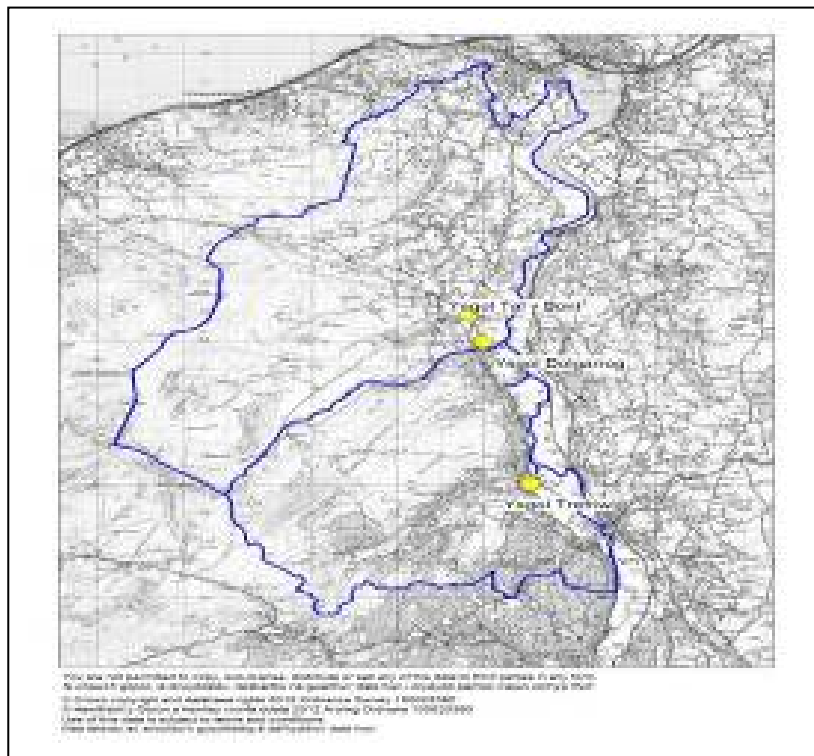
Source: 2011 Census Key Statistics

Slightly more than half of the population of Conwy County were born in Wales (54%). However, only 27% of the population aged 3 years old or over are Welsh speakers –yet this is considerably above the national figure for Wales of 19%. Ability to speak Welsh is most prevalent amongst those of school age – in Conwy 49.2% of 5-15 year olds can speak Welsh and 37.3% of 16-19 year olds can speak Welsh; these are much higher than the national figures for Wales which are 40.3% of 5-15 year olds and 27% of 16-19 year olds respectively.

In general, the frequency of both Welsh speakers and those born in Wales increases towards the south, and as one travels inland from the more highly populated coastal area. Ability to speak Welsh is at its highest in the rural southern ward of Uwch Aled with 70% of its residents being Welsh speakers, and at 10.8% the ability to speak Welsh is at its lowest in the eastern coastal ward of Towyn.

¹ 2011 Census Key Statistics

2.2 Caerhun and Trefriw Area Profile



There are three primary schools covering the Caerhun and Trefriw area - Ysgol Dolgarrog, Ysgol Tal Y Bont and Ysgol Trefriw. All three schools are classed as Welsh Medium Primary Schools and all pupils are taught Welsh as a first language. Ysgol Dolgarrog and Ysgol Tal Y Bont are within the Caerhun ward; the catchment area for Ysgol Dolgarrog is to the south of the ward incorporating the village of Dolgarrog and the surrounding National Park. Ysgol Tal Y Bont's catchment is in the northern part of the Caerhun ward and includes the villages of Tal y Bont, Ty'n-y-groes, Rowen and Llanbedr-y-cennin. Ysgol Trefriw is situated in the Trefriw ward covering the village of Trefriw and the surrounding rural countryside. Both wards have an urban/rural classification of 'Village, Hamlet & Isolated Dwellings'.²

The combined population for both wards is 3236³, containing slightly a higher proportion of people up to 65 years of age than the mean average for Conwy County; and a lower proportion of children aged 0-15. The catchment area population of Ysgol Dolgarrog is 433 with 444 dwellings within 1 mile of the school. There are 316 dwellings within 1 mile of Ysgol Tal Y Bont and a catchment area population of 1294. For Ysgol Trefriw the catchment area population is 824 with 385 dwellings within 1 mile of the school.⁴

