



Conwy Primary School Modernisation Project

Llandudno Junction Area

Language Impact Assessment

May 2011

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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, following its adoption by Cabinet.

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 Llandudno Junction 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.

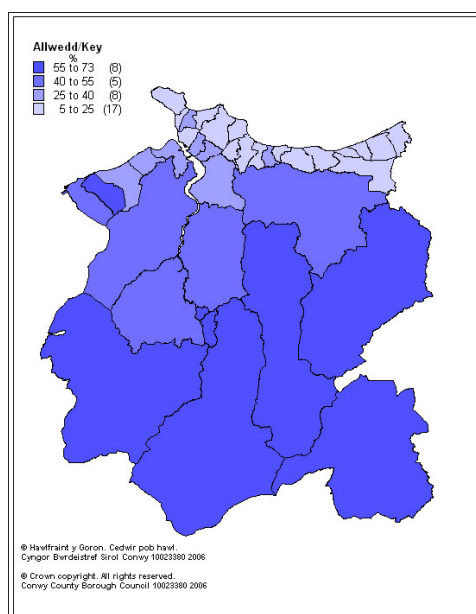
- Run and promote the existing 'In Service Training Programme' that supports the development of Welsh as a first and second language.
- Provide opportunities for pupils to improve their knowledge and understanding of the cultural, economic, environmental, historical and linguistic ethos/characteristics 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

- 29% of the population are Welsh speaking
- Only 54% of residents were born in Wales
- Both proportions increase as you move west and south

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



Source: 2001 Census (table KS025)

Only slightly more than half of the population of the County Borough were born in Wales (54%). This in part accounts for the relatively low proportion of the population who are able to speak Welsh when compared to the neighbouring districts to the

¹ CCBC - An area profile for Conwy (Oct 2010)

West. However, 29% of the population aged 3 years old or over are Welsh speakers – considerably above the all-Wales figure of 20.5%. Ability to speak Welsh is most prevalent amongst those of school age (49.5% of 5-15 year olds can speak Welsh).

In general, the incidence of both Welsh speakers and those born in Wales increases towards the west, and as one travels inland from the more highly populated coastal strip. Ability to speak Welsh is at a peak in the rural southern ward of Uwchaled (74% Welsh speaking), and at its lowest in the eastern coastal community of Towyn & Kinmel Bay (less than 11%).

2.2 Llandudno Junction Area Profile

The settlement of Llandudno Junction is largely contained within the wards of Marl and Pensarn, and bordered by the ward of Deganwy along Pentwynn Road. There are two primary schools in the area, namely Ysgol Nant y Coed and Ysgol Maelgwn. The catchment of Ysgol Nant y Coed broadly follows the ward boundary of Pensarn but also extends into Marl. As Ysgol Maelgwn has both an English and a Welsh medium stream, it has two distinct catchment areas, with the English medium catchment occupying much of the ward of Marl and the Welsh medium catchment occupying this area plus an extended region beyond.

The combined population of the two wards is 6350². This contains a slightly higher proportion of young people up to 15 years of age than the mean average for Conwy county, and a lower proportion of people of pension age.

The population of the catchment area of Ysgol Nant y Coed is 3024 with 3352 dwellings within 1 mile of the school. The population of the English medium stream catchment area of Ysgol Maelgwn is 2738 with 3835 households within 1 mile of the school.

The current deposit Conwy Local Development Plan (2007 – 2022) indicates that new housing sites will be developed within Llandudno Junction and Maelgwn catchment to accommodate a further 241 dwellings and an additional 200 dwellings in the Nant y Coed catchment area. This is inclusive of new proposed housing allocations and sites with current planning permission. In the region of 40 further primary school pupils are associated with these extra dwellings in the Maelgwn catchment and in the region of a further 30 primary school pupils are associated with the new dwellings in the Nant y Coed catchment. Large residential developments are planned for by 2022 at the Esgyryn and the social club sites³.

