

# Review of Education Provision in Bangor

Language impact and community impact assessments

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Map 1: Location of Bangor schools



# 1. Introduction

Supporting and developing the ability of Gwynedd children to learn and use their language skills is key to the County's education strategies. The Council is reorganising schools in Bangor, and it is required, in accordance with the School Organisation Code (006/2013), to carry out a language impact assessment. This document outlines the situation regarding the main language considerations relating to the effects of the options in question in Bangor.

## 1.1 Gwynedd's Situation

The 2011 Census indicates that 77,000 (65.4%) of the Gwynedd population over the age of three can speak Welsh, which is a decrease from the previous Census. The 2011 Census figures also indicate that 65,900 (56%) people over the age of three can speak, read, and write in Welsh.

In Gwynedd, as with many other Local Authorities in Wales, there is a significant difference in the percentage of Welsh speakers within different wards. The 2011 Census demonstrates that the percentage of Welsh speakers across the county varies, with the highest percentage in Llanrug (87.8%) and Peblig (87.4%) wards in Caernarfon. The percentage towards Bangor falls to 36.4%, and in coastal areas in Meirionnydd such as Aberdyfi 35.5%. Even so, the proportion of Welsh speakers represents at least 30% of the permanent population in all wards other than two, namely Menai ward (18.6%) and Deiniol ward (22.8%) in Bangor.

## 1.2 Language policy

### Primary

The aim of the Language Policy is the same across all the County's primary schools, namely to develop the ability of each pupil to be confident in both languages by the end of KS2. Welsh is the official language of assessment at the school at the end of the Foundation Phase. In KS2, there is continuous development of pupils' grasp of Welsh, paying attention to their skills in both languages.

### Secondary

In secondary schools, all pupils who have reached the required level, 3+ at the end of KS2, are expected to follow Welsh First Language in KS3 to ensure appropriate continuity and progression. The aim is to enable these pupils to study English and Welsh as subjects up to the end of year 11.

Secondary schools build on the foundation established in the primary school to ensure that all pupils continue to develop skills in both Welsh and English. The County does not define secondary schools according to language categories as all have the same expectation in relation to the Language Policy, namely to give all pupils the opportunity to be confident bilingually.

### **1.3 Strategic Direction for Education in Gwynedd**

The Council's "Excellent Primary Education for Children in Gwynedd" strategy was adopted in April 2009 and revised in December 2010. The Council also developed and supported a major strategy "Towards 2025" in October 2010. The document provides a strategic direction for education and training developments in Gwynedd for the next 15 years. The programme was introduced in the context of the forthcoming national and local policies and plans to transform services provided for children, young people and their families.

## 2. Language Profile of the Bangor Catchment Area

Some of the proposed changes would have an impact on the number of schools across Bangor. Using data from the 2011 Census, we are able to examine the language profile of Bangor and Pentir wards. The table shows that 7,190 (39.3%) of the area's residents are able to speak Welsh.

Ward	Deiniol	Dewi	Garth	Glyder	Hendre	Hirael	Marchog	Menai	Pentir
All Residents 3+	1,795	1,764	983	1,726	1,449	1,656	2,448	4,107	2,366
Able to Speak Welsh	410 (22.8%)	927 (52.6%)	299 (30.4%)	893 (51.7%)	656 (45.3%)	625 (37.7%)	1,229 (50.2%)	762 (18.6%)	1,389 (58.7%)
Ability to speak Welsh but cannot read or write Welsh	46 (2.6%)	140 (7.9%)	53 (5.4%)	107 (6.2%)	114 (7.9%)	98 (5.9%)	218 (8.9%)	66 (1.6%)	157 (6.6%)
Ability to speak and read Welsh but cannot write Welsh	44 (2.5%)	89 (5%)	17 (1.7%)	67 (3.9%)	69 (4.8%)	57 (3.4%)	109 (4.5%)	31 (0.8%)	116 (4.9%)
Ability to speak, read and write Welsh	320 (17.8%)	691 (39.2%)	229 (23.3%)	717 (41.5%)	468 (32.3%)	469 (28.3%)	900 (36.8%)	661 (16.1%)	1,111 (47.0%)
Another combination of Welsh language skills	46 (2.6%)	45 (2.6%)	25 (2.5%)	48 (2.8%)	47 (3.2%)	36 (2.2%)	79 (3.2%)	70 (1.7%)	52 (2.2%)
Ability to understand spoken Welsh only	101 (5.6%)	294 (16.7%)	74 (7.5%)	206 (11.9%)	179 (12.4%)	175 (10.6%)	447 (18.3%)	156 (3.8%)	265 (11.2%)
No Welsh Language Skills	1,238 (69%)	505 (28.6%)	585 (59.5%)	581 (33.7%)	572 (39.5%)	821 (49.6%)	695 (28.4%)	3,123 (76%)	665 (28.1%)

Estimates from the middle of 2016 for Bangor and Pentir wards indicate a population of 19,313 with 2,665 aged 0-15 years old. This is an increase of 2.69% and 3.86% on the 2011 Census figures. Recently there have been a number of housing developments in Bangor and we expect that the trend of increase in the population will continue.

## 3. Schools

### 3.1 Capacity of Schools

There are 9 primary schools in the Bangor area. The table below indicates the capacity of the schools based on the number of pupils attending in September 2017. It is anticipated that the number of pupils will increase in the next few years.