The current deposit Conwy Local Development Plan (2007 – 2022) indicates that new housing sites will be developed within the Caerhun and Trefriw area, with intentions for the Caerhun ward (covering both Ysgol Dolgarrog and Ysgol Tal Y Bont catchments) to accommodate a further 57 dwellings with a potential for an additional 18 primary school pupils associated with these extra dwellings. In the Trefriw ward and catchment area a further 17 dwellings could be accommodated and could potentially yield an additional 5 pupils. This is inclusive of new proposed housing allocations and sites with current planning permission.

² Office for National Statistics, Local Area Profile

³ 2011 Census Key Statistics

⁴ 2011 Census and Post Office Address point

2.3 School Profiles

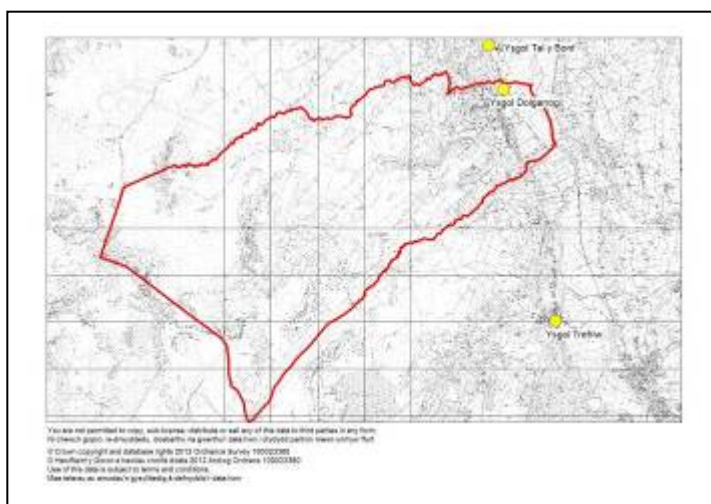
Ysgol Dolgarrog

Ysgol Dolgarrog is a Community Welsh medium Primary School for children aged between 3 and 11 years old. The school is located in the centre of the village of Dolgarrog in the Conwy Valley, serving the village and its rural catchment area. The school is a 2 storey building built in 1934 of brick construction and a slate roof, with an additional kitchen built in 1945.

According to the ESTYN inspection report from November 2012 “The area that is served by the school is neither prosperous nor economically disadvantaged.”

Ysgol Dolgarrog teaching staff consists of a permanent Headteacher (with a teaching commitment that is between 50 and 100%), there is also a full time teacher and 2 part time teachers. There are 2 teaching assistants to provide additional support to the pupils, and 2 administrative support staff.⁵

The average class size, according to the 2012 September Stats returns was 18 pupils, with as low of 13 pupils in one class to a high of 27 in another class.⁶



The November 2012 ESTYN inspection report for Ysgol Dolgarrog notes that:

“Education is provided through the medium of Welsh for all pupils, although English is the main home language of almost all of them.”

“In the Foundation Phase, many pupils use oral Welsh regularly when responding to adults. They do this with increasing confidence in a range of situations and the skills of pupils who come from non-Welsh speaking homes develop quickly.”

“Many have developed good reading skills in Welsh and English and many read fluently, accurately and with good expression. The majority do not use their reading skills in English to the same extent as Welsh in order to glean and present information.”

“Staff promote Welsh effectively and regularly and there is an obvious Welsh ethos in classes. Provision for developing pupils’ awareness of the culture and history of Wales is good, and studies of the local community and the history of Wales make a valuable contribution to this.”

