



Complete Agenda

Democratic Services
Swyddfa'r Cyngor
CAERNARFON
Gwynedd
LL55 1SH

Meeting

EDUCATION AND ECONOMY SCRUTINY COMMITTEE

Date and Time

10.45 am, TUESDAY, 26TH SEPTEMBER, 2017

*

NOTE: AN INFORMAL BRIEFING SESSION WILL BE HELD FOR MEMBERS ONLY AT 10:00AM.

Location

Siambr Hywel Dda, Council Offices, Caernarfon, Gwynedd, LL55 1SH

Contact Point

Sioned Williams

01286 672729

SionedWilliams3@gwynedd.llyw.cymru

(DISTRIBUTED 20/09/17)

EDUCATION AND ECONOMY SCRUTINY COMMITTEE

MEMBERSHIP (18)

Plaid Cymru (10)

Councillors

Menna Baines
Aled Ll. Evans
Judith Mary Humphreys
Huw Gruffydd Wyn Jones
Paul John Rowlinson

Steve Collings
E. Selwyn Griffiths
Nia Wyn Jeffreys
Olaf Cai Larsen
Cemlyn Rees Williams

Independent (5)

Councillors

Freya Hannah Bentham
Keith Jones
Jason Wayne Parry

Elwyn Jones
Beth Lawton

Llais Gwynedd (2)

Councillors

Alwyn Gruffydd

Gareth Williams

Individual Member (1)

Councillor

Ex-officio Members

Chair and Vice-Chair of the Council

Other Invited Members

CO-OPTED MEMBERS:

With a vote on education matters only

Anest Gray Frazer

Church in Wales

Awaiting nomination

Catholic Church

Karen Vaughan Jones

*Representative for Dwyfor Parents
Governors*

Awaiting nomination

*Representative for Arfon Parents
Governors*

Awaiting nomination

*Representative for Meirionydd Parents
Governors*

Without a vote:

Dilwyn Elis Hughes

UCAC

David Healey

Undebau Athrawon (ATL)

Anest Gray Frazer

Church in Wales

Karen Vaughan Jones

*Representative for Dwyfor Parents
Governors*

A G E N D A

1. APOLOGIES

To receive any apologies for absence.

2. DECLARATION OF PERSONAL INTEREST

To receive any declaration of personal interest.

3. URGENT ITEMS

To note any items that are a matter of urgency in the view of the Chairman for consideration.

4. MINUTES OF PREVIOUS MEETING

6

The Chairman shall propose that the minutes of the meeting of this Committee held on the 13 June 2017, be signed as a true copy.

(Copy enclosed)

5. LEISURE FACILITIES - ESTABLISHING A COUNCIL CONTROLLED COMPANY 7 - 24

To consider the report of the Cabinet Member for Housing, Leisure and Culture.

Appendices separate for Committee members only.

The documents are exempt under Paragraphs 14 and 16 of Schedule 12A of The Local Government ACT 1972. (Information relating to financial, business and legal matters).

The front report will be open but the Appendices include information which is commercially and legally sensitive. That is because releasing the full appendices would permit suppliers who are independent of the Council to come to conclusions about the financial performance and management fees of the various delivery models. As a consequence, publication could undermine any future procurement exercise and open the Council to financial risk. It also includes legal advice which is subject to legal privilege.

6. SUMMER EDUCATIONAL RESULTS 2017

25 - 37

7. LANGUAGE STRATEGY IN SECONDARY SCHOOLS

38 - 70

EDUCATION AND ECONOMY SCRUTINY COMMITTEE

29.06.17

Present: Councillors: Freya Bentham, Steve Collings, Selwyn Griffiths, Alwyn Gruffydd, Judith Humphreys, Nia Jeffreys, Elwyn Jones, H.G.Wyn Jones, Cai Larsen, Beth Lawton, Dewi Owen, Jason Parry, Paul Rowlinson, Cemlyn Williams and Gareth Williams.

Cabinet Member:- Councillor Gareth Thomas (Cabinet Member for Education).

Also in Attendance: Sioned Williams (Head of Economy and Community), Garem Jackson (Acting Head of Education), Department Vera Jones (Democratic Service Manager) and Eirian Roberts (Member Support Officer).

Apologies: Councillors Menna Baines, Aled Evans, Keith Jones, Craig ab Iago (Cabinet Member - Housing, Leisure and Culture) and Ioan Thomas (Cabinet Member - Economy).

1. ELECTION OF CHAIR

RESOLVED to elect Councillor Beth Lawton as Chair of this committee for 2017/18.

2. ELECTION OF VICE-CHAIR

RESOLVED to elect Councillor Nia Jeffreys as Vice chair of this committee for 2017/18.

3. DECLARATION OF PERSONAL INTEREST

No declarations of personal interest were received from any members present.

4. PERFORMANCE MONITORING

Members were invited to express an interest in attending performance monitoring meetings for the year 2017/18. It was explained that there were four specific work areas for the Education and Economy Scrutiny Committee, that two members were required from each group and the representatives would be expected to attend a series of six meetings over a period of two years.

The following put their names forward for the various groups and it was noted that the Chair would choose the final nominations.

- Healthy Communities Group (Councillors Selwyn Griffiths and Judith Humphreys)
- Developing Gwynedd's Economy Group (Councillors Elwyn Jones, H.G. Wyn Jones and Paul Rowlinson)
- Supporting Strong Communities Group (Councillor Elwyn Jones)
- Challenging Education Performance Meeting (Councillors Alwyn Gruffydd, Selwyn Griffiths *but unable to attend the first meeting of the group on 11 July*), Cai Larsen, Dewi Owen, Jason Parry, Paul Rowlinson and Gareth Williams)

The meeting commenced at 10.00am and concluded at 10.15am.

Meeting	Education & Economy Scrutiny Committee
Date	26 th of September 2017
Title	Establishing a Council Controlled Company
Author	Sioned Williams, Head of Economy & Communities
Member	Councillor Craig ab Iago
Purpose	Scrutinise the business case and recommendation to establish a Council Controlled Company in order to provide leisure facilities within the County.

1 Introduction

- 1.1 The report before you today outlines the basis for recommending the establishment of a Council Controlled Company to provide leisure facilities within the County.
- 1.2 In December 2014 the Full Council approved a series of savings targets including £1.05m of savings to be realised by 2018/19 through implementing changes within the service. The service has realised approximately £800k of savings and are confident of achieving a further £100k, but finding the remaining £150k without impacting the level of service is proving difficult.
- 1.3 This recommendation provides an opportunity to achieve the necessary efficiency savings without impacting citizens. If we do not take any action, and taking into account the serious financial situation facing local government, it's likely that we would have to rationalise a number of leisure facilities, or significantly increase fees.
- 1.4 The Scrutiny Committee's comments on this proposal will be presented at the Cabinet's meeting on the 3rd of October and Full Council on the 5th of October.

2 Background

- 2.1 On the 1st of November the Cabinet commissioned a piece of work to look at possible business models for providing leisure facilities. The commission's aim was to identify significant savings whilst providing the same or better services to citizens.
- 2.2 The Communities Scrutiny Committee received an outline of the options that were being considered on the 24th of January and they noted that they would welcome seeing the business case in September 2017.
- 2.2 Over the last few months work has been carried out to identify the possible options and assess their advantages and any disadvantages. The following options were reviewed:

- 2.2.1 Do Nothing
- 2.2.2 Continue to provide the services ourselves and find more efficiency savings and/or income
- 2.2.3 Establish a new charity
- 2.2.4 Establish a Community Benefit Company
- 2.2.5 Establish a Community Benefit Society ('Staff Mutual')
- 2.2.6 Establish a Council Controlled Company
- 2.2.7 Establish a Local Authority Trading Company
- 2.2.8 Open market procurement
- 2.2.9 Transfer the service to another body

2.3 Legal advice was received on the models and, based on the risks involved with some of the options, 3 models were considered further; Do Nothing, Open market procurement and establishing a Council Controlled Company. Officers are now of the opinion that they have sufficient information regarding the implications and risks to be able to recommend a model for the future.

2.4 The purpose of this report is to provide members with opportunity to scrutinise the recommendation of establishing a Council Controlled Company and therefore ensure that the current level of service continues.

2.5 Implementing the proposed model will allow the service to achieve the savings target that the Council approved in December 2014 as well as contributing further savings to the Financial Strategy.

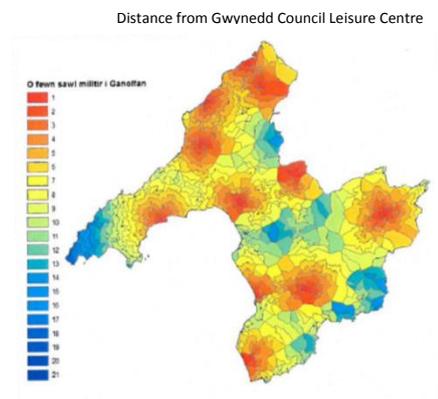
3 The current situation

3.1 The Council provides 12 Leisure Centres across the County with approximately 17,000 members and 1.5 million visits a year.

3.2 The current provision means that 27% of Gwynedd's population live within a mile of a leisure centre and that no dwellings live more than 18 miles.

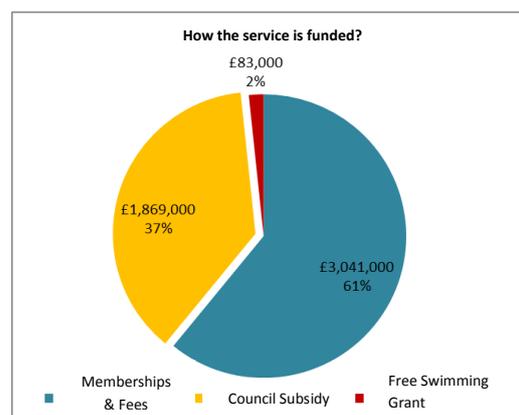
3.3 The current membership equates to almost 14% of the population of Gwynedd.

3.4 Of the 17,000 members, 55.4% are children from 0 to 16 years old, 27% are Adults aged between 24 to 60, and 9.3% are aged 65 and over.



3.5 The service's gross spend is almost £5m per annum but it attracts £3.1m of income primarily from membership and entrance fees. The Council therefore subsidises the service by £1.9m per annum. Since 2014/15 this subsidy has reduced by £900k, which equates to a reduction of 33%.

3.6 Back in December 2014 the Council requested the service save approximately £1.05m between 2015 and 2018. As in previous years the service has responded by trying to ensure as little impact as possible on the people of Gwynedd through the introduction of new efficiency measures to reduce costs and increasing income by attracting new members.



3.7 To date, the service has achieved £800k of the target of £1.05m but finding the remaining sum is proving difficult within the timetable and current delivery model. If the proposed plan is approved the service will have achieved the savings target of £1.05m and additional savings (approximately £400k) will be available for the current Financial Strategy.

4 Why change?

- 4.1 It's important to acknowledge that the case for change is not a reflection of the service's performance; it's a reflection of the unprecedented financial pressure on local government.
- 4.2 The case for changing our delivery model is based on the conclusion that the service cannot find the necessary savings without closing a number of leisure centres or increase membership and entrance fees on significant scale. Work has therefore been done to assess if there is a feasible and acceptable model which can achieve savings whilst providing the same or better service.
- 4.3 Members will be aware that our financial planning forecasts that this financial pressure is likely to continue over the next 3 years with even the optimistic scenario requiring £11.8m by 2020/21, and the worst scenario requiring £24m. Taking into account that the Council has already achieved £31m over the last 4 years, including £5m worth of service cuts, it's likely that finding more savings without impacting the people of Gwynedd will be even more difficult.
- 4.4 Over the last 3 years the Leisure Service have reduced the net spend by 33% by increasing income through attracting new members and achieving a series of efficiency measures to reduce spend.
- 4.5 Bearing in mind also that our leisure facilities are ageing; some of the buildings were built in the 1960s. It's only natural for repairs and maintenance costs to increase on these types of buildings but it's imperative that we continue to invest to ensure that the offer continues to be attractive to citizens. If we don't keep up with changes and new user requirements there is a real danger that we won't achieve our purpose of supporting and inspiring the people of Gwynedd to live a healthy life.