*Table 2: Capacity of schools*

School	Capacity	Number of pupils	Status
Ysgol Cae Top	210	240	RCE
Ysgol Ein Harglwyddes	113	123	CCP
Ysgol Glanadda	81	41	IS
Ysgol Babanod Coed Mawr	56	28	BS
Ysgol Glancegin	210	251	CS
Ysgol Hirael	186	195	CS
Ysgol Y Faenol	186	219	RCE
Ysgol Y Garnedd	210	338	CS
Ysgol Llandygai	157	149	RCE

RCE – Voluntary Controlled School – Church in Wales

CCP – Voluntary Aided School – Roman Catholic Church

IS – Community Junior School

BS- Community Infants School

CS – Community School

## 3.2 Academic Performance

The following tables show the results of Foundation Phase and KS2 for Bangor schools:

*Table 12: Percentage of pupils who have reached the expected level - Welsh (first language)– Foundation Phase*

School	Foundation Phase (Achieved Outcome 5+)					
	2012	2013	2014	2015	2016	2017
Cae Top	86.2	86.7	92.9	100.0	96.4	100.0
Ein Harglwyddes	-	-	-	-	-	-
Glanadda	-	-	-	-	-	-
Coed Mawr	57.1	80.0	75.0	87.5	93.3	87.5
Glancegin	63.6	82.6	80.0	82.9	84.6	83.8
Hirael	77.8	79.2	57.1	76.5	66.7	63.2
Y Faenol	94.7	96.6	93.1	100.0	96.0	87.1
Y Garnedd	96.9	94.6	93.9	95.9	95.0	100.0
Llandygai	83.3	87.0	88.9	90.9	89.5	94.7

*Table 13: Percentage of pupils who have reached the expected level - Welsh (first language) - KS2*

School	KS2 (Achieved Outcome 5+)					
	2012	2013	2014	2015	2016	2017
Cae Top	70.0	78.6	85.7	100.0	84.6	86.7
Ein Harglwyddes	0.0	76.9	*	75.0	*	*
Glanadda	40.0	77.8	77.8	*	75.0	83.3
Coed Mawr	-	-	-	-	-	-
Glancegin	50.0	70.6	76.9	80.0	60.0	73.7
Hirael	62.5	77.8	77.3	76.0	61.5	73.7
Y Faenol	91.3	88.0	100.0	92.3	92.9	84.6
Y Garnedd	95.2	97.9	97.4	90.5	100.0	100.0
Llandygai	85.7	85.0	92.3	95.0	81.8	88.0

- Not applicable

\* Data is not available (Ein Harglwyddes does not follow Welsh (first language))

Source: National Data Collection (NDC) via (<http://mylocalschool.gov.wales/?lang=cy>)

We are able to see that all schools succeed when it comes to academic achievement. Over 70% of pupils in each school have reached the expected level in Welsh (first language) in 2017. We note that even in the schools where the culture of speaking Welsh is not so strong, pupils continue to succeed academically in Welsh and that the schools give them a solid education in the language.

As part of the implementation of the Language Charter, all KS2 pupils in every primary school in Gwynedd (apart from Ysgol Ein Harglwyddes) complete an online language questionnaire relating to the use of Welsh in the school twice a year. Below are the results from October 2017 demonstrating how pupils use Welsh with their teachers. (There is no data for Ysgol Babanod Coedmawr as there are no pupils from 3-6 years at the school).



*Table 4: Percentage of children who speak Welsh with their teachers (excluding English lessons)*

<b>Speak Welsh with the teachers (excluding English lessons)</b>	<b>Always</b>	<b>Often</b>	<b>Sometimes</b>	<b>Rarely</b>	<b>Never</b>
Ysgol Y Faenol	16%	36.8%	34%	6.6%	6.6%
Ysgol Y Garnedd	96.9%	0.6%	1.9%	0.6%	0%
Ysgol Glanadda	71.4%	11.9%	9.5%	7.1%	0%
Ysgol Cae Top	6%	42.9%	35.7%	11.9%	3.6%
Ysgol Glancegin	57.5%	28.3%	11.3%	1.9%	0.9%
Ysgol Hiracl	45.1%	19.5%	23.2%	8.5%	3.7%
Ysgol Llandygai	52.2%	18.8%	13%	5.8%	10.1%

*Table 5: Percentage of children who speak Welsh with the Classroom Assistants.(excluding English lessons)*

<b>Speak Welsh with the Classroom Assistants (excluding English lessons)</b>	<b>Always</b>	<b>Often</b>	<b>Sometimes</b>	<b>Rarely</b>	<b>Never</b>
Ysgol Y Faenol	8.5%	25.5%	39.6%	16%	10.4%
Ysgol Y Garnedd	96.3%	1.3%	1.3%	0.6%	0.6%
Ysgol Glanadda	69%	14.3%	9.5%	7.1%	0%
Ysgol Cae Top	3.6%	29.8%	44%	13.1%	9.5%
Ysgol Glancegin	51.9%	31.1%	13.2%	1.9%	1.9%
Ysgol Hiracl	36.6%	19.5%	25.6%	11%	7.3%
Ysgol Llandygai	42.0%	17.4%	20.3%	8.7%	11.6%

*Table 6: Percentage of children who speak Welsh with the rest of the school staff*

<b>Speak Welsh with the rest of the school staff</b>	<b>Always</b>	<b>Often</b>	<b>Sometimes</b>	<b>Rarely</b>	<b>Never</b>
Ysgol Y Faenol	7.5%	24.5%	34.9%	17.9%	15.1%
Ysgol Y Garnedd	97.5%	1.3%	1.3%	0%	0%
Ysgol Glanadda	28.6%	40.5%	19%	11.9%	0%
Ysgol Cae Top	3.6%	23.8%	48.8%	13.1%	10.7%
Ysgol Glancegin	48.1%	31.1%	11.3%	5.7%	3.8%
Ysgol Hiracl	31.7%	15.9%	30.5%	9.8%	12.2%
Ysgol Llandygai	34.8%	20.3%	23.2%	7.3%	14.5%

### 3.3 Informal use of the Welsh Language

*Table 3: Percentage of children who speak Welsh with children in the classroom*

Speak Welsh with pupils in the classroom	Always	Often	Sometimes	Rarely	Never
Ysgol y Faenol	2.8%	8.5%	57.5%	17%	14.2%
Ysgol y Garnedd	88.8%	6.9%	3.1%	0%	1.3%
Ysgol Glanadda	4.8%	21.4%	66.6%	7.1%	0%
Ysgol Cae Top	2.4%	8.3%	56%	22.6%	10.7%
Ysgol Glancegin	26.4%	25.5%	40.6%	2.8%	4.7%
Ysgol Hiracl	4.9%	15.9%	48.8%	22%	8.5%
Ysgol Llandygai	5.8%	5.8%	31.9%	23.2%	33.3%

