

Conwy Primary Schools Modernisation Project

Option Appraisal for the Caerhun & Trefriw Area



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1. Background Information

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

The Cabinet also agreed to:

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

Key information, including Impact Assessments on Language; Equality; Transportation; Community and Buildings Fit for Purpose, have been undertaken in order to inform this Option Appraisal. All of these Impact Assessments are summarised in sections 2 and 3 of this report and are available to view on our web pages www.conwy.gov.uk/education, which contain all information concerning the Primary School Modernisation project.

Formal consultation meetings will take place with stakeholders from Ysgol Dolgarrog, Ysgol Tal y Bont and Ysgol Trefriw to present in more detail the options considered for the Caerhun & Trefriw Area and the outcome of this Option Appraisal.

2. Impact Assessments – Key Findings

Each Impact Assessment has considered the following options from the October 2010 'Strategy for the Modernisation of Conwy Primary Schools' Implementation Plan for the Caerhun and Trefriw Area.

Area	Schools	Driver-Led Option (1)	Communities Preferred Option (2)	Alternative Option (3)	Alternative Option (4)
Caerhun & Trefriw	Dolgarrog Rowen Tal y Bont Trefriw	New Build Area School on 1 site (Ysgol Dolgarrog)	Maintain Current Schools	Area School on one site via the re-modelling of Ysgol Dolgarrog	Area School on existing sites*

* The Authority has completed the process of statutory closure of Ysgol Rowen and the pupils have already transferred to other schools in the area. The decision of where the previous catchment area of Ysgol Rowen is to be situated is yet to go through consultation. This will be finalised once Conwy's Cabinet have made a decision regarding the future of the Caerhun & Trefriw the Area.

Option 1 – Would mean the closure of Ysgol Dolgarrog, Ysgol Tal Y Bont & Ysgol Trefriw with the establishment of one new build school on a single site. The new school would be managed by one Headteacher and one Governing Body and would serve the communities in these areas.

Option 2 – All 3 schools would retain their current separate identities, each with a Headteacher and its own Governing Body.

Option 3 – This option would follow the same process as 'option 1' however the new school on one site would be done through the remodelling of the current Ysgol Dolgarrog site rather than a new build school.

Option 4 – Would mean the closure of the existing 3 schools which would then be re-opened as one area school on the current 3 sites. The school would have one Headteacher and Governing Body across the sites and would have a new name.

2.1 Language Impact Assessment

Provides further opportunities for pupils to develop Welsh-medium and bilingual skills:

	1 Strongly Disagree / Worse	2 Disagree / Slightly Worse	3 Neither Agree or Disagree / No Change	4 Agree / Slight Improvement	5 Strongly Agree / Improvement
Option 1				✓	
Option 2			✓		
Option 3				✓	
Option 4			✓		

The outcomes of the Welsh Language Impact Assessment are that an Area school on one site (Options 1 & 3) is considered to be the best way forward to preserve and promote the Welsh Language. The advantages however are marginal and based on benefits arising from a joint Governing Body with a common plan and approach. Based on the recommendations of the Impact Assessment an amalgamated school would allow for a joint Governing Body to draw up a policy regarding the development of the schools' existing good practice in teaching first language Welsh and promoting the 'Cwricwlwm Cymreig'.

In order to ensure that the impact on the Welsh Language will be positive in the mid to long term it will be important to also promote using Welsh outside of the classroom; for example providing Welsh games in the playground, and the practice of Welsh in breakfast and after school club, as well as continue to be involved with the Urdd and Eisteddfodau etc.

2.2 Transport Impact Assessment

Pupils will arrive at school within an appropriate travelling time:

	1 Strongly Disagree / Worse	2 Disagree / Slightly Worse	3 Neither Agree or Disagree / No Change	4 Agree / Slight Improvement	5 Strongly Agree / Improvement
Option 1		✓			
Option 2			✓		
Option 3		✓			
Option 4			✓		

On the basis of the overall Transport Impact Assessment, the findings are that Options 2 & 4 are both equal in their outcome, and would provide no change to the current arrangements or journey times.

However in the case of Option 1 - a New Build Area School on the Ysgol Dolgarrog site, or Option 3 - Area School on one site via re-modelling of Ysgol Dolgarrog, there is likely to be an increase in journey times for some pupils. For some of those living in the current catchment for Ysgol Trefriw the daily journey to school could potentially increase from 1.6 miles to 6.2 miles at the most. However, a number of these pupils will be eligible for free Home to School transport as they will be living over 2 miles from their nearest appropriate school.

Taking this into account, it is anticipated that there may be additional costs in transporting pupils should Options 1 or 3 be progressed. For pupils currently at Ysgol Trefriw there could be a potential increase from current costs as pupils would be travelling further and would have to get separate taxis to their siblings who currently continue on to Ysgol Dyffryn Conwy.

Should these pupils decide to go to Ysgol Bro Gwydir as it would be nearer than Dolgarrog, there could also be an increase in costs as even though they would be travelling slightly further there would be the potential for them to share with older siblings who attend Ysgol Dyffryn Conwy in the same village.

For current Ysgol Tal y Bont pupils there will be little or no change in transport costs across all of the Options, as the only pupils who currently receive free transport are those that transferred from Ysgol Rowen and this is unlikely to change should any Option go forward.

2.3 Community Impact Assessment

	1 Strongly Disagree / Worse	2 Disagree / Slightly Worse	3 Neither Agree or Disagree / No Change	4 Agree / Slight Improvement	5 Strongly Agree / Improvement
Option 1	✓				
Option 2			✓		
Option 3	✓				
Option 4		✓			

The findings of the Community Impact Assessment are that a new build Area School on one Site (Option 1) or an Area School on one Site via remodelling of the current Ysgol Dolgarrog site (Option 2) would have a detrimental effect on the communities in the area.

There would be a loss of choice of schools in the area, especially in the communities of Tal y Bont and Trefriw, who would also have increased journey times to school. Options 1 or 3 would also mean a loss of income for the village halls in Tal y Bont and Trefriw, which are used by the schools on a regular basis. There could also be a negative impact for the communities in that there may well be a loss of concerts and services in the local church and chapel. Actions can be taken to mitigate this and it would be up the

Headteacher/Governing Body to make the decision to continue to hold concerts in the school communities.

All 3 schools have various clubs and activities and it is likely that these would continue or possibly increase if any of the 4 Options are carried forward with support and encouragement from the associated schools/Governing Bodies..

There would be minimal if any impact on the communities if the current schools were maintained (Option 2) or there was an Area school on the existing 3 sites (Option 4) as the three current schools would remain where they are with little change to how they are ran on a day to day basis.

2.4 Buildings 'Fit for Purpose' Appraisal

	1 Strongly Disagree / Worse	2 Disagree / Slightly Worse	3 Neither Agree or Disagree / No Change	4 Agree / Slight Improvement	5 Strongly Agree / Improvement
Option 1					✓
Option 2				✓	
Option 3				✓	
Option 4				✓	

On the basis of the Buildings 'Fit for Purpose' Appraisal and the associated financial study the report recommends the following:

- **Option 1:** New Build Area School on 1 Site (Ysgol Dolgarrog) – Seen as the strongest option, fully meeting the 21st Century Schools standards as well as tackling the current number of unfilled places across the three schools. This option would have the highest figure in terms of Capital costs, but as this option would satisfy WG standards then 50% match funding would be available to Conwy Education Services to carry out this scheme.

The Buildings 'Fit for Purpose' Appraisal also looks at a New Build Area School on the current Ysgol Tal y Bont site (1B), owing to the fact that The Environment Agency have now changed the flood plains in this area. The report does point out that there are weaknesses with this scheme relating to land ownership and to the site layout. However, should there be a possibility of making this a joint venture with the community it could allow for more flexibility on the site and include the potential for improved community facilities.

- **Option 2:** Maintain Current Schools – The option is compliant with the requirements of a 21st Century School, in terms of the design. However it is expensive and felt to be the joint weakest solution in terms of 21st Century School aspiration, as a considerable amount of pragmatism is required for fulfilment. It is also the weakest in terms of the NPV, which means it would be the most expensive to maintain over the next 30 years. This option allows the continuation of the community located schools. This option maintains the “status quo” via updated buildings and facilities.
- **Option 3:** Area School on 1 Site via remodelling of Ysgol Dolgarrog – This Option would have the lowest NPV and Capital costs and would also tackle unfilled places. However, whilst this scheme would comply with the 21st Century Schools agenda it scores lower than Option 1 as there would not be the same design standards that a New Build would offer.
- **Option 4:** Area School on Existing 3 Sites – This proposal is compliant with the requirements of a 21st Century School, in terms of the design. However it is expensive and felt to be the joint weakest solution in terms of 21st Century School aspiration, as a considerable amount of pragmatism is required for fulfilment. It is also weak in terms of the NPV, which means it would be expensive to maintain over the next 30 years. This option allows the continuation of the community located schools, via an area school managed over three sites.

2.5 Equalities Impact Assessment

The Equalities Impact Assessment is carried out to ensure that no interested group/party is disadvantaged by the proposals and recommendations of the Impact Assessments carried out (Community, Language, Transport and Buildings).