In the 2001 Census⁴, just over 60% of the Marl population was born in Wales, with 30.3% speaking Welsh (a slight increase since 1999), and 44% having one or more skills in Welsh.

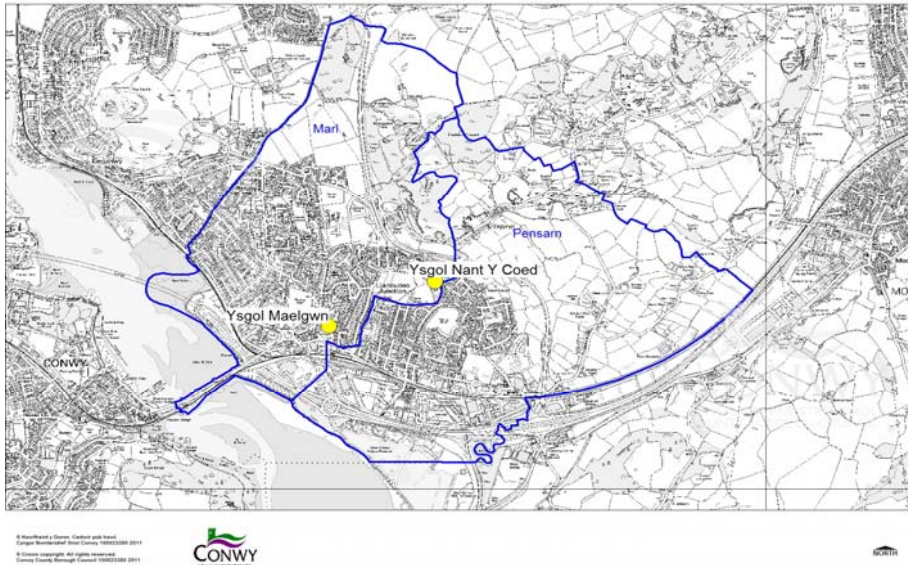
In the Pensarn Ward, over 67% of the population was born in Wales, with 31.9% speaking Welsh (a slight decrease since 1999), and 45.7% having one or more skills in Welsh.

² 2009 Mid-year estimates of population, Office for National Statistics; ONS experimental small area population estimates

³ Conwy Deposit Local Development Plan 2007-2022 (Revised edition 2011) Strategic policy HOU/1 – Meeting the housing need

⁴ 2001 Census Key Statistics, Office for National Statistics

Map 2: Marl and Pensarn Wards with Llandudno Junction Schools



2.3 School Profiles

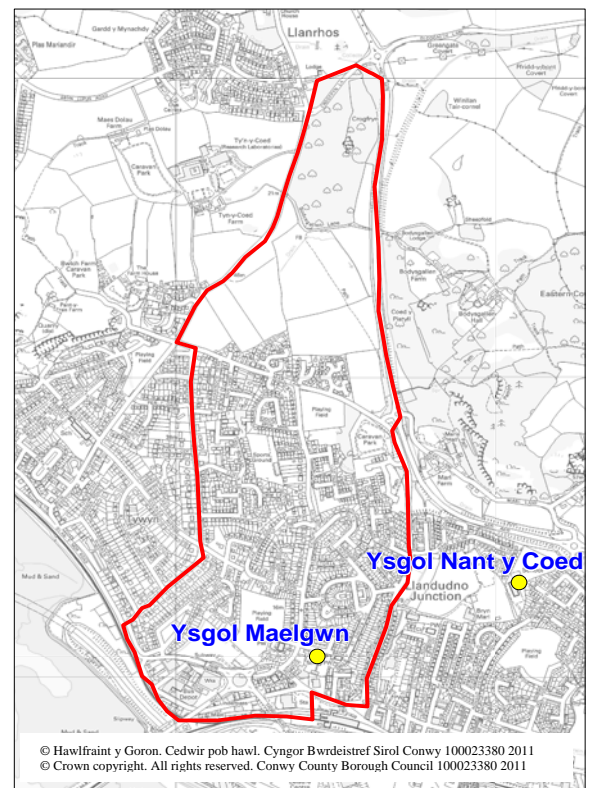
Ysgol Maelgwn

Ysgol Maelgwn is a County Primary School for children aged between 3 and 11 years old. It is situated on Broad Street, Llandudno Junction and was founded in 1907. In January 2011, there were 214 (inc. nursery) pupils at the school being taught through two streams - the Welsh medium and the Welsh learners.