*Table 7: Percentage of children who speak Welsh with the children on the corridor and in the lunch hall*

Speak Welsh with pupils in the corridor and lunch hall	Always	Often	Sometimes	Rarely	Never
Ysgol y Faenol	2.8%	8.5%	24.5%	36.8%	27.4%
Ysgol y Garnedd	83.8%	12.5%	3.1%	0.6%	0%
Ysgol Glanadda	4.8%	21.4%	50%	19%	4.8%
Ysgol Cae Top	1.2%	3.6%	34.5%	35.7%	25%
Ysgol Glancegin	11.3%	20.8%	36.8%	14.2%	17%
Ysgol Hiracl	1.2%	12.2%	32.9%	25.6%	28%
Ysgol Llandygai	7.3%	5.8%	37.7%	15.5%	33.3%

*Table 8: Percentage of children who speak Welsh on the school yard*

Speak Welsh on the school yard	Always	Often	Sometimes	Rarely	Never
Ysgol y Faenol	2.8%	8.5%	22.6%	30.2%	35.8%
Ysgol y Garnedd	79.4%	16.3%	4.4%	0%	0%
Ysgol Glanadda	0%	19%	57.1%	19%	4.8%
Ysgol Cae Top	0%	5.6%	31%	39.3%	23.8%
Ysgol Glancegin	5.6%	25.5%	42.5%	16%	10.4%
Ysgol Hiracl	4.9%	7.3%	30.5%	29.3%	28%
Ysgol Llandygai	1.4%	7.2%	31.9%	17.4%	42.0%

*Table 10: Percentage of children confident in speaking Welsh*

<b>I'm confident speaking Welsh</b>	<b>Very Confident</b>	<b>Confident</b>	<b>Fairly Confident</b>	<b>Not Confident</b>	<b>Not at all Confident</b>
Ysgol y Faenol	42.5%	26.4%	19.8%	5.7%	5.7%
Ysgol y Garnedd	78.8%	11.9%	6.3%	1.9%	1.3%
Ysgol Glanadda	59.5%	21.4%	7.1%	9.5%	2.4%
Ysgol Cae Top	15.5%	33.3%	33.3%	8.3%	9.5%
Ysgol Glancegin	60.4%	29.2%	8.5%	0.9%	0.9%
Ysgol Hirael	46.3%	18.3%	17.1%	12.2%	6.1%
Ysgol Llandygai	44.3%	24.6%	11.6%	2.9%	15.9%

*Table 11: Percentage of pupils who think it's important to speak Welsh*

<b>I believe that it is important to speak Welsh</b>	<b>Very Important</b>	<b>Important</b>	<b>Fairly Important</b>	<b>Not Important</b>	<b>Not at all Important</b>
Ysgol y Faenol	76.4%	14.2%	5.6%	0.9%	2.8%
Ysgol y Garnedd	84.4%	11.9%	3.8%	0%	0%
Ysgol Glanadda	95.2%	4.8%	0%	0%	0%
Ysgol Cae Top	33.3%	35.7%	20.2%	3.6%	7.1%
Ysgol Glancegin	74.5%	20.8%	1.9%	2.8%	0%
Ysgol Hirael	63.4%	19.5%	13.4%	2.4%	1.2%
Ysgol Llandygai	71.0%	11.6%	8.7%	0.0%	8.7%

Number of responses :

Y Faenol – 106

Y Garnedd – 160

Glanadda – 42

Cae Top – 84

Glancegin – 106

Hirael – 82

Llandygai - 69

It is clear that there are significant differences in the use of the Welsh language by pupils in Bangor schools. We see that Ysgol Y Garnedd is the only school where the majority of pupils “always” speak Welsh on the school yard as well as with teachers and school staff.

The use of the Welsh language remains fairly high at Ysgol Glancegin and Ysgol Glanadda and Babanod Coedmawr with a clear effort from pupils to use the language with school staff and a likelihood to use the language on the school yard “often” “sometimes” or “little”.

There is less use of the Welsh language at Ysgol Hirael, the majority of pupils only “sometimes” speak Welsh with each other in the classroom with a number doing so “very little” or “never” on the yard. However, 65% of pupils “always” or “often” speak Welsh with their teachers.

At Ysgol Y Faenol and Ysgol Cae Top we see that pupils do not use Welsh naturally, with less than 3% speaking Welsh with each other "always" in the classroom. The majority of pupils speak Welsh with their teachers in the school. At Ysgol Y Faenol 35.8%, say that they "Never" speak Welsh in the school yard with 30.2% saying that they were speaking "very little". None of Ysgol Cae Top pupils "always" speak Welsh in the school yard. 39.3% spoke "very little" Welsh and 23.8% "Never" did.

No data is available for the use of the Welsh language in Ysgol Ein Harglwyddes. The Estyn inspection notes that the school needs to make greater use of the Welsh language in lessons. The percentage of pupils meeting the expected standard in Welsh at the end of KS2 is close to the results in Ysgol Hirael and Ysgol Glancegin, which shows good ability in Welsh from the majority of the pupils when leaving the school.

### 3.4 Children's language background

At the beginning of their time at school, parents of pupils complete a form which asks questions about the pupils' language background. The tables below show the percentage of pupils who spoke Welsh at home when they started school and the percentage of pupils who spoke a different language to English or Welsh at home.

School	Speaks Welsh at home (%)
Ysgol Y Faenol	17.05%
Ysgol Y Garnedd	67.26%
Ysgol Glanadda	22.58%
Ysgol Babanod Coed Mawr	25%
Ysgol Cae Top	16.46%
Ysgol Glancegin	24.19%
Ysgol Hirael	13.37%
Ysgol Ein Harglwyddes	3.28%
Ysgol Llandygai	29.1%

School	Speaks another language other than Welsh or English at home
Ysgol Y Faenol	22.12%
Ysgol Y Garnedd	0.29%
Ysgol Glanadda	11.63%
Ysgol Babanod Coed Mawr	32.14%
Ysgol Cae Top	16.46%
Ysgol Glancegin	1.61%
Ysgol Hirael	22.99%
Ysgol Ein Harglwyddes	47.54%
Ysgol Llandygai	0%

There is a great variation in the linguistic backgrounds of pupils in different schools. The majority of pupils who only speak Welsh at home is Ysgol Y Garnedd, with as little as 3.28% doing so at Ysgol Ein Harglwyddes and 13.37% at Ysgol Hirael. This is partly due to the demography of Bangor but, also, many Welsh-speaking homes choose for their children to attend Ysgol Y Garnedd as it's locally known as a 'Welsh School'.