- 4.6 This work aligns closely to the Future Generations and Wellbeing Act as we attempt to implement the best model for 'ensuring a modern, fit for purpose service, inclusive and sustainable service that supports and inspires the people of Gwynedd to live a healthy life.
- 4.7 In light of the financial pressure and the uncertainty that this creates in terms of the sustainability of services there is an increasing pattern where authorities are considering whether there are more resilient models of providing services. One of the main attractions in relation to leisure services is that some bodies are eligible for tax relief which in turn releases savings and/or funds to re-invest in services.
- 4.8 The service currently spends over £0.5m a year in non-domestic taxes; transferring the service to a body that is eligible for tax relief would therefore lead to significant savings in the cost of the provision. Critically, this in theory, would not impair the level and standard of service currently offered to citizens.
- 4.9 The implications of this are that the Council would be commissioning another body to provide services on its behalf. The business case has assessed the exact implications of the different delivery models and have evaluate them against the following criteria:
- 1) The same or better service at a reduced cost of at least £500k by 2019.
 - 2) Access to alternative forms of funding
 - 3) Ability to promote and safeguard the Welsh language within the leisure and sport sector in Gwynedd
 - 4) More efficient use of Council subsidy against spending objectives
 - 5) Flexibility to respond to new challenges
 - 6) Maximise contribution towards the Council's strategic objectives.

5 Summary of the evaluation

- 5.1 The appendices that accompany the business case detail the options that were considered.
- 5.2 Following initial work it was concluded that further work should concentrate on validating the business case for establishing a Council Controlled Company and to benchmark that option against that of continuing to provide the service internally or the option of procuring an external provider ("outsourcing").
- 5.3 This initial conclusion was based on the models that satisfy the criteria and that officers therefore concentrate their time on the options that are most likely to achieve the objectives.

5.4 It's not as straightforward as saying that one model will provide a better or worse service to citizens but it's fair to say that some models are likely to provide a better fit in terms of the Council's priorities, policies, strategies and principles. A rather simple example of this is outsourcing to a private operator which could mean that a commercial and financial ethos could come at the expense of social objectives. For example, there would be a natural expectation, at some point, for any financial surplus be distributed as private profit instead of the local community.

5.5 The table below summarises the evaluation of the options:

KEY CRITERIA	FUTURE DELIVERY OPTIONS		
	OPTION 1: IN HOUSE	OPTION 5: EXTERNALISATION	OPTION 6: GC CONTROLLED COMPANY
SAME OR BETTER SERVICE AT A REDUCED COST	*		
BETTER ACCESS TO ALTERNATIVE FUNDING			
ABILITY TO PROMOTE AND SAFEGUARD THE WELSH LANGUAGE WITHIN THE SPORT AND LEISURE SECTOR IN GWYNEDD			
MORE EFFICIENT USE OF COUNCIL SUBSIDY AGAINST SPENDING OBJECTIVES			
FLEXIBILITY TO ADAPT AND MEET NEW CHALLENGES			
MAXIMISE CONTRIBUTION TOWARDS GWYNEDD COUNCIL'S STRATEGIC OBJECTIVES			

KEY: GREEN = MEETS THE CRITERIA, AMBR = PARTLY MEETS CRITERIA, RED = FAILS TO MEET

5.6 The evaluation of options within the business case concludes that the service cannot achieve the necessary savings by remaining 'in-house' (Option 1) without closing some leisure centres or increase service fees on a significant scale (~20% plus) which could impact usage.

5.7 The option of outsourcing (Option 5) is most likely to achieve the most savings, on the assumption that there are interested providers within the market. The majority of the savings would derive from tax relief but it's likely that there would be more of a drive to increase income and reduce spends also.

5.8 However, the option of outsourcing would mean a significant change and the Council's control would be significantly less compared to the other options. Despite prejudicing the market to some extent, there is more of a cultural risk with that direction, predominantly regarding the Welsh language and to some of the Council's other policies and principles.

5.9 From the options, establishing a Council Controlled Company (Option 6) involves the least amount of change. This options provides an opportunity to achieve tax savings of £585k per annum from the first year in operation whilst keeping the service's identity, culture and core principles.

5.10 The Council would be the sole owner of the Company and a management board would be appointed by the Council to manage the Company; in the short term users and citizens shouldn't see a difference in the provision but, in the future, the natural aim would be to develop and improve the service continuously.

5.11 Its estimated that annual net savings of £585k could be achieved but a one off figure of between £160k and £240k should be allocated in order to establish the Company over a period of 9 months.

5.12 Assuming therefore that the Council does not wish to close centres and cut services then remaining 'in-house' is not a viable option for the future. Of the available models the options of a Council Controlled Company strikes the best balance in terms of achieving the necessary savings and keeping the service's current identity.

6 Outline of how the Company would look and work

6.1 Company formation

6.1.1 Its intended the Company be limited by guarantee with the Council being the sole owner (i.e the only shareholder)

6.1.2 The Council would create the Company's articles and memorandum of association which will be based on a philanthropic and not for profit purpose.

6.1.3 The Council will appoint a Board of Directors (on a voluntary basis) who will be responsible for delivery within the Company's constitution. The Board will consist of 5 to 7 directors; it's likely that they will be a combination of elected members and Council Officers.

6.1.4 Its possible to introduce other layers of governance including for example an Advisory Board or Stakeholder Boards.

6.1.5 The Board of Directors will appoint and employ a Managing Director for the Company; that person will be responsible for the day to day management of the Company.

6.2 The Council's control over the Company

6.2.1 The Council will commission the service through a service contract which will specify the exact services and outcomes the Company will be required to deliver for a fee (i.e. a similar sum to the current net subsidy minus the identified savings). The contract will address the Council's expectations for the level of service and detail on matters such as:

- i) The payment made to the Company for providing the service
- ii) Minimum service provision
- iii) Structure of fees

- iv) Language Policy
- v) Performance Standards
- vi) Quality standards

6.2.2 The Council will lease the leisure centres to the Company on a 'peppercorn' basis. The lease will detail both the Council and Company's responsibilities in relation to use of the buildings including any limitations or exclusions.

6.2.3 In accordance with the business case, the intention would be to have a 10 year contract. The contract will include specific mechanisms for any variations, whether that be in relation to service changes or the value of the contract for example, and it would of course include the ability to terminate the contract.

6.2.4 The council would form the Company's constitution which details the rules for running the Company. Operational management would be in the hands of the Directors, who have responsibilities over the Company in accordance with Company Law. However, as noted above, in addition to a shareholder role, the service contract will ensure the Council has control over the services that are to be provided.

6.2.5 The Company would be required to report on its performance, similar to a Council department. The Council would additionally approve the Company's annual business plan, which details the activities, developments and outcomes over the year or years to come.

6.2.6 Ultimately however the Council retains control as it can appoint or remove the Board of Directors and/or change the Company's constitution.

6.3 Impact on users and services

6.3.1 The Council would ask the Company to provide the same services as currently offered, except where the Company can identify any improvements to the service.

6.3.2 Essentially, service users should not see any real difference, especially in the short term.

6.4 Impact on the workforce

6.4.1 Staff who currently work for the service would transfer to the Company's employment and they would receive the same terms and conditions as they currently receive. It's unlikely that any support staff from central services would be eligible for transfer.

6.4.2 TUPE regulations will protect the workforce's terms and conditions and the Company cannot change these for reasons relating to the transfer itself. The Company would be required to be a member of the Local Government Pension fund as they will be required to ensure a comparable pension scheme for TUPE transferees.

6.4.3 In relation to any new appointments by the Company the Code of Practice on Workforce Matters 2014 by Welsh Government ensures that new workers, in general, do not receive less favourable terms and conditions compared to staff that have transferred.

6.4.4 Since the Cabinet's decision to look at this area, staff and the Trade Unions have received regular newsletters along with a series of meetings to share information and answer any questions. To date, meetings have been positive with an open and supportive attitude towards the recommendation of establishing a Company.

6.5 Procurement implications

6.5.1 The business case is based on a Council Controlled Company that also meet the Teckal exemption criteria. Teckal derives from a European Case which is now established within legislation which means, subject to specific criteria, the Council can award a contract directly the Company without an open market procurement.

6.5.2 There are two main parts to the criteria; the Council's control over the Company must be similar to the control that it has over one of its departments and that at least 80% of its turnover comes from the Council. The recommended option satisfies those requirements.

6.6 Financial and Taxation implications

6.6.1 The savings from this model derive from non-domestic rates and VAT exemptions; these exemptions are available to bodies that have a philanthropic and not for profit purpose. At this moment, local authorities are not eligible.

6.6.2 The Council would achieve those savings by adjusting the contract value to reflect those savings to the Company, but there will additionally be variation clauses within the contract. It's estimated that the net spend will reduce from £1.869m to £1.282m by 2019/20.

6.6.3 The Council will not transfer any significant capital financial risk as part of the contract or leases and will only transfer limited revenue risk, especially in the early years. The contract will identify this in detail.

6.6.4 In relation to new income streams then this is likely to be limited to any income that can be attracted within the Teckal limits. Furthermore, it's likely that the most efficient means of borrowing would be through Council, as the Company would not own its assets.

6.6.5 There will be one off costs associated with establishing the Company. These would be mainly legal costs associated with establishing the constitution and governance arrangements, prepare service contracts and leases, TUPE process etc. It's estimated that the one off set-up costs could be between £170k and £240k, but every effort will be made in order to minimize costs.

6.6.6 Following recent re-structuring the department can contribute £50k to the Company start-up costs in addition to addressing a marginal increase of £49k in operational expenditure, which would otherwise need to be deducted from the savings. .

6.6.7 By implementing this model the department will have achieved the remainder of the savings targets (£150k) that the Council approved back in December 2014. This would also leave a contribution of £435k to the current financial strategy and the specific assumption of £526k that was to derive from implementing an alternative delivery model.

6.6.8 The following annual savings profile is anticipated:

	2017/18	2018/19	2019/20	2020/21	Total
Permanent Net Savings Profile	£0	£146,804	£440,411	£0	£587,214

6.6.9 The following cumulative savings are anticipated (i.e. after taking into account set-up costs):

	2017/18	2018/19	2019/20	2020/21	2021/22
Cumulative Net Savings	-£80,000	-£105,447	£432,768	£970,982	£1,509,196

6.7 Property implications

6.7.1 The Council would lease the buildings for a peppercorn rent and the leases will terminate when the service contract terminates. The leases will specify the Council's and Company's responsibilities with further detail in the contract. These could include for example, commitments to invest and performance requirements on both parties. At the end of the contract any property, including equipment, would return to the Council.

6.7.2 The majority of buildings repairs and maintenance responsibilities would remain the responsibility of the Council due to VAT efficiency and other implications.

6.8 Impact on central support services

6.8.1 The Company would be expected to buy back central support services from the Council for the foreseeable future; this is on the basis that the central costs are fixed and that the transfer would not be of sufficient size to achieve any Council savings.

6.8.2 The services will be provided through a service contract which specifies the services to be provided.

6.9 Culture

6.9.1 One of the attractions of the proposed model is that it allows us to protect the identity of the service and the things that the people of Gwynedd value about the service.

6.9.2 The Council will be delegating operational management to the Company. The Board of Directors will be required to protect the interests of the Company which could mean the Company taking a more commercial view on some aspects of the business. This empowers the Company to achieve the specified outcomes as it sees best but the proposed model also provides transparency and an element of control on how those outcomes are to be achieved.

7 Equality assessment

- 7.1 When evaluating the options consideration was given to the relevance of equality responsibilities and each equality group (protected characteristics).
- 7.2 The full equality assessment can be found in Appendix 1. The aim of the proposal is to 'Ensure a modern, fit for purpose, inclusive and sustainable service that inspires and supports the people of Gwynedd to live a healthy life' and the proposed model provides every opportunity to achieve that.
- 7.3 If the recommendation is approved the assessment will be re-visited to verify any conclusions and assumptions made to ensure compliance with the Act.