The latest ESTYN Inspection for Ysgol Maelgwn⁵ (2007) found that *“pupils’ bilingual skills are developing well. Pupils throughout the school can listen to Welsh in a range of situations, and can respond to instructions and questions with increasing confidence. They are confident in using Welsh in public situations, such as during collective worship sessions”*.

‘Pupils show a good awareness of Welsh culture through their involvement with Urdd activities and through working with the Children’s Poets for Wales. The use of Welsh both within and outside lessons, in order to promote bilingualism throughout the school, is an outstanding feature. The school’s provision for promoting pupils’ bilingual skills shows outstanding elements.

Map 3. Ysgol Maelgwn Catchment



⁵ ESTYN Inspection Report of Ysgol Maelgwn February 2008

Teachers take advantage of every opportunity to use 'incidental' Welsh in the relevant contexts'.

'Evidence from the current inspection suggests that very definite progress can be seen in standards in Welsh Second Language'.

Ysgol Nant y Coed

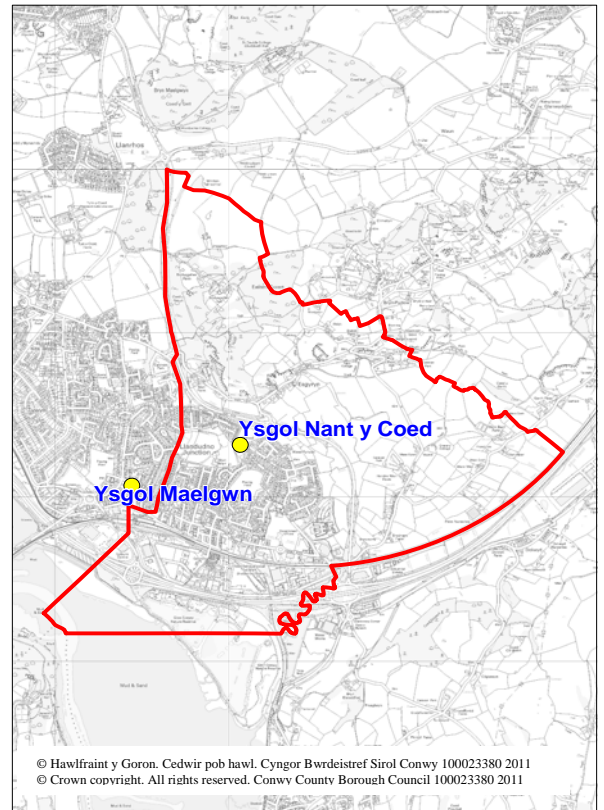
Built in 1971, **Ysgol Nant y Coed** is a County Primary School for children aged between 3 and 11 years old. In January 2011, there were 177(inc. nursery) pupils at the school being taught through English, with significant Welsh being used in the curriculum.

The latest ESTYN Inspection for Ysgol Nant y Coed (2007)⁶ found that *'pupils' bilingual competence is promoted effectively. Full advantage is taken of opportunities that arise during the school day to enhance pupils' Welsh vocabulary. The Welsh dimension is developed successfully in a number of subjects such as art, history and geography'.*

'The school places good emphasis on promoting pupils' bilingual skills. Regular use is made of Welsh in the school's day-to-day routines and the pupils make appropriate efforts to use Welsh outside the lessons. The attention given to the Cwricwlwm Cymreig in the work of the school is good. The heritage and culture of Wales are studied effectively through subjects such as history, art and music, and through extra-curricular activities associated with the Urdd'.