## 4. Additional Evidence

Estyn reports contain a little commentary on the use of Welsh in Primary schools. In addition, some schools comment on their use of the language on their websites.

### Cae Top

Estyn's 2016 report states

"About 25% of pupils come from ethnic minority or mixed backgrounds and speak 16 different languages. About 24% of pupils are learning English as an additional language. Welsh is used as the medium of teaching in the Foundation Phase. In key stage 2, teachers are taught through both the medium of Welsh and English." and recommends the school to "continue to raise standards in Welsh"

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

On the school website they say

"We have ... additional teachers who provides extra Welsh Lessons for specific individuals." "About 27% of our pupils come from overseas, over twenty different languages are spoken in the homes and we are very proud of the multi-cultural ethos found in the school."

### Ein Harglwyddes

Estyn's 2011 report states

"Approximately half the pupils are of Asian, Eastern European or other ethnic origin and speak English as an additional language. No pupils use Welsh as a first language." and recommends the school to "make more consistent use of incidental Welsh during lessons."

*"Pupils of all ages make good progress in Welsh language development. Many respond positively to greetings and instructions with the more confident using simple learned phrases and sentences purposefully to express their ideas."*

([https://www.estyn.gov.wales/sites/default/files/documents/Inspection%20Report%20Ysgol%20Ein%20Harglwyddes%20ENG%202011\\_0.pdf.pdf.pdf.pdf.pdf](https://www.estyn.gov.wales/sites/default/files/documents/Inspection%20Report%20Ysgol%20Ein%20Harglwyddes%20ENG%202011_0.pdf.pdf.pdf.pdf.pdf))

### Glanadda

Estyn's 2013 report states

*"Twelve per cent of pupils come from homes where Welsh is spoken."* And it needs to *"Raise standards in Welsh."*

*“They contribute confidently and sensibly to group discussions in English. However, many pupils’ Welsh oral skills do not develop sufficiently by the end of key stage 2 and they do not have confidence to contribute effectively to discussions in Welsh.”*

[https://www.estyn.gov.wales/sites/default/files/documents/Inspection%20report%20Ysgol%20Glanadda%202013\\_0.pdf.pdf.pdf.pdf.pdf](https://www.estyn.gov.wales/sites/default/files/documents/Inspection%20report%20Ysgol%20Glanadda%202013_0.pdf.pdf.pdf.pdf.pdf)

Ysgol Glanadda and Coed Mawr are part of a federation called Bro Ddewi and share a website. The website identifies one of the aims of the school as being to:

*“Enable all pupils to become fluent in Welsh and English to enable them to become fully involved in the social and cultural life of our bilingual society.”*

## **Babanod Coed Mawr**

Estyn’s 2015 report states

*“About 8% of the pupils are from Welsh-speaking homes.” “Able pupils read fluently and intelligently in Welsh”*

<https://www.estyn.gov.wales/sites/default/files/documents/Inspection%20report%20%20Ysgol%20Babanod%20Coed%20Mawr%202015.pdf.pdf>

Ysgol Glanadda and Coed Mawr are part of a federation and share a website.

## **Glancegin**

The Estyn’s 2013 report recommends that the school needs to

*“Ensure further improvements in Welsh across the school”*

And observe that school pupils

*“they do not speak Welsh with each other when they are not being supervised directly by an adult.”*

*“The school takes advantage of every opportunity to add the Welsh dimension in schemes of work and in displays A report on Ysgol Glancegin February 2013 throughout the school. The content is made as relevant as possible to pupils, and about events to which they can relate, for example the bombing of Maesgeirchen during the Second World War. The school provides a number of after-school clubs in order to extend pupils’ experience of using the Welsh language.”*

*“Teachers’ expectations in terms of the use and standard of the Welsh language are not consistent enough”*

[https://www.estyn.gov.wales/sites/default/files/documents/Inspection%20Report%20Ysgol%20Glancegin%202013\\_0.pdf.pdf.pdf.pdf.pdf.pdf.pdf.pdf.pdf.pdf.pdf.pdf.pdf.pdf.pdf.pdf](https://www.estyn.gov.wales/sites/default/files/documents/Inspection%20Report%20Ysgol%20Glancegin%202013_0.pdf.pdf.pdf.pdf.pdf.pdf.pdf.pdf.pdf.pdf.pdf.pdf.pdf.pdf.pdf.pdf)

## **Hirael**

In the Estyn Report 2015, it says

*“A few pupils come from Welsh-speaking homes.”*

*“Many pupils’ Welsh language skills are not developing adequately across the school”*

[https://www.estyn.gov.wales/sites/default/files/documents/Ysgol%20Gynradd%20Hirael%20en\\_2.pdf](https://www.estyn.gov.wales/sites/default/files/documents/Ysgol%20Gynradd%20Hirael%20en_2.pdf)

On the school's website he says

*"We follow Gwynedd's Education Department's language policy by providing Welsh-medium education for all children in the Infants Department" and "Staff should always try to use Welsh regularly with every pupil. Welsh should be a consistent feature of displays in every classroom and corridor as every opportunity should be taken to highlight aspects of the Cwricwlwm Cymreig in the general life and work of the school."*

## **Y Garnedd**

The Estyn 2012 report says

*"Sixty-seven per cent of pupils come from homes where Welsh is spoken, and about 95% of pupils speak Welsh as a first language or to an equivalent standard. Five pupils come from an ethnic background."*