The Community Impact Assessment takes into account that each of the 3 schools currently make use of a community facility or have the school used by the community for various clubs and groups. Should there be an Area school on the one site there could be a loss of choice for members of the community who use the school as issues regarding availability and accessibility could mean that some groups/clubs may be affected. Also as both Ysgol Tal y Bont and Ysgol Trefriw make regular use of their village hall and this could suggest a negative impact as the communities would lose a valuable asset to them.

However, we can take a positive angle in that measures can be taken to try and counteract any negative impact by allowing for the opportunity for good relations to be formed as groups could collaborate and potentially with better facilities available new groups could be formed.

All 3 schools also have a variety of clubs and groups across the schools including breakfast, after school, sports and dance clubs to name a few. Should the schools join together there is no reason to suggest that these clubs could not continue with the potential for increased participation. All of the schools partake in the Urdd Eisteddfod which again should not have any impact should any of the Options be taken forward.

The Language Impact Assessment focuses on the preservation and promotion of the Welsh Language in Conwy's schools. As all 3 schools are currently Welsh medium schools there should be no change in the use of the language in both the classroom and playground environments whichever option is carried forward.

None of the schools' pupils would be at a disadvantage should an amalgamated school go ahead as there may well be the opportunity to further promote the use of the Welsh Language by one joint Governing Body having a clear policy to promote the first language welsh in the classroom and bilingualism outside of the classroom environment; including opportunities to develop Welsh in the home through promotion of welsh classes for parents and reluctant adult speakers.

In respect of journey times, the Transport Impact Assessment advises that there may be a negative impact for some pupils if Options 1 or 3 are progressed as they will be living further away from their nearest school meaning that journey times and costs would rise. However as these pupils, mainly in the Trefriw area, will be over 2 miles from the nearest appropriate school they would be eligible to receive free home to school transport; meaning that steps would be taken to try and eliminate any negative impact or disadvantage to pupils.

2.6 Reflecting the Views of Those Most Directly Affected

	1 Strongly Disagree / Worse	2 Disagree / Slightly Worse	3 Neither Agree or Disagree / No Change	4 Agree / Slight Improvement	5 Strongly Agree / Improvement
Option 1		✓			
Option 2					✓
Option 3		✓			
Option 4		✓			

(See Appendix 2 for a breakdown of the community and children's workshop scores)

2.6.1 Community Views

In August 2009 Conwy Cabinet agreed that nominated stakeholder meetings should be held in the communities where schools had been identified for initial review within the 'Modernisation of Conwy Primary Schools – Consultation on the Areas for Review Document'. The aim of the meetings was to discuss the 'Areas for Review Document' in

relation to the progress made so far for each particular area allowing for the stakeholders to share their views and suggestions for their community area/schools.

The views of the community then informed the October 2010 ‘Strategy for the Modernisation of Conwy Primary Schools – Implementation Plan’, showing as ‘Community Preferred Option (2)’.

In the Caerhun & Trefriw Area the ‘Community Preferred Option (2)’ was to Maintain Current Schools. Feedback from the stakeholder meetings stressed on the importance of the ethos of small rural schools being at the heart of the communities and that smaller classes were of benefit to pupils. There were also concerns over the loss of choice and loss of the Welsh language.

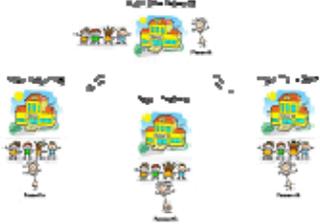
2.6.2 Children’s Views

With the permission of the Headteachers and the Governing Bodies of the 3 schools, workshop sessions were held with Year 3 – 6 pupils at Ysgol Dolgarrog, Ysgol Tal y Bont and Ysgol Trefriw. As all of the schools teach through the medium of Welsh each of the workshops was also carried out in Welsh. The purpose of the sessions was to share with the pupils the options for their schools, and what each of the options will mean for them. This was done by showing them a short slideshow with the options explained as follows:

- Option 1 – Joining
- Option 2 – Stay the same
- Option 3 – Sharing

We then asked pupils for their questions and views on the options for their schools. For each option pupils noted down their views on green and red hands (on the one hand I like this, but on the other hand I do not like this...) which they attributed to the corresponding option.

The final activity for the children was for them to vote for each option for their school, using a thumbs up, thumbs middle and thumbs down selection for them to make under each of the options. An example of the voting sheet is shown below.

<p>Dewis 1 - Ynuno</p> 	<p>Dewis 2 - Aros yr un fath</p> 	<p>Dewis 3 - Rhannu</p> 
 <input data-bbox="467 1429 544 1496" type="checkbox"/>	 <input data-bbox="850 1429 927 1496" type="checkbox"/>	 <input data-bbox="1233 1429 1310 1496" type="checkbox"/>
 <input data-bbox="456 1585 533 1653" type="checkbox"/>	 <input data-bbox="847 1585 924 1653" type="checkbox"/>	 <input data-bbox="1230 1585 1307 1653" type="checkbox"/>
 <input data-bbox="467 1760 544 1827" type="checkbox"/>	 <input data-bbox="850 1760 927 1827" type="checkbox"/>	 <input data-bbox="1233 1760 1310 1827" type="checkbox"/>

The votes from each school were then counted to provide a positive, neutral or negative score for each option. The scores were then totalled from across the 3 schools to provide an overall result for the Caerhun and Trefriw Area.

2.7 Pupil Places

Better matching of demand for and supply of pupil places:

	1 Strongly Disagree / Worse	2 Disagree / Slightly Worse	3 Neither Agree or Disagree / No Change	4 Agree / Slight Improvement	5 Strongly Agree / Improvement
Option 1					✓
Option 2		✓			
Option 3					✓
Option 4		✓			

When we look at the pupil numbers and places we can see that in January 2013 the average figure of unfilled places across the 3 schools was 49%, with this figure expected to rise to 52% by 2018. Housing developments (with planning permission) within the catchment areas may yield more potential pupils, meaning that the average percentage of unfilled places across the 3 sites could be at a figure of 42% by 2018.

Option 1 (New Build Area School on one Site) and Option 3 (Area School on one Site via remodelling) would significantly reduce the number of unfilled places to an estimated 13% by 2018. Also if we take into account the potential pupil increases identified through the LDP it may be that the school would have minimal unfilled places and we would potentially have to continue to monitor pupil numbers with the possibility of providing more space in an Area School from 2018.

Option 2 (Maintain Current Schools) and Option 4 (Area School on existing 3 Sites) would mean that unfilled places would still be at 48% and 42% respectively. Even taking into account an increase of potential pupils from the LDP unfilled places would be at 42% by 2018. A full breakdown of pupil numbers and unfilled places for the 3 schools is available to view in Appendix 3.

Taking account of the agreed tolerances based on percentage points:

5 (Improvement)	51(+) to 100(+)
4 (Slight Improvement)	11(+) to 50(+)
3 (No change)	10(+) to 10(-)
2 (Slightly Worse)	11(-) to 50(-)
1 (Worse)	51(-) to 100(-)

The impact on unfilled places scores a 5 (Improvement) for Options 1 and 3 and 2 (Slightly Worse) for Options 2 and 4.

3. Caerhun & Trefriw Area Option Appraisal

(IA – Impact Assessment)

5 – Strongly Agree / Improvement
 4 – Agree / Slight Improvement
 3 – Neither Agree nor Disagree / No change
 2 – Disagree / Slightly Worse
 1 – Strongly Disagree / Worse

Non-Financial Benefits Criteria		Agreed Weighting	Option 1 (Driver-led) New Build Area School on one Site – Ysgol Dolgarrog)		Option 2 (Community Preferred) Maintain Current Schools		Option 3 Area School on one Site via re-modelling of Ysgol Dolgarrog		Option 4 Area School on Existing 3 sites.	
			Raw	Weighted	Raw	Weighted	Raw	Weighted	Raw	Weighted
a	Pupils will arrive at school within an appropriate travelling time (<i>Transport IA</i>)	15	2	30	3	45	2	30	3	45
b	Better matching of demand for and supply of pupil places	20	5	100	2	40	5	100	3	60
c	Reflects the views of those most directly affected	15	2	30	5	75	2	30	2	30
d	The school building(s)/sites(s) is/are 'Fit For Purpose' (<i>Buildings IA</i>)	20	5	100	4	80	4	80	4	80
e	Community Focus school (<i>Community IA</i>)	15	1	15	3	45	1	15	2	30
f	Provides further opportunities for pupils to develop Welsh-medium and bilingual skills (<i>Language IA</i>)	15	4	60	3	45	4	60	3	45
Total Option Score (maximum available 500)			335		330		315		290	

Est. Additional Transportation Costs (per day)	+£30.00	£15.00	+£30.00	£15.00
NPV Appraisal	£ 14,489,120	£ 16,895,780	£ 13,210,340	£ 15,072,290
Initial Capital Costs	£ 4,251,172	£ 4,192,360	£ 3,062,327	£ 4,192,360
School Revenue Allocation (including NDR impact associated with Capital investment)	£ 493,040	£ 630,270	£ 504,177	£ 523,442
Revenue Savings(-) or Additional Revenue Required(+)	- £ 148,659	- £ 11,429	- £ 137,521	- £ 118,256
Cost per pupil (Currently Dolgarrog - £5,148, Tal y Bont - £4,629 and Trefriw - £5,145)	£ 3,837	£ 4,946 (Dol) £4,646 (TyB) £5,109 (Trf)	£3,924	£4,073

3.1 Conclusions to the Option Appraisal

Taking into consideration all of the information and evidence gathered through the various Impact Assessments and in this Option Appraisal, the option considered to be the best way forward is Option 1 – New Build Area School on 1 Site (Ysgol Dolgarrog).