'The pupils are making good progress in their bilingual competence. Pupils of all ages communicate accurately and with good understanding in English. They communicate with increasing confidence and fluency in Welsh'.

Map 4. Ysgol Nant y Coed Catchment



⁶ ESTYN Inspection Report of Ysgol Nant y Coed February 2007

	Ysgol Maelgwn	Ysgol Nant y Coed
Pupil Numbers (as at January 2011)	214	177
Language category of the school	Dual Stream	Predominantly English
Pupils Use of the Welsh Language		
Percentage of pupils that speak Welsh in the home:		
<i>Speaks Welsh at home</i>	41%	5%
<i>Does not speak Welsh at home</i>	16%	9%
<i>Not applicable (cannot speak Welsh)</i>	43%	86%
Percentage <u>taught</u> through the medium of Welsh	56%	0%
Percentage of children that <u>received</u> a Teacher Assessment in Welsh at the end of		
<i>Key Stage 1</i>	52%	0%
<i>Key Stage 2</i>	54%	0%
Of those that received a Teacher Assessment in Welsh, the percentage of children that <u>achieved</u> at		
<i>Key Stage 1</i>	60%	n/a
<i>Key Stage 2</i>	77%	n/a
Pupils language medium in the		
<i>Playground</i>	Welsh with occasional English / Bilingual	English
<i>Breakfast Club</i>		n/a
<i>After-school club</i>		English
School participates annually in:		
<i>Cylch Meithrin / Ti a Fi</i>	Y	N
<i>Eisteddfodau</i>	Y	Y
<i>Urdd Branches</i>	Y	Y
<i>Learning Welsh visits (e.g. Glan Llyn)</i>	Y	Y
<i>Other Welsh Medium activities</i>	Y	Y
The school is used by the community to learn Welsh	Y	N
Staff / Governors Use of the Welsh Language		
Percentage of Teaching staff able to teach through the medium of Welsh	100%	100%
Percentage of Support Staff that are able to speak Welsh:		
<i>Fluently</i>	75%	63%
<i>Speak Welsh but not fluently</i>	25%	25%
<i>Cannot speak Welsh</i>	0%	12%
Percentage of Governors that are able to speak Welsh:		
<i>Fluently</i>	25%	38%
<i>Speak Welsh but not fluently</i>	25%	0%
<i>Cannot speak Welsh</i>	50%	62%
Language most commonly used during:		
<i>Governor meetings</i>	English English Welsh	English English Welsh
<i>PTA meetings</i>		
<i>Staff meetings</i>		
Use of the Welsh Language in the Community (2001 Census)		
(of persons aged 3+) The percentage of the Marl Ward that:		
<i>Speak Welsh</i>		30.3%
<i>One or more skills in Welsh</i>		43.6%
(of persons aged 3+) The percentage of the Pensarn Ward that:		
<i>Speak Welsh</i>		31.9%
<i>One or more skills in Welsh</i>		45.7%

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

Area	Schools	Consultation Band	Driver-led Option (1)	Communities Preferred Option (2)	Alternative Options	
					Option (3)	Option (4)
Llandudno Junction Area	Maelgwn Nant y Coed	A	Area school on one (new) site. Either <i>Esgyryn</i> or <i>Albini House</i>	Area school on one (new) site. Either <i>Esgyryn</i> or <i>Albini House</i>	Maintain Current Schools	Area school on existing 2 sites

	Options 1 & 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 long-term)	<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. ▪ Short, informal Welsh practice sessions before the end of the school day.
Pupils <u>taught</u> through the medium of Welsh	Positive	Neutral	Neutral (positive in long-term)	Both schools have recognised strengths and excellence in teaching both through the medium of Welsh and Welsh as a second language. Half the pupils of one school are taught mainly in Welsh; the remainder, along with the whole of the other school are