⁵ Statutory PLASC Return, January 2012

⁶ Statutory Class Sizes Return, September 2012

Ysgol Tal y Bont

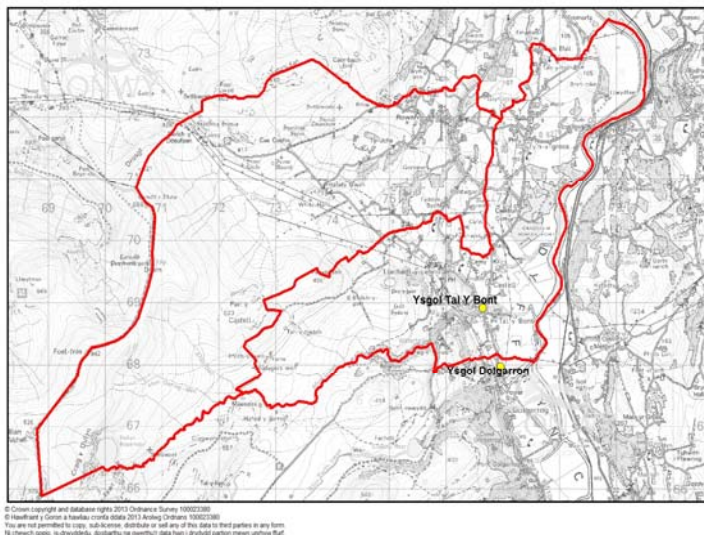
Ysgol Tal Y Bont is located in the village of Tal Y Bont, and is a Community Welsh medium Primary School for children aged between 3 and 11 years old. The pupils come from the village itself and the surrounding rural area. The school was built in 1925 and is a 2 storey stone building with slate roof; a kitchen extension was built in 1958.

The July 2010 ESTYN inspection report notes that “The school judges that the area is recognized as one of economic and social disadvantage.”

The teaching staff at Ysgol Tal Y Bont includes an acting Headteacher (with a teaching commitment that is between 50 and 100%) and one other full time qualified teacher. To provide additional support to pupils there are also 2 teaching assistants and 2 special needs support staff.⁷

The average class size according to the annual September 2012 Stats returns is 12.6 pupils, with a low of 11 in one class and a high of 14 in another.⁸

Ysgol Tal Y Bont’s ESTYN inspection report from July 2010 states that:



“Significant emphasis is placed throughout the school on developing the pupils’ bilingual competency. The Cwricwlwm Cymreig is very effectively promoted.”

“From the Foundation Phase onwards through key stage 1 and 2, substantial emphasis is placed on developing pupils’ bilingual competence. Although the vast majority of them are from non Welsh speaking homes, they follow the Welsh First Language Study Programmes and Welsh is the operational and administrative language of the school. The Cwricwlwm Cymreig is very effectively promoted throughout the whole curriculum provision.”

“Across the school, nearly all pupils make good progress in their bilingual ability. Foundation Phase children have a very enthusiastic approach towards learning Welsh with the majority in the group expressing their needs and discussing their experiences very confidently. In key stage 1 and 2 all pupils are able to follow all the subjects of the curriculum by means of both Welsh and English.”

⁷ Statutory PLASC Return, January 2012

⁸ Statutory Class Sizes Return, September 2012

Ysgol Trefriw

Ysgol Trefriw is situated on the main road in the middle of the village. It is a Community Welsh medium Primary School for children aged 3 to 11 years old serving the children of the village, and also pupils from the surrounding rural area. The school was built in 1902 and is a single storey building of stone construction with a slate roof.

The ESTYN inspection report from June 2008 states that “The school describes the area the pupils come from as being neither specifically prosperous nor economically disadvantaged.”

Ysgol Trefriw teaching staff consists of a permanent Headteacher (who has a teaching commitment between 50 and 100%) and 2 other part time qualified teachers. There are 2 teaching assistants to provide additional support to pupils as well as 1 other member of administrative staff.⁹

According to the annual September Stats returns from 2012 the average class size was 18.5, with 16 in one classroom and a high of 21 in another classroom.¹⁰