8 Proposed implementation timetable

- 8.1 On the 3rd of October this report and business case will be presented to the Cabinet along with the Scrutiny Committee's comments. The Cabinet will be requested to consider the approval of the business case and to recommend that the Full Council approves it on the 5th of October. The Cabinet will also be requested to approve an investment of £165k from the Transformation Fund in order to establish the Company.
- 8.2 If the recommendation is approved in October this year the Company could be operational in the 3rd quarter of 2018/19.
- 8.3 From October onwards work would begin to create the necessary legal documentation, develop and verify the Company's accounts along with the creation of a business plan. Before the Company is operational and staff are transferred the Company will be required to present its business plan for the approval of the Council. It's recommend that specialist consultants are appointed to support this work.

9 . Legal

- 9.1 The right to create a company derives from the wellbeing power in the Local Government Act 2000 section 2(1) allows the Council to form a company if it is of the opinion that it is likely to promote or improve the economic, social or environmental wellbeing of the area.
- 9.2 In the attached appendices, the external consultants refer to a Court case being considered. By now the decision in London *Borough of Ealing –v- HMRC* has been given by the European Court of

Justice. How this decision is applied and impacts on the VAT situation will not be clear until such time as HMRC has decided on its response to the findings and / or any relevant VAT appeals. As a result, Officers will need to keep this situation under review and will commission further work to ensure that the Council has the best advice on the matter. However, given the wider financial context it is considered that that the current position does not justify suspending the recommendations.

10 Conclusions and recommendations

10.1 This work highlights the scale of financial savings that the service has achieved over the last few years whilst ensuring the least possible impact on the people of Gwynedd.

10.2 One of the main conclusions from this work is that it cannot identify the necessary savings without transferring the provision or close a number of centres.

10.3 From the available options, establishing a Council controlled Company is the option that strikes the best balance in terms of achieving savings and protecting the current culture and principles. This option also allows the Council to keep an element of control and influence within this essential sector.

10.4 The intention therefore is to recommend that the Cabinet approve the business case and associated investment and that the Full Council approves the establishment of a Council Controlled Company.

11 Appendices

11.1 Appendix 1 – Equality Impact Assessment

11.2 **EXEMPT** Appendix 2 – Main report and appendices

12 Background documents

12.1 General Power for Local authorities, Fire and Rescue Authorities and National Park Authorities to trade in function-related activities. Welsh Government 2003

Equality Impact Assessment

1 Details

1.1 What is the name of the policy / service in question?

Leisure Delivery Model

1.2 What is the purpose of the policy / service that's being created or changed? What changes are being considered?

The aim of the proposed scheme is to implement the best delivery model for 'Ensuring a modern, fit for purpose, inclusive and sustainable service that will inspire and support the people of Gwynedd to live a healthy life'

The main objective is to realise financial savings but providing the same range of services to the same or better standard.

- i) Do Nothing
- ii) Continue to provide the services ourselves and find more efficiency savings and/or income
- iii) Establish a new charity
- iv) Establish a Community Benefit Company
- v) Establish a Community Benefit Society ('Staff Mutual')
- vi) Establish a Council Controlled Company
- vii) Establish a Local Authority Trading Company
- viii) Open market procurement
- ix) Transfer the service to another body

The impact on services and users will form part of the assessment criteria when evaluating different models. If there is a decision to implement an alternative model it will partly be based on the need to ensure there is no negative impact on service users. However, there is always an element of risk with any transfer of responsibility and those risks will be assessed as part of the evaluation process. It's very likely therefore that it will be necessary to re-visit this assessment during and at the end of the evaluation process and if the conclusion is to implement an alternative model.

In the event of a transfer then there would be an impact on staff in the sense that staff (along with their terms and conditions) would transfer to a new body. TUPE regulations (Transfer of Undertakings (Protection of Employment)) provides protection to staff terms and conditions. Yet again however there is an element of risk as part of any transfer of responsibilities but the risk is considered minimal at this point in time.

1.3 Who is responsible for this assessment?

Robin Evans, Project Manager

1.4 When was the assessment done? What version is this?

24/05/17, first version

2) Implementation

2.1 Who are the partners that must be involved in undertaking this assessment?

Service users
Potential service users
The workforce
Elected members

2.2 What steps have you taken to engage with people with equality characteristics?

Currently:

No impact is anticipated on service users but it would be appropriate to re-visit this need at the end of options evaluation process in order to verify any conclusions or assumption made. Public consultation is not considered necessary as no impact is anticipated.

Since announcing the intention to consider these options the Senior Manager has released 2 newsletters that briefs staff on the intention, the reasons for considering change and the possible implications involved with the change. Those newsletters invite questions and comments from staff but none have been received to date.

The Senior Manager has also visited every Leisure Centres to meet the staff and outline the proposed scheme. In general the only questions raised were in relation to continued employment.

The intention is to continue with the engagement arrangements in line with the timing of key milestones within the evaluation period and decision making process.

The newsletter has been shared with the Trade Unions and there is open invitation for an initial briefing meeting. To date a meeting has been held with one of the Trade Unions and there is an agreement to continue with the updates as during the evaluation period and decision making process.

Previously:

Evidence was collected as part of the Gwynedd Challenge Consultation

2.3 What were the results of the consultation?

No questions have been received by staff.

The evidence collected as part of the Gwynedd Challenge process conveyed the importance of the service to citizens. At the moment however no impact is anticipated for staff and users.

2.4 On what evidence are you basing implementation?

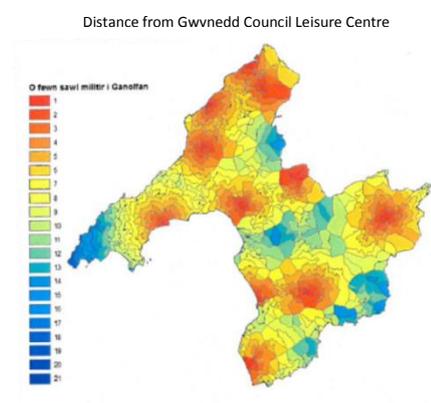
The Council provides 12 Leisure Centres across the County with approximately 17,000 members and 1.5 million visits a year.

The current provision means that 27% of Gwynedd's population live within a mile of a leisure centre and that no dwellings live more than 18 miles.

The current membership equates to almost 14% of the population of Gwynedd.

Of the 17,000 members, 55.4% are children from 0 to 16 years old, 27% are Adults aged between 24 to 60, and 9.3% are aged 65 and over.

The service's gross spend is almost £5m per annum but it attracts £3.1m of income primarily from membership and entrance fees. The Council therefore subsidises the service by £1.9m per annum. Since 2014/15 this subsidy has reduced by £900k, which equates to a reduction of 33%.



2.5 Are there any gaps in the evidence that needs to be collected ?

There is a need to re-visit the need for more evidence at the end of the evaluation process and before any decision to implement.

3) Identifying the impact

3.1 What impact will the new or changed policy/service have on people with equality characteristics?

Characteristics	What sort of impact?	In what way? What is the evidence ?
Race (including nationality)	None	We don't anticipate any changes to the services being offered. If we decide to implement an alternative model, the Council will ensure that the needs of different characteristics will have the same consideration as present. We do not expect any impact on people with specific
The Welsh language	None	

		equalities. However, if an impact is highlighted at any point during development of the scheme, this assessment will be revisited.
Disability	None	
Gender	None	
Age	None	
Sexual orientation	None	
Religion or beliefs (including no beliefs)	None	
Gender reassignment	None	
Pregnancy and maternity	None	
Marriage and civil partnership	None	

3.2 Does the policy or service address these General?

Equality Act General Responsibilities	Impact	In what way? What is the evidence ?
Removal of illegal discrimination, harassment and victimisation	None	We don't anticipate any changes to the services being offered. If we decide to implement an alternative model, the Council will ensure that the needs of different characteristics will have the same consideration as present. We do not expect any impact on people with specific equalities. However, if an impact is highlighted at any point during development of the scheme, this assessment will be revisited.
Promote equal opportunities	None	
Foster good relationships	None	

4) Analysing the results

4.1 Is the policy therefore likely to have a significant positive impact on any of the equality characteristics or the General Responsibilities and what is the reason for this?

No impact identified at this stage

4.2 Is the policy therefore likely to have a significant negative impact on any of the equality characteristics or the General Responsibilities and what is the reason for this?

No impact identified at this stage

4.3 What should be done?

Choose one of the following:

Continues with the policy / service as it is robust	X
Amend the policy to remove any barriers	
Prevent and remove the policy as the damaging impact is to substantial	
Continue with the policy as the damaging impact can be justified	

4.4 What steps will you take to reduce or mitigate the negative impacts?

N/A

4.5 If you are not reducing or mitigating negative impacts, explain why here.

N/A

5) Monitoring

5.1 What steps will you be taking to monitor the impact or effectiveness of the policy or service (implementation plan)?

Assessment to be updated as required.

Committee	Education and Economy Scrutiny Committee
Title of Report	Report on summer results 2017
Date of meeting	26 September 2017
Relevant Officer	Garem Jackson, Head of Education
Relevant Cabinet Member	Councillor Gareth Thomas

Introduction

The main purpose of the report is to present information at an early stage to elected members on performance at end of key stages for the 2016/2017 school year. It is emphasised that it is initial information on KS4 results that is shared, and that thus far, there is no access to comparative and benchmark data for each key stage. It is proposed to update the following when full information is available. Therefore care is required when considering the information as neither the analyses nor the comparisons will be completed at a national level until around the end of the year.

However, gaining early access to the type of information included in the report, as well as the opportunity to ask further questions, is an important contribution to the self-evaluation process, and to be able to answer the types of questions listed below:

- How does the Authority's performance compare with the performance in 2016?
- How does the Authority's performance compare with the targets set for 2017?
- Is performance in the core subjects similar?
- AT which key stage is performance at its best? Which aspects require improvements?

Elected Members are requested to scrutinise the contents of the report to be able to answer the types of questions noted above.

Contextual information

Table 1 indicates the % of statutory school-age pupils who are entitled to free school meals in Gwynedd over the past five years in comparison with Wales.

Table 1

	2013	2014	2015	2016	2017
Gwynedd	13.7%	12.9%	13.3%	13.0%	12.4%
Wales	19.5%	19.1%	18.8%	18.4%	17.8%
Gwynedd's position (1 = % lowest FSM)	5	4	4	4	4

The position denotes Gwynedd’s ranking in comparison with other Welsh authorities, with the lowest position indicating the lowest percentage of 5-15 year old pupils who are entitled to receive FSM. The table suggests that, if it is accepted that entitlement to free schools meals is an appropriate indicator of deprivation, Gwynedd’s performance should be around fourth amongst authorities in Wales i.e. corresponding to the free schools meals position.

Commentary on performance of Foundation Phase and Key Stage 2.

Foundation Phase

Table 2

Percentage of pupils who achieved the Foundation Phase Indicator (FPI)

	2015	2016	2017
Gwynedd	86.8%	86.8%	86.6%
Wales	86.8%	87.0%	87.3%
Position (expected = 4)	11	14	15

- There was a small reduction of -0.2% in the FPI performance compared with 2016, to 86.6% This placed Gwynedd 15th out of the 22 Authorities, one position lower than last year and 11 lower than the expected national FSM position. An increase was seen of +0.8% regionally and +0.3% nationally.
- In light of the regional and national results the performance is disappointing. Input was given to improve performance during 2016-17 via training and to ensure challenging activities in the FP areas. Guidance was also given on FP assessment to each school.
- The influence of this guidance does not appear as influential in FP as it was in KS2.
- In comparison with other LAs in north Wales Gwynedd's position was as follows: FPI: 3rd; Language – Welsh D5+: 5th; Language – Welsh D6+: 1st; Mathematical Development D5: 3rd; Mathematical Development D6+: 3rd; Personal Development D5+: 2nd; Personal Development D6+: 1st.
- In comparison with national authorities the D5+ performance was as follows: Language – Welsh: 19; Mathematical Development: 13; Personal Development: 7.
- The national D6+ performance placed Gwynedd as follows: position 7 for Welsh Language; position 10 for Mathematical Development and position 3 for Personal Development.
- The performance of FSM learners is varied. Following three years of gradual progress a reduction of 2.5% was seen on the 2016 figure down to 74.0%. (FPI).
- Performance against (challenging) FPI targets and language was disappointing. Performance against the final projections were a little better.