	Options 1 & 2	Option 3	Option 4	Comments / Future mitigation of negative impacts
				<p>developing aspects of the curriculum taught through the medium of Welsh. Developing fully bilingual pupils should be a major, and on-going, focus of the School Development Plan. Monitoring this development over a single-site would be more consistent than over a split site.</p> <ul style="list-style-type: none"> ▪ The school considers developing a Language Cohort model (see appendix 2). ▪ Classroom organisation will be geared to develop the particular linguistic needs of the cohort. ▪ Pupil tracking will consider their progress in developing bilingualism. ▪ Head's reports to Governors will address percentages of pupils in each language cohort.
Pupils that <u>receive</u> a Teacher Assessment in Welsh at the end of Key Stage 1 and 2	Positive	Neutral	Neutral (positive in mid-term)	<p>Cohorts A, B and C1 to receive TA in both Welsh and English at both Key Stages. Pupils in C2 receive TA in both second-language Welsh and English at both Key Stages.</p> <p>Pupils in D receive TA in line with their Individual Education Plan.</p> <p>Reports to parents on pupil performance will comment on Oracy, Reading and Writing as well as their progress towards being fully bilingual. While this impact area aligns with the previous one, both schools already have the capability to increase the numbers of pupils that receive a T.A. in Welsh at the end of KS2.</p>
The percentage of children that <u>achieved</u> a Teacher Assessment in Welsh at Key Stage 1 and 2	Positive	Neutral	Neutral (positive in mid-term)	<p>These results will be monitored and reported to Governors and Parents. Comparisons will be drawn with Local Authority, National and "Family" schools.</p> <ul style="list-style-type: none"> ▪ Participation with neighbouring schools in a Professional Learning Community(PLC) focusing on developing Oracy, Reading and

	Options 1 & 2	Option 3	Option 4	Comments / Future mitigation of negative impacts
				Writing in a bilingual setting.
Pupils language medium in the <i>Playground</i>	Negative (positive in mid-term)	Neutral	Neutral	<p>This impact area, and the next two, reflect a merged cohort of pupils where a much smaller percentage of children will have the necessary skills to be able to use Welsh in their play. In order to minimise any negative impact, the following steps will need to be considered for implementation in advance of any merged option.</p> <p>In consultation with pupils and parents, the Governors will draw up a school policy based on encouraging pupils' social use of Welsh.</p> <ul style="list-style-type: none"> ▪ Extend use of "Playground Buddies" to promote play through Welsh. ▪ Provide markings and equipment to enable classroom games that develop pupils' use of language ▪ Support for supervisory staff, where applicable, to develop their own language skills.
<i>Breakfast Club</i>	Negative (positive in mid-term)	Neutral	Neutral	Staff practices and pupils' activities will support the school's policy of promoting bilingualism.
<i>After-school club</i>	Negative (positive in long-term)	Neutral	Neutral	
School participation in Welsh medium activities	Positive	Neutral	Neutral (positive in mid-term)	<p>Both schools already have a high profile in Welsh medium extra-curricular activities. Participation should be planned in consultation with the School Council, and geared to support and develop classroom learning. Reported to Governors annually.</p> <ul style="list-style-type: none"> ▪ Urdd/Menter Iaith support for Welsh-medium PTA events. ▪ Simultaneous translation provision to encourage non-Welsh speakers to participate alongside pupils.
Staff / Governors Use of the Welsh Language				
Teaching Staff ability to teach through the medium of Welsh	Positive	Neutral	Neutral (positive in	All staff at both schools are currently able to teach through the medium of both Welsh and

	Options 1 & 2	Option 3	Option 4	Comments / Future mitigation of negative impacts
			mid-term)	English. Such language skills among staff is a valuable human asset that places the school in an advantageous position of being able to offer fully bilingual teaching. Options 1,2 and 4 offer increased opportunities for staff to utilise their Welsh language teaching skills. Delay in positive impact over a split-site reflects more gradual changes to established language patterns.
Support Staff ability to assist through the medium of Welsh	Positive	Neutral	Neutral (positive in mid-term)	Support staff's ability to help pupils in both Welsh and English should be celebrated. Staff training opportunities should aim to address developing skills of everyday Welsh among those who do not speak the language fluently.
Language most commonly used during Governor, PTA and Staff meetings	Neutral (positive in mid-term)	Neutral	Neutral (positive in mid-term)	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. Christmas concert, Governors' termly meetings.
Welsh Ethos				
Maintain the Welsh ethos of the schools and place importance on the Welsh Curriculum	Neutral	Neutral	Neutral	Estyn reports that the promotion of the Cwricwlwm Cymreig is "good" in both 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	+3 Positive	Neutral	Neutral	