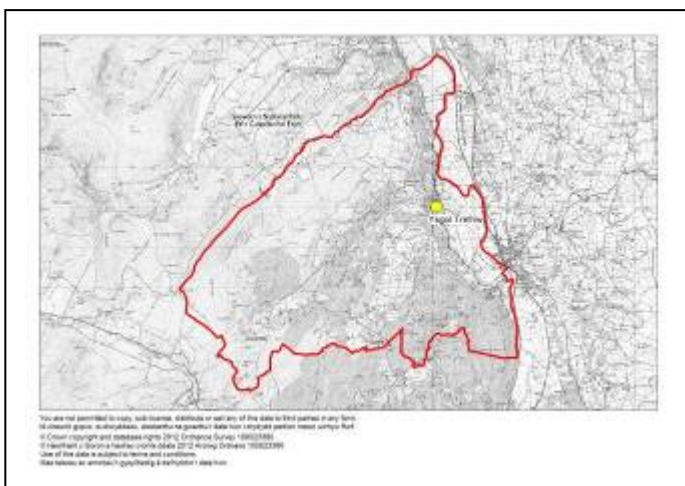
The ESTYN inspection report from June 2008 makes the following observations:

“A significant number of pupils come from homes where English is spoken as the main language. Eight per cent come from homes where Welsh is the main language of communication.”

“Pupils’ bilingual skills throughout the school are insufficiently developed, specifically in the way that they lack confidence in using oral Welsh in informal situations. They understand the language well, and they are able to offer meaningful answers in lessons, but they do not practise the language in informal situations, while the children under 5, specifically, are very reluctant to use the language to offer answers to teachers’ questions.”

“The provision for promoting pupils’ understanding and awareness of the Cwricwlwm Cymreig reflects numerous aspects of Welsh heritage, culture, environment and history, such as when they study the work of Laura Ashley or learn about a local disaster that occurred.”

“The school involves itself with certain current initiatives and projects. In particular, the pupils’ bilingual abilities receive constant attention, by means of a curricular provision that gives Welsh prominence as a medium of teaching and learning, and through establishing an ethos and environment where Welsh is heard and seen around the school.”



⁹ Statutory PLASC Return, January 2012

¹⁰ Statutory Class Sizes Return, September 2012

	Ysgol Dolgarrog	Ysgol Tal Y Bont	Ysgol Trefriw
Pupil Numbers (as at January 2012) Not including nursery	58 (10N)	39 (0N)	39 (3N)
Language category of the school	Welsh Medium	Welsh Medium	Welsh Medium
Pupils Use of the Welsh Language			
<i>Does not speak Welsh at Home</i>	19 (33%)	17 (44%)	13 (33%)
<i>Speaks Welsh at Home</i>	20 (34%)	19 (49%)	21 (54%)
<i>Not applicable, Cannot speak Welsh</i>	19 (33%)	3 (7%)	5 (13%)
Percentage <u>taught</u> through the medium of Welsh	100%	100%	100%
Number/Percentage of children that <u>received</u> a Teacher Assessment in Welsh at the end of <i>Foundation Phase</i>	6 (85%)	6 (100%)	4* (100%)
<i>Key Stage 2</i>	6 (100%)	7 (100%)	7 (100%)
Of those that received a Teacher Assessment in Welsh, the percentage of children that <u>achieved</u> at <i>Foundation Phase</i>	66%	67%	50%
<i>Key Stage 2</i>	66%	100%	100%
<i>*data based on less than 5 pupils and are suppressed to remove the risk of accidental disclosure of an individual pupil's results</i>			
Pupils language medium in the <i>Playground</i> <i>Breakfast Club</i> <i>After-school club</i>	English with occasional Welsh	Welsh	Welsh
School participates annually in: <i>Cylch Meithrin / Ti a Fi</i>	Y	Y	Y
<i>Eisteddfodau</i>	Y	Y	Y
<i>Urdd Branches</i>	Y	Y	Y
<i>Learning Welsh visits (e.g. Glan Llyn)</i>	Y	Y	Y
<i>Other Welsh Medium activities</i>	Y	Y	Y
The school is used by the community to learn Welsh			
Staff / Governors Use of the Welsh Language			
Percentage of Teaching staff able to teach through the medium of Welsh	100%	100%	100%
Percentage of Support Staff that are able to speak Welsh: <i>Fluently</i>	100%	100%	100%
<i>Speak Welsh but not fluently</i>			
<i>Cannot speak Welsh</i>			
Percentage of Governors that are able to speak Welsh: <i>Fluently</i>	22%	89%	40%
<i>Speak Welsh but not fluently</i>			
<i>Cannot speak Welsh</i>			
Language most commonly used during: <i>Governor meetings</i>	English	Welsh	English
<i>PTA meetings</i>	English	Bilingual	English
<i>Staff meetings</i>	Welsh	Welsh	Welsh
Use of the Welsh Language in the Community (2011 Census)			
(of persons aged 3+) The percentage of the Caerhun Ward that:		(of persons aged 3+) The percentage of the Trefriw Ward that:	
<i>Speak Welsh</i>	41.9%	<i>Speak Welsh</i>	45.6%
<i>One or more skills in Welsh</i>	44.2%	<i>One or more skills in Welsh</i>	48.5%