The table below shows the performance of the Foundation Phase against the region's authorities:

	2013	2014	2015	2016	2017
Anglesey	85.8	84.6	86.2	84.7	85.8
Gwynedd	82.8	85.5	86.8	86.8	86.6
Conwy	80.4	84.5	82.9	83.9	84.0
Denbighshire	84.9	86.1	86.4	87.5	85.3
Flintshire	84.4	84.5	87.0	86.9	89.5
Wrexham	83.4	82.9	85.5	86.6	88.4

Key Stage 2

Table 3

Percentage of pupils who achieved the Core Subject Indicator (CSI) at the end of KS2

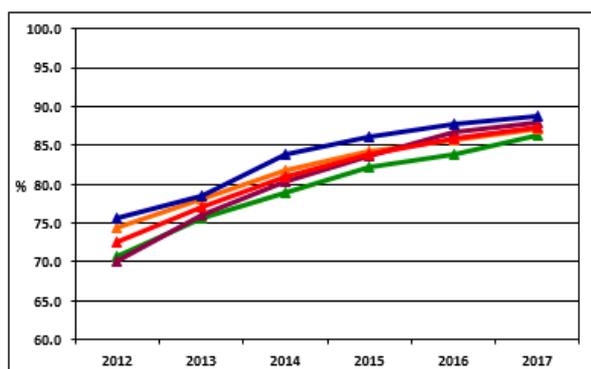
	2015	2016	2017
Gwynedd	89.5%	89.8%	92.1%
Wales	87.7%	88.6%	89.5%
Position (expected = 4)	6	7	3

- Very good performance. A significant increase of 2.3% was seen on the 2016 result placing Gwynedd higher than the expected FSM position (3rd out of 22). The performance was 1.3% higher than the local target. There was an increase of +1.6% to 90.4% regionally and +0.9% nationally.
- At the expected level (L4+) the best performances ever were seen across the subjects; each one over 91%. The national positions were as follows Welsh 12, English 3, Mathematics 3 and Science 6.
- An assessment guide was distributed to all schools in the region in January 2017, and it is felt that the response of schools and their use of this has had a positive impact on assessment and ensures better consistency.
- In comparison with other LAs in north Wales Gwynedd's position was as follows: CSI = 1st; Welsh L4+ = 3rd; Welsh L5+ = 1st; English L4+ = 1st; English L5+ = 1st; Mathematics L4+ = 1st; Mathematics L5+ = 1st; Science L4+ = 1st; Science L5+ = 1st.
- The national performance of L5+ was as follows: Welsh 9th, English 5th, Mathematics 4th, Science 4th. (The highest percentage performances given).
- The performance of FSM learners was very robust on the expected levels and higher. (Best performance historically - increase of 3.1% on the 2016 CSI result).
- The gap between the performance of FSM pupils compared with no FSM continues to reduce. It is down to -7.9% in the CSI the smallest difference in the region.

The table below shows the performance of the KS2 against the region's authorities:

	2013	2014	2015	2016	2017
Anglesey	88.0	87.8	91.8	89.4	91.4
Gwynedd	86.6	86.0	89.5	89.8	92.1
Conwy	83.1	84.3	85.8	86.6	88.4
Denbighshire	86.0	86.6	87.9	88.6	88.9
Flintshire	85.0	86.1	87.9	90.1	91.0
Wrexham	85.4	84.2	87.7	87.7	90.3

KS3: Core Subject Indicator



Consortia	2012	2013	2014	2015	2016	2017
GwE	75.6	78.6	83.8	86.1	87.8	88.7
EAS	70.8	75.7	79.0	82.2	83.8	86.4
ERW	74.4	78.1	81.7	84.3	85.6	87.2
CSC	70.2	76.1	80.3	83.6	86.7	87.9
Cymru/Wales	72.5	77.0	81.0	83.9	85.9	87.4



ALI / LA	2012	2013	2014	2015	2016	2017
Ynys Mon	77.9	81.5	83.6	84.5	87.6	88.9
Gwynedd	83.0	85.4	89.1	91.3	92.0	92.8
Conwy	75.7	78.5	83.7	87.2	87.3	88.9
Denbighshire	71.9	75.0	83.2	84.3	86.4	85.6
Flintshire	76.0	80.0	84.3	87.1	88.4	89.5
Wrexham	70.0	72.2	78.4	80.9	84.3	86.3

CSI	2015		2016		2017		Progress	
	%	R	%	R	%	S/R	16 -> 17	15 -> 17
1 (7)	84.5	9	87.6	7	88.9	9	1.3	4.3
Gwynedd (4)	91.3	1	92.0	2	92.8	1	0.8	1.5
3 (9)	87.2	6	87.3	9	88.9	8	1.5	1.7
4 (14)	84.3	12	86.4	12	85.6	18	-0.9	1.3
5 (6)	87.1	7	88.4	6	89.5	5	1.1	2.4
6 (10)	80.9	19	84.3	16	86.3	16	1.9	5.3
GwE (1)	86.1	1	87.8	1	88.7	1	1.0	2.6
Wales	83.9		85.9		87.4		1.5	3.5

Indicators	KEY STAGE 3					
	Perf 2017	2016 -> 2017	Tgt 2017	Perf v Tgt	Latest Proj 2017	Perf v Proj
CSI	92.8	0.8	92.4	0.4	93.3	-0.5
Welsh 1st Language L5+	93.7	1.3	97.3	-3.6	94.3	-0.6
Welsh 1st Language L6+	67.2	6.5	64.5	2.7	64.5	2.7
English L5+	93.6	1.1	94.2	-0.6	93.9	-0.3
English L6+	64.8	-0.4	67.2	-2.4	66.0	-1.2
Mathematics L5+	94.8	0.8	94.0	0.8	94.6	0.2
Mathematics L6+	73.0	2.4	72.2	0.8	71.3	1.7
Science L5+	96.8	0.8	95.8	1.0	96.0	0.8
Science L6+	76.0	5.5	72.6	3.4	75.1	0.9

CSI	2015			2016			2017		
	FSM	Non-FSM	Variance	FSM	Non-FSM	Variance	FSM	Non-FSM	Variance
1	71.3	87.5	-16.2	75.2	90.1	-14.8	76.0	91.5	-15.5
Gwynedd	78.1	93.4	-15.3	82.1	93.3	-11.2	84.9	93.7	-8.7
3	70.1	90.1	-20.0	71.0	90.5	-19.5	73.1	92.1	-19.0
4	63.2	88.6	-25.4	71.6	89.7	-18.1	70.9	88.2	-17.4
5	71.6	89.9	-18.3	76.2	90.9	-14.7	71.7	92.7	-20.9
6	56.0	86.4	-30.4	65.7	88.1	-22.3	68.9	90.1	-21.2

- Gwynedd's performance across the main indicators in KS3 is robust again this year. Gwynedd Schools have performed better than its ranking within the FSM (Gwynedd FSM = 12.4%, Rank 4 within the authorities) on the Core Subject Indicator.
- Gwynedd schools are the highest-ranking among the schools in the region on the Core Subject Indicator (Gwynedd = 92.8%, GwE = 88.7%, Wales = 87.4%).
- There is an increase of 0.8% on the 2016 figure for this indicator and Gwynedd is ranked top within the authorities on this indicator this year.
- There is an increase of 2.8% in the number of FSM learners who achieve the CSI.
- Gwynedd schools have the smallest gap within the 6 authorities between performance v learner target which is >1%. The gap is on its highest on the higher levels in English, Mathematics and Science.
- The average gap between boys' and girls' performance is lower than the national on -4.4% (Wales -7.4% and GwE -6.5%).
- The gap in FSM learner performance in Gwynedd is the lowest within GwE on - 8.7%.
- 84.9% of Gwynedd FSM learners succeeded in achieving the Core Subject Indicator.

Welsh:

- The performance of Gwynedd schools is slightly lower than the performance across GwE on the 5+ level (GwE = 93.9% Gwynedd = 93.7% Wales = 93.5%)
- The increase on 2016 on Level 5+ in Welsh across Gwynedd schools was 1.3%.
- The performance of Gwynedd schools is slightly higher than the performance within GwE and slightly better than the Welsh performance on the 6+ level on 67.2%.

English:

- Gwynedd Schools have performed higher than the GwE average (91.6%) and Wales (90.5%) on 93.7% on level 5+.
- The performance is also slightly higher on level 6+ on 64.8% (GwE = 59.4% Wales = 58.7%).

Mathematics:

- The performance of Gwynedd Schools is substantially higher on 94.8% (GwE = 91.1% and Wales = 90.8%) on level 5+.
- The performance of Gwynedd schools is slightly higher than the performance within GwE and nationally on level 6+ on 73% (GwE = 66.8% and Wales = 65.4%).

Science:

- Gwynedd Schools have performed higher than the GwE average on level 5+ at 96.8% and higher than the national percentage (GwE = 94.6% and Wales = 93.5%).
- Gwynedd schools are considerably higher than GwE and Wales on the 6+ level (Gwynedd = 76.02% GwE = 67.7% and Wales = 65.5%).

KS4: Context (based on unverified data)

Initial information on KS4 and KS5 results are presented below, as comparative and benchmark data for these key stages is unavailable at present.

In 2017, the new GCSE specifications for Welsh, English, Mathematics and Science were examined for the first time.

Mathematics includes two new syllabi (Numeracy and Mathematics) and either one of these contributes to the Level 2 Threshold including Mathematics and Language (L2+).

In addition, the changes to the L2+ indicator means that only First Language Welsh or English Language is included; previously, GCSE Literature for either language also contributed.

As a result, there was a reduction in the percentage of learners achieving the L2+ on a county, regional and national level. This means that we have new benchmarks this year for KS4. Therefore, comparing data with previous years is not meaningful.

What does give us a meaningful comparison this year is to scrutinize the performance of Gwynedd against other authorities in the region and nationally.

The following two tables illustrate this:

Performance on TL2+ across the Consortia

TL2+	2015		2016		2017		Progress	
	%	R	%	R	%	R	16->17	15->17
GwE	57.5	3	59.6	3	53.2	3	-6.4	-4.3
EAS	55.1	4	55.5	4	52.1	4	-3.4	-3.0
ERW	61	1	64.0	1	56.4	1	-7.6	-4.6
CSC	58.5	2	60.9	2	53.6	2	-7.3	-4.9
Wales	57.9		60.3		-		-	-

There has been a reduction across the four Consortia, with a larger reduction seen in two of the Consortia compared to GwE, the Consortia for north Wales.

Gwynedd Schools Performance on TL2+

TL2+	2015		2016		2017		Progress	
	%	R	%	R	%	S/R	16->17	15->17
1 (10)	56.9	12	58.8	13	50.1	14	-8.7	-6.8
Gwynedd (4)	63.3	5	65.9	4	58.3	5	-7.6	-5.0
3 (8)	54.2	18	55.9	17	53.9	12	-2.0	-0.3
4 (14)	56.1	14	58.7	14	49.4	17	-9.3	-6.7
5 (6)	60.6	8	61.5	10	56.1	8	-5.4	-4.5
6 (9)	52.1	20	55.3	18	49.1	19	-6.2	-3.0
GwE (1)	57.5	3	59.6	3	53.2	3	-6.4	-4.3
Wales	57.9		60.3		-		-	-

Although there has been a reduction of -7.6% in Gwynedd in the KS4 key indicator (TL2+), Gwynedd has maintained its ground on a national level.

To summarize:

- It can be seen that the performance of Gwynedd schools has shown a decline on TL2+ this year in line with the national trend.
- 58.3% of Gwynedd school learners succeeded in achieving the TL2+ which places Gwynedd in the 1st position within the schools in the region on this main indicator.
- The performance this year places Gwynedd fifth out of the 22 authorities in the KS4 key indicator TL2+.
- 45.4% of FSM learners succeeded in gaining the TL2+ - the highest figure within the schools in the region (25.6%).