3.1.1 Option 1 – New Build Area School on 1 Site (Ysgol Dolgarrog)

This is considered to be the best option in terms of the non-financial benefits with a score of 335.

Having an Area School on 1 Site would significantly help in reducing the number of unfilled places, from the current average of 49% unfilled places across the three schools to an estimated 13% unfilled places by 2018 should this option be carried forward.

The Welsh Language Impact Assessment makes the recommendation that an amalgamated school would be beneficial for the preservation of the Welsh Language and would allow for a joint Governing Body to draw up a policy regarding the development of the schools' existing good practice in teaching first language Welsh.

This option was the least popular with pupils and the members of the community, as the importance and value of the community schools was made apparent through children's workshops at each of the schools and stakeholder meetings in the communities.

In terms of the Buildings 'Fit for Purpose' appraisal a new build school would be the best option, fully meeting the 21st Century Schools agenda. This option would satisfy WG standards and it is possible that 50% match funding would then be available to Conwy Education Services to carry out this scheme.

This option does have the highest initial Capital costs as it involves a new build scheme. However it would produce the highest savings in terms of the School Revenue Allocation with a saving of around £148,000. The NPV appraisal (which looks at running costs over a 30 year period) is lower than it would be for Options 2 or 4 showing that an Area school will make long term savings; and is only slightly higher than Option 3 taking into account that this option includes a new build scheme.

3.1.2 Option 2 – Maintain Current Schools

This option came out as the second in terms of the benefits, with a score of 330.

In terms of the Community Impact Assessment and the 'views of those most directly affected' this was the favoured option. Both the community and the children's views reflected that they would like to keep the schools as they are.

The Community Impact Assessment makes the point that the communities of Dolgarrog, and especially Tal y Bont & Trefriw would be at a disadvantage if they lost their schools as both the schools and communities currently make use of facilities provided by and within the school and community.

This option would also not tackle any unfilled places, meaning that by 2018 there could potentially be an average of 52% unfilled places across the three schools which is significantly higher than the ideal of 10% surplus places in a school.

The Capital cost for the scheme of maintaining the 3 current schools is only slightly less than the new build option, as all schools would require considerable works in order to bring them up to 21st Century Schools standards. There would also be little savings made in terms of the School Revenue Allocation with around £630,000 required in comparison to around £500,000 for the other 3 options. This option also has the highest NPV value, which suggests that this option would be the most costly in the long term and would not make any impact on the number of unfilled places there are in all of the 3 schools.

3.1.3 Option 3 – Area School on 1 site via remodelling of Ysgol Dolgarrog

This was the third best option, scoring 315.

As with Option 1, an Area School on 1 Site would significantly help to reduce the number unfilled places and would benefit from one Governing Body having a mutual way forward in terms of their Welsh Language development and the continuing development of educational standards.

Where this option differs to Option 1 in terms of the Buildings 'Fit for Purpose' is that the remodelling of the Ysgol Dolgarrog site would not have the same design standards that a new build would offer. There would also be fewer savings to be made in the School Revenue Allocation compared to Option 1 with around £137,000 savings to be made.

This scheme would fully satisfy the 21st Century Schools agenda and scores the lowest in terms of the Capital costs and NPV value, again suggesting that an Area School is the best way forward for the future.

3.1.4 Option 4 – Area School on Existing 3 Sites

This was the lowest scoring of the four options, with a score of 290.

As with Option 2, there would be no change/impact regarding any issues on Transport, Welsh Language or unfilled places, as the sites would continue to stay where they are with no significant change for pupils and their families; and the amount of unfilled places would continue to be significantly higher than the ideal, possibly increasing even further.

This option was also not a popular choice with the children during the workshop sessions, mainly due to the idea of sharing a Headteacher.

There would not be much difference from Option 2 in terms of the Buildings 'Fit for Purpose' appraisal. There would be significant Capital costs in order to bring the three schools up to a 'fit for purpose' standard, with less savings to be made in the School Revenue Allocation in comparison with an Area School on 1 Site (Options 1 or 3). Also the NPV value is the second highest across the options, implying that the running of 3 separate sites will continue to be the least cost effective way forward, as is also reflected in Option 2 to maintain the current schools.

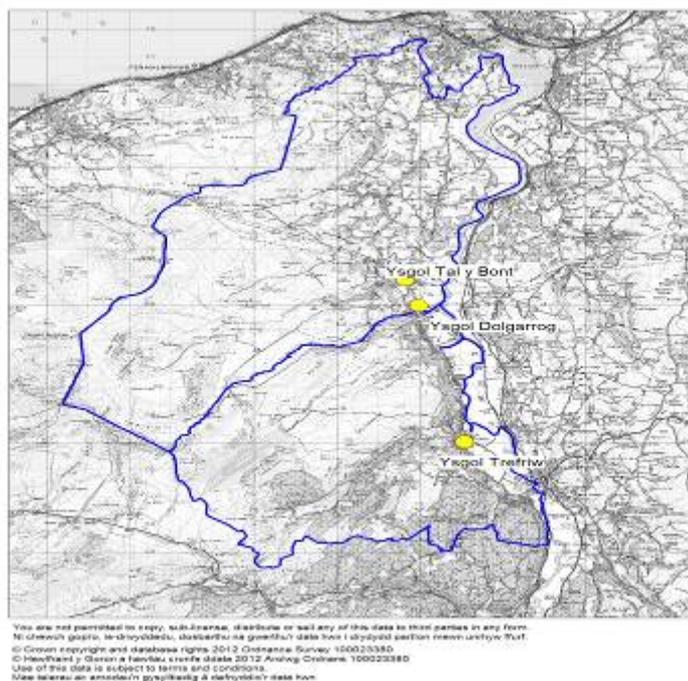
4. Caerhun and Trefriw Area Profile

4.1 Ward Profiles

There are three primary schools covering the Caerhun and Trefriw area - Ysgol Dolgarrog, Ysgol Tal Y Bont and Ysgol Trefriw. All three schools are classed as Welsh Medium Primary Schools and all pupils are taught Welsh as a first language. Ysgol Dolgarrog and Ysgol Tal Y Bont are within the Caerhun ward; the catchment area for Ysgol Dolgarrog is to the south of the ward incorporating the village of Dolgarrog and the surrounding National Park. Ysgol Tal Y Bont's catchment is in the northern part of the Caerhun ward and includes the villages of Tal y Bont, Ty'n-y-groes and Llanbedr-y-cennin. Ysgol Trefriw is situated in the Trefriw ward covering the village of Trefriw and the surrounding rural countryside. Both wards have an urban/rural classification of 'Village, Hamlet & Isolated Dwellings'.¹

The combined population for both wards is 3236, containing slightly a higher proportion of people up to 65 years of age than the mean average for Conwy County; and a lower proportion of children aged 0-15.² The catchment area population of Ysgol Dolgarrog is 433 with 444 dwellings within 1 mile of the school. There are 316 dwellings within 1 mile of Ysgol Tal Y Bont and a catchment area population of 1294. For Ysgol Trefriw the catchment area population is 824 with 385 dwellings within 1 mile of the school.³

Map 1: Caerhun and Trefriw Wards Boundaries



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

¹ Office for National Statistics, Local Area Profile

² 2011 Census Key Statistics

³ 2011 Census and Post Office Address point

According to the 2011 Census information 54.7% of the population of the Caerhun ward were born in Wales, with 41% being able to speak Welsh (a decrease of around 3% since the 2001 Census figures) and 33% having one or more skills in Welsh. Conversely within the Caerhun ward 44% of people have no skills in Welsh.

