Conwy Primary School Modernisation Project

Penmaenrhos Area

Language Impact Assessment

June 2012

Contents

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 Penmaenrhos 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 Profile[1]
- 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
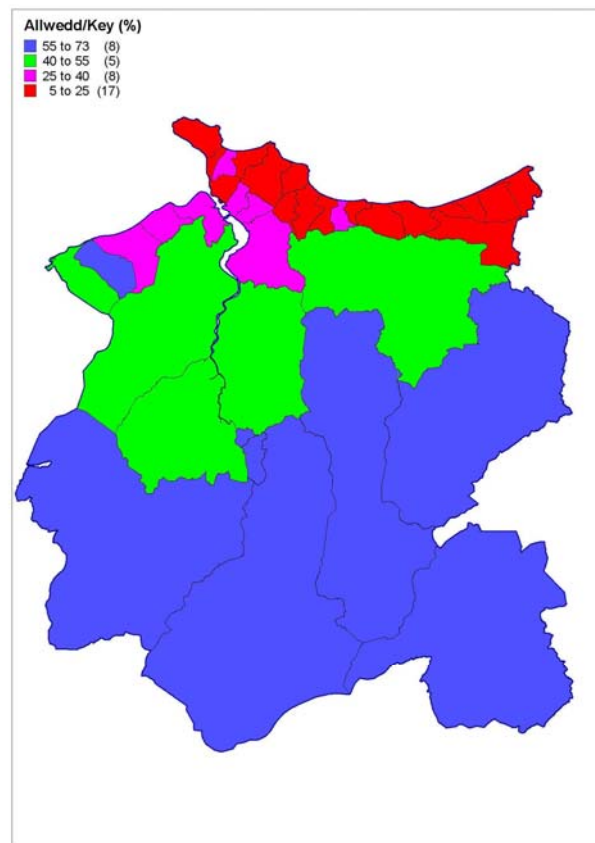
Source: 2001 Census (table KS025)

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

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

to speak Welsh when compared to the neighbouring districts to the 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   Penmaenrhos Area Profile

Map 2: Colwyn and Llysfaen Wards with Penmaenrhos and Tan Y Marian Schools
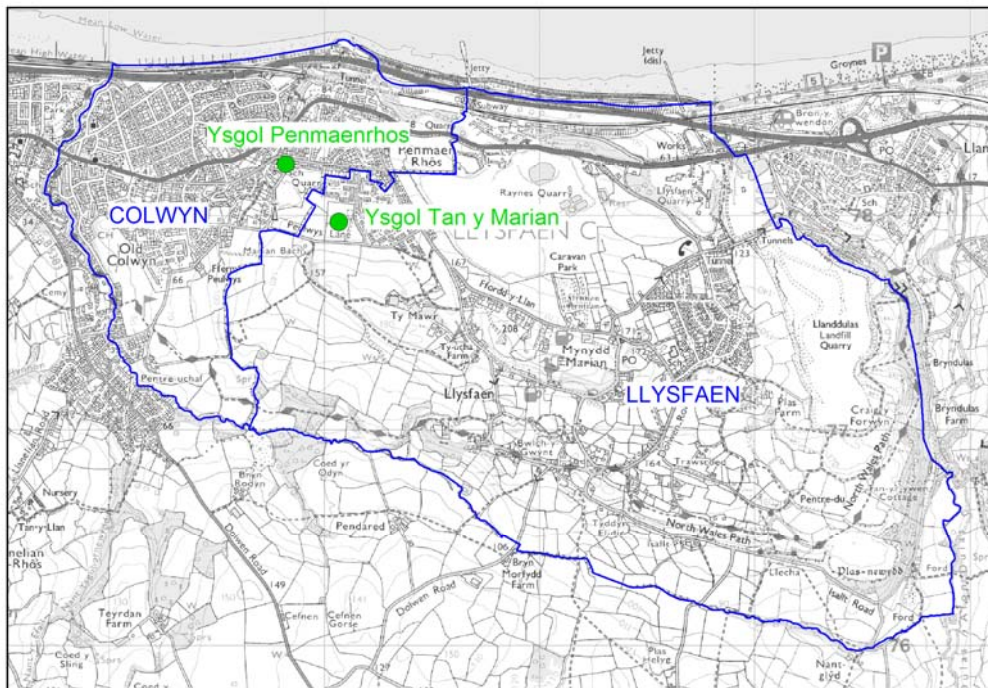
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2.3   School Profiles

Ysgol Babanod Penmaenrhos

Ysgol Babanod Penmaenrhos is a County Infant School for children aged between 3 and 7 years old. It is situated on Craig Road, Penmaenrhos, Colwyn Bay serving mainly the Peulwys area of Old Colwyn and was founded in 1918.

In January 2012, there were 65 (inc. nursery) pupils at the school, being taught through the medium of English with Welsh as second language.

The latest ESTYN Inspection for Ysgol Babanod Penmaenrhos[2] found that "The Welsh language skills of the majority of pupils are good. Many older pupils read with expression, are able to hold a simple conversation in Welsh and can answer questions based on their previous work. Pupils' attitudes to Wales and learning Welsh are very positive.