4. Conclusions and Recommendations

4.1 Conclusions

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

- | | |
|--|-------------|
| ▪ Option 1&2 - Area school on one (new) site | +3 Positive |
| ▪ Option 3 - Maintain Current Schools | Neutral |
| ▪ Option 4 - Area school on existing 2 sites | Neutral |

Therefore it is the recommendation of this report that an Area school on one site (Option 1&2) is considered to be the best way forward to preserve and promote the Welsh Language.

4.2 Recommendations to Support Change

- R1 Existing pre-school provision will need to be better aligned with the school's policy of developing bilingualism. Additional support for children will need to be considered from Mudiad Meithrin and from Menter Iaith for adults. Ideally, new on-site community pre-school facilities will be developed as part of the new resource.
- R2 Progress towards bilingualism will need to be monitored carefully and resources identified to promote language development in both Welsh and English. Being bilingual does not necessitate duplication of all skills in both languages. Some skills are readily transferable. Conventions of letter-writing are an example of transferable language skills. Careful planning will be necessary to avoid duplication and allow skills to develop along a continuum. Ultimately, fully bilingual [CohortA] pupils in Yr.6 would be able to show their ability at translanguaging – considering information in one language and expressing it through the medium of the other, e.g. reading about a topic in an English web-based encyclopaedia and conveying that information through means of a presentation in Welsh.
- R3 Effective tracking of pupils' skills already exists in both schools. Amalgamation will seek to develop existing best practice and focus on tracking pupils' acquisition of language skills.
- R4 Transition from Primary to Secondary would benefit from tracking language acquisition. Annual consultation with parents would allow discussion about prospective language choices at Secondary level. At the end of Yr.6 all pupils should have achieved such a level of proficiency in both languages so as to allow realistic choice of continued Welsh or English medium education.
- R5 Latecomers to the school at KS2 who wish to do so would be able to access the Welsh Unit at Ysgol Dolgarrog. It is considered that a sound L.3 in Welsh is necessary for pupils to access the curriculum through the medium of Welsh. The aim of the unit is to enable progress in Welsh from zero to L.3 in the course of one term. In order to support all pupils' language development in the transition from two schools to one, the Language Unit could be able to transfer temporarily to the new site, boosting the existing staff numbers and providing advice on teaching methods, resources etc.

- R6 It is envisaged that amalgamation could have a negative effect on out-of-classroom provision; Playground activities, Breakfast Club and After-school Club. Increased numbers of non-Welsh speakers would impact on the existing “Welsh with occasional English”. Retaining a “Bilingual” facility would be supported by encouraging and supporting non-Welsh speaking staff to use workplace Welsh with the pupils.
- R7 In all its activities the school would promote the inclusivity of Welsh. Communication would be through both Welsh and English, using modern technology and simultaneous transition where possible. Opportunities for adults – parents and community members to learn to speak Welsh at pupil-level would be offered by the school.

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)	Alternative Options	
					Option (3)	Option (4)
[Name] Area	School 1 School 2 School 3	A	New build Area School on 1 site	Maintain Current Schools	Area school on one site via remodelling school 1	Area School on all 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
Pupil Numbers (as at January 2011)		
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>Key Stage 1</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>Key Stage 1</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 (2001 Census)		
(of persons aged 3+) The percentage of the Marl Ward that: <i>Speak Welsh</i> <i>One or more skills in Welsh</i> (of persons aged 3+) The percentage of the Pensarn Ward that: <i>Speak Welsh</i> <i>One or more skills in 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