In the Trefriw ward, 59% of the population were born in Wales. The 2011 Census information also tells us that 45% of Trefriw’s population can speak Welsh (a decrease of around 5% since the 2001 Census figures) with 33% having one or more skills in Welsh. However, 38% of people within the Trefriw ward have no skills in Welsh.⁴

The 2011 Census tells us that 68% (644) of residents in the Caerhun ward travel to work by car or van, and in the Trefriw ward this figure is 69% (395). These figures are slightly higher than those for Conwy County and for Wales, owing to the fact that both wards are in more of a rural location. The rural location of both wards also accounts for the fact that the percentage of people who work at home is also higher than the average for Conwy County and for Wales; with 15% of Caerhun’s population working mainly at or from home and 9% of Trefriw’s population working mainly at or from home.⁵

Conwy Birth Rates

Birth rates in Conwy have remained fairly consistent between 1996 and 2011, increasing again slightly since 2009. However birth rates are expected to decrease from 2011 and continue to do so throughout the projection period up to 2033; this would result in a decrease of around 8% over the projected period.⁶

Chart 1: Conwy Birth Rates

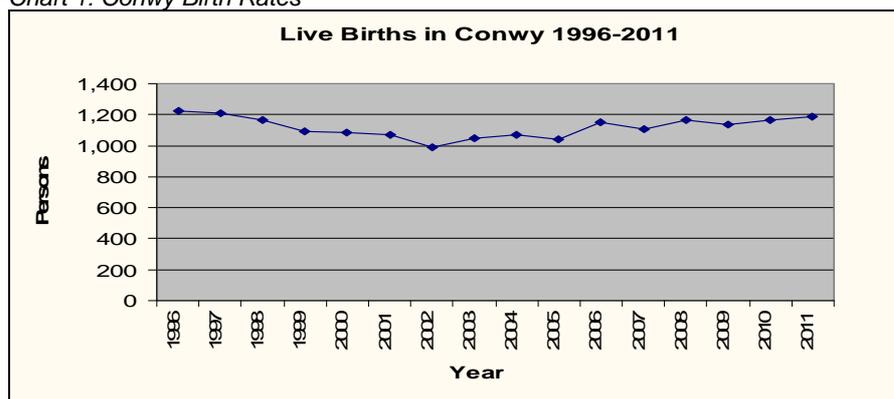
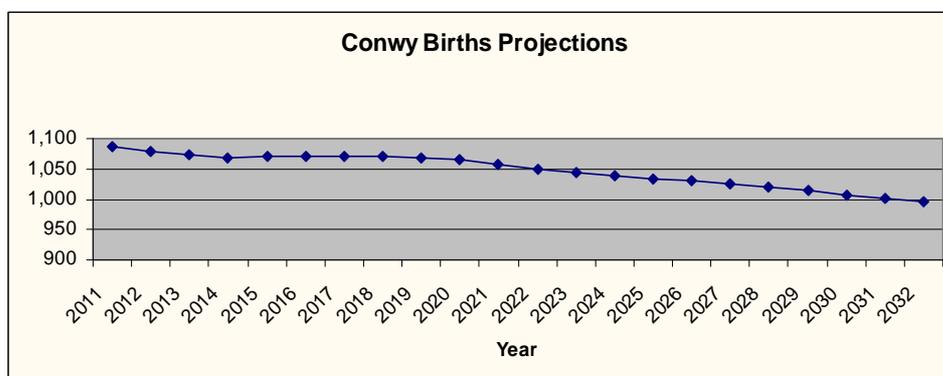


Chart 2: Conwy Birth Projections – Based on the WAG Local Authority Population Projections for Wales (2008-based) - Summary Report



⁴ 2011 Census Key Statistics - table KS207WA

⁵ 2011 Census Key Statistics – table QS701EW

⁶ Conwy Birth Projections –WAG Local Authority Population Projections for Wales (2008-based) - Summary Report

4.2 School Profiles

4.2.1 Ysgol Dolgarrog

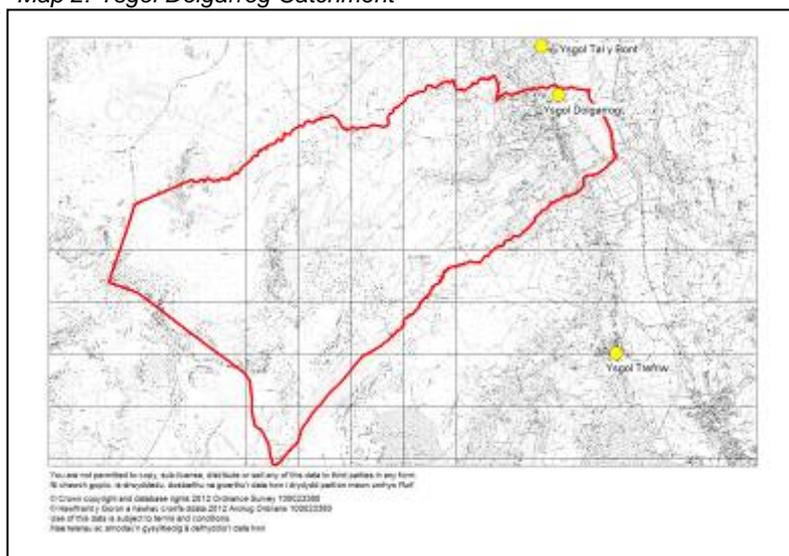
Ysgol Dolgarrog is a Community Welsh medium Primary School for children aged between 3 and 11 years old. The school is located in the centre of the village of Dolgarrog in the Conwy Valley, serving the village and its rural catchment area. The school is a 2 storey building built in 1934 of brick construction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

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

Map 2: Ysgol Dolgarrog Catchment

Ysgol Dolgarrog teaching staff consists of a permanent Headteacher (with a teaching commitment that is at least 50%), there is also a full time teacher and 2 part time teachers. There are 2 teaching assistants to provide additional support to the pupils, and 2 administrative support staff. ⁷

The average class size, according to the 2012 September Stats returns was 18 pupils, with as low of 13 pupils in one class to a high of 27 in another class. ⁸



Pupil Numbers and Unfilled Places

In January 2012 there were 58 pupils attending Ysgol Dolgarrog, including 10 pupils attending the nursery part time. The current figure of 48 pupils who attend the school full time has remained relatively constant over the last 5 years with the full time pupil numbers staying between a low of 45 and a high of 48 pupils. This has meant that the percentage of unfilled places (excluding nursery pupils) has also remained at an average figure of 48% over the last 5 years. ⁹

Projected pupil numbers for Ysgol Dolgarrog show us that there will be an anticipated rise of around 4 pupils by 2017, which would equate to 42% of unfilled places at the school.

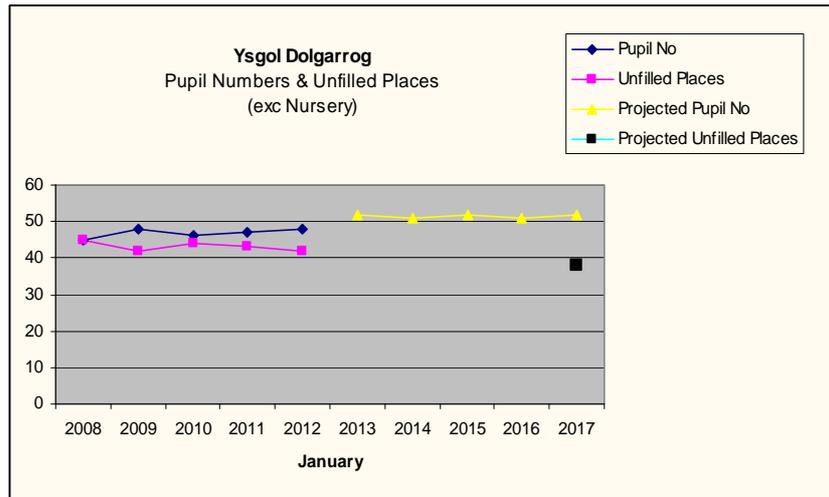
The current deposit Conwy Local Development Plan (2007 – 2022) indicates that new housing sites will be developed within the Caerhun and Trefriw area, with intentions for the Ysgol Dolgarrog catchment area to accommodate a further 55 dwellings with a potential to yield an additional 17 primary school age pupils associated with these extra dwellings. This could potentially impact on the percentage of unfilled places, reducing the figure to around 23%.

⁷ Statutory PLASC Return, January 2012

⁸ Statutory Class Sizes Return, September 2012

⁹ Statutory PLASC Return, January 2012

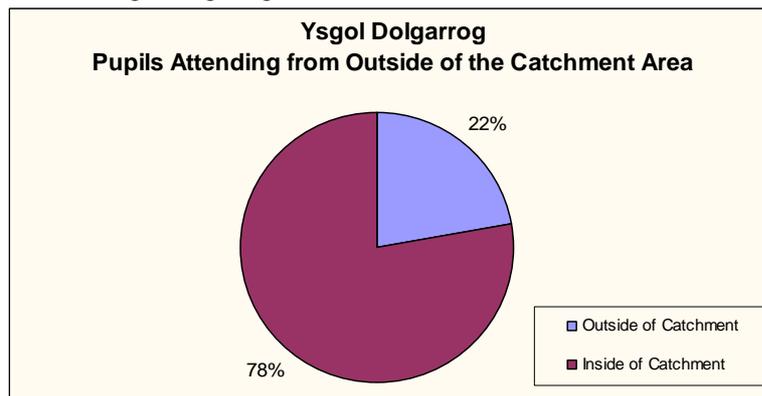
Chart 3: Ysgol Dolgarrog Pupil Numbers & Unfilled Places



Catchment Data

In January 2012 there were 58 pupils (including Nursery) attending Ysgol Dolgarrog. On comparison of these pupils' addresses against the school catchment we can see that 22% of pupils are attending Ysgol Dolgarrog from outside of the catchment area.

Chart 4: Ysgol Dolgarrog Catchment Profile 1



Of the 22% of pupils who are attending Ysgol Dolgarrog from outside of the school catchment, the majority live in the catchment area of Ysgol Tal y Bont. Other pupils attending Ysgol Dolgarrog live in the catchments for Ysgol Llangelynnin and Ysgol Trefriw. The chart 5 below reflects the above.