[https://www.estyn.gov.wales/sites/default/files/documents/Inspection%20report%20Ysgol%20Y%20Garnedd%20October%202012\\_0.pdf.pdf.pdf.pdf.pdf.pdf.pdf.pdf](https://www.estyn.gov.wales/sites/default/files/documents/Inspection%20report%20Ysgol%20Y%20Garnedd%20October%202012_0.pdf.pdf.pdf.pdf.pdf.pdf.pdf.pdf)

## **Y Faenol**

The school prospectus identifies one of their objectives as:

*"To enable each pupil to become fluent in both Welsh and English so that he may fully participate in both the social and cultural life of the bilingual community to which he belongs."*

<http://www.faelnol.gwynedd.sch.uk/Faelnol-Prospectws.pdf>

Estyn's report 2010 recommends that the school needs to:

*"improve the standard of pupils' written work in Welsh, especially in key stage 2;"*

And said

*"Considering their Language backgrounds, most pupils make good progress in Welsh. They show positive attitudes towards learning the language and by the end of key stage 2, they succeed in attaining a good level of bilingualism. Standards in Welsh have improved since the previous inspection."*

[https://www.estyn.gov.wales/sites/default/files/documents/Inspection%20Report\\_Ysgol%20Y%20Faelnol\\_ENG\\_2010\\_0.pdf.pdf.pdf.pdf.pdf.pdf.pdf.pdf.pdf.pdf](https://www.estyn.gov.wales/sites/default/files/documents/Inspection%20Report_Ysgol%20Y%20Faelnol_ENG_2010_0.pdf.pdf.pdf.pdf.pdf.pdf.pdf.pdf.pdf.pdf)

## **Llandygai**

Estyn's 2012 report states

*"About 20% of pupils speak Welsh at home."*

[https://www.estyn.gov.wales/sites/default/files/documents/Inspection%20report%20Ysgol%20Llandygai%20Eng%202012\\_0.pdf.pdf.pdf.pdf.pdf.pdf.pdf.pdf](https://www.estyn.gov.wales/sites/default/files/documents/Inspection%20report%20Ysgol%20Llandygai%20Eng%202012_0.pdf.pdf.pdf.pdf.pdf.pdf.pdf.pdf)

On the school's website they say

"The school's vision is to encourage use of Welsh in a social context to nurture confident bilingual pupils."



## 5. Potential Options

### Continue with current procedures

#### Option 3

Extend the Faenol increasing capacity from 186 to 315. New school to Garnedd increasing capacity from 210 to 420. Close Ysgol Coed Mawr and Glanadda. Increase the capacity of Glancegin to receive additional foundation phase pupils. Improvements to the parts of Ysgol Hirael. Consideration given to Secondary provision to include the condition of existing buildings and a new build for Ein Harglwyddes

#### Option 10

Increase Y Faenol capacity to (270). Garnedd to move to a new site and capacity increased to (330). Modify the Glanadda site to accept Coed Mawr pupils (90). Increase the capacity of Ysgol Glancegin to receive additional foundation phase pupils. Improvements to parts of Ysgol Hirael. Consideration given to Secondary provision to include the condition of existing buildings and a new build for Ein Harglwyddes.

\*Following further discussions, based on comments set out in the 4<sup>th</sup> CRP meeting, Option 3 contains a revised capacity of 315 rather than 270 for Y Faenol. This proposed element will allow annual access arrangements for a class and a half yearly.

## 6. Conclusion

It is difficult to anticipate what impact any plan will have on the Welsh language. Currently, several Welsh speaking homes in the Bangor area decide to send their children to Ysgol y Garnedd which has traditionally been regarded as the most Welsh school in the area. The number of pupils who achieve the expected standard in Welsh at the end of KS2 has been 100% during the past two years which is excellent. Through increasing capacity at Ysgol y Garnedd, it is expected that more children from non-Welsh speaking households will attend the school. It is possible that the school's Welsh culture will be maintained and pupils from non-Welsh speaking homes will frequently use Welsh as is already witnessed at Y Garnedd. The figures indicate that, through the strong leadership of teachers, a school can have an impact on the use of Welsh within school classes, and it is expected that this will remain strong at Y Garnedd following an increase in capacity. It is difficult to assess if the school is able to have an impact on the language spoken in the playground, given the huge difference in the use of Welsh in the classroom and in the playground at some schools. It is therefore possible that increasing the capacity at Ysgol y Garnedd would reduce the number speaking Welsh "always" in the playground for a while. Increasing the capacity to a smaller number of 330 instead of 420 as in option 10 would reduce this risk in the short term. However, through the detriment of these children, more bilingual and proficient children will be nurtured by the medium term.

The option to close Coed Mawr and Glanadda schools is aligned to a substantial extension to Ysgol y Garnedd. It is therefore expected that the majority of pupils who would attend these schools would attend Ysgol y Garnedd. Considering that the majority of Glanadda pupils are confident Welsh speakers, who would consider it important to speak Welsh and speak Welsh "at all times" to their teachers, it is likely that they would feel at home with the Welsh culture at Ysgol y Garnedd and would not excessively change the language spoken in the classroom.

The Language Policy is the same for all Gwynedd primary schools. Considering the evidence above, and in accordance with the Language Policy, the medium of curriculum provision is expected to be the same across primary schools, and all Bangor primary schools (apart from Ein Harglwyddes School) are successful in a significant percentage of pupils achieving the expected level of Welsh (first language) in Foundation Phase and KS2. Gwynedd Council have formed a [Language Policy](#) in order to ensure that the Council and Council Staff continue to promote the Welsh language. The language policy outlines how the Council intends to comply with the [Language Standards](#) and how the Council will seek to take advantage of every opportunity to promote the use of Welsh services amongst Gwynedd residents.

In the Bangor area, Menter Iaith Bangor promotes and expands the Welsh language within the community across the city. They say that they wish to "*see the language becoming a natural feature of everyday life here, on the streets, in the shops, and indeed everywhere, with all residents sharing the responsibility for its future and ensure that it thrives.*" Further information on Menter Iaith Bangor is available on their [website](#).