3. Local Authority Options for Structural Change Welsh Language Impact Assessment

Area	Schools	Consultation Band	Driver-led Option (1)	Communities Preferred Option (2)	Option (3)	Option (4)
Caerhun & Trefriw Area	Dolgarrog Tal Y Bont Trefriw	A	New Build Area school on one site, Ysgol Dolgarrog	Maintain Current Schools	Area School on 1 site via the remodelling of Ysgol Dolgarrog	Area School on Existing 3 sites

	Option 1	Option 2	Option 3	Option 4	Comments / Future mitigation of negative impacts
Pupils' Use of the Welsh Language					
Pupils' use of the Welsh Language at home	Neutral Positive in mid term	Neutral	Neutral Positive in mid term	Neutral	<p>Home language patterns, once established are difficult to change. Awareness of the value of bilingualism would increase the numbers of homes where parents speak Welsh occasionally. One cohesive management structure on a single site would be likely to lead to gains in a shorter time-scale than operating over a split site</p> <ul style="list-style-type: none"> ▪ Clearly promoted school language policy from the outset. ▪ The advantages of being bilingual in both Welsh and English are made clear to parents and prospective parents. ▪ Welsh language awareness amongst reluctant adult speakers "Ma' dy Gymraeg di'n Gret!" ▪ Opportunities for parents to attend Welsh learners' classes. <p>Short, informal Welsh practice sessions for parents before the end of the school day.</p>
Pupils <u>taught</u> through the medium of Welsh	Neutral Positive in mid term	Neutral	Neutral Positive in mid term	Neutral	<p>All pupils are taught through the medium of Welsh. The three schools have recognised strengths and excellence in teaching through the medium of Welsh. Developing fully bilingual pupils should continue be a major, and on-going, focus of the School Development Plan. Monitoring this</p>

	Option 1	Option 2	Option 3	Option 4	Comments / Future mitigation of negative impacts
					development over a single-site would be more consistent than over a split site. <ul style="list-style-type: none"> Pupil tracking will consider their progress in developing bilingualism.
Pupils that <u>receive</u> a Teacher Assessment in Welsh at the end of Foundation Phase and Key Stage 2	Neutral	Neutral	Neutral	Neutral	Apart from latecomers i.e. pupils that have attended the schools for less than 3 years, all pupils already receive a teacher assessment in Welsh at the end of FPh and KS2 2011-12. At the end of FPh 85% of pupils received a Teacher Assessment in Welsh at Ysgol Dolgarrog, and 100% of the pupils at Ysgol Trefriw and Ysgol Tal y Bont. At the end of KS2 100% of pupils received a Teacher Assessment in Welsh at Ysgol Dolgarrog, Ysgol Trefriw and Ysgol Tal y Bont.
The percentage of children that <u>achieved</u> a Teacher Assessment in Welsh at the end of Foundation Phase and Key Stage 2	Neutral	Neutral	Neutral	Neutral	These results will be monitored and reported to Governors and Parents. Comparisons will be drawn with Local Authority, National and "Family" schools. 2012 FPh - Ysgol Dolgarrog – 66% Ysgol Tal y Bont – 67% Ysgol Trefriw – 50% KS2 – Ysgol Dolgarrog - 100% Ysgol Tal y Bont – 100% Ysgol Trefriw – 100%
Pupils language medium in the <i>Playground</i>	Initially negative, but positive mid term in all 3 schools	Neutral – Tal y Bont Negative – Dolgarrog & Trefriw	Initially negative, but positive mid term in all 3 schools	Initially negative, but positive mid term in all 3 schools	In consultation with pupils and parents, under Options 1 and 3 the joint Governors will draw up a school policy based on encouraging pupils' social use of Welsh outside the classroom. <ul style="list-style-type: none"> Provide playground markings and equipment to enable games that develop pupils' use of language Support for supervisory staff, where applicable, to develop their own language skills.