Conversely, there were 9% of pupils who live within the Dolgarrog catchment not attending their local school, for which the reasons are unknown (i.e. not faith based or down to parental preference). The majority of these pupils were attending Ysgol Tal y Bont with another attending Ysgol Bro Gwydir in Llanrwst, as is reflected in chart 6 below.

Chart 5: Ysgol Dolgarrog Catchment Profile 2

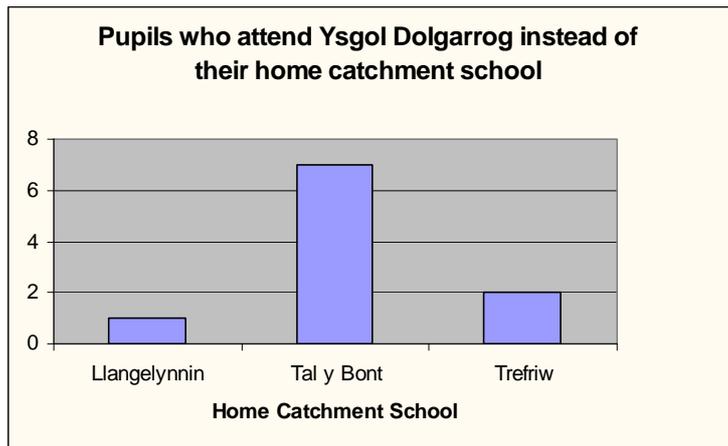
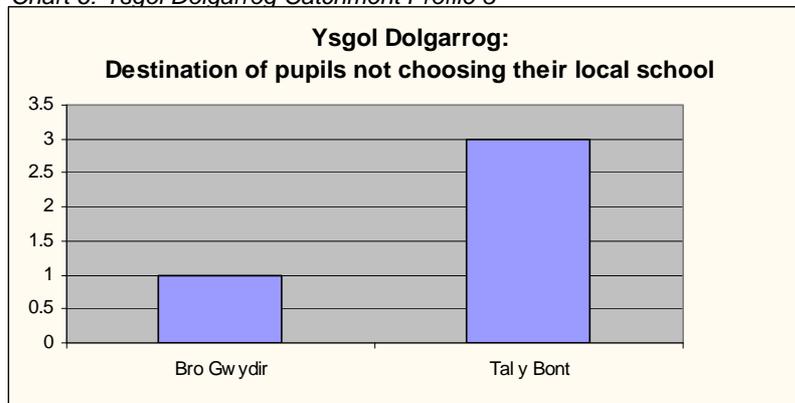


Chart 6: Ysgol Dolgarrog Catchment Profile 3



Standards

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

“In their lessons, and over time, many pupils across the school make good progress in relation to their age and ability. They recall previous learning successfully and show strong knowledge and understanding of what they have learnt.”

“As they mature, most pupils enjoy and benefit successfully from a variety of appropriate experiences and opportunities to undertake responsibilities, including the school council and the eco committee.”

“There are numerous links with the local community and this has an extensive influence on learning experiences. The community has contributed generously over the years and the effect of this can be seen in the improvement to the outdoor area and the resources that have been contributed to the school.”

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

“Many have developed good reading skills in Welsh and English and many read fluently, accurately and with good expression.”

During each inspection, inspectors aim to answer three key questions:

Key Question 1: How good are the outcomes?

Key Question 2: How good is provision?

Key Question 3: How good are leadership and management?

In answering these Key Questions, inspectors use the following four-point scale:

Judgement	What the judgement means
Excellent	Many strengths, including significant examples of sector-leading practice
Good	Many strengths and no important areas requiring significant improvement
Adequate	Strengths outweigh areas for improvement
Unsatisfactory	Important areas for improvement outweigh strengths

The outcomes for the 3 Key Questions asked during the inspection were as follows:

Key Question	Judgement
1 How good are the outcomes?	Adequate
2 How good is provision?	Good
3 How good are leadership and management?	Good

4.2.2 Ysgol Tal Y Bont

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

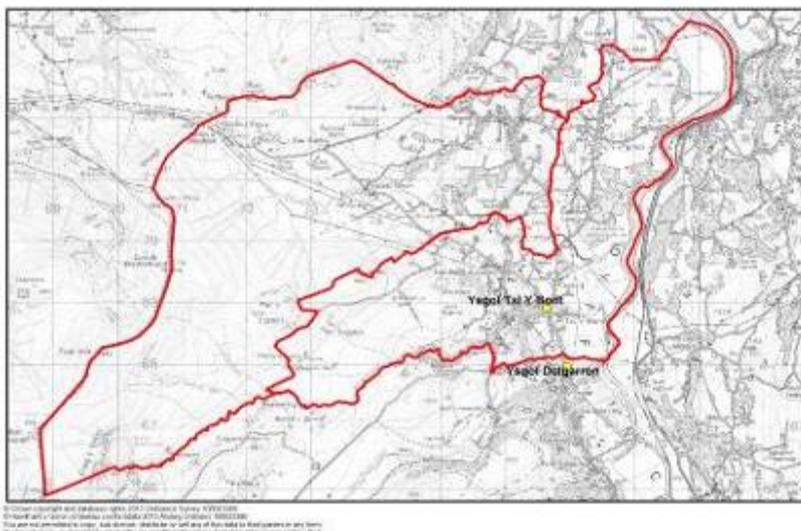
The pupils come from the village itself and the surrounding rural area; as well as the pupils from Ysgol Rowen, the majority of whom transferred to Ysgol Tal y Bont after the closure of Ysgol Rowen. The decision of where the previous catchment area of Ysgol Rowen is to be situated is yet to go through consultation. This will be finalised once Conwy's Cabinet has made a decision regarding the future of the Caerhun & Trefriw the Area.

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

The teaching staff at Ysgol Tal Y Bont includes an acting Headteacher (with a teaching commitment that is at least 50%) and one other full time qualified teacher. To provide additional support to pupils there are also 2 teaching assistants and 2 special needs support staff.¹⁰

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

Map 3: Ysgol Tal y Bont & Ysgol Rowen Catchments



Pupil Numbers and Unfilled Places

As of January 2012 there were 38 full time pupils at Ysgol Tal Y Bont with no pupils attending the part time nursery class. The number of full time pupils at the school has not changed dramatically in the past 5 years, with a low of 30 pupils and a high of 42. The number of unfilled places (excluding nursery pupils) currently stands at 37% and has been as high as 54% in the last 5 years.¹²

Projected pupil numbers suggest that over the next 5 years there will be a decrease in the number of pupils at Ysgol Tal Y Bont by a figure of around 15 pupils. This would see the percentage of unfilled places at the school rise to about 62% by 2017.

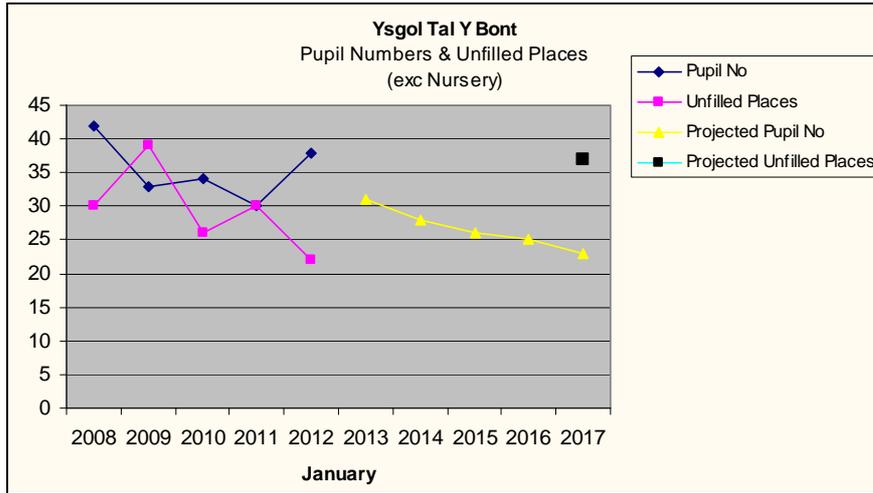
The current deposit Conwy Local Development Plan (2007-2022) indicates that new housing sites will be developed within the Caerhun & Trefriw area, with intentions for the Ysgol Tal y Bont catchment area to accommodate a further 2 dwellings with a potential for one additional primary school age pupil associated with these extra dwellings. This could potentially impact on the percentage of unfilled places, reducing the figure to around 60% in 2017.

¹⁰ Statutory PLASC Return, January 2012

¹¹ Statutory Class Sizes Return, September 2012

¹² Statutory PLASC Return, January 2012

Chart 7 : Ysgol Tal Y Bont Pupil Numbers & Unfilled Places



Catchment Data

For Ysgol Tal y Bont there are 15% of pupils attending the school that live outside of the catchment area, most of these pupils live in the previous Ysgol Rowen catchment, as reflected in charts 8 and 9 below.