The baseline for Gwynedd on the other main indicators

TL2	2017		2018		2019		Progress	
	%	R	%	R	%	R	17->18	17->19
1	64.7	-						
Gwynedd	70.7	-						
3	68.9	-						
4	65.7	-						
5	67.2	-						
6	61.3	-						
GwE	66.6	-						
Wales	-							
TL1	2017		2018		2019		Progress	
	%	R	%	R	%	R	17->18	17->19
1	94.6	-						
Gwynedd	96.0	-						
3	96.0	-						
4	89.8	-						
5	93.8	-						
6	93.7	-						
GwE	93.9	-						
Wales	-							
5A*-A	2017		2018		2019		Progress	
	%	R	%	R	%	R	16->17	15->17
1	12.2	-				-		
Gwynedd	20.5	-				-		
3	12.1	-				-		
4	13.7	-				-		
5	14.1	-				-		
6	13.3	-				-		
GwE	14.5	-						
Wales	-							

Main messages:

- The performance on the TL2 within Gwynedd schools has followed the regional trend of decline - TL2 GwE = 66%, Gwynedd = 70%. The shift from vocational courses and BTEC in particular, in Science has affected the performance on L2 this year.
- Gwynedd learners' performance on TL1 is the highest of the schools in the region on 96%.
- On the capped Points Score Gwynedd schools rank third out of six on 308.1 of the schools in the region (GwE = 294.9).
- There is an increase in the number achieving 5A/A* of 2.4% to 20.5% this year - this is the highest within the schools in the region.

Welsh:

- The performance within schools in the region this year is 70.8% on Level 2.
- The performance of Gwynedd schools is higher on 72.8%.
- There is a gap between final projections and performance at some schools, but in comparison with schools within the region, Gwynedd schools have the smallest gap (-2.2%). This is also significantly lower than the gap between the projections and performance of other core subjects.

English:

- The performance of learners succeeding to achieve L2 in the subject within Gwynedd schools is 63.5%, which is higher than schools within the region on 61.6%.
- There is a significant gap between performance and final projections at a number of schools.

Mathematics and Numeracy

- The performance of learners succeeding to achieve L2 in Mathematics within Gwynedd schools is 56.3%, which is equal to the average figure for schools within the region.
- There is a significant gap between final performance and projections in a number of Gwynedd's schools which is concerning and requires attention (-24.3% difference in Gwynedd). However, it continues to be significantly lower in comparison with the average of 45.9% for schools within the region.
- The Numeracy performance is better with 59.3% of the learners succeeding to achieve Level 2 (GwE average = 49.8%).

Science:

- The performance is slightly lower than the average for schools within the region this year on 73.2% (GwE = 74.1%).
- However, this year a number of schools moved away from the BTEC courses (where there was a high weighting on coursework) and this has had an impact on learner performance

nationally, across the region and within schools within the region. Consequently, at the moment, it is difficult to reach a detailed and correct conclusion on the authority's performance.

- There is also a significant gap between final performance and projections at a significant number of schools.

KS5 (A Level)

*Report based on WJEC results only

1. The pupils of Gwynedd Local Authority had registered for 950 A levels (namely 102 more A Levels than in 2016) in 30 subjects (1 Subject fewer than last year).
2. Results: Gwynedd 3 year rolling average in comparison with Wales:

	2015		2016		2017	
	Wales	Gwynedd	Wales	Gwynedd	Wales	Gwynedd
A* Grade	7.3	9.8	6.6	5.8	8.3	9.3
Grade A - A*	23.1	24.9	22.7	20.2	25.0	25.5
Grades A* - E	97.3	97.5	97.3	96.2	97.7	97.3

3. Grades A* - E (2016 and 2017) GwE Consortia local authorities:

Authority	Grade A* - E % 2016	+/- in Comparison with Wales (97.3%)	Position /6	Grade A* - E % 2017	+/- in Comparison with Wales (97.7%)	Position /6
Gwynedd	96.2	-1.1	6	97.3	-0.4	4
Conwy	97.7	+0.4	3	96.6	-1.1	5
Denbighshire	98.8	+1.6	1	98.5	+0.8	1
Flintshire	97.2	-0.1	4	97.8	+0.1	3
Wrexham	98.5	+1.2	2	96.6	-1.1	5
Anglesey	96.9	-0.4	5	98.2	+0.9	2

4. Performance against business plan targets of the Education Department 2016-2017:

i) Target = increase of 1.4% against the 2016 performance

A* - E : 2016 Performance = 96.2%
Gwynedd : 2017 Target = 97.6%
: 2017 Performance = 97.3%

ii) Target = Increase the numbers who achieve grades A*/A via the outcomes of the Seren scheme work to be equivalent to the national level

A*/A : Gwynedd Performance 2016 = 5.8%
: Wales Performance 2016 = 6.6%
: Gwynedd Performance 2017 = 9.3%
: Wales Performance 2017 = 8.3%

5. Analysis of subjects without completion rate of 100% A* - E

Subject	No. of registrations	Completion rate %	Number of 'U' grades	% difference between A* - E grades Gwynedd / Wales
Mathematics	103	96.1	4	96.8 (-0.7)
ICT	9	88.9	1	92.6 (-3.7)
Physical Education	45	97.8	1	96.9 (-0.1)
Religious Education	63	96.8	2	98.0 (-1.2)
Sociology	26	92.3	2	97.9 (-5.6)
Psychology	40	97.5	1	98.1 (-0.6)
Biology	63	98.4	1	96.7 (+1.7)
Chemistry	69	92.8	5	97.5 (-4.7)
Business	24	95.8	1	97.9 (-2.1)
English Literature	46	97.8	1	98.6 (-0.8)
Art; Craft and Technology	23	95.7	1	-
Art and Technology Fine Art	16	87.5	2	-
Art and Technology; Photography	20	90.0	2	-

Agenda Item 7

Committee	Education and Economy Scrutiny Committee
Title of Report	Secondary Sector Language Strategy
Date of meeting	26 September 2017
Author	Garem Jackson, Head of Education
Relevant Cabinet Member	Councillor Gareth Thomas

1. BACKGROUND

This report is presented along with a draft version of the Gwynedd Secondary Sector Language Strategy at the behest of the Education and Economy Scrutiny Committee.

The report is required in order to address a number of questions provided in advance by committee members, and an attempt is made to address these questions in the order they appear in this pre-report.

2. TO WHAT EXTENT HAS THE SECONDARY SECTOR LANGUAGE STRATEGY ENSURED A CONTINUATION FROM THE PRIMARY SECTOR LANGUAGE CHARTER?

Since the launch of the Welsh Language Charter in Gwynedd, pioneering work has taken place in our primary schools to influence children's social use of Welsh.

In order to ensure firm succession for the Charter, the Secondary Sector Language Strategy was created which will provide clear guidance to our secondary schools about techniques for changing language habits and the different ways of influencing the social language of pupils within and outside the school.

Like the Primary Sector Language Charter, the Secondary Sector Language Strategy requires a contribution from every member of the school community - the school council, the pupils, the workforce, parents, governors and the wider community in order to ensure full ownership by all stakeholders of the school.

In the same way that primary schools are expected to draw up an action plan to respond to the requirements of the bronze, silver and gold Language Charter, every secondary school is expected to create an action plan responding to the Secondary Sector Language Strategy. To achieve this, during the summer term, Carys Lake visited the headteacher of every secondary school to discuss their action plans with them, and every school is currently in the process of presenting their action plans to Carys Lake.

Therefore, even though the plan implemented at secondary schools in order to influence social use of the Welsh language among young people is not a Language Charter, there are

comparable elements and expectations to be implemented between the Primary Sector Language Charter and the Secondary Sector Language Charter, that will ensure appropriate succession from primary to secondary schools.

3. WHAT IS THE INFORMATION FROM THE BASELINE DATA ON USE OF THE WELSH LANGUAGE IN SECONDARY SCHOOLS?

The language web, an on-line questionnaire developed to measure children's social use of Welsh in primary schools, was piloted with Year 7 pupils at secondary schools in 2016. The purpose of the pilot was to see how practical it was to enable every Year 7 pupil to fill in the questionnaire and how much time and resources this would take.

Although a substantial number of Year 7 pupils have completed the language web, unfortunately, it is not possible to use the data gathered since the number of pupils who completed the language web questionnaire in September 2016 differs from the number of the pupils who completed the language web in March 2017. Consequently, it is not possible to carry out a comprehensive analysis of the data.

The Secondary Sector Language Strategy differs from the Primary Sector Language Charter as the Secondary Sector Strategy includes a curricular aspect as well as the young people's social use of Welsh. Consequently, the language web questionnaire has been adapted for the secondary sector in order to incorporate both these aspects, whilst simultaneously ensuring consistency with some of the questions to ensure that it is possible to track progress in the social use of Welsh from primary to secondary.

We will also be establishing a new baseline with the amended questionnaire in October 2017 to coincide with the start of the Secondary Sector Language Strategy implementation period.

4. WHAT IS THE STRATEGY'S AMBITION?

Gwynedd Council is fully committed to a system of progressive and excellent secondary schools that promote the Welsh language in all aspects of its work.

The aim of the Secondary Sector Language Strategy is to promote social use of Welsh among children and young people and to develop it as an effective medium for all aspects of a school's life and work.

The Strategy will be an effective planning tool, building on the success of the Primary Sector Language Charter, in order to lead to further progress in the social and curricular use of the Welsh language among pupils.

It supports the vision of the Gwynedd Language Strategy to ensure the prosperity of the Welsh language. Emphasising the Welsh language will ensure that the children of Gwynedd are bilingually proficient and confident and take pride in the additional value bestowed upon them from having two languages; that they are able to confidently use both languages, socially and professionally, once they leave school; and that they, eventually, pass on both languages to the next generation in Gwynedd.

5. HAS THE STRATEGY BEEN CREATED JOINTLY WITH SCHOOLS AND, IF SO, HOW WAS THIS ACHIEVED?

This Strategy was created under the guidance of Carys Lake, Leader of the Gwynedd Secondary Language Centre and with the co-operation of a working group of secondary headteachers and deputy headteachers and Gwynedd Council officers. The working group represented a range of secondary schools which vary in terms of geographical locations, size, background and language context, they are:

- Ysgol Brynrefail
- Ysgol Friars
- Ysgol Tryfan
- Ysgol Eifionydd
- Ysgol Glan y Môr
- Tywyn Secondary School
- Performance Management Officer, Education Department, Gwynedd Council
- Welsh Language Services Manager, Gwynedd Council

Valuable and enthusiastic input to the Strategy was secured by secondary learners of various linguistic backgrounds, including native Welsh speakers, fluent learners, and learners with a more basic proficiency. The visits of the Coordinator with groups of pupils was an opportunity to extricate all kinds of ideas. The infectious enthusiasm of these pupils left a particular impression.

A draft of the Secondary Sector Language Strategy was presented to the Secondary Sector Strategic Planning Group (every secondary headteacher and the Education Department was present) by the Head of Education and Secondary Sector Language Strategy Coordinator. There, the aims of the Strategy received support, and consequently the 14 secondary schools stated their commitment to act with the support of the Secondary Sector Language Strategy Coordinator.

6. HAS THE STRATEGY ADDRESSED MATTERS WHICH ARISE FROM THE WELSH LANGUAGE EDUCATION SCRUTINY INVESTIGATION?

The Secondary Sector Language Strategy focuses on the Welsh language and Education and encompasses curricular aspects as well as social use of the language. There are four main fields to which the Strategy attempts to respond:

- Welsh First Language
- Second Language Welsh
- The Welsh Language as a medium
- Social use of Welsh among young people

In January 2016, the Cabinet Member for Education submitted a progress report to the Services Scrutiny Committee against the recommendations of the Welsh Medium Education Scrutiny Investigation Report. A number of the recommendations in the report had already been completed by that time, but one recommendation pertaining to the Language Policy was ongoing.

This recommendation involved implementation, consistency and success of Gwynedd Council's Language Policy in the county's schools, based on a study of three specific areas, where the conclusion was reached that 'interpretation of the policy varied greatly and was dependent on the linguistic demography of the schools' catchment areas as well as the enthusiasm of teachers and head teachers for the Welsh language. It was also noted that 'there was neither consistency nor a general understanding of the requirements'.

Consequently, discussions were held with the headteachers of every secondary school in Gwynedd, in order to ensure clarity and consistency in the way they defined themselves (in accordance with the Welsh Government's linguistic categories). The schools' definitions have been included as an appendix to the Secondary Sector Language Strategy, and will be part of the way the Strategy is to be monitored by the Strategy's Coordinator and the Education Department.