	Option 1	Option 2	Option 3	Option 4	Comments / Future mitigation of negative impacts
<i>Breakfast Club</i>	Initially negative, but positive mid term in all 3 schools	Neutral – Tal y Bont Negative – Dolgarrog & Trefriw	Initially negative, but positive mid term in all 3 schools	Neutral - Tal y Bont Positive mid term - Dolgarrog & Trefriw	Staff practices and pupils' activities will look for opportunities to support the schools' policy of promoting Welsh outside the classroom.
<i>After-school club</i>	Initially negative, but positive mid term in all 3 schools	Neutral – Tal y Bont Positive mid term - Dolgarrog & Trefriw	Initially negative, but positive mid term in all 3 schools	Neutral – Tal y Bont Positive mid term - Dolgarrog & Trefriw	Staff practices and pupils' activities will look for opportunities to support the schools' policy of promoting Welsh outside the classroom
School participation in Welsh medium activities	Neutral	Neutral	Neutral	Neutral	The three schools already have a high profile in Welsh medium extra-curricular activities. Under Option 1 & 2 the joint Governors would support planned participation in activities for schools who are developing the use of Welsh. e.g. Welsh books quiz, film and animation competitions, Urdd, Glanllyn, Eisteddfodau.
Staff / Governors Use of the Welsh Language					
Teaching Staff ability to teach through the medium of Welsh	Positive	Neutral	Positive	Neutral	All staff at all the 3 schools are currently able to teach through the medium of Welsh. Such language skills among staff are a valuable human asset that places the school in an advantageous position.
Support Staff ability to assist through the medium of Welsh	Positive	Neutral	Positive	Neutral	Support staff will continue to support teaching of Welsh as a first language. Recruitment of support staff should become easier. Fewer posts will result in increased likelihood of all staff being bilingual.
Language most commonly used during Governor, PTA and Staff meetings	Positive	Neutral	Positive	Positive	All communication to be bilingual – website, Governors' minutes, newsletters etc. Where meetings are held in Welsh simultaneous translation provision is offered to encourage non-Welsh speakers to understand and participate, e.g. Governors'

	Option 1	Option 2	Option 3	Option 4	Comments / Future mitigation of negative impacts
					termly meetings. In order to develop the Welsh ethos, communication should look to develop the presence of Welsh in greetings, signage etc.
Welsh Ethos					
Maintain the Welsh ethos of the schools and place importance on the Welsh Curriculum	Neutral	Neutral	Neutral	Neutral	Estyn reports positively on the promotion of the Cwricwlwm Cymreig in all 3 schools. Amalgamation will see good practice being shared. They will continue to plan the curriculum towards an appreciation of the contribution of Welsh Artists, the physical geography and history of Wales and the role of Welsh men and women in politics, media, the arts, sport, language issues, and civic life in general.
Collective Impact on Welsh Language	Neutral to Positive mid-long term	Neutral	Neutral to Positive mid-long term	Neutral	

4. Conclusions and Recommendations

4.1 Conclusions

The outcomes of the Welsh Language Impact Assessment (section 3) are:

- Option 1- Area school on one site
- Option 2 - Maintain Current Schools
- Option 3 – Area school on 1 site via remodelling of Ysgol Dolgarrog
- Option 4 - Area school on existing 3 sites

Therefore it is the recommendation of this report that an Area school on one site (Options 1 & 3) is considered to be the best way forward to preserve and promote the Welsh Language. The advantages however are marginal and based on benefits arising from a joint Governing Body with a common plan and approach.