Chart 8: Ysgol Tal y Bont Catchment Profile 1

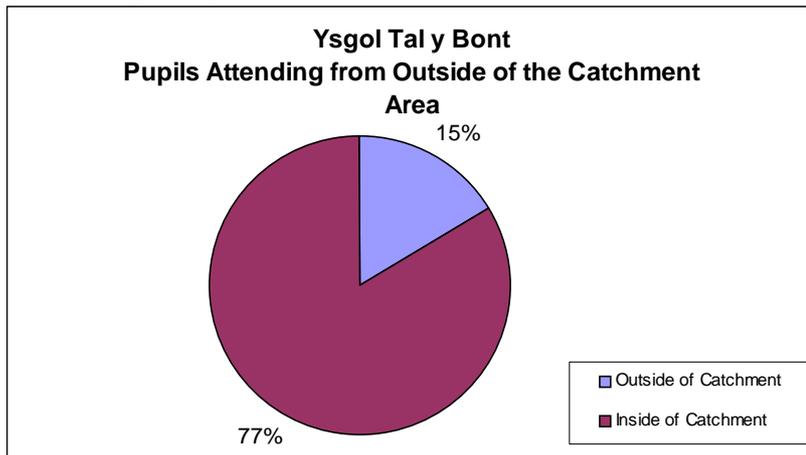
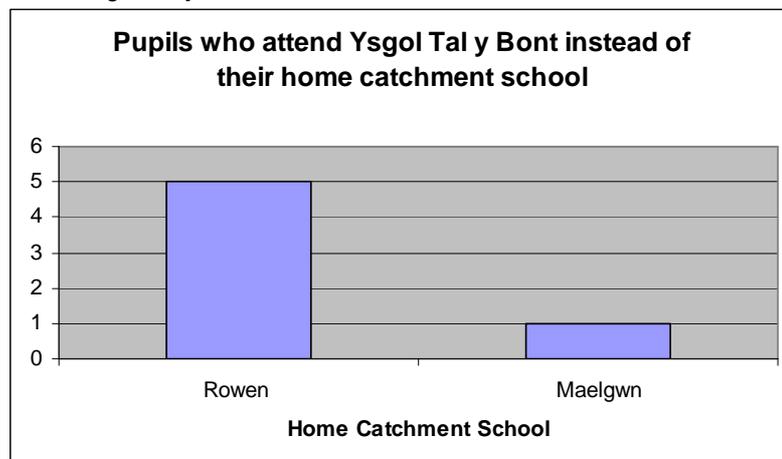
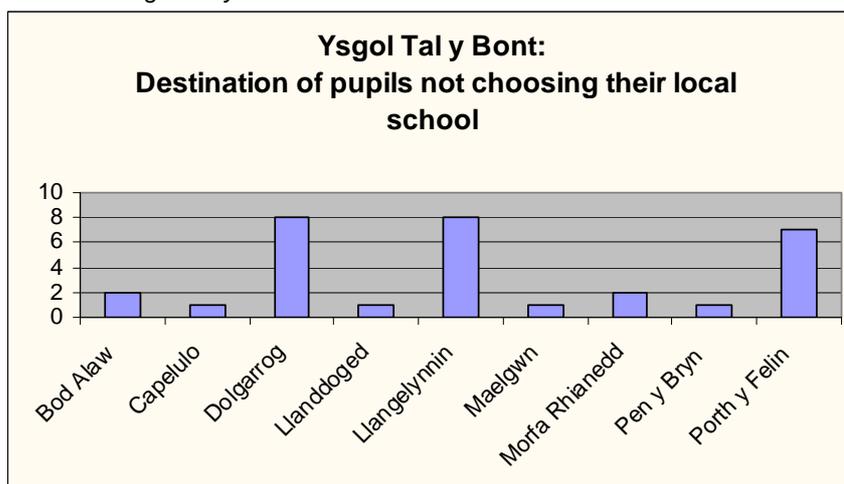


Chart 9: Ysgol Tal y Bont Catchment Profile 2



There are 44% of pupils living in the Tal y Bont catchment area and not choosing to attend their local school. Of these pupils the schools that they mainly attend are Ysgol Dolgarrog, Ysgol Llangelynnin and Ysgol Porth Y Felin.

Chart 10: Ysgol Tal y Bont Catchment Profile 3



Standards

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

"Pupils' experiences are promoted and enriched well by means of a wide range of extra-curricular, cultural and community activities. Various educational trips are arranged which contribute significantly to the pupils experiences and development."

"The School Council ensures that pupil voice receives priority in the school. They meet regularly and arrange opportunities to raise money. This is then used on a regular basis to the benefit of the school."

"Significant emphasis is placed throughout the school on developing the pupils' bilingual competency. The Cwricwlwm Cymreig is very effectively promoted."

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

At the time of the inspection the following five-point scale was used in order to illustrate the inspection outcomes.

Grade 1 good with outstanding features

Grade 2 good features and no important shortcomings

Grade 3 good features outweigh shortcomings

Grade 4 some good features, but shortcomings in important areas

Grade 5 many important shortcomings

Key Question	Inspection Grade
1 How well do learners achieve?	2
2 How effective are teaching, training and assessment?	2
3 How well do the leadership experiences meet the needs and interests of learners and the wider community?	2
4 How well are learners cared for, guided and supported?	2
5 How effective are leadership and strategic management?	2
6 How well do learners and managers evaluate and improve quality and standards?	2
7 How efficient are leaders and managers in using resources?	2

4.2.3 Ysgol Trefriw

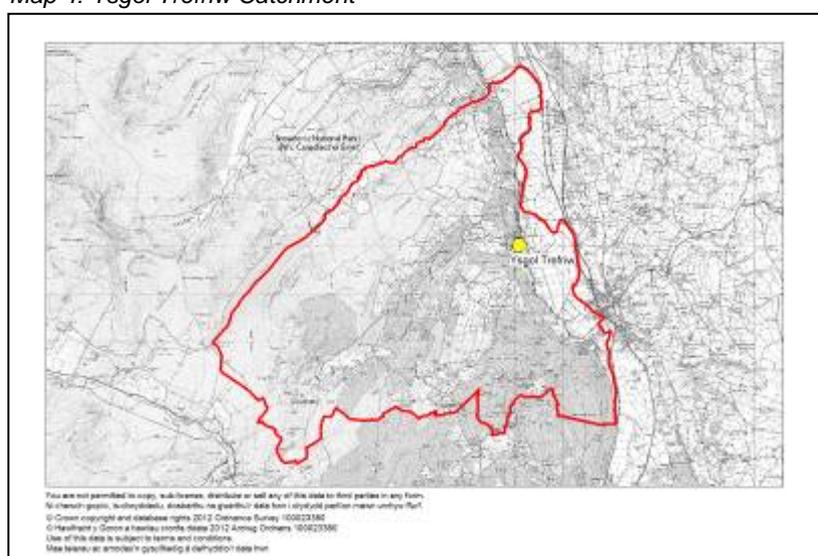
Ysgol Trefriw is situated on the main road in the middle of the village. It is a Community Welsh medium Primary School for children aged 3 to 11 years old serving the children of the village, and also pupils from the surrounding rural area. The school was built in 1902 and is a single storey building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

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

Ysgol Trefriw teaching staff consists of a permanent Headteacher (who has a teaching commitment of at least 50%) and 2 other part time qualified teachers. There are 2 teaching assistants to provide additional support to pupils as well as 1 other member of administrative staff.¹³

According to the annual September Stats returns from 2012 the average class size was 18.5, with 16 in one classroom and a high of 21 in another classroom.¹⁴

Map 4: Ysgol Trefriw Catchment



Pupil Numbers and Unfilled Places

In January of 2012 there were 39 pupils attending Ysgol Trefriw of which 3 of the pupils were attending the part time nursery. Over the last 5 years the number of full time pupils at the school has remained fairly constant, with the current figure at 36 pupils and a high of 41 pupils. The percentage of unfilled places (which excludes nursery pupils) is currently at 51% and has varied between 44% up to 52% in the last 5 years.

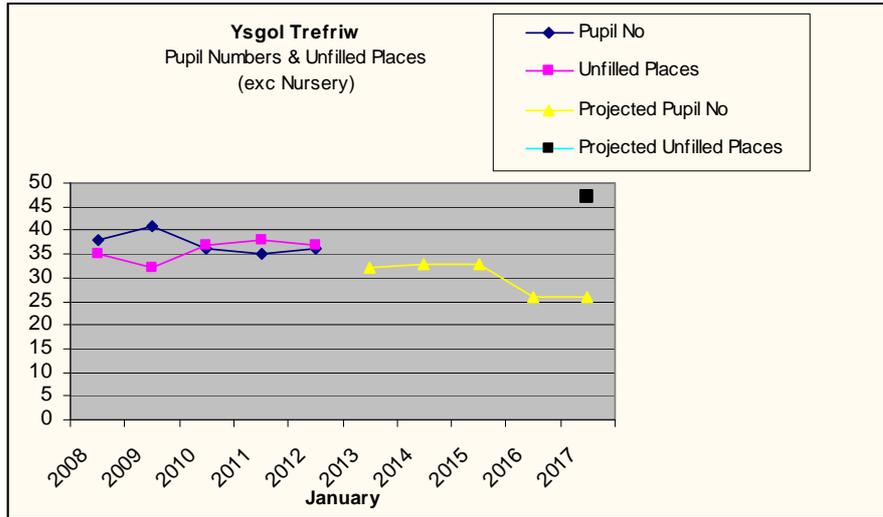
The projected pupil numbers for Ysgol Trefriw indicate that there will be a decline, from the current pupil numbers, of about 10 pupils over the next 5 years. This would mean that the percentage of unfilled places would rise to around 64% by 2017.