To this end, it must be acknowledged that the context and reference for the Secondary Sector Language Strategy has been based on a number of key policy documents, among which is the Welsh-Medium Education Scrutiny Investigation Report, namely:

- Strategic Plan – Welsh in Education
- Welsh-Medium Education Scrutiny Investigation Report
- Alun Charles' Study Report
- Secondary Schools Language Practices Support Project (PCAI) - Welsh Government.
- Gwynedd Language Strategy
- Increasing the Social Use of the Welsh language Among the Children and Young People of Gwynedd's Secondary Schools, Trywydd Report
- Welsh Language 2050, Welsh Government
- A framework for increasing the use of Welsh among children and young people, Welsh Government
- Successful Future, Donaldson Review

7. OBSERVATIONS

Any additional comments or questions by members of the Education and Economy Scrutiny Committee on the Secondary Sector Language Strategy are welcomed.



GWYNEDD SECONDARY SECTOR LANGUAGE STRATEGY

FOREWORD

Since the launch of the Welsh Language Charter in Gwynedd, pioneering work has taken place in our primary schools to influence children's social use of Welsh. In order to ensure firm succession for the Charter, it is our pleasure to introduce the Secondary Sector Language Strategy which will provide clear guidance to our secondary schools about the techniques to change language practices and the different ways of influencing the social language of pupils within and outside the school.

This Strategy was created under the guidance of Carys Lake, Leader of the Gwynedd Secondary Language Centre and with the co-operation of a working group of secondary heads and deputies and Gwynedd Council officers. The working group represented a range of secondary schools which vary in terms of geographical locations, size, background and language context.

Secondary learners from different linguistic backgrounds provided valuable and enthusiastic input to the Strategy, including native Welsh-speakers, fluent learners and more basic learners. These visits to groups of pupils was an opportunity to discuss all sorts of ideas. The infectious enthusiasm of these pupils left a particular impression.

Planning and implementing this Strategy effectively will ensure consistent high standard action to promote informal oral Welsh by learners in our secondary schools. It addresses and gets to grips with those challenges in the field including the impact and influence of factors such as social media and global commercial influence. It sets an agreed clear vision and includes clear action routes which include accountability to delivering that vision.

In order to implement this Strategy, it is essential that all the stakeholders, including schools, teaching and administrative staff, Gwynedd Council Elected Members, parents and pupils not only subscribe to it but also embrace it as a tool which will ensure that Gwynedd leads the way in terms of contributing to realising Welsh Government's vision of a million Welsh-speakers.

Gwynedd Council is committed to supporting Welsh Government's strategy to reach the aim of a million Welsh-speakers by 2050 ensuring that there are opportunities in every stage of an individual's life to learn Welsh and to learn through the medium of Welsh. As part of the effort to reach that aim, Gwynedd Council was asked specifically to collaborate with Welsh Government to disseminate the practices of the Primary Language Charter throughout Wales. It is, therefore, exciting to announce that Gwynedd Council has developed a Secondary Sector Language Strategy as an effective planning tool, building on the success of the Primary Language Charter, to lead to further increase in the pupils' social and curricular use of Welsh.

Gareth Thomas,
Cabinet Member for Education

CONTENTS

1. Foreword
2. Cymraeg 2050
3. Gwynedd Language Strategy
4. Background and context
5. Gwynedd Welsh in Education Strategic Plan
6. The Gwynedd Primary Schools Welsh Language Charter
7. Preparing the ground in the Secondary Sector
8. Implementing the Gwynedd Secondary Sector Language Strategy
9. Vision
10. Objectives
 - Objective 1: Leadership and Expectations
 - Objective 2: Ethos
 - Objective 3: Young People
 - Objective 4: Training
 - Objective 5: The Role of Language Departments
 - Objective 6: Curricular experiences
 - Objective 7: Bridge learners
 - Objective 8: The School and the Community
11. Monitoring arrangements
12. Appendices

CYMRAEG 2050

Cymraeg 2050 is the most recent policy document by Welsh Government for the Welsh Language, and it was published in 2017. The Government's vision is to create a million Welsh speakers by the year 2050, and the Government believes that there are two main methods of achieving this goal, namely:

- transmitting the Welsh Language from one generation to the next
- developing and sustaining skills through education and training.

Setting a long-term target reflects the fact that activity aimed at increasing the number of speakers does not happen overnight: Language planning is a long-term endeavour. As well as achieving a million Welsh speakers by 2050, the Welsh Government has states the following overarching targets for the strategy:

- The number of Welsh speakers to reach 1 million by 2050.
- The percentage of the population that speak Welsh daily, and can speak more than just a few words of Welsh, to increase from 10 per cent in 2013-15) to 20 per cent by 2050.

In addition, the Welsh Government has identified three strategic themes in order to realise their vision by 2050, namely: order to realise this vision, the Welsh Government has identified the need to take action under the three themes and also understand the interdependencies between them.

In addition, Welsh Government has identified three strategic themes to deliver its vision by 2050, namely:

1. Increasing the number of Welsh speakers
2. Increasing the use of Welsh
3. Creating favourable conditions – infrastructure and context

The three themes are interdependent, and therefore also the aims under each theme:

**Theme 1:
Increasing the
number of Welsh
speakers**

- Language transmission in the family
- The early years
- Statutory education
- Post-compulsory education
- The education workforce, resources and qualifications



**Theme 2:
Increasing the use
of Welsh**

- The workplace
- Services
- Social use of Welsh



**Theme 3:
Creating favourable conditions - infrastructure and context**

- Community and economy
- Culture and media
- Wales and the wider world
- Digital technology
- Linguistic Infrastructure
- Language planning
- Evaluation and research

GWYNEDD LANGUAGE STRATEGY

This Strategy's Vision is:

To see the Welsh Language thriving in Gwynedd

Through the Strategy the following experiences are sought to be realized:

- Children, young people and families appreciating the Language and using the Welsh Language in all aspects of their lives.
- The Welsh language being a natural medium within the communities of Gwynedd and an increase in the numbers using the Welsh Language regularly
- Welsh communities empowered to support the Language and the decline within certain communities being slowed down/prevented
- Services in Wales are broadly available in the Welsh language and are being used easily and without impediment
- The Welsh Language safeguarded as the Language of work and all workers having the opportunity and ability to use the Welsh Language in their work.
- The Welsh language being integrated naturally in economic, housing and planning schemes locally and nationally.
- Confidence, positive attitude and good awareness of the Welsh language and its use and value in all parts of life in the County.

A new version of the Gwynedd Language Strategy is about to be published. The new strategy will incorporate priorities within Cymraeg 2050, the Gwynedd Well-Being Plan, the Council's Strategic Plan, as well as the objectives of the Gwynedd Secondary Sector Language Strategy.

BACKGROUND AND CONTEXT

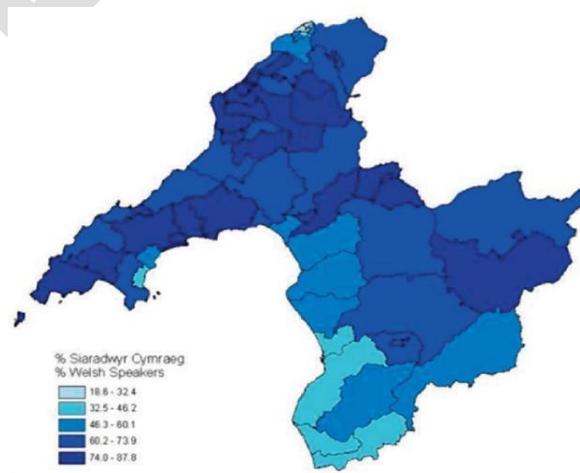
The Census is the main source of data for analysing the current position of the Welsh Language. The results of the 2011 Census disclosed that 562,000, (or 19%) of the population of Wales can speak Welsh. This total reflects a reduction since the 2001 Census, which was the first National survey to record an increase in the number and percentage of the population who could speak Welsh, with the numbers having risen from 508,100, (or 18.7%) in 1991, to 582,000, (or 20.8%) in 2001.

The 2011 Census shows a reduction in the number of Welsh-speakers in 18 of the 22 counties of Wales, with this decline at its highest in the Western counties of Anglesey, Gwynedd, Ceredigion, and Carmarthenshire, as the following table illustrates:

COUNTY	2001		2011		CHANGE	
	NO	%	NO	%	NO	%
Gwynedd	77,846	69%	77,000	65.4%	-846	-3.6
Anglesey	38,839	60.1%	38,568	57.2%	-352	-2.9
Ceredigion	37,918	52.0%	34,964	47.3%	-2,954	-4.7
Carmarthenshire	84,196	50.3%	78,048	43.9%	-6,148	-6.4

In addition, there was a growth of 153,000 in the population of Wales between 2001 and 2011, and the majority of this growth can be attributed to inward migration. Between 2001 and 2011, Gwynedd saw an increase of 4,700, (or 4%) in its population. Despite the increase in its population, Gwynedd remains the county with the highest percentage of Welsh speakers, and the Language is at the heart of everyday life here.

The 2011 Census shows that the percentage of people who can speak Welsh varies significantly across the county, with Llanrug (87.8%) and the Peblig ward in Caernarfon (87.4%) providing the highest percentage. The percentages are much lower in the Bangor area (36.4%) and in the coastal areas of Meirionnydd, such as Aberdyfi (35.5%). Despite this, Welsh-speakers represent at least 30% of the permanent population in all but two of Gwynedd Council's electoral wards. The two exceptions are the Menai (18.6%) and Deiniol (22.8%) wards, which are both in Bangor.



The 2011 Census also suggests signs of change in the language's traditional heartlands, with the most prominent changes taking place in those communities where over 70% of the population are able to speak Welsh.

Having previously decreased from 61 to 42 between 1991 and 2001, the number of electoral ward sin Gwynedd in which over 70% of the population could speak Welsh had fallen further to 39 by 2011. According to the 2011 Census, the three ward sin which the number of Welsh speakers fell to below 70% between 2001 and 2011 are: Felinheli, Dolbenmaen and Dolgellau (South).

A change in the age structure of the population in Gwynedd has been seen between 2001 and 2011 also, with a reduction in the percentage of children and young people in the 0-15 age group as the following table shows:

AGE	CHANGE
0-15	-7.7%
16-64	+4.6%
65+	+13.9%

According to the 2011 Census, there are 16,866 children and young people 3-15 years old living in Gwynedd, which reflects 14.3% of the whole population. Of these, 1,997 or 73% of 3-4 year old children are able to speak Welsh and 13, 038 or 92% of 5-15 year old children are able to speak Welsh.

The above data indicates the success of the Gwynedd Education Language Policy to develop language skills amongst young people. However, the Census cannot tell us much use is mad of the Welsh language on a daily basis outside of the school gates.

GWYNEDD WELSH IN EDUCATION STRATEGIC PLAN

The Education Department's Language Policy sets the ambitious objective of ensuring that all pupils in the county possess appropriate language skills in Welsh and English, to enable them to become full members of the bilingual community to which they belong. This matches the principal objective of the Welsh Strategic Plan namely to ensure the development of Welsh as a subject and learning medium from pre-school age onwards and promote our children and young people's use of Welsh as a social language.

The vision is to ensure that children and young people achieve the highest standards so as to maintain the language, culture and economy locally.

In order to realise this vision, there are seven outcomes in the Gwynedd Welsh in education Strategic Plan, namely:

1. More seven-year-old children being taught through the medium of Welsh
2. More learners continuing to improve their Language skills on transfer from primary to secondary school
3. More students aged 14-16 studying for qualifications through the medium of Welsh
4. More students aged 14-19 studying subjects through the medium of Welsh, in schools, colleges and work-based learning.
5. More students with advanced skills in Welsh
6. Welsh medium provision for learners with additional learning needs (ALN)
7. Workforce planning and continuing professional development

Outcome 2: More learners continuing to improve their Language skills on transfer from primary to secondary school

Gwynedd has four main objectives to achieve this outcome:

- Ensure cross-county consistency through ensuring that every pupil who has achieved level 3+ in Welsh at the end of KS2 continues with Welsh as First Language in Y7 and receives a Welsh as First Language assessment at the end of KS3, and thus increasing the % assessed in Welsh as First Language at the end of KS3.
- Improve progression at KS3 to have a positive impact on the % who progress to sit GCSE examination in Welsh as first language.
- Every school to use the language cohorts for language planning for use of Welsh as a learning medium so as to ensure continuity or improvement in language cohort amongst individual pupils.
- Further strengthen the role of the Primary Language Co-ordinators and Secondary Language Co-ordinators in language planning and follow-up planning.