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[2] ESTYN Inspection Report of Ysgol Penmaenrhos June 2011

"Provision for Welsh language development is good. The Welsh peripatetic teacher supports the school appropriately in order to train staff. The school provides pupils with a range of interesting opportunities to learn about the history, geography, art and music of Wales."

Map 3. Ysgol Penmaenrhos and Ysgol Tan y Marian Catchment
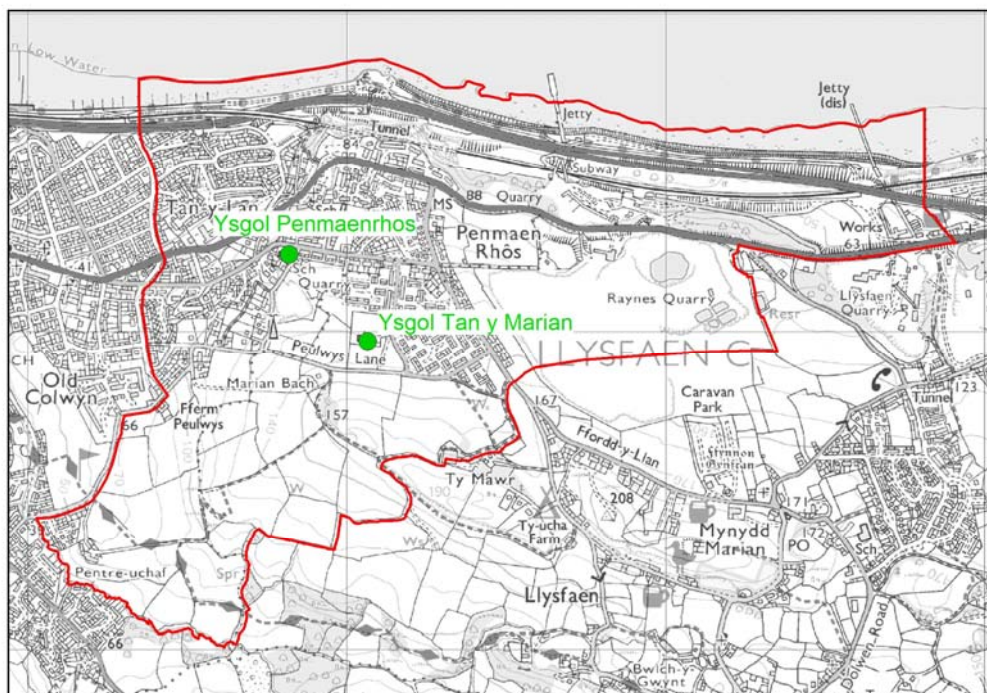
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Ysgol Tan y Marian

Built in 1984, Ysgol Tan y Marian is a County Junior School for children aged between 7 and 11 years old. In January 2012, there were 56 pupils at the school who all speak English as their first language.

The latest ESTYN Inspection for Ysgol Tan y Marian [3] found that "many pupils make good progress in learning Welsh. The majority show a positive and enthusiastic attitude towards the subject. Many pupils ask and answer questions, follow instructions with increasing confidence and use Welsh around the school. Pupils have a growing awareness of the culture and heritage of Wales."

"Provision for Welsh language development is well planned and enables pupils to make good progress. Pupils are encouraged to use the Welsh language in all aspects of school life and are rewarded for their efforts. Input from the local authority support teachers has a significant impact on provision and standards. The Cwricwlwm Cymreig is skilfully planned into many learning experiences and this has a positive impact on the standards pupils achieve."

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[3] ESTYN Inspection Report of Ysgol Tan y Marian November 2011

	Ysgol Penmaenrhos	Ysgol Tan y Marian
Pupil Numbers (as at January 2012)	65 (inc 19 nursery)	56
Language category of the school	5	5
Pupils Use of the Welsh Language		
Percentage of pupils that speak Welsh in the home:		
Speaks Welsh at home	9%	13%
Does not speak Welsh at home	8%	14%
Not applicable (cannot speak Welsh)	83%	73%
Percentage <u>taught</u> through the medium of Welsh	0%	0%
Percentage of children that <u>received</u> a Teacher Assessment in Welsh at the end of		
Key Stage 1	0%	n/a
Key Stage 2	n/a	0%
Of those that received a Teacher Assessment in Welsh, the percentage of children that <u>achieved</u> at		
Key Stage 1	0%	n/a
Key Stage 2	n/a	0%
Pupils language medium in the		
Playground	Play & B.Club.English with occasional Welsh	Play & B.Club.English with occasional Welsh
Breakfast Club	A-S Club English	
After-school club		n/a
School participates annually in:		
Cylch Meithrin / Ti a Fi	Y	
Eisteddfodau	N	n/a
	N	Y
Urdd Branches	N	Y
Learning Welsh visits (e.g. Glan Llyn)	n/a	Y
Other Welsh Medium activities	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	50%	80%
Percentage of Support Staff that are able to speak Welsh:		
Fluently	33%	0%
Speak Welsh but not fluently	67%	100%
Cannot speak Welsh	0%	0%
Percentage of Governors that are able to speak Welsh:		
Fluently	11%	25%
Speak Welsh but not fluently	22%	13%
Cannot speak Welsh	67%	62%
Language most commonly used during:		
Governor meetings	English	English
PTA meetings	English	English-
Staff meetings	Both	Both
Use of the Welsh Language in the Community (2001 Census)		
(of persons aged 3+) The percentage of the Colwyn Ward that:	22.6%	
Speak Welsh		
One or more skills in Welsh	34.5%	
(of persons aged 3+) The percentage of the Llysfaen	23.5%	
Speak Welsh		
One or more skills in Welsh	34.9%	