The current deposit Conwy Local Development Plan (2007 – 2022) indicates that new housing sites will be developed within the Caerhun and Trefriw area. In the Trefriw ward and catchment area a further 17 dwellings could be accommodated and could potentially yield an additional 5 pupils. This could mean that the percentage of unfilled places at Ysgol Trefriw could be reduced to around 57% by 2017.

¹³ Statutory PLASC Return, January 2012

¹⁴ Statutory Class Sizes Return, September 2012

Chart 11: Ysgol Trefriw Pupil Numbers & Unfilled Places



Catchment Data

There are only 3% of pupils at Ysgol Trefriw that attend from outside of the school catchment area; these pupils come from the previous Rowen catchment area. The decision of where the previous catchment area of Ysgol Rowen is to be situated is yet to go through consultation. This will be finalised once Conwy’s Cabinet have made a decision regarding the future of the Caerhun & Trefriw the Area.

Chart 12: Ysgol Trefriw Catchment Profile 1

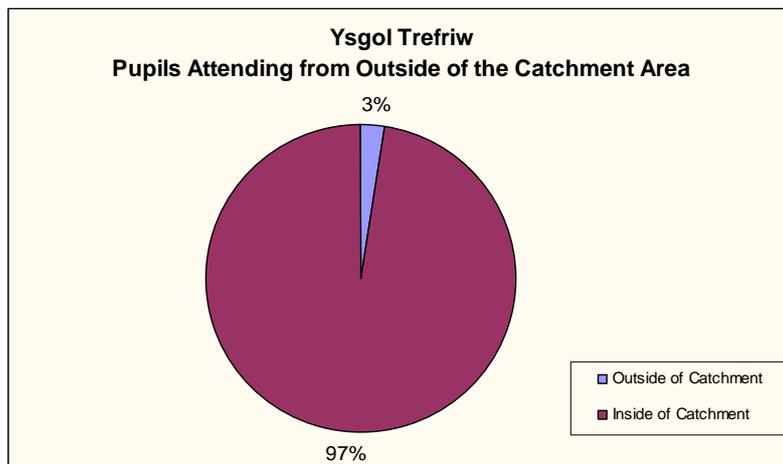
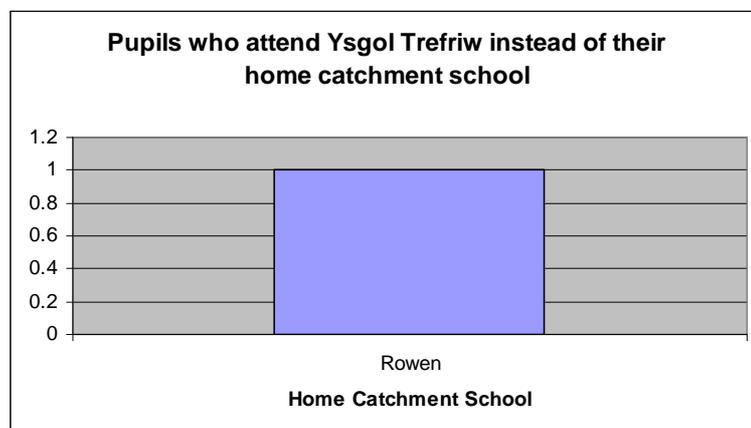
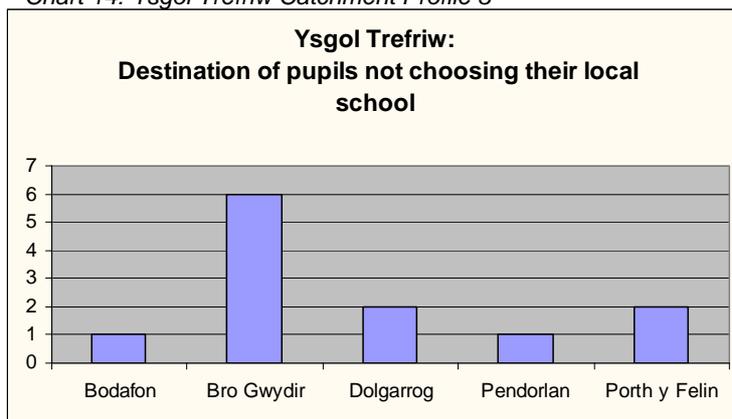


Chart 13: Ysgol Trefriw Catchment Profile 2



There are 24% of pupils living in the Trefriw catchment area but are not choosing to attend their local school (for reasons other than Faith based or down to parental preference), the majority of these pupils are attending Ysgol Bro Gwydir with others attending schools across the County.

Chart 14: Ysgol Trefriw Catchment Profile 3



Standards

The ESTYN inspection report for Ysgol Trefriw dated June 2008 makes the following observations:

“Pupils’ contribution to the life of the community, being involved with a range of activities and use of facilities such as the village hall and village playing field, is good. This promotes their awareness of the local community and enables them to understand it features.”

“Pupils undertake relevant activities, such as recycling paper, plastic and ink cartridges, and thereby gain an understanding of sustainability issues. In addition, the work of Y6 pupils in nurturing the garden at the back of the school and the upper class work on the threat posed by traffic to the future.”

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

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

At the time of the inspection the following five-point scale was used in order to illustrate the inspection outcomes.

Grade 1 good with outstanding features

Grade 2 good features and no important shortcomings

Grade 3 good features outweigh shortcomings

Grade 4 some good features, but shortcomings in important areas

Grade 5 many important shortcomings

Key Question	Inspection Grade
1 How well do learners achieve?	2
2 How effective are teaching, training and assessment?	2
3 How well do the leadership experiences meet the needs and interests of learners and the wider community?	3
4 How well are learners cared for, guided and supported?	2
5 How effective are leadership and strategic management?	2
6 How well do learners and managers evaluate and improve quality and standards?	2
7 How efficient are leaders and managers in using resources?	2

Weighting the Criteria

Non-Financial Benefits

The criteria for the Option Appraisal are listed below. The Project Board were asked to state their view on the relative importance of each criterion by distributing 100 points between them. This would then inform the weighting for each score in the overall Option Appraisal.

Non-Financial Benefits Criteria		Points Awarded
a	Pupils will arrive at school within an appropriate travelling time	15
b	Better matching of demand for and supply of pupil places	20
c	Reflects the views of those most directly affected	15
d	The school building(s)/sites(s) is/are 'Fit For Purpose'	20
e	Community Focus School	15
f	The school(s) meets the language needs of the pupils	15
Total		100

Definitions

a	Pupils will arrive at school within an appropriate travelling time	<ul style="list-style-type: none"> Sections 3 and 4 of the Learner Travel (Wales) Measure 2008 state that transport arrangements are not suitable if "they take an unreasonable amount of time". Welsh Ministers consider that normally journey times should be no more than 45 minutes for primary school travel and 60 minutes for secondary school travel. (Transport Impact Assessment)
b	Better matching of demand for and supply of pupil places	<ul style="list-style-type: none"> Reduction in % of unfilled places. Enough spare capacity to meet demand, or appropriate scope for extending (Capacity Figures)
c	Reflects the views of those most directly affected	<ul style="list-style-type: none"> Implementation Plan '<i>Communities Preferred Option (2)</i>' Outcome of Children's Workshops
d	The school building(s)/sites(s) is/are 'Fit For Purpose'	PMAS Impact Assessment feeds this criterion (includes accessibility)
e	Community Focus School	Community Impact Assessment feeds this criterion
f	The school(s) meets the language needs of the pupils	Language Impact Assessment feeds this criterion

Reflects the Views of Those Most Directly Affected

5 – Strongly Agree / Improvement
 4 – Agree / Slight Improvement
 3 – Neither Agree nor Disagree / No change
 2 – Disagree / Slightly Worse
 1 – Strongly Disagree / Worse

Area	Schools	Consultation Band	Driver-led Option (1)	Communities Preferred Option (2)	Alternative Option (3)	Alternative Option (4)
Caerhun & Trefriw Area	Dolgarrog Tal y Bont Trefriw	A	New Build Area School on 1 site (Ysgol Dolgarrog)	Maintain Current Schools	Area School on one site via re-modelling of Ysgol Dolgarrog	Area School on existing sites
Score			2	5	2	1

Community Preferred Option (2): Maintain Current Schools

Children at Ysgol Dolgarrog, Ysgol Tal y Bont & Ysgol Trefriw Preferred Option (2): Maintain Current Schools (Stay the Same)

	Choice 1 – Joining (Options 1 & 3)	Choice 2 – Stay the Same (Option 2)	Choice 3 – Sharing (Option 4)
Ysgol Dolgarrog	5 Positive	5 Neutral	6 Negative
Ysgol Tal y Bont	9 Negative	12 Positive	8 Neutral
Ysgol Trefriw	16 Negative	18 Positive	10 Neutral
Total	25 Negative	30 Positive	18 Neutral
Score	1	5	3