The table below shows the percentage of pupils that have achieved level 3+ at the end of KS2:

	2010	2011	2012	2013	2014	2015	2016
Level 3+	95.0%	95.0%	95.1%	96.8%	96.9%	97.4%	98.3%

The data in the table above can be compared with the following table that shows the percentage of pupils that are assessed in Welsh First Language at the end of KS3:

	2010	2011	2012	2013	2014	2015	2016
GWYNEDD	81.7%	83.0%	86.1%	82.5%	81.2%	83.2%	83.7%

A reduction in the percentage is seen over each of the years.

Outcome 3: More students aged 14-16 studying for qualifications through the medium of Welsh

Outcome 4: More students aged 14-19 studying subjects through the medium of Welsh, in schools, colleges and work-based learning.

Gwynedd has seven main objectives to achieve this outcome:

- Ensure that all Gwynedd Secondary Schools respond to the Learning and Skills Bill requirements and have utilised collaborative partnerships.
- Further increase percentage of pupils who continue to study their subjects in Welsh or bilingually at KS4 up to sitting external examinations.
- Collaborate with the main stakeholders to ensure that the provision provides access to bilingual provision across the vocational subjects and Welsh BaccaLaureate at KS4.
- Ensure that collaborative vocational courses funded through the 14-19 Network grant are available in Welsh/bilingually [including any courses provided by the Colleges].
- Ensure that the Partnership Groups and 14-19 Network Quality Sub-group monitors language progression in the courses provided.
- Monitor registrations data for external examinations through the medium of Welsh from every establishment (including Vocational partnership courses at the Colleges). Set Progress Targets for every partnership establishment/course.
- Monitor the language medium of KS4 and KS5.

Similarly, the aim will be to ensure that every pupil who has achieved level 3+ in Welsh at the end of KS2 receives an assessment in Welsh as a first language at the end of KS4. Though this percentage is high compared with the rest of Wales, there is some way to go to achieve the county's aim in full, as the following table shows:

	2010	2011	2012	2013	2014	2015	2016
% sitting Welsh first language	78.3%	78.6%	78.7%	80.8%	85.0%	80.6%	76.3%
%A*-C	70.9%	74.4%	76.4%	72.6%	73.3%	78.8%	76.3%

The information about language cohorts will also be of assistance for secondary schools to plan linguistically to use the Welsh language as a medium for learning. The following

table shows the percentage of Year 11 pupils who are studying two or more qualifications through the medium of Welsh:

	2010	2011	2012	2013	2014	2015	2016
% who are studying two or more qualifications through the medium of Welsh	78.1%	78.8%	79.1%	82.0%	87.5%	82%	79.4%

The following table shows the percentage of Year 11 pupils who are studying five or more qualifications through the medium of Welsh:

	2010	2011	2012	2013	2014	2015	2016
% who are studying five or more qualifications through the medium of Welsh	60.8%	64.7%	67%	71.3%	73.3%	74.9%	69.4%

The following table shows that the percentage of pupils in Gwynedd who are studying Second Language Welsh courses and who sit a Second Language Welsh exam at the end of KS4 is relatively small:

	2010	2011	2012	2013	2014	2015	2016
% sitting Second Language Welsh at KS4	17.6%	16.5%	15.2%	15.1%	15.1%	16.7%	16.7%

Outcome 6: Welsh medium provision for learners with additional learning needs (ALN)

Gwynedd has three main objectives to achieve this outcome:

- Continue to provide Welsh medium and bilingual education for ALN pupils, through every stage in their education journey.
- Plan around the needs of children and young people and their families.
- Implement Gwynedd and Isle of Anglesey ALN and Inclusion Strategy.

All pupils with Additional Learning Needs have access to Welsh medium services in Gwynedd. Welsh medium and bilingual provisions and services are available for the entire range and variety of SEN.

Outcome 7: Workforce planning and continuing Professional development

Gwynedd has four main objectives to achieve this outcome:

- Through the Welsh Medium and Capacity Building Network (cross-authority strategy group), continue to collaborate with Bangor University to ensure that the Welsh Sabbatical Scheme is strategically used to meet schools requirements.
- Strengthen staff's language profile at specific schools.
- Develop the workforce Welsh language skills.
- Continue to follow the Authority's policy when placing advertisements stating that it is a requirement that post holders can communicate in Welsh and English to an appropriate level in the post.

When advertising posts, the Authority states that post holders should be able to communicate in Welsh and English to an appropriate level in the post.

The Authority ensures that staff who need to increase and improve on their language skills receive encouragement and support to develop their bilingual skills up to teaching standard.

The Authority also promotes Continuous Professional Development that supports training for secondary teachers in the methodologies of bilingual teaching and learning, utilizing examples of existing good practice in a number of schools and recent research when doing so.

To accompany the Strategic Plan - Welsh in Education, the Services Scrutiny Committee held a Welsh-medium Education Scrutiny Investigation, and submitted a series of recommendations based on evidence collected as part of their research to the attention of the Cabinet Member for Education for implementation.

Similarly, the Education Department commissioned a report by Alun Charles on strengthening and reconciling the implementation of the Gwynedd Education Language Policy, together with what exactly is meant by bilingual teaching and learning where that is underway.

Several recommendations from these reports have already been delivered through the Gwynedd Welsh in Education Strategic Plan. Secondary School heads have also come together to ensure better clarity in the way they define their schools linguistically and the results of that work can be seen in Appendix 1.

The aim of this Secondary Sector Language Strategy, therefore, is to bring the plans and recommendations from those reports together in a coherent way, in the context of the curricular element of the Strategy.

GWYNEDD PRIMARY SCHOOLS WELSH LANGUAGE CHARTER

We know that for the Welsh language to survive in Gwynedd it has to be a current and relevant medium for children and young people in their everyday lives. In order to achieve this, and as a result of collaboration between Hunaniaith, Gwynedd Education Department and the Welsh Government, the Gwynedd Primary Schools Welsh Language Charter was developed.

The aim of the Charter is to promote children's social use of the Welsh Language; in a nutshell encourage and compel the children of Gwynedd to speak Welsh. The Charter is now in action in all Gwynedd primary schools.

The Charter was developed as a result of the data and evidence collected as part of the work on the Linguistic Impact Assessment of the Gwynedd Primary Schools Reorganisation Scheme in 2008. In the report, details were given of the language used in the classroom, in the canteen and in the school yard in all Gwynedd primary schools.

The Gwynedd Primary Schools Welsh Language Charter has been operational since its launch at the C-Factor conference in Nant Gwrtheyrn in 2011, and the process of validating the schools' achievement in meeting the requirements of the Charter's bronze, silver and gold awards has already been implemented. The Charter's main objective is to increase children's social use of Welsh by means of an action plan and a series of criteria that schools must implement in order to take a step towards obtaining an award for establishing and embedding strong and positive linguistic practices among the children.

In order to support the schools to achieve the Charter's requirements, and implement schemes that will encourage children to speak Welsh and nurture positive attitudes towards the Language, a new post was established in 2013, jointly between the Welsh Government and Gwynedd Council, to co-ordinate the work.

In order to assess to what extent the Charter delivers its aim of getting children to speak Welsh, a language web was developed, which is an on-line questionnaire which asks a series of questions about the children's language practices. The language web is held twice a year, and the following table shows the percentage of KS2 pupils who have noted in the language web that they use Welsh on the school-yard.¹:

	AT ALL TIMES	OFTEN	SOMETIMES	VERY LITTLE	NEVER
Gwynedd	41.2	27.8	19.7	7.3	3.9
Bangor	27.6	32.9	26.7	9.4	3.4
Caernarfon	60.6	24.1	11.2	2.8	1.3
Dolgellau	12.5	17.0	32.1	19.9	18.6
Ffestiniog	44.2	32.9	17.7	3.6	1.6

1 Gwynedd Well-being Assessment

Llŷn	44.5	29.8	16.6	6.0	3.0
Penllyn	56.5	21.5	17.3	2.1	2.6
Porthmadog	39.5	32.4	20.0	6.1	2.0
Tywyn	6.5	19.6	33.9	25.6	14.3

As a result of the success of the Language Charter in Gwynedd, that Charter is now a national scheme funded by Welsh Government through the four Regional Education Consortia, with Co-ordinators supporting the work in each one.

Draft

PREPARING THE GROUND IN THE SECONDARY SECTOR

Simultaneously, work was also commissioned to Trywydd, in support of the work of the Charter in primary schools via the Council's Strategic Plan, to carry out an audit of the social linguistic habits amongst young people in Gwynedd's secondary schools.

This was in response to observations received from young people during the consultation process on the Draft Action Plan of the Gwynedd Language Strategy 2010-2013 that highlighted, that in some areas of Gwynedd Welsh was the medium of education only, with insufficient social opportunities for young people to use the language beyond schools' hours.

Trywydd undertook the research work by visiting every secondary school for an entire day in order to hold a whole-school survey. Broad and representative focus groups were arranged with all stakeholders of the schools and an electronic quantitative questionnaire was carried out with Year 9 pupils in every school.

In addition to the research days, additional meetings were held during the period of the research with Hunaniaith, Primary Schools Language Charter Co-ordinator, community leaders in the county (the Urdd, YFC, Youth Service, Leisure Centres) and the Gwynedd Council Increasing the Social Use of the Welsh Language Working Group.

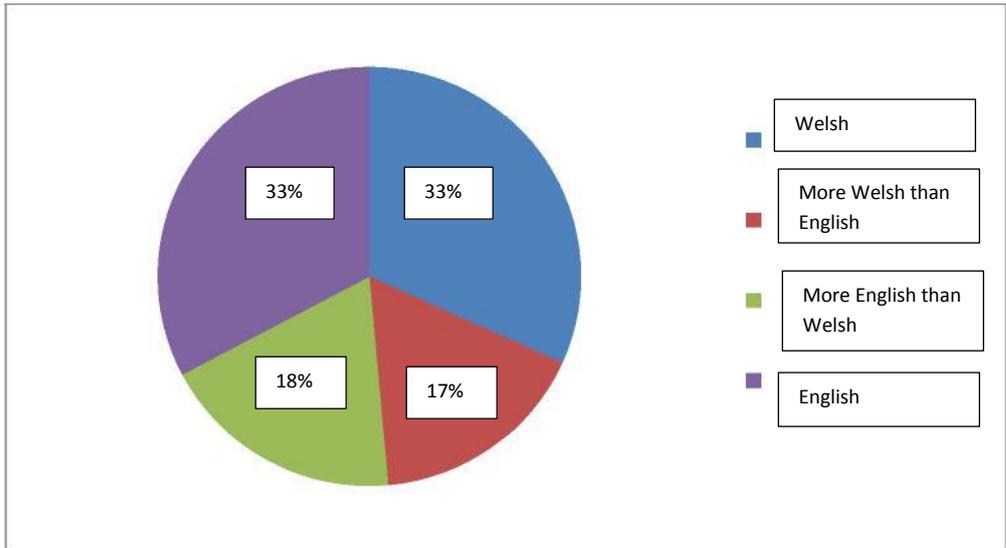
The findings of the work by Trywydd varied greatly between the different schools and areas; however, seven main fields were identified for the county-level outcomes, as follows:

1. The need to define the linguistic nature of the schools and to ensure clarity
2. The way in which the schools promote and facilitate the use of the Welsh language
3. The variances which exist in relation to language use and the curriculum
4. Pupils' use of the language outside the classroom
5. The factors which influence the children's language use (the home/family, peers, the community, linguistic confidence, language practices)
6. Attitudes towards the Welsh language
7. The Welsh language outside the school

Trywydd identified that, apart from those schools where Welsh is completely natural to a vast cohort of pupils, in general across the county, social use of Welsh is stronger in the most formal contexts where the school's linguistic boundaries and expectations are set clearly for everyone, and where they are consistently put to work. Year 9's responses create a picture of the pupils' social use across the school.

When there are no teachers nearby, which language do you usually speak with your friends on the school corridors?

(Sample: All Gwynedd Year 9 Pupils)

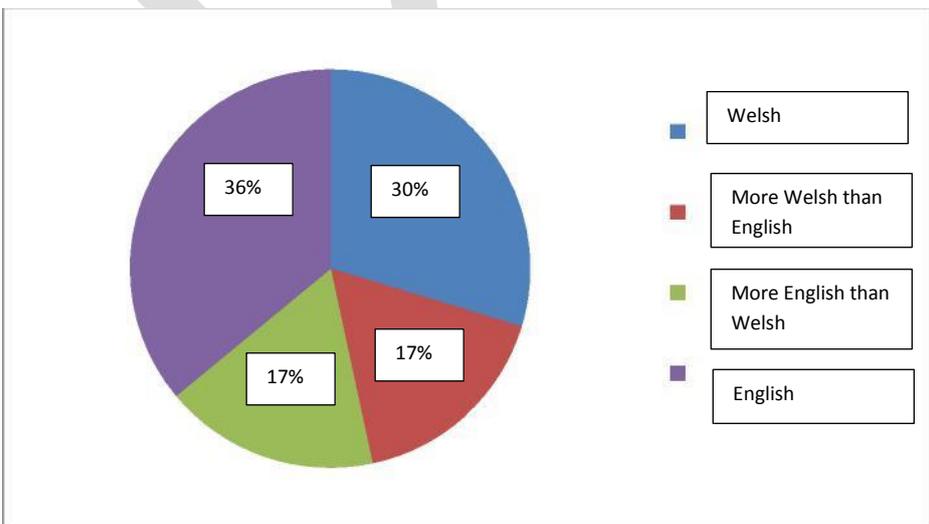


In terms of the number that noted they speak Welsh with their friends on the corridors, compared with the all-Gwynedd figure above of 32%, the percentage in 8 of the county's schools is higher than this figure, with 65% in one school noting that Welsh is spoken among friends on the corridors, and not only because teachers are around.

In terms of the percentage of those who noted that they speak Welsh with their friends on the school-yard, compared with the all-Gwynedd figure above of 30%, the percentage in 8 of the county's schools is higher than this figure, with 62% in one school noting that Welsh is spoken between friends on the school-yard, and not just because teachers are around.

When there are no teachers around, which language do you usually speak with your friends on the schoolyard?

(Sample: All Gwynedd Year 9 Pupils)



The findings of the work by Trywydd, reflect and reiterate what Welsh Government identified in Cymraeg 2050, namely the need to:

- Support speakers as they start to develop their linguistic skills
- Facilitate their ability and willingness to continue to use Welsh, with their families, in their communities and social networks, with their colleagues and when using services
- Equip speakers to make decisions which will help them to use Welsh in the future.

Draft

IMPLEMENTING THE GWYNEDD SECONDARY SECTOR SCHOOL WELSH LANGUAGE STRATEGY

This Strategy focuses on the Welsh language and Education, and it combines the curricular, as well as the social use of the Welsh language. The Strategy aims to respond to four main areas, namely:

- Welsh First language
- Welsh Second Language
- Welsh medium provision
- Social use of the Welsh language by young people.

The context and the direction of this Strategy is based on many key policy documents, with some of the schemes already in operation within secondary schools in Gwynedd and beyond, such as:

- Gwynedd Welsh in Education Strategic Plan.
- Welsh-Medium Education Scrutiny Investigation Report – Services Scrutiny Committee, Gwynedd Council.
- Study Report by Alun Charles, External Consultant.
- Secondary Schools Language Practices Support Project (PCAI) - Welsh Government.
- Gwynedd Language Strategy 2014-2017 - Strategic Field No. 2. Children and Young People.
- Gwynedd Language Strategy Action Plan - getting to grips with national targets at LA level.
- Gwynedd Council Trywydd Report (October 2014) - Increasing the social use of the Welsh language among the children and young people of Gwynedd's secondary schools.
- Cymraeg 2050.
- A framework for increasing the use of Welsh by children and young people.
- Donaldson Review 'Successful Future':
- Recommendation nos. 21-30. The Welsh Language.
- Recommendation no. 62. Local and national ownership.

Therefore the Strategy aims to bring these policy documents together in a cohesive way to ensure their clear strategic direction.

The main elements of this Strategy must be accomplished as an integral part of the mission and purposeful planning of each secondary school in Gwynedd. This aim will be accomplished through a unique action plan that will be agreed with each school, the Strategy's Co-ordinator, and Gwynedd Education Department.

The Strategy builds on the success of the Language Charter in the primary schools, and ensures a strong link between the objectives of the Charter, and the purposeful planning and implementation to meet the requirements of the Strategy in the secondary schools, to

ensure continuity and continuum. This means that the method of measuring the social use of the Welsh language by young people in the secondary schools through the 'gwe iaith' partially corresponds to the 'gwe iaith' used in the primary schools, to ensure continuity and continuum as a means of measuring language use.

In addition, to implement some of the objectives of this Strategy successfully, working in partnership with many agencies and organisations will be required, with a key partnership to realize the vision and community objectives of this Strategy foreseen with Hunaniaith.

Draft

VISION

Gwynedd Primary Schools Language Charter has now been established and is operational in the county's primary schools. It was decided to build on the success of this charter in order to ensure appropriate succession in the secondary sector. When establishing the primary charter, several methods to measure the increase in social use of Welsh among young people were identified. It is intended to consider using these methods, as well as others, in order to measure succession in the secondary sector.

When developing the Gwynedd Secondary Language Charter, consideration was given to the fact that Gwynedd Council is one of the Welshest counties in Wales. It has a wide range of linguistic contexts which extend from areas which have high percentage of native Welsh-speakers to the more Anglicised areas.

It is important to use the firm foundations within Gwynedd to ensure that the Council acts in a pioneering way to implement Welsh Government's policies in this context, specifically the vision to secure a million Welsh-speakers.

The Gwynedd Council Language Strategy also provides a firm foundation to plan a Gwynedd Secondary Sector Language Strategy.

Secondary pupils have made a significant contribution to the vision. A strong desire to see the Language Strategy being implemented was highlighted. The following quotes crystallise some of the messages highlighted:

"Schools need to promote the fact that being able to speak the oldest language in Europe is an important qualification for careers."

"We are so pleased that emphasis is being placed on Welsh and that the language is placed on an equal footing."

"Thank you for the opportunity to voice our opinions."

Gwynedd Council is fully committed to a system of progressive and excellent secondary schools that promote the Welsh language in all aspects of their work.

The aim of the Secondary Sector Language Strategy is to promote social use of Welsh among children and young people and to develop it as an effective medium for all aspects of a school's life and work.

The Strategy will be an effective planning tool, building on the success of the Primary Sector Language Charter, in leading to further progress in the social and curricular use of the Welsh language among pupils.

It supports the vision of the Gwynedd Language Strategy to ensure the prosperity of the Welsh language. Emphasising the Welsh language will ensure that the children of Gwynedd are bilingually proficient and confident and take pride in the additional value

bestowed upon them from having two languages, that they are able to use both languages confidently socially and professionally once they leave school and that they, eventually, pass on both languages to the next generation in Gwynedd.

It also contributes to implementing a bilingual strategy by promoting the Welsh language and ensuring that it is equal in status and in terms of opportunities.

Every school will implement the Secondary Sector Language Strategy and will succeed in ensuring that all school stakeholders are on-board with this plan.

Draft

OBJECTIVES.

Objective 1: Leadership and Expectations²

Maintaining a high standard of leadership has been a challenge for Gwynedd for some years and a review of leadership is one of its priorities in the context of school organisation at present. The rationale for this is simple: research shows that the main factor when influencing the quality of education in schools is the standard of leadership.

Similarly, recent documentation from Welsh Government involving work in the field of leadership and standards of leadership with the implementation of Successful Future, conveys the same message once again.

Clearly, therefore, if the Gwynedd Secondary Sector Language Strategy is to succeed, the standard and commitments and ownership of the leadership team in schools must be strong in favour of it.

It is essential, therefore, that leadership is one of the objectives within the Language Strategy, namely:

- Ensuring that Gwynedd Council and the Education Department are committed to supporting and challenging schools to implement the Secondary Sector Language Strategy.
- Ensuring that the school leadership, governors and senior managers have high expectations in terms of implementing the Secondary Sector Language Strategy.
- Ensuring that the workforce, as a result of the leadership provided, also has strong expectations and pride in the success of the school in implementing the Secondary Sector Language Strategy. Consequently, ensuring that all school stakeholders promote the Secondary Sector Language Strategy robustly and take pride in it.
- Ensuring that the school's staffing structure notes clear responsibilities and accountability for the implementation of various aspects of school life involving the Welsh language.
- Ensuring that every school has a three-year action plan for the Secondary Sector Language Strategy which is incorporated within the School Development Plan. This plan will promote the aims of the Secondary Sector Language Strategy firmly.

2 Successful Future, Welsh Government

Objective 2: Ethos³

- Ensure that all aspects of everyday life at the school and its community promote the Welsh ethos.
- Nurture an awareness of Wales' cultural and heritage identity among the school community.
- Ensure that all aspects of the school's extra-curricular programme recognise and promote the Welsh language.

Objective 3: Young People⁴

Welsh Government's vision is to give a more prominent role to young people to express an opinion, and the principle of ensuring that young people are given a central voice in the direction of this Strategy, and have an opportunity to influence it and affect its direction, and more importantly, take ownership of it, is core to its success.

In implementing the voice of youth agenda, it is crucial that the Welsh language agenda is presented with an exciting, attractive, dynamic, modern image - the language of the future. Not an old-fashioned language or a language that belongs to the world of literature alone, but a language relevant to social media, exciting music bands and presentations of all sorts.

In introducing the Welsh language in this way, and aligning that exciting and energetic image with young people's ownership of the agenda, we can ensure that the Secondary Sector Language Strategy is one which is owned by everybody:

It is essential, therefore, that young people is one of the objectives for the Strategy:

- Setting up a Language Council to ensure that young people's voice is given a prominent place in the plans to promote the use of the Welsh language socially.
- Ensuring that the Language Council develops the role of leaders and language ambassadors in the school with specific expectations.
- Ensuring that the Language Council holds and promotes Welsh cultural events in the school.
- Ensuring that the Language Council takes action to raise awareness about Welsh events in the community and in Wales.

3 Gwynedd Education Language Policy, Gwynedd Language Strategy, Strategic Field 2.

4 Gwynedd Language Strategy, Hunaniaith; PCAI, Informal Language Use Framework, Welsh Government.

- Ensuring that the Language Council promotes Welsh history which will ensure that young people nurture a feeling of Welsh identity and pride.
- Ensuring that the Language Council plan together to populate the Welsh language in social media.
- Ensuring that the Language Council leads and takes ownership of the PCAI plan and the Welsh Practices Framework, Welsh Government.

Objective 4: Training⁵

The education sector in Wales has a long history of investing substantial financial and personnel resources in training and, very recently, Welsh Government has allocated funding to the four Education Consortia to develop the education workforce's language skills in response to Cymraeg 2050.

If the Secondary Sector Language Strategy in Gwynedd is to succeed, there is a need to clearly identify what skills the teachers and other staff in the schools need in order to implement the Strategy, and an effective training pack needs to be provided in order to up-skill those staff to introduce and implement the Language Strategy effectively.

In accordance with the recommendations of Alun Charles' report, collaborate and contribute to the Workforce Development Plan (GwE) in order to support staff to:

- develop their Welsh proficiency and nurture their confidence to use it in the classroom.
- introduce subjects increasingly and more effectively through the medium of Welsh.
- provide effectively for pupils who are Welsh learners or who are in the process of crossing the linguistic bridge.
- respond effectively to pupils in order to ensure their fondness and enthusiasm towards the language and ensure oral responses in Welsh within lessons.
- have a high awareness and feeling of ownership and pride in the school's Welsh provision.

⁵ Cymraeg 2050, Welsh Government; Gwynedd Welsh in Education Strategic Plan, Outcome 7; Workforce Development Plan, GwE.

Objective 5: Role of Language Departments⁶

In considering the role of the language departments, it is important that there is expertise to be sensitive to the needs of learners, to understand the challenges of learning a language and crossing the bridge and to support learners to cross that bridge in a positive, enthusiastic and energetic