However, it is recognised that the extent of Welsh culture in primary schools in Bangor and across the County varies, mainly based on the children's language background. This diversity is reflected in the use of Welsh by the children in informal and social contexts. As a response to this, the Council's Charter was developed as a specific scheme which operates in every primary school in Gwynedd to

encourage the social use of Welsh by children and to promote awareness of the schools' Welsh language culture. See Appendix 1 for more information about the use of Welsh.

## 7. Recommendations

Merging the data in this manner does not provide a perfect projection of what would happen, and does not take into account the impact that other pupils, teachers and the environment have on pupils' use of the language. When examining the tables, it is apparent that the percentages have changed when combining both schools' results but this is not substantial in several of the categories. A substantial majority of respondents continue to speak Welsh 'every time' in various situations. This augurs well for the Welsh language at Ysgol Y Garnedd if there was attendance by Glanadda pupils. It appears that there would be a strong Welsh speaking culture there that would encourage all pupils at the school to speak Welsh.

This exercise (although un-scientific) of merging Ysgol y Garnedd and Ysgol Glanadda "gwe iaith" data indicates that increasing the numbers at Ysgol y Garnedd to admit pupils from Ysgol Glanadda, could lead to a reduction in the use of Welsh socially at Ysgol y Garnedd, and in particular on the playground.

However, we are already aware that a number of Welsh homes in the Bangor area decide to send their children to Ysgol y Garnedd as it is considered to be the most Welsh school in the area. This occurs mainly due to the language background of the children who attend the school, as well as a tradition of robust leadership and a strong commitment towards the Welsh language throughout the school.

Based on data in **Appendix 1**, a reduction could be predicted in children's social use of Welsh. It is however, anticipated that strong leadership and a robust commitment at Ysgol y Garnedd towards Welsh could have a positive impact on pupils at Ysgol Coedmawr and Glanadda, with an increasing impact over the years as the pupils are more immersed in the culture at Ysgol y Garnedd.

With regard to attitudes towards the Welsh language, it was observed that pupils at Ysgol y Garnedd and Ysgol Glanadda have very positive attitudes towards Welsh, when they were asked 'How confident are they when speaking Welsh?' and 'Do they think it is important to speak Welsh?'

The increased capacity offered to Y Faenol, Ein Harglwyddes and Glancegin schools are not likely to impact on the language situation, as pupil numbers attending these schools are not close to the new capacity.

## 8. Community Impact

As part of the statutory consultation process, a community impact assessment is required to comply with the Schools Organisation Code 006/2013. This assessment is derived from Welsh Government national guidelines for schools re-organisation, including considerations regarding the unique requirements of rural areas.

*“In some areas, the school can also be a focal point for a community activity, and closing implications may be more than a matter of education provision. This can be a typical feature in rural areas if school buildings are used to provide services for the local community”.*

*“The case prepared by those submitting proposals indicate that an assessment has been held on the impact of school closure on the community, and how the community facilities currently provided by the school, could be held. If there is a proposal to close a school, Local Authorities should consider what action needs to be taken to maintain or improve engagement with education process and with other facilities provided by schools as before and after school activities that could assist to address child poverty.”*

Source: Circular 006 /2013

Discussions are being held in the Bangor catchment area regarding primary schools re-organisation. Within the catchment area, there are 9 primary schools and 2 secondary schools. Map 1 (page 3) provides the locations of the schools. Considering that the schools are within close proximity in an urban area, we can state that the school communities have access to the same general resources (e.g. surgery, shopping, church etc.). The community utilises the buildings and resources of some of the schools currently, any change to the buildings, especially the closure of any sites, will impact on the communities.

The following table notes which community activities, outside normal school work, which take place in school buildings. Many of these activities are aimed at school pupils but other community groups, such as choirs, bands and sports teams also make use of the school buildings. .

**Table 14: Community Use of school facilities**

	Cae Top	Ein Harglwyddes	Glanadda	Coedmawr	Glancegin	Hirael	Y Faenol	Llandygai	Y Garnedd
Yr Urdd	✓				✓		✓		✓
Sports	✓		✓				✓		✓
Choir Practice							✓		✓
Music Practice			✓						✓
After School Club	✓						✓	✓	✓
Breakfast Club			✓				✓	✓	✓
Charity Events	✓		✓		✓		✓		
Educational Clubs	✓	✓					✓		

<b>Community Services</b>							✓		
<b>Nurse Group (Cylch Meithrin)</b>	✓							✓	✓
<b>School Holidays Club</b>	✓						✓		✓
<b>Catholic Church Confirmation Classes</b>		✓							

By closing Glanadda and Coedmawr sites (Option 3 and Option 8 ) certain elements of community events will be lost. However, we observe that other schools in the area such as Ysgol y Garnedd make similar use of the school building and the community could make use of this building.

There is no reason to conclude that any of the options would have a negative impact on the community.

## Appendix 1

*Table 9.1: Percentage of pupils who speak Welsh with children in the classroom*

Speak Welsh with children in class	Always	Often	Sometimes	Very Little	Never
Ysgol y Garnedd	88.8%	6.9%	3.1%	0%	1.3%
Ysgol Glanadda	4.8%	21.4%	66.6%	7.1%	0%
With one another	71.3%	9.9%	16.3%	1.5%	1%

*Table 9.5: Percentage of pupils who speak Welsh to the children on the corridor and in the dining hall*

Speak Welsh with the children on the corridor and in the dining hall	Always	Often	Sometimes	Very little	Never
Ysgol y Garnedd	83.8%	12.5%	3.1%	0.6%	0%
Ysgol Glanadda	4.8%	21.4%	50%	19%	4.8%
With one another	67.3%	14.4%	12.9%	4.5%	1%

*Table 9.6: Percentage of pupils who speak Welsh on the school playground*

Speak Welsh on the school playground	Always	Often	Sometimes	Very Little	Never
Ysgol y Garnedd	79.4%	16.3%	4.4%	0%	0%
Ysgol Glanadda	0%	19%	57.1%	19%	4.8%
With one another	62.9%	16.8%	15.3%	4%	1%

*Table 9.8: Percentage of pupils confident when speaking Welsh*

Confident Welsh Speaker	Very confident	Confident	Fairly Confident	Not Confident	Total lack of confidence
Ysgol y Garnedd	78.8%	11.9%	6.3%	1.9%	1.3%
Ysgol Glanadda	59.5%	21.4%	7.1%	9.5%	2.4%
With one another	74.8%	13.7%	6.4%	3.5%	1.5%

*Table 9.9: Percentage of pupils who think that it is important to speak Welsh*

I think that it is important to speak Welsh	Very important	Important	Fairly important	Not important	Of no importance
Ysgol y Garnedd	84.4%	11.9%	3.8%	0%	0%
Ysgol Glanadda	95.2%	4.8%	0%	0%	0%
With one another	86.6%	10.4%	3%	0%	0%



Modernisation Education Programme  
Education Department

## **Equality Impact Assessment Report**

**Bangor Catchment**

**January 2018**

# Introduction

It has become apparent that a number of issues need to be addressed in Bangor schools, for example:

- overcapacity in some schools (Garnedd and Faenol)
- high number of surplus places in some schools (Coedmawr and Glanadda)
- leadership and recruitment issues – especially headteacher posts
- unsuitable teaching spaces which restrict the ability to provide a full curriculum
- poor building conditions in some cases
- a lack of facilities
- inconsistent per head pupil cost between schools
- ensuring schools are viable in the future, with a detailed consideration of any further housing developments in the Goetre Uchaf area (Penrhosgarnedd)

Gwynedd Council, through its 21st Century Schools Funding Programme, will seek to address the issues above by developing suitable educational models which are viable for the future. Some elements will be implemented through the current Band A Funding Programme (2013-18) and other elements during future funding programmes.

Initial discussions have been held by the Catchment Review Panel (CRP) forum. The CRP consists of Headteachers, Chair of Governors, Parent Governor representatives from all schools in the catchment, Local Councillors, Church (Catholic and Anglican) representatives, and representatives from Group Llandrillo Menai. Following discussion by the CRP, a list of 12 options were identified. It is anticipated that certain elements will be implemented in a phased approach.

## Short List of Options :

1. **Status Quo** – current situation unchanged.
2. **(Option 3)** Extend the Faenol to increase capacity from 186 to 315. New school to Garnedd increasing capacity from 210 to 420. Close Ysgol Coed Mawr and Glanadda. New building for Our Lady. Increase the capacity of Glancegin to receive additional foundation phase children. Improvements to the parts of Ysgol Hiracl's building . Consideration of Secondary provision including the condition of existing buildings.

N.B It is anticipated that other elements will be implemented under the Band B funding programme, including, improvements to parts of Ysgol Hiracl, consideration given to Secondary provision (particularly the condition of buildings) and the identification of a more suitable site for Our Ladies school (the majority of which will be financed by the Church (85%) with a 15% contribution from the Council through the 21<sup>st</sup> Century Schools Programme).

3. **(Option 8)** Close Ysgol Glanadda and Coed Mawr. Extension to Ysgol Faenol (315). A new build for Garnedd (380-420 children). A new Building for Our Lady (120) (Church funding). Creating sports community facilities to be shared by Garnedd, Friars, Cae Top (such as Parc Eirias). Increase the capacity of Glancegin to receive additional foundation phase children. Improvements to the parts of Ysgol Hiracl's building. Consideration of Secondary provision including the condition of existing buildings.

N.B It is anticipated that other elements will be implemented under the Band B funding programme, including, improvements to parts of Ysgol Hiracl, consideration given to Secondary provision (particularly the condition of buildings) and the identification of a more suitable site for Our Ladies



school (the majority of which will be financed by the Church (85%) with a 15% contribution from the Council through the 21<sup>st</sup> Century Schools Programme).

4. **(Option 10)** Increase the capacity of Ysgol y Faenol (315). Ysgol y Garnedd to new site and increase capacity (330). Modify Ysgol Glanadda's site to accept Coed Mawr children (90). New building for Our Lady. Increase the capacity of Ysgol Glancegin to receive additional foundation phase children. Improvements to the parts of Ysgol Hiracl's building. Consideration of Secondary provision including the condition of existing buildings.

N.B It is anticipated that other elements will be implemented under the Band B funding programme, including, improvements to parts of Ysgol Hiracl, consideration given to Secondary provision (particularly the condition of buildings) and the identification of a more suitable site for Our Ladies school (the majority of which will be financed by the Church (85%) with a 15% contribution from the Council through the 21<sup>st</sup> Century Schools Programme).

## **I. Relevant Legislation**

The Equality Act 2014 (“the Act”) combines previous anti-discrimination acts into one Act to replace them. It simplifies and strengthens the legislation, and does away with inconsistencies, making it easier for people to understand the legislation and to comply with it. Most requirements of the Act came into force on 1 October 2010. The Act contains new duties for the public sector regarding equality (the ‘general duty’) which replace the individual responsibilities regarding equality in terms of race, disability and gender. This duty came into force on 5 April 2011.

The aim of the general duty is to ensure that public authorities and those undertaking responsibilities consider how they can contribute positively towards a fairer society by improving equality and good relations from day to day. The duty ensures that attention to equality is incorporated into the way that policies are planned and the way that services are provided and ensures that policies and services are continually reviewed. This ensures better results for everyone i.e. the abolition of illegal discrimination, harassment and persecution; the promotion of equal opportunities and the generation of good relationships. These duties are legally binding. Authorities which fail to achieve the duties may face legal challenge.

The Equality Act 2010 protects people on the basis of a series of protected features: Race, Gender, Disability, Sexual Orientation, Gender Re-assignment, Religion, Creed and Age-group. Where relevant, it also protects on the basis of marriage and civil partnership, pregnancy and maternity. It should also be noted that the Act provides protection on the grounds of a ‘connection’ with the protected features, and would therefore protect parents or guardians of disabled children on the basis of their connection with the child. The Act requires that that the duty to give ‘due attention’ is prominent during the decision making process. It is also important to note that public authorities who are bound by the obligations are also likely to be bound by the obligations relevant to the Human Rights Act. Therefore, as part of the same process, it would be prudent to also consider the possible impact that decisions could have on human rights.

## **2. Implementation**

Gwynedd Council Education Department is responsible for this assessment. It was undertaken between January and February 2018. The information is based on data from PLASC September 2017, along with Estyn reports and other sources. Processes are in place to ensure that all relevant schools have an opportunity to input into the equality assessment. School responses will be incorporated into the statutory consultation process. Pupils will also have an opportunity to input their views during the statutory consultation period.

### 3. Identifying the Impact

What impact will any implemented changes have on people who have equality aspects?

Equality Features	Impact																	
<b>Race (including nationality)</b>	All Gwynedd schools have relevant policies in place to protect individuals from any discrimination based on race, such as Equality, Inclusion and Anti Bullying Policies. The Anti-Bullying Policy provided by Gwynedd Council notes anti-bullying guidelines and procedures based on factors such as race at the school.																	
	<i>The table below identifies pupils from the relevant schools according to ethnicity (PLASC January 2017):</i>																	
	School	White British	White other/mixed	Irish	Romanian	Polish	Turkish/ Cypriot	African	Asian	Bangladeshi	Middle East	Chinese	Pakistan	Arabic	Spanish/Portuguese	Indian	Mixed	Other
Y Garnedd	259	1	1													1	1	3
Coedmawr (Babanod)	13	1											1					
Glanadda	41	1						3	1				2	1				1
Y Faenol	118	9		1	5			4	2	2	8	2	8		4	2	3	2
Hirael	86	9		1			4	2	3	10	1		8			2	3	2
Glancegin	155	1			1	2				1								7
<i>The table below identifies pupils from the relevant schools according to National Identity (PLASC January 2017):</i>																		
School	Welsh	White British	Other	Don't know or haven't said														
Y Garnedd	229	30	0	7														
Coedmawr (Babanod)	7	5	2	1														
Glanadda	29	13	6	2														
Y Faenol	72	74	22	5														
Hirael	43	49	31	8														
Glancegin	99	55	2	11														

<b>The Welsh Language</b>	<p>The Council's Welsh Education Plan sets the same requirements on every school, and therefore in terms of implementing the policy, there will be no changes, irrespective of which model is adopted.</p> <p><i>[A separate assessment will be undertaken to assess any potential effect on the Welsh Language]</i></p>
<b>Disability</b>	<p>As part of the 21<sup>st</sup> Century Schools Programme, jointly funded by the Welsh Government and Gwynedd Council, there will be an opportunity to ensure that all buildings will meet the requirements and standards of access for the disabled (the DDA). From a construction perspective, any plans implemented will meet Building Regulations Wales 2010 - Part M (Access to and use of buildings). These Regulations comply with the requirements of the Equality Act 2010.</p> <p>The Council's policy requires schools to provide an Anti-bullying Policy, and consequently, all schools will be expected to protect against bullying on the basis of disability, and on any other basis. In addition, Gwynedd schools have a Transport Code of Practice. All the proposed models will also provide opportunities to improve the provision of Additional Learning Needs.</p>
<b>Age</b>	<p>The three short listed options, Models 3, 8 and 10 would include a change to the age cohort for some pupils. Ysgol Coedmawr is currently an infants' school (ages 3 to 7) and Ysgol Glanadda is a junior school (ages 7 to 11). The proposed changes in all 3 options would result in children from Coedmawr and Glanadda being educated in a school with an age range of 3 to 11 on one site. However it is not envisaged that this would have a negative impact as the age range in the majority of Gwynedd schools is for ages 3-11.</p>
<b>Gender</b>	<p>The proposed plans will have little impact on gender as every affected school is a mixed gender primary school.</p>
<b>Religion or Beliefs (or lack of beliefs)</b>	<p>There are a number of schools in the catchment which are of a religious denomination. Ysgol y Faenol is a Church in Wales Voluntary Controlled primary school (CWR(E)) and Our Ladies is a Voluntary Controlled Catholic primary school (CWR(C)). None of the proposals suggest changing the current categories.</p> <p>All schools have an Inclusion Policy which would address any instances which might arise associated with religion or beliefs.</p>

## 4. Equality Duties

### Does the Policy or Service meet these General Obligations?

Equality Act General Obligations	Is the duty met?	In what way?
<b>Removal of illegal discrimination, harassment and persecution</b>	Yes	None of the proposed options will change the statutory duty of the affected schools to protect pupils from any discrimination, harassment or victimisation. The aim is to give pupils the opportunity to voice their opinions in a way that is suitable and appropriate in view of any factors that affect them. They will continue to use the School Council, PSE lessons, anti-bullying

		policies and other methods to ensure that the school abolishes illegal discrimination, harassment and persecution.
<b>Promote equal opportunities</b>	Yes	<p>All of the three options will aim to improve opportunities for each child within the catchment.</p> <p>An Estyn report (January 2007) ‘An evaluation of performance of schools before and after moving into new buildings or significantly refurbished premises’ states that “children who receive their education in new or significantly refurbished buildings perform better, attainment and achievement levels are improved along with attendance and behaviour. Leadership and management also improves, along with quality of teaching. The improvements also mean more choice for pupils because of more space and better facilities. The provision the school makes for before-school and after-school activities also significantly improves”.</p> <p>Every school will continue to promote equal opportunities.</p>
<b>Adopt good relations</b>	Yes	<p>All three options will aim to build upon the good relationship between the schools and their communities, and also encourage schools to share good practise. Option 8 includes opportunities to share community sports facilities.</p> <p>During any school capital development project, the Council will examine all opportunities to improve the relationship between a school and its community and to promote the school for community use.</p>

## 5. Conclusions

It is not anticipated that any of the three models would have an impact on the substance on any of the equality characteristics included in this assessment. If, following the consultation, some are highlighted; the Council will consider the required course of action. There will be no change to any school policy within the relevant schools as regards equality issues.

## 6. Monitoring and Mitigation

No negative effects are anticipated. If any are highlighted following the consultation, the Council will seek ways to mitigate them, specifically looking at any suggestions offered in the responses.