Create an average score across the Options to translate into the overall Option Appraisal:

Option 1 & 3: 2 plus 1, divided by 2 = 1.5
 Option 2: 5 plus 5, divided by 2 = 5
 Option 4: 1 plus 3, divided by 2 = 2

Better Matching of Demand for and Supply of Pupil Places

Appendix 3

School No	School	Classification	Primary Infants Junior	A - Welsh B - Bilingual C - English	School Ca- pacity	Pupil Numbers		Unfilled Places January 2013		Projected Unfilled Places January 2018		Housing Developments with Planning Permission		
						January 2013	Projected to 2018	Number	%	Number	%	Estimated Pupils Gained (LDP)	Impact on Projected Unfilled Places 2013	Impact on Projected Capacity 2018
2002	Dolgerrog	Community	P	A	80	79	63	41	48%	37	41%	17	20	22%
2107	Tal y Bont	Community	P	A	80	35	23	26	42%	37	32%	1	38	80%
2109	Trefilw	Community	P	A	73	30	30	43	59%	43	59%	6	38	62%
Total across the 3 sites					229	114	136	109	49%	117	52%	23	94	42.15%

New School on New Site	129	114	136	9	7.32%	17	13.82%	Options 1 & 3	
New School on New site (inc LDP Projections)	123		129			6	4.88%		
Maintain Current Schools	204	114	136	90	44.12%	98	48.04%	Option 2	
Maintain Current Schools (inc LDP Projections)	204		129			75	36.76%		
Area School on Existing 3 Sites	189	114	136	89	37.70%	77	42.08%	Option 4	
Area School on Existing 3 Sites (inc LDP Projections)	183		129			54	29.51%		

Underpinning Policies and Strategies

Conwy Community Strategy

'*Encouraging learning and creativity*' is one of the five themes of the Conwy Community Strategy.

Providing high quality education and training opportunities is vital in improving the communities of Conwy. The provision of high quality learning opportunities and education and training services is a key part of securing social and economic well-being. Children and adults learn in many settings including schools, colleges, training establishments, work places, community settings and the home. Conwy encourages a culture where individuals, organisations and businesses support and promote learning.

Community focused schools

The Local Authority will support schools to develop community links that provide opportunities and enrich experiences for all. Opportunities for curriculum enhancement and enrichment need to be developed with the school's local community and beyond, benefiting both the pupils and members of the community. When considering the options for future school structures the Authority will balance educational needs with community development, investment and support needs.

Local schools (catchment areas)

The Primary Schools Modernisation programme will support the Authority's policy of identifying local schools for communities. Each local school has a defined 'catchment area'. Catchment areas (in the main) are based on community ward boundaries as supplied by the Boundary Commission. Catchment areas are mapped out and are required to be reviewed periodically.

In rural areas, a catchment area will cover many square miles and may include one or more villages and their surrounding areas. In urban areas with two or more schools in a town, the catchment areas will be a collection of streets.

Rural village schools

The Authority recognises the vital role our village schools undertake within our rural communities to maintain the local culture, language and way of life. When considering the options for future school structures within the rural areas, the Authority will balance educational needs with community development, investment and support needs.

Conwy's Welsh Language Scheme

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

- Ensure that Welsh-medium or bilingual education is available to all children whose parents/guardians wish them to receive their education through the medium of Welsh or bilingually, within reasonable travelling distance from the children's home. This means children of pre-school age and above.
- Ensure a developing continuum from Welsh-medium/bilingual primary education through to Welsh-medium/bilingual secondary education. Pupils who have received their primary education through the medium of Welsh will be able to attend a Welsh-medium/bilingual secondary school, to promote a linguistic continuum from KS4 onwards through to their lifelong learning career for pupils and students within the county.
- Provide further opportunities for pupils to access Welsh-medium education.
- Ensure that Welsh is taught as first and/or second language on the timetable of all the County's schools, in accordance with the National Curriculum's statutory requirements for all key stages.

- Ensure that children and young people with special educational needs receive linguistic equality of opportunity in terms of Welsh-medium education during the entire Statementing process, in line with the SEN Code of Practice for Wales.
- Ensure that all pupils attending a designated Welsh-medium/bilingual school are able to speak, read and write Welsh fluently by the end of KS2.
- Work in partnership with all schools in order to improve the standard of Welsh as a first and second language. All the County's schools will receive advice and support from advisors on the Welsh language and from school support services. Further support will be provided by the Welsh Advisory Teachers (Athrawon Bro) who visit and monitor schools' language standards on behalf of the LA.
- Run and promote the existing '*In Service Training Programme*' that supports the development of Welsh as a first and second language.
- Provide opportunities for pupils to improve their knowledge and understanding of the cultural, economic, environmental, historical and linguistic ethos/characteristics of Wales via the Cwricwlwm Cymreig.
- Ensure that new pupils to the County that are non-Welsh speaking in-migrants are able to make full use of the Welsh Language Centres in order that, after having followed an intensive Welsh language course, they are able to integrate naturally into their school and community.
- Promote the LA's development of pupils' Welsh language skills by means of specific activities and projects which allow for effective language transition from KS2 to KS3.
- Continue to offer specific training to enable teachers in Welsh second language to improve their language presentation skills.

Transport

The Primary Schools Modernisation Programme will support the Authority's policy of providing free transport to pupils under 11 years of age, who live over two miles from their nearest appropriate school.

Free transport provision will also be provided to those pupils who meet the additional criteria listed in the Transport policy; including: medical grounds; needs identified within a Statement of Special Educational Need; hazardous routes.

A full version of the Policy is available on our website www.conwy.gov.uk, direct from Conwy CBC Education Services, or any County School.

For further information on transport please contact the Education Transport Officer on 01492 575592/575595 who is responsible for assessing eligibility for transport.

Admissions

The Primary Schools Modernisation Programme will support the Authority's policy of allowing parents and pupils to express their preference for admission to a school of their choice.

Admission arrangements for schools are either the responsibility of Conwy County Borough Council (community and voluntary controlled schools) or the Governing Body (foundation and voluntary aided schools).

Conwy's Admissions policy is available in the '*Schools and Education Service Information Document*'. Copies are available on our website www.conwy.gov.uk/education, or direct from Conwy CBC Education Services.

For any enquiries regarding the Admissions Policy, please contact Education Services on 01492 575011.

National Child Poverty Strategy and Implementation Plan (Wales) 2010 – ‘A Fair Future for our Children’

The Welsh Assembly Government launched the Child Poverty Strategy and Delivery Plan in 2010. It sets out the Assembly Government’s vision for tackling child poverty in Wales and improving outcomes for children and parents living in low income families. The Child Poverty Strategy sets out a proposed framework and delivery plan within which all bodies can meet these duties in a coordinated way. It is cross cutting and structured around the 7 Core Aims for Children and Young People.

Core Aim 7 (Intervention to ensure they are not disadvantaged by poverty, rurality, ethnicity or disability) is not delivered by specific services or agencies, but rather includes cross-cutting themes across the whole partnership and all partners. All partners therefore have a role to play in achieving this aim.

The Primary School Modernisation Project supports the Child Poverty Broad Aim 5 (Led by CAG 2) *‘To reduce inequalities in educational attainment between children and young people’*, by working to ensure that all children have equal opportunity to receive the best possible education.

WG 21st Century Schools Capital Programme

In order to deliver the Strategy for the Modernisation of Conwy Primary Schools, significant capital resources will be required. The Welsh Government (WG) have provided details of the WG 21st Century Schools programme and how Conwy CBC will be required to work closely with WG to maximise the potential of this programme in order to deliver the improvements to school buildings that emerge from the Strategy.

The WG have confirmed that £600m (based on the WG intervention rate of 50%) will be made available for planning purposes over the 6 year period 2014-2012 (Pan Wales & All Education sectors).

All Authorities in Wales were required to submit a Strategic Outline Programme (SOP) in December 2010 outlining their vision for education provision in the 21st century, together with an indicative programme covering a ten year period.

Conwy’s SOP submission included four areas (in Band A) as follows:-

- Llandudno Junction
- Penmaenrhos Area
- Colwyn Bay Area 1
- Caerhun & Trefriw Area

The WG have approved Conwy’s SOP submission & the band A programme in “principal”. Thereafter, projects contained within the programme will be subject to further Business case submission to the WG following Conwy’s Area reviews and the democratic process.

WG’s assessment process will identify which Local Authority projects for Band A tackle the greatest efficiencies in terms of:

- The poorest condition of the estate
- Surplus capacity
- Running efficiencies

WG criteria for the 21st Century schools programme will not fund items such as capital maintenance projects, small refurbishment schemes etc.

It is essential that the Authority has a robust strategy in place and is able to demonstrate that Conwy can meet the WG’s requirements in order to stand any prospect of accessing any part of the WG’s funding.

Please use this page to feedback your comments. You can hand it in at the public meetings, or return it to the address below. Alternatively please e-mail any comments to us at schools.modernisation@conwy.gov.uk.

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