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)
Penmaenrhos Area	Penmaenrhos Tan y Marian	A	Area school on one site, Ysgol Tan y Marian.	Maintain Current Schools	Area school on existing 2 sites

	Option 1	Option 2	Option 3	Comments / Future mitigation of negative impacts
Pupils' Use of the Welsh Language				
Pupils' use of the Welsh Language at home	Neutral	Neutral	Neutral	Both schools are in a predominantly English-speaking area and English will continue to be the main medium of instruction and communication within the school and between school and home.
Pupils <u>taught</u> through the medium of Welsh	Neutral	Neutral	Neutral	Not applicable in this context. Welsh is taught as a second language.
Pupils that <u>receive</u> a Teacher Assessment in Welsh at the end of Key Stage 1 and 2	Neutral	Neutral	Neutral	Not applicable in this context. Welsh is taught as a second language.
The percentage of children that <u>achieved</u> a Teacher Assessment in Welsh at Key Stage 1 and 2	Neutral	Neutral	Neutral	Not applicable in this context. Welsh is taught as a second language.
Pupils language medium in the *Playground*	Neutral (potential for mid-term development of Welsh as a second language)	Neutral	Neutral (potential for mid-term development of Welsh as a second language)	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 as a second language outside the classroom. ▪ 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.
Breakfast Club	Neutral	Neutral	Neutral	Staff practices and pupils' activities will

	Option 1	Option 2	Option 3	Comments / Future mitigation of negative impacts
After-school club	Neutral	Neutral	Neutral	look for opportunities to support the schools' policy of promoting Welsh as a second language outside the classroom.
School participation in Welsh medium activities	Neutral	Neutral	Neutral	Under options 1 and 3 the joint Governors would support planned participation in activities for schools who are developing the use of Welsh as a second language. eg Welsh books, quiz, film and animation competitions.
Staff / Governors Use of the Welsh Language				
Teaching Staff ability to teach through the medium of Welsh	Neutral	Neutral	Neutral	Both schools are in a predominantly English-speaking area and English will continue to be the main medium of instruction. All teaching staff will continue to teach Welsh as a second language.
Support Staff ability to assist through the medium of Welsh	Neutral	Neutral	Neutral	Support staff will continue to support teaching of Welsh as a second language.
Language most commonly used during Governor, PTA and Staff meetings	Neutral	Neutral	Neutral	All communication would remain largely through the medium of English – website, Governors' minutes, newsletters etc. 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 (positive in mid-term)	Neutral	Neutral (positive in mid-term)	Estyn reports positively on the promotion of the Cwricwlwm Cymreig 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	**Neutral**	**Neutral**	**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   Neutral
- Option 2 - Maintain Current Schools   Neutral
- Option 3 - Area school on existing 2 sites   Neutral

Therefore it is the recommendation of this report that an Area school, either on one site (Option 1) or on the existing two sites 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 as a second language. The policy should consider ways of supporting pupils' social use of Welsh as a second language 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 both schools. Amalgamation will seek to develop existing best practice and focus in part on monitoring pupils' acquisition of Welsh as a second 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	A	All through school on 1 site	Maintain Current Schools	All through school on existing 2 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 2012)		
Language category of the school		
Pupils Use of the Welsh Language		
Percentage of pupils that speak Welsh in the home:		
Speaks Welsh at home		
Does not speak Welsh at home		
Not applicable (cannot speak Welsh)		
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		
Key Stage 1		
Key Stage 2		
Of those that received a Teacher Assessment in Welsh, the percentage of children that <u>achieved</u> at		
Key Stage 1		
Key Stage 2		
Pupils language medium in the		
Playground		
Breakfast Club		
After-school club		
School participates annually in:		
Cylch Meithrin / Ti a Fi		
Eisteddfodau		
Urdd Branches		
Learning Welsh visits (e.g. Glan Llyn)		
Other Welsh Medium activities		
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:		
Fluently		
Speak Welsh but not fluently		
Cannot speak Welsh		
Percentage of Governors that are able to speak Welsh:		
Fluently		
Speak Welsh but not fluently		
Cannot speak Welsh		
Language most commonly used during:		
Governor meetings		
PTA meetings		
Staff meetings		
Use of the Welsh Language in the Community (2001 Census)		
(of persons aged 3+) The percentage of the Colwyn Ward that:		
Speak Welsh		
One or more skills in Welsh		
(of persons aged 3+) The percentage of the Llysfaen Ward that:		
Speak Welsh		
One or more skills in Welsh		

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