4.2 Recommendations to Support Change

- R1 In consultation with pupils and parents, under Options 1 and 3 the joint Governors will draw up a school policy regarding the development of their existing good practice in teaching Welsh. The policy should consider ways of supporting pupils' social use of Welsh outside the classroom.
- R2 The policy would be monitored by the joint governors and its impact reviewed on a regular basis.
- R3 Effective tracking of pupils' skills already exists in all three schools. Amalgamation will seek to develop existing best practice and focus in part on monitoring pupils' acquisition of Welsh as a first language.
- R4 Under Options 1 and 3 the joint Governors will draw up a school policy regarding the development of their existing good practice in promoting "Cwricwlwm Cymreig". This is incorporating a Welsh dimension in curriculum planning so that pupils have a growing awareness of the culture and heritage of Wales

Language Impact Assessment Methodology

To measure the impact that each option has on the benefit that *'The school meets the language needs of the pupils'*.

Outline for Each Assessment:

The following will need to be considered for each option within an area e.g. if an area has four options, then a score will be required for all four options within this area:

Area	Schools	Consultation Band	Driver-led Option (1)	Communities Preferred Option (2)	Option (3)
[Name] Area	School 1 School 2 School 3	A	All through school on 1 site	Maintain Current Schools	All through school on existing 3 sites

- The following table would need to be completed for each school.
- Where possible the data would be pre-populated from existing data collections e.g. PLASC return.
- Where the data is not available questions would be asked of schools as part of the Community Impact Assessment data collection.
- On completion of the table, it would be sent to both the Headteacher and Chair of Governors to agree and sign off the data.
- Taking each option for the area in turn, and considering the data collected, the impact on each heading (e.g. *% of pupils from homes where the language spoken is*) would be judged as 'Negative', 'Neutral' or 'Positive'.
- This would feed into the overall Option Appraisal with 'Negative' scoring 1 (Strongly Disagree/Worse), 'Neutral' scoring 3 (Neither Agree nor Disagree) and 'Positive' scoring 5 (Strongly Agree / Improvement).
- A report would then be written to include the table, scoring and overall conclusions.

	School	School	School
Pupil Numbers (as at January 2012)			
Language category of the school			
Pupils Use of the Welsh Language			
Percentage of pupils that speak Welsh in the home: <i>Speaks Welsh at home</i> <i>Does not speak Welsh at home</i> <i>Not applicable (cannot speak Welsh)</i>			
Percentage <u>taught</u> through the medium of Welsh			
Percentage of children that <u>received</u> a Teacher Assessment in Welsh at the end of <i>Foundation Phase</i> <i>Key Stage 2</i>			
Of those that received a Teacher Assessment in Welsh, the percentage of children that <u>achieved</u> at <i>Foundation Phase</i> <i>Key Stage 2</i>			
Pupils language medium in the <i>Playground</i> <i>Breakfast Club</i> <i>After-school club</i>			
School participates annually in: <i>Cylch Meithrin / Ti a Fi</i> <i>Eisteddfodau</i> <i>Urdd Branches</i> <i>Learning Welsh visits (e.g. Glan Llyn)</i> <i>Other Welsh Medium activities</i>			
The school is used by the community to learn Welsh			
Staff / Governors Use of the Welsh Language			
Percentage of Teaching staff able to teach through the medium of Welsh			
Percentage of Support Staff that are able to speak Welsh: <i>Fluently</i> <i>Speak Welsh but not fluently</i> <i>Cannot speak Welsh</i>			
Percentage of Governors that are able to speak Welsh: <i>Fluently</i> <i>Speak Welsh but not fluently</i> <i>Cannot speak Welsh</i>			
Language most commonly used during: <i>Governor meetings</i> <i>PTA meetings</i> <i>Staff meetings</i>			
Use of the Welsh Language in the Community (2011 Census)			
<i>(of persons aged 3+)</i> <i>The percentage of theWard that speak Welsh</i> <i>The percentage of the.... Ward that speak Welsh</i>			

Language Cohorts

Language cohorts have been used to define pupils' linguistic development in Welsh and English as they work towards the aim of achieving bilingualism.

Cohort	Definition of pupil type according to his/her linguistic ability
A	Pupils with parallel age-related competence in Welsh and English
B	Pupils with appropriate competence in Welsh but who need to reinforce some aspects of their linguistic skills in English
C1	Pupils with appropriate competence in English but who need to reinforce some aspects of their linguistic skills in Welsh
C2	Pupils with appropriate competence in English but who do not have the appropriate age-related skills in Welsh
D	Pupils without appropriate age-related skills in either language

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