

Appendix B



Impact Assessments New school for Cricieth

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Ysgol Treferythyr Community Impact Assessment Report

- September 2020

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1. INTRODUCTION

21st Century Schools Programme

The Welsh Government has now embarked on the second phase of the 21st Century Schools Programme (Band B), commencing in April 2019 and running until 2026. Following a prioritisation exercise based on the Authority's needs and Welsh Government requirements, Gwynedd Council submitted an application which led to five projects being identified for the Authority's application.

The need to improve primary provision in Cricieth was identified as part of this application, on the grounds that the surveys had identified that the condition of Ysgol Treferythyr's buildings were in category C - namely that the defects in the overall condition of the buildings mean that it is uneconomical to continue to try to maintain these buildings in future.

On 2nd April 2019, Gwynedd Council's Cabinet allowed the Education Authority 'to commence local discussions in order to identify options for the construction of a new primary school in Cricieth, due to the poor condition of Ysgol Treferythyr's existing buildings'.

This means, as part of the statutory process, that there is a need to assess the likely impact on the community, in the case of every reasonable option, in accordance with the School Organisation Code 011/2018. This assessment derives from Welsh Government national guidance for schools' reorganisation.

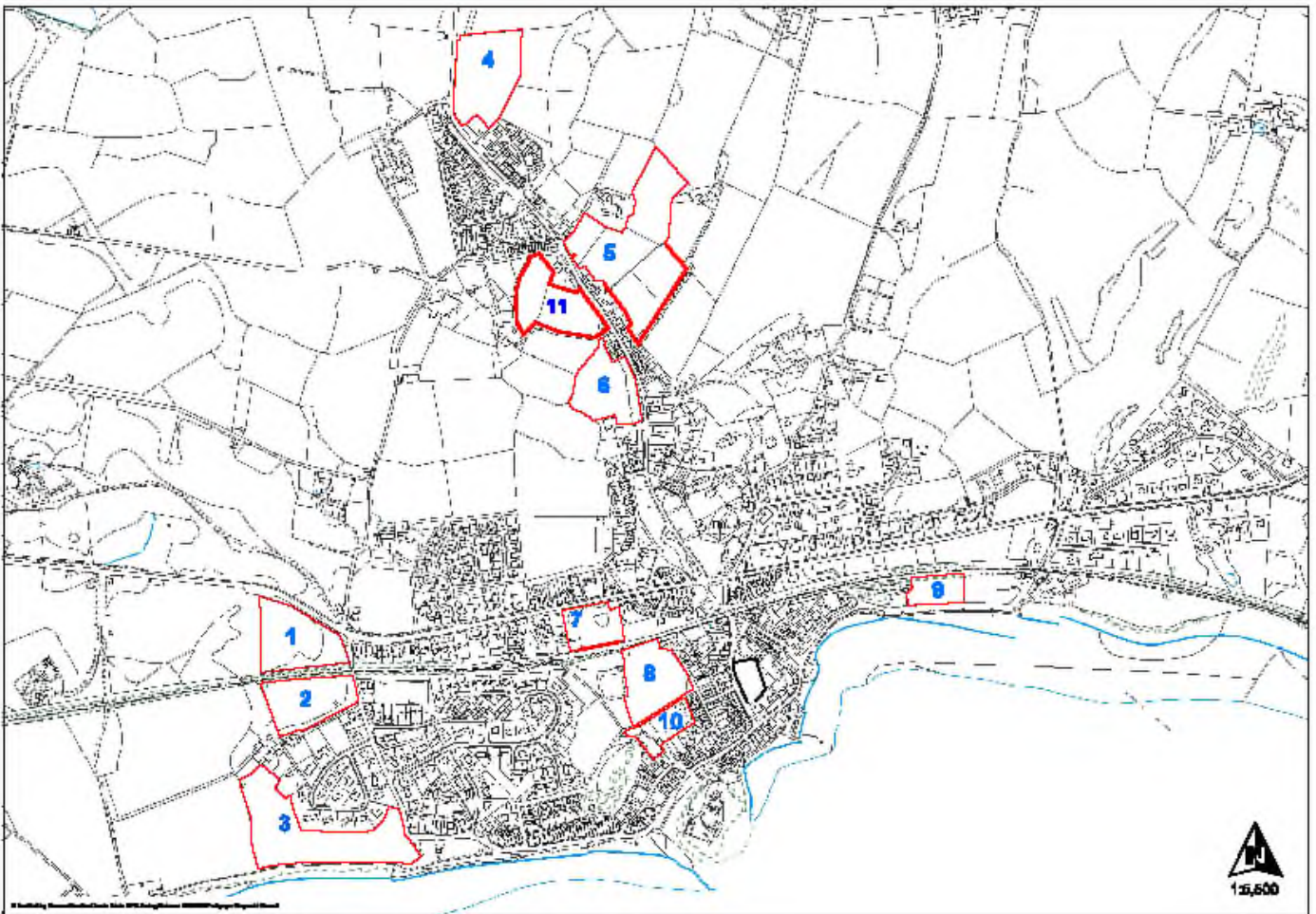
Ysgol Treferythyr is located in the centre of the town of Cricieth. The school has a capacity of 119, with 114 pupils between 3 and 11 years of age on the register at present (September 2019) and there are five mixed-age classes at the school. The majority of the pupils (104) are from Ysgol Treferythyr's catchment area, with ten additional pupils from other neighbouring catchment areas.

It received an Estyn inspection in 2018, and the five core inspection areas were assessed as 'Good'. The inspection also noted that the pupils contributed extensively to the community, with an enthusiastic contribution towards local concerts and the Cricieth festival.

2. OPTIONS

During local discussions, the Local Review Panel which included representation of the Governing Body of Ysgol Trefferthyr, considered several possible sites for building a new school in Cricieth. At the beginning of the discussion, eleven sites had been identified for consideration to build a new school, with capacity for 150 pupils, to replace the existing Ysgol Trefferthyr.

The location of the possible sites can be seen on the following map:



The outcome of the discussions was that members agreed on a shortlist of four sites for further consideration following LRP2. Assessments of a more detailed nature were carried out on those sites in LRP3, agreeing to carry out further work on two possible sites, namely the Capel Uchaf Site and the A497 Site.

After considering further investigations and work on these two sites, agreement was reached on the A497 Site as the preferred site, at the LRP4 meeting.

3. SUMMARY OF THE CATCHMENT AREA

3.1 The Area

Cricieth is a seaside town, in the Eifionydd area of Gwynedd. The town lies five miles to the west of Porthmadog, eight miles to the east of Pwllheli and 18 miles south of Caernarfon. Cricieth is an old town and its ancient castle testifies to this.

The catchment area which encompasses the town of Cricieth includes the villages of Llanystumdwy, Rhoslan and Pentrefelin.

3.2 The Economy

The area's economy depends largely on a small number of prominent sectors, namely the wholesale and retail sector, hotels and catering and the human health and social work sectors. With regard to employment opportunities, 17.4% of the population which is in employment (employed or self-employed) is employed in the sector listed first above, 17.1% work in the second sector and 13.2% in the third.

3.3 Deprivation

According to the Welsh Index of Multiple Deprivation (WIMD) 2014 Cricieth is rated 1685 out of 1909 LSOAs in Wales, placing it in the least deprived 50% in Gwynedd.

Below is a summary of how the Cricieth catchment area is placed in the context of other areas in Wales according to the Welsh Index of Multiple Deprivation (2014):

Area	Rank in Wales, out of 1909 areas. 1 = most deprived 1909 = least deprived	Most deprived % in Wales
Employment	1530	In the least deprived 50%
Income	1415	In the least deprived 50%
Health	1433	In the least deprived 50%
Education	1533	In the least deprived 50%
Housing	1237	In the least deprived 50%
Physical environment	1909	In the least deprived 50%
Access to services	1221	In the least deprived 50%
Community safety	1033	In the least deprived 50%

3.4 The Community

The table below shows the type of services in the community within the catchment area of Ysgol Treforthyr:

	Catchment Area of Ysgol Treforthyr (Cricieth)
Village Hall Community Centre	✓
Chapel/Church	✓
Public Transport	✓
Shop	✓
Café/Pub	✓
Post Office	✓
Surgery/Pharmacy	✓
Library	✓
Children's Playing Field	✓
Bank	x
Residential Home for the Elderly	✓
Leisure Centre	x
Garage	✓
Tourism Attraction	✓
Cylch Ti a Fi + Cylch Meithrin	✓

A number of activities are held in Cricieth, including;

- Day Centre for the elderly
- Merched y Wawr
- Various events and performances at the Memorial Hall
- Playing Field
- Cricieth Festival
- Bowling Club
- Cricieth Fair
- Golf

3.5 Summary of the school's use outside the school's core hours

Play Groups (School holidays)	x
Aelwyd yr Urdd	✓
Plays	x
Voluntary Groups	✓
Coffee Morning/Evening	x
Community Auction	x
Community Library	x
Choir Practice	✓
Welsh for Adults	x
Town/Community Council Meeting	x
Cylch/Ysgol Feithrin	✓

4. CATCHMENT AREA SCHOOLS

4.1 Context of the schools according to Estyn Inspection Reports

As part of Estyn reports, the authors, i.e. the inspectors, will place the schools within their context and will detail their community connections. This is the context given to Ysgol Trefferthyr by Estyn inspectors, following the April 2018 inspection.

Ysgol Trefferthyr

'Ysgol Trefferthyr is situated in the seaside town of Criccieth in Gwynedd. Welsh is the main medium of the school's life and work. There are 112 pupils between 3 and 11 years old on roll, including 14 part-time nursery age pupils. They are divided into five mixed-age classes.'

4.2 Statistical information on Ysgol Trefferthyr and neighbouring schools

The table below shows the numbers at Ysgol Trefferthyr, and other neighbouring schools, from the Nursery Year to Year 6. Also shown in this table are the schools' capacity and the number of surplus places. Two of these schools are community schools and one is a Church school they all teach through the medium of Welsh.

School	Capacity	Number on the register January 2020 (N - Yr6)	Legal Category
Trefferthyr	119	116	Community school
Llanystumdwy	53	22	Church school
Garndolbenmaen	73	45	Community school
Y Gorlan, Tremadog	103	119	Community school

Source: PLASC January 2020

4.3 Information about the location of pupils' dwellings and choice of school

Each school has a specific catchment that it serves and which is important in relation to the Council's admissions and transport policy. Pupils do not have to attend their catchment area school, this is the parents' choice (in accordance with the admissions policy).

The latest data of pupils' homes shows that 130 children lived in the Trefferthyr catchment area last year (September 2019 data), 114 of whom attended the school. This means that 12% of children who live in the catchment area of Ysgol Trefferthyr attend out-of-catchment area schools.

		Dalgyllh Cartref Home Catchment					
Ysgol School	Treferythyr	Llanystumdwy	Garndolben- maen	Y Gorlan	Arall Other	Cyfanswm (M-BI6) Total (N – Yr6)	
Ysgol / School	Treferythyr	104	3	2	2	3	114
	Llanystumdwy	9	9	0	0	3	21
	Garndolbenmaen	2	0	34	1	10	47
	Y Gorlan	9	1	5	57	47	119
	Arall / Other	6	3	3	25		
	Cyfanswm (M-BI6) Total (N – Yr6)	130	16	44	85		

Source: September 2019 census

4.6 Summary of activities or groups that the school is regularly involved with:

	Cricieth
Cylchoedd Meithrin/Ti a Fi	✓
Eisteddfodau (Local/Regional/National)	✓
Adrannau'r Urdd	✓
Visits to Glan-llyn/ Llangrannog/Cardiff	✓
Other activities (sports, clubs)	✓

Source: September 2019 Headteachers' Questionnaires

4.7 If buildings, rooms, facilities or services are provided by the school for the community, where will they be provided if the school is closed?

School	Where will facilities be provided if the school is closed?
Treferythyr	The new school will include improved facilities that will allow any community activity to continue.

5. ASSESSMENT OF THE PROBABLE IMPACT ON THE COMMUNITY OF BUILDING A NEW SCHOOL ON THE A497 SITE

In order to assess the community impact of the potential models, it was decided to create criteria in accordance with the recommendations of the community impact considerations of the School Organisation Code 011/2018.

Positive	Neutral	Negative
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Impact Criteria	Description	Status of the impact and the work
Impact on Health and Well-being	The new school would include more outdoor play space which increases the opportunities to offer a variety of sports clubs and more space to keep fit and play during school hours.	Positive
Implications of the change on public transport provisions	No change	Neutral
Impact on facilities/other services provided at the school	The new school includes new facilities and resources that enhance the teaching environment and offer itself as a suitable space for extra-curricular use of the building.	Positive
The impact on broader community safety	No change	Neutral
Would the option encourage families and school-age children to leave the community, or would young families be less likely to move to the community	Families more likely to move to the area and less likely to move.	Positive
Impact on other services provided locally	It is likely that the school would offer itself as an ideal space for other community services such as a choir rehearsal space or providing Welsh lessons for adults.	Positive
Detrimental effect on the community's broader economy	No change	Neutral
The general impact on the local community	An opportunity to use the school as a community resource suitable for a variety of activities and events.	Positive

6. CONCLUSION

The new school will remain in the town community and will be able to offer facilities that will benefit learners and residents. The larger surface area of the new school will offer itself to hold community activities in the building. No negative impact is predicted on the current provision and the new building would generate positive opportunities to the future.

When implementing the proposal of establishing the new school, it is intended to promote community use for the wider community, offering more options for clubs and extra-curricular activities to make full use of the new provision and modern facilities.



Language Impact Assessment Report Ysgol Trefferthyr

- September 2020

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2.3	Ysgol Trefferthyr
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1. INTRODUCTION

Supporting and developing the ability of children in Gwynedd to learn and use their language skills is essentially important to the education strategies of the County.

1.1 The Situation in Gwynedd

Figures in the 2011 Census note that 65,900 (56%) people aged three years and over can speak, read and write in Welsh. The 2011 Census also notes that 65% speak Welsh which is a reduction since the previous census, when the figure was 69%.

In Gwynedd, as in many other Local Authorities in Wales, there is a considerable difference in the percentage of Welsh speakers within different wards. At one extreme, in wards such as Aberdyfi, Tywyn and the Menai ward in Bangor, between 18% and 38% of the population speaks Welsh, while as much as 78% speaks Welsh in the most Welsh-speaking areas, e.g. Llanrug.

1.2 Language Policy

Primary

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

Secondary

In secondary schools, every pupil who has attained the necessary level, namely level 3+ at the end of KS2, is expected to pursue Welsh First Language in KS3 in order to ensure appropriate progression and continuation. It is hoped that these pupils can study Welsh and English as subjects until the end of year 11.

Secondary schools build upon the foundations set in the primary by ensuring that each pupil continues to develop skills in Welsh and in English. Gwynedd does not define secondary schools according to language categories as it is the same expectation in relation to the Language Policy, namely to provide all students in the County with an opportunity to be bilingually proficient.

1.3 Educational Background

The 'Excellent Primary Education for the Children of Gwynedd' strategy was adopted by the Council in April 2009. A higher-level strategy, 'Strategic Programme – Towards 2025', was developed and supported by the Council in October 2010. This document was prepared as a strategic foundation for steering developments in the field of education and training in Gwynedd for the next 15 years. The programme was presented in the context of policies and plans which were in the pipeline both locally and nationally, to transform the services provided for children, young people and their families. The 'Welsh in Education Strategic Plan for 2017-2020' was published in December 2017 which sets a vision, commitment and direction for ensuring that children and young people attain the highest standards in order to maintain the language, culture and economy locally.

2. LINGUISTIC PROFILE OF THE TREFERTHYR CATCHMENT AREA

2.1 The Background to Gwynedd's Language Profile

Nearly three quarters of the County's population has been born in Wales (66.8%). 65.4% of the population aged three years and over are Welsh speakers - which is significantly higher than the national average of 19%. On the whole, there is an increase in the number of Welsh speakers and those born in Wales towards the west and moving inland from the most populated areas along the coast. In Gwynedd, the ability to speak Welsh is highest in the Llanrug ward (87.8% speak Welsh) and at its lowest in the Menai area of Bangor (18.6%).

2.2 Wards

The catchment area of Ysgol Trefertyr includes the homes of children over three wards, i.e. the Cricieth ward in its entirety and the wards of Llanystumdwy and Garndolbenmaen.

The linguistic profile of these wards has been summarised in the following table:

	Cricieth	Dolbenmaen	Llanystumdwy
Welsh identity only	968 (55%)	725 (59%)	1,392 (66.9%)
No Welsh identity	669 (38%)	436 (36%)	580 (27.9%)
Households where at least one person has an alternative first language to Welsh or English	16 (0.9%)	8 (0.7%)	6 (0.3%)
3+ years old population	1,716 (98%)	1,181 (97%)	2,017 (97%)
Able to speak Welsh	1101 (63%)	798 (65%)	1,553 (77%)
No Welsh language skills	446 (25%)	307 (25%)	347 (17.2%)
Can understand Welsh verbally only	141 (8%)	63 (5%)	100 (5%)
Able to speak but unable to read or write in Welsh	96 (5%)	65 (5%)	76 (3.8%)
Able to speak and understand Welsh but unable to write in Welsh	53 (3%)	35 (2.9%)	64 (3.2%)
Able to speak, read and write in Welsh	949 (54%)	695 (57%)	1,406 (69.7%)
Another combination of Welsh language skills	31 (1.8%)	16 (1.3%)	24 (1.2%)

Source: 2011 Census, Office for National Statistics

2.3 Ysgol Trefferthyr

Ysgol Trefferthyr is a Welsh Medium School.

The table below shows that the number of pupils who speak Welsh fluently at home is 45, which is 39% of pupils (PLASC 2020).

Linguistic Information for Ysgol Trefferthyr

School	Speak Welsh fluently at home	Do not speak Welsh at home but are fluent in Welsh	Speak Welsh at home but not fluently	Do not speak Welsh at home and are not fluent in Welsh	Do not speak Welsh at all	Total
Trefferthyr	45 (39%)	3 (3%)	10 (9%)	38 (33%)	19 (16%)	116

Source: Data from Headteachers PLASC January 2020

2.5 Attainment Level

Schools	% of pupils who have reached the expected level - Welsh (first language)					
	Foundation Phase (Reached outcome 5+)			KS2 (reached at least level 4)		
	2017	2018	2019	2017	2018	2019
Trefferthyr	64.3%	90.9%	78.6%	90.5%	93.3%	88.2%

Source: GwE (September 2019)

The linguistic attainment of Ysgol Trefferthyr in 2019 was 88.2% in KS2 and 78.6% in the Foundation Phase.

As part of the work to implement the Welsh Language Charter, all primary school KS2 pupils in Gwynedd complete a language web questionnaire on their use of the Welsh language at school twice a year. These are the October 2018 statistics on the use of the Welsh language made by pupils with their teachers:

Percentage of children who speak Welsh with their teachers (excluding English lessons)					
	Always	Often	Sometimes	Very little	Never
Ysgol Trefferthyr	85%	11%	2%	0%	2%

Percentage of children who speak Welsh with their assistants (excluding English lessons)					
	Always	Often	Sometimes	Very little	Never
Ysgol Trefferthyr	79%	13%	4%	2%	2%

Percentage of children who speak Welsh with the rest of the school staff					
	Always	Often	Sometimes	Very little	Never
Ysgol Trefferthyr	85%	13%	2%	0%	0%

Percentage of children who speak Welsh with children in class					
	Always	Often	Sometimes	Very little	Never
Ysgol Trefferthyr	30%	26%	34%	8%	2%

Percentage of children who speak Welsh with children in the corridor and in the canteen					
	Always	Often	Sometimes	Very little	Never
Ysgol Trefferthyr	19%	23%	34%	19%	7%

Percentage of children who speak Welsh on the school playground					
	Always	Often	Sometimes	Very little	Never
Ysgol Trefferthyr	13%	26%	26%	13%	22%

Percentage of children who speak Welsh confidently					
	Very confidently	Confidently	Comparatively confidently	Not confidently	Not at all confidently
Ysgol Trefferthyr	53%	28%	6%	4%	9%

Percentage of children who think it is important to speak Welsh					
	Very important	Important	Comparatively important	Not important	Not important at all
Ysgol Trefferthyr	85%	15%	0%	0%	0%

Number of responses: 53

From the data above, we can see that the use of Welsh with staff and in the class is high while informal use of the language - on the playground and with other pupils - is significantly lower.

2.6 After-school Activities

Here is a summary of what Ysgol Trefferthyr offers after school:

	Trefferthyr
Aelwyd yr Urdd	✓
Coffee Morning/Evening	✓
Cylch Meithrin	✓
Sports Club/Activity	✓

It can be seen in the table above that the school holds Urdd activities after school, which pupils could take advantage of as an additional opportunity to use the Welsh language.

2.7 Community Activities

Pupils participate in several activities outside school including the Cricieth Festival, concerts at the Memorial Hall, singing at residential homes for the elderly, and in eisteddfodau.

2.8 Welsh in Education Strategic Plan 2017-2020

Ysgol Treferthyr implements the objectives of Gwynedd Council's Welsh in Education Strategic Plan 2017-2020. This includes:

- Setting a strong foundation for the Welsh language at the Early Years stage, ensuring that pupils from a non-Welsh speaking background are given the opportunity to learn Welsh as soon as possible.
- During the Foundation Phase, building on the foundation established at the nursery and reception stages by continuing to develop pupils' grasp of Welsh, and begin the process of developing their English language skills. On a practical level, this means that most schools would start introducing English as a subject during the final term at the end of the Foundation Phase, focusing on developing reading, speaking and writing skills in that language. Welsh will be the school's official assessment language at the end of the Foundation Phase.
- In KS2, continue to develop the pupils' mastery of Welsh, paying attention to the development of their skills in both languages. Pupils' progress in Welsh and in English are assessed at the end of the key stage.

Implementing the proposal would be in keeping with the objectives of the Welsh in Education Strategic Plan 2017-20.

2.9 Additional Evidence

The school website states:

The vision of the Governors is: "All pupils to be given the opportunity to develop as confident, bilingual citizens, who are proud of their Welsh heritage and nationality."

The pupils' vision is: *"A unique character, 'Iei', has been adopted as the mascot for the Language Charter at Ysgol Treferthyr. Iei encourages children to become bilingual. Ysgol Treferthyr was successful in achieving the Gold Award accreditation in the Language Charter Scheme during the summer term 2017. The school is working on an action plan to gain a second accreditation of the Gold Award in June 2019."*

The Estyn report in 2018 states:

"Welsh is the main medium of the school's life and work. Around half of pupils speak Welsh at home."

<https://www.estyn.llyw.cymru/sites/www.estyn.gov.wales/files/documents/Ysgol%20Treferthyr.pdf>

3. THE IMPACT OF THE OPTION ON THE WELSH LANGUAGE

It is anticipated that moving Ysgol Treferythyr to a new site off the A497 would not have an impact on the Welsh language as it would retain the current system with the same staffing structure.

The table on the following page includes an impact assessment of building a new school in Cricieth on the Welsh language. The table also outlines additional opportunities to strengthen the Welsh language and methods to mitigate any possible negative effect that could arise from the model.

WELSH LANGUAGE IMPACT ASSESSMENT

	Positive	Neutral	Negative			
Impact Criteria	Description			Status of the impact and the work	Have any measures been identified to mitigate any negative impact or to create more positive opportunities?	Final impact (following mitigation methods)
The language of the school	Ysgol Treforthyr is a Welsh medium school. Relocating the school on another site would not have an impact on the language of the school.			Neutral No impact on the language of the school	N/A	N/A
Access to Welsh medium education	The school already provides Welsh medium education. Relocating the school on another site would not change this.			Neutral No impact on the situation of the language	N/A	N/A
Non-statutory provision	It is anticipated that a new school with modern resources means that pupils would have access to a wider range of suitable resources to undertake various activities.			Positive	An opportunity to develop more extracurricular activities and to encourage the pupils to participate.	Positive
Before/after school activities	It is anticipated that a new school with modern resources means that pupils would have access to a wider range of suitable facilities outside the classroom. A larger school with modern new facilities can offer a greater range of extracurricular activities.			Positive More opportunity to use the Welsh language	An opportunity to develop more activities before and after school and to encourage the pupils to participate.	Positive
Using Welsh in the community	It could increase opportunities for pupils to socialise in Welsh and access to more activities could increase the use of the Welsh language outside the school and in the community. Community activities for members of the community could also take place at the school.			Positive More opportunity to use the Welsh language	There is potential for a new school to be able to offer the opportunity to develop after-school activities for adults and children which would mean additional opportunities for them to use the Welsh language.	Positive

4. CONCLUSION

Having considered the content of this assessment, we believe that building a new school in Cricieth would have a positive impact on the Welsh language, mainly, as there would be more opportunities for Cricieth children to use Welsh socially and educationally, as the new school will offer better resources for more extra-curricular activities.



Well-being Assessment Report Ysgol Trefferthyr

- September 2020

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- 4. PRINCIPLES OF SUSTAINABLE DEVELOPMENT**
- 5. CONCLUSION**

1. INTRODUCTION

As a Council, we are committed to the principles within the Well-being of Future Generations Act (2015) in order to improve the economic, social, environmental and cultural well-being of communities in Gwynedd.

The Council's vision:

Our vision as a Council is to support all the people of Gwynedd to thrive and live full lives in their community, in a county which is one of the best counties to live in.

The Council has adopted well-being objectives which reiterate the national well-being goals, ensuring that the residents of Gwynedd:

- Enjoy happy, healthy and safe lives
- Live in quality homes within our communities
- Earn a sufficient salary to be able to support ourselves and our families
- Receive education of the highest quality which will enable us to do what we want to do
- Live with dignity and independently for as long as possible
- Live in a natural Welsh society
- Take advantage of the beauty of the County's natural environment.

The table below outlines the link between our well-being objectives and the national well-being goals.

Byddwn yn sicrhau bod trigolion Gwynedd yn:	Llewyrchus	Cydnherth	Iachach	Cyfartal	Cymunedau Cydlynus	Diwylliant bywiog lle mae'r iaith Gymraeg yn ffynnu	Yn gyfrifol ar lefel byd-eang
Mwynhau bywyd hapus, iach a diogel							
Cael byw mewn cartrefi o ansawdd o fewn eu cymunedau							
Ennill cyflog digonol i fedru cynnal eu hunain a'u teuluoedd							
Derbyn addysg o'r radd flaenaf fydd yn caniatáu iddynt wneud yr hyn y dymunant ei wneud							
Cael byw gydag urddas ac yn annibynnol cyhyd ag sy'n bosibl							
Cael byw mewn cymdeithas naturiol Gymraeg							
Cael manteisio ar harddwch amgylchedd naturiol y Sir.							

The Education Department has a role to promote the well-being goals of the Act amongst pupils through its activities and projects. The Act places a duty on public bodies in Wales to improve economic, social, environmental and cultural well-being. As part of the duty, the Council has published well-being objectives that outline the way it will improve well-being in the '2018-23 Gwynedd Plan'.

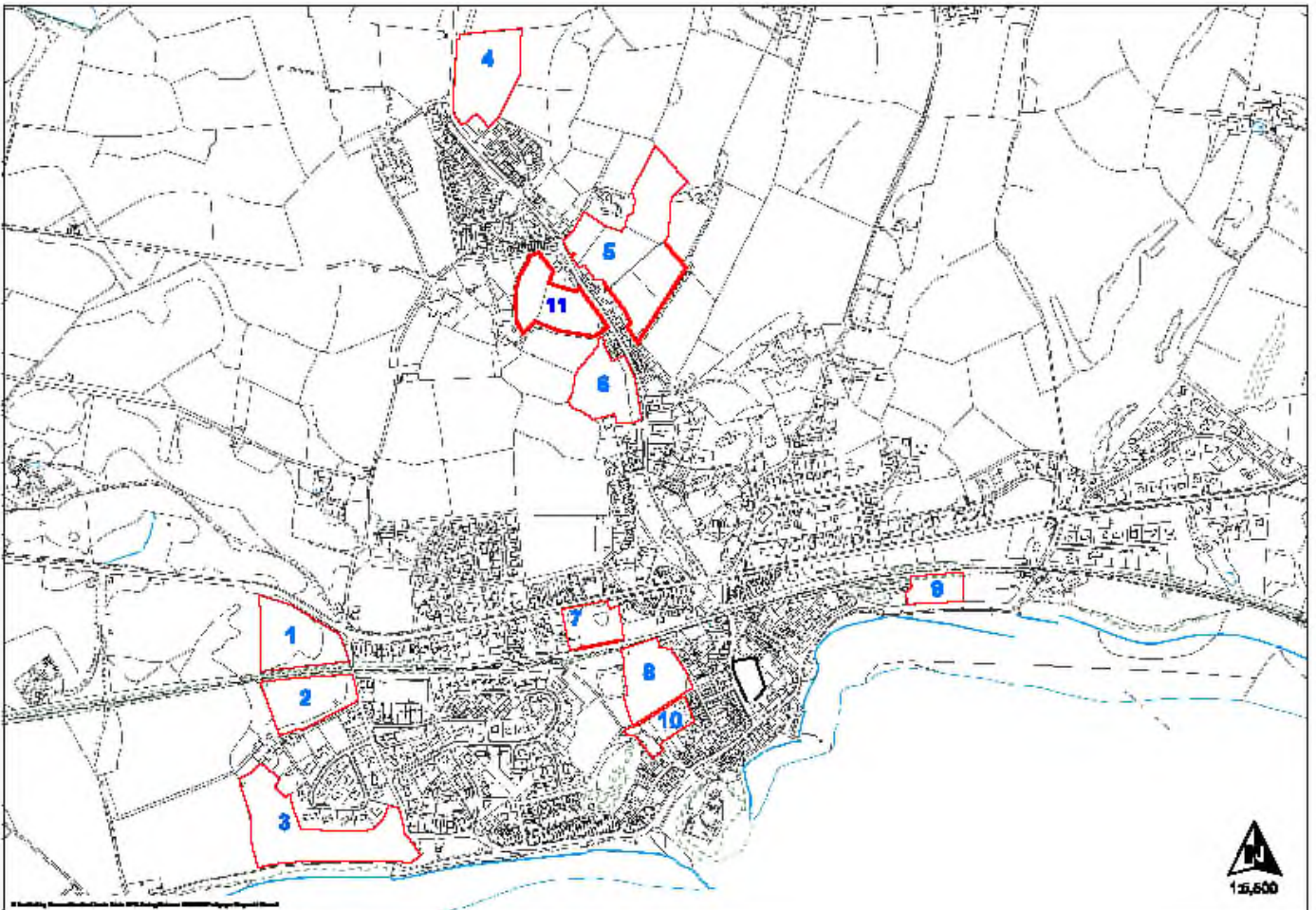
1.1 The Context of Ysgol Trefferthyr

Ysgol Trefferthyr is located in the centre of the town of Cricieth. The school's capacity is 119, with 114 pupils between 3 and 11 years of age on the register (September 2019) and there are five mixed-age classes at the school. The majority of the pupils (104) are from Ysgol Trefferthyr's catchment area, with ten additional pupils from other neighbouring catchment areas. It received an Estyn inspection in 2018, and the five core inspection areas were assessed as "Good". The inspection also noted that the pupils contributed extensively to the community, with an enthusiastic contribution towards local concerts and the Cricieth festival.

Gwynedd Council has ensured an investment in principle of 65% from the Welsh Government towards a project worth more than £4.9 million to build a new primary school in Cricieth. This follows several surveys of the condition of the existing building that have identified a number of significant defects in the buildings of Ysgol Trefferthyr that require immediate attention.

At the beginning of the discussion, eleven potential sites had been identified for consideration to build a new school at Cricieth, with capacity for 150 pupils, to replace the existing Ysgol Trefferthyr.

The location of the sites can be seen on the following map:



The Education Department and Property Department met with a representation from Ysgol Trefferthyr at a series of Local Review Panel (LRP) meetings to discuss the advantages and disadvantages of the sites and to identify any problems arising with some of the sites.

The outcome of the discussions was that members agreed on a shortlist of four sites for further consideration following LRP2. Assessments of a more detailed nature were carried out on those sites in LRP3, agreeing to carry out further work on two possible sites, namely the Capel Uchaf Site and the A497 Site.

After considering further investigations and work on these two sites, agreement was reached on the A497 Site as the preferred site, at the LRP4 meeting.

This assessment refers to the impact of relocating Ysgol Trefferthyr to the preferred site, i.e. the A497 Site (1) while also conducting the same assessment for the current site (10) and Capel Uchaf site (11) in comparison.

2. HOW DOES THE PROPOSAL MEET GWYNEDD COUNCIL'S WELL-BEING OBJECTIVES?

Build on the Current Site	
Objectives	Details:
Enjoy happy, healthy and safe lives	No impact
Live in quality homes within our communities	No impact
Earn a sufficient salary to be able to support ourselves and our families	No impact
Receive education of the highest quality which will enable us to do what we want to do	Building a modern new school would improve children's education as purposeful new resources would offer a suitable learning environment in which to present the new curriculum.
Live with dignity and independently for as long as possible	No impact
Live in a natural Welsh society	No impact
Take advantage of the beauty of the County's natural environment.	No impact

Build on the Capel Uchaf Site	
Objectives	Details:
Enjoy happy, healthy and safe lives	No impact
Live in quality homes within our communities	No impact
Earn a sufficient salary to be able to support ourselves and our families	No impact
Receive education of the highest quality which will enable us to do what we want to do	Building a modern new school would improve children's education as purposeful new resources would offer a suitable learning environment in which to present the new curriculum.
Live with dignity and independently for as long as possible	No impact
Live in a natural Welsh society	No impact
Take advantage of the beauty of the County's natural environment.	No impact

Build on the A497 Site

Objectives	Details:
Enjoy happy, healthy and safe lives	No impact
Live in quality homes within our communities	No impact
Earn a sufficient salary to be able to support ourselves and our families	No impact
Receive education of the highest quality which will enable us to do what we want to do	Building a modern new school would improve children's education as purposeful new resources would offer a suitable learning environment in which to present the new curriculum.
Live with dignity and independently for as long as possible	No impact
Live in a natural Welsh society	No impact
Take advantage of the beauty of the County's natural environment.	No impact

3. DOES THE PROPOSAL MEET THE WELL-BEING GOALS OF THE ACT?

Goal	Does the proposal contribute to this goal?	Negative impact mitigating measures for this goal:
<p>A prosperous Wales An innovative society which uses resources proportionately, a well-educated population which generates wealth and provides employment opportunities.</p>	<p>The proposal would mean that pupils would be educated in modern classes containing new up-to-date resources.</p> <p>More space in the new school would offer itself to hold an increased number of extracurricular activities at the school. It is anticipated, therefore, that it would enhance pupils' learning and social experiences.</p> <p>The new school would offer opportunities for the wider community to use it for activities outside school hours.</p>	<p>During the consultation period there will be an opportunity for every member of staff, children, parents and the wider community to understand more about the plans and to offer comments on the design and location of the new school.</p>
<p>A resilient Wales A nation which maintains and enhances a biodiverse environment with healthy ecosystems that support resilience and the capacity to adapt to change (for example climate change).</p>	<p>There is an opportunity to develop areas on the site that will help pupils learn about biodiversity and healthy ecosystems, e.g. a wild garden.</p>	<p>No impact</p>
<p>A healthier Wales A society in which people's physical and mental well-being is maximised and in which choices and behaviours that benefit future health are understood.</p>	<p>Developing a new school will be an opportunity to encourage pupils to travel to school on foot or by bicycle.</p> <p>The playing fields and their resources will create an excellent environment for children to take physical exercise.</p>	<p>No impact</p>
<p>A more equal Wales A society that enables people to fulfil their potential no matter what their background or circumstances (including their socio economic background and circumstances).</p>	<p>The proposal is not likely to have an impact on this goal.</p>	<p>No impact</p>
<p>A Wales of cohesive communities Attractive, viable, safe and well-connected communities.</p>	<p>The proposal is not likely to have an impact on this goal.</p>	<p>No impact</p>
<p>A Wales of vibrant culture and thriving Welsh Language A society that promotes and protects culture, heritage and the Welsh language, and which encourages people to participate in the arts, and sports and recreation.</p>	<p>More opportunities for pupils to participate in extracurricular clubs such as the Urdd and leisure pursuits.</p> <p>An opportunity for the wider community to use the school for community activities, e.g. choir.</p>	<p>During the consultation period there will be an opportunity for staff, children, parents and the wider community to offer comments on the alternative use of the school.</p>
<p>A globally responsible Wales</p>	<p>The proposal is not likely to have an impact on this goal.</p>	<p>No impact</p>

A nation which, when doing anything to improve the economic, social, environmental and cultural well-being of Wales, takes account of whether doing such a thing may make a positive contribution to global well-being.		
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4. PRINCIPLES OF SUSTAINABLE DEVELOPMENT

Principles of Sustainable Development	Does the proposal consider the principle?
<p>Long term The importance of balancing short-term needs with the need to safeguard the ability to also meet long-term needs.</p>	Creating a new school will ensure long-term education in a fit-for-purpose school in Cricieth. The school will ensure sufficient space for all catchment area children in future.
<p>Prevention How acting to prevent problems occurring or getting worse may help public bodies meet their objectives.</p>	
<p>Integration Considering how the public body's well-being objectives may impact upon each of the well-being goals, on their other objectives, or on the objectives of other public bodies.</p>	Locating other services eg ABC Unit, Language Disorder and early years on the new school site will provide an opportunity to integrate services. The new provision will also provide additional opportunities to develop future joint services for the wider community.
<p>Collaboration Acting in collaboration with any other person (or different parts of the body itself) that could help the body to meet its well-being objectives.</p>	The new building will offer opportunities to develop more collaboration with local bodies for the benefit of the children and the wider community.
<p>Involvement The importance of involving people with an interest in achieving the well-being goals, and ensuring that those people reflect the diversity of the area which the body serves.</p>	The proposal will be subject to a public consultation with staff, parents, children and the wider community. The process thus far has included local review meetings in order to engage with the school's relevant stakeholders. These meetings have included the Governing Body, staff and parents of Ysgol Trefferthyr. We will continue to involve the representatives of Ysgol Trefferthyr throughout the process of creating the new school.

5. CONCLUSION

Following consideration and assessment in accordance with the requirements of the well-being act, the 7 well-being aims of the Council and the Council's well-being objectives were considered and it is concluded that the proposal meets the requirements. This proposal will allow us to respond to and meet the needs of the children today, and strengthening their future well-being.

The proposed proposal will mean that children from the catchment area will be educated in a new school with resources fit for the 21st Century. It is anticipated that this resource will mean better education for children in the catchment area and better resources for use by the wider community.



Equality Assessment Report Ysgol Trefferthyr

- September 2020

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INTRODUCTION

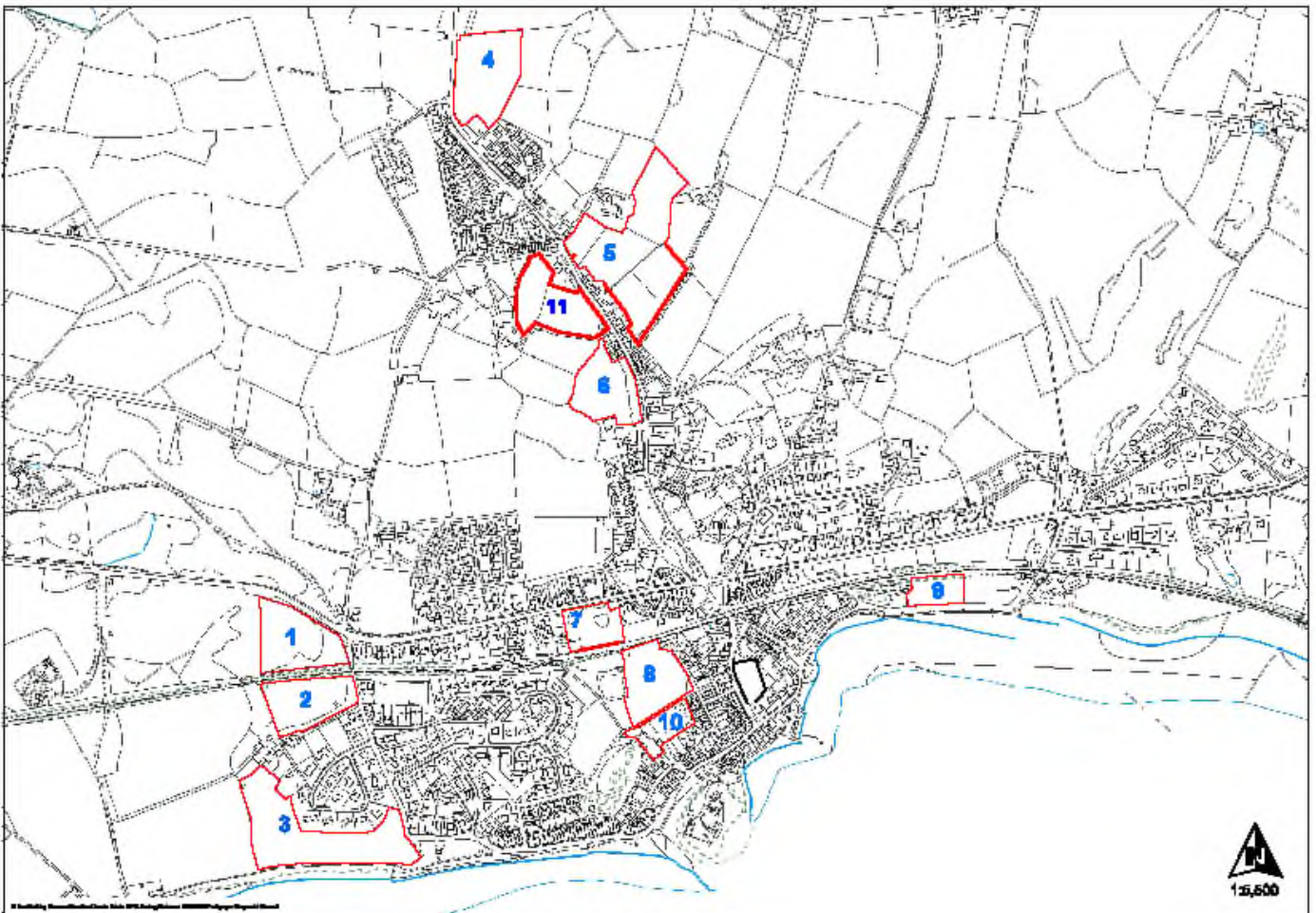
1.1 The Context of Ysgol Trefferthyr

Ysgol Trefferthyr is located in the centre of the town of Cricieth. The school has a capacity of 119, with 114 pupils between 3 and 11 years of age on the register at present (September 2019) and there are five mixed-age classes at the school. The majority of the pupils (104) are from Ysgol Trefferthyr's catchment area, with ten additional pupils from other neighbouring catchment areas. It received an Estyn inspection in 2018, and the five core inspection areas were assessed as "Good". The inspection also noted that the pupils contributed extensively to the community, with an enthusiastic contribution towards local concerts and the Cricieth festival.

2. OPTIONS

2.1 The outcomes of discussions at the Local Review Panel meetings

At the beginning of the discussion, eleven sites had been identified for consideration to build a new school at Cricieth, with capacity for 150 pupils, to replace the existing Ysgol Trefferthyr.



The Education Department and Property Department met with a representation from Ysgol Trefferthyr at a series of Local Review Panel (LRP) meetings to discuss the advantages and disadvantages of sites and to identify any problems arising with some of the sites.

The outcome of the discussions was that members agreed on a shortlist of four sites for further consideration following LRP2. Assessments of a more detailed nature were carried out on those sites and because of insurmountable problems, it was agreed to focus on two possible sites, namely the Capel Uchaf Site and the A497 Site, at the LRP3 meeting.

After considering further investigations and work on these two sites, agreement was reached on the A497 Site as the preferred site, at the LRP4 meeting.

This assessment refers to the impact of relocating Ysgol Treferythyr to the preferred site, i.e. the A497 Site.

3. THE IMPACT OF ANY CHANGE

The Council must give due attention to the impact any changes will have on people with the following equality characteristics. What impact will the new policy/service or the proposed changes have on these characteristics?

Characteristics	What type of impact? *	In what way? What is the evidence?
Race (including nationality)	None	<p>The schools have policies in place. Implementing the proposal will not have an impact on people on grounds of race. Implementing any proposal will mean that everyone from any race will be treated according to their need. Ysgol Trefferthyr implements an equality policy stating that the school:</p> <p><i>"... is opposed to all types of prejudice and discrimination and acknowledges that pupils have different needs, requirements and objectives."</i></p>
The Welsh Language	None	No negative impact on the Welsh language is envisaged (see separate language assessment).
Disability	Positive	<p>Schools have policies in place.</p> <p>Building a new school at Cricieth on the A497 Site means that the new school will contain modern resources suitable for pupils and staff with any specific physical impairments. Regulations governing the construction of modern schools state that schools must be built that are suitable for pupils and staff with specific impairments.</p> <p>As an Authority, the Education Department will have information on record of any pupils who have physical impairments. An accessibility assessment of the proposed site would be conducted according to specific situations.</p>
Gender	None	<p>Schools have policies in place.</p> <p>Implementing the proposal will not have an impact on people on grounds of gender. Ysgol Trefferthyr implements an equality policy stating that the school:</p> <p><i>"... is opposed to all types of prejudice and discrimination and acknowledges that pupils have different needs, requirements and objectives."</i></p>
Age	None	The new school will be available for the same age range as the existing school. Despite moving location, the new school will still be situated in the town of Cricieth and within easy reach of children and parents. Some parents will need to come down the

		<p>hill to reach the school, but this is also true of the existing school. It is believed that access to the school will be more convenient for pedestrians and car users compared with the existing school as the approach is through a housing estate at present. Reaching the pre-school early years provision based on the new school site will be just as convenient as reaching the school.</p>
Sexual Orientation	None	<p>Implementing the proposal will not have an impact on people on grounds of sexual orientation. Implementing the proposal will mean that everyone of any sexual orientation will be treated according to their need. Ysgol Treferythyr implements an equality policy stating that the school:</p> <p><i>"... is opposed to all types of prejudice and discrimination and acknowledges that pupils have different needs, requirements and objectives."</i></p>
Religion or belief (or non-belief)	None	<p>Ysgol Treferythyr is a community school and there is no intention to change this when moving to the A497 Site. Implementing the proposal will not have an impact on people on grounds of religion or belief. Ysgol Treferythyr implements an equality policy stating that the school:</p> <p><i>"... is opposed to all types of prejudice and discrimination and acknowledges that pupils have different needs, requirements and objectives."</i></p>
Gender Reassignment	None	<p>Schools have policies in place.</p> <p>Implementing the proposal will not have an impact on people on grounds of gender reassignment. Implementing the proposal will ensure that everyone will be treated fairly. Ysgol Treferythyr implements an equality policy stating that the school:</p> <p><i>"... is opposed to all types of prejudice and discrimination and acknowledges that pupils have different needs, requirements and objectives."</i></p>
Pregnancy and Maternity	None	Not relevant.
Marriage and Civil Partnership	None	Not relevant.

The Council, under the Equality Act 2010, has a duty to contribute positively to a fairer society through promoting equality and good relationships in its activities in the areas of age, gender, sexual orientation, religion, race, gender reassignment, disability and pregnancy and maternity.

General Duties of the Equality Act	Does it have an impact?*	In what way? What is the evidence?
Eliminate unlawful discrimination, harassment and victimisation	No	<p>The proposal will not alter the school's statutory duty to protect pupils from any discrimination, harassment or victimisation. The aim is to give pupils the opportunity to express their opinions in a suitable and appropriate way when considering any factors that affect them.</p> <p>They will continue to use the School Council, PSE lessons, anti-bullying policies and other methods to ensure that the school prohibits unlawful discrimination, harassment and victimisation.</p>
Promote equal opportunities	No	PSE lessons take place at the school to promote equal opportunities.
Encourage good relationships	No	PSE lessons take place at the school to promote equal opportunities.

4. ANALYSING THE RESULTS

- 4.1 Is the proposal therefore likely to have a significant, positive impact on any of the equality characteristics or the General Duty? What is the reason for this?

It is anticipated that the impact will be positive as the new school will contain modern resources for the twenty-first century that will facilitate equal opportunity and improve opportunities to nurture a good relationship between the school and community.
The new school will contain modern resources suitable for pupils and staff with any specific physical impairments.
It is anticipated that the school's location will be just as convenient as the existing school and that reaching the new school will be just as easy, if not easier.

- 4.2 Is the proposal therefore likely to have a significant, negative impact on any of the equality characteristics or the General Duty? What is the reason for this?

No

- 4.3 What should be done?

Select one of the following:

Continue with the policy / service as it is robust	✓
Adapt the policy to remove any barriers	
Suspend and abolish the policy as the detrimental impacts are too great	
Continue with the policy as any detrimental impact can be justified	

- 4.4 If continuing with the plan, what steps will you take to reduce or mitigate any negative impacts?

Although we do not foresee any negative impact, we will monitor and act as required.

- 4.5 Monitoring - What steps will you take to monitor the impact and effectiveness of the policy or service (action plan)?

We will monitor the impact of any change in order to ensure that the outcomes are positive and do not have any negative impact.

5. CONCLUSION

The conclusion reached is that relocating Ysgol Treferythyr to the new A497 site will not affect equality, whether characteristics or the general duty.

It is anticipated that building a new school will strengthen aspects of equality because it will be better suited to educating every child, especially those with disabilities, by following the guidelines on the construction of modern schools.

Ysgol Treferythyr implements robust equality and anti-bullying policies that will continue to be implemented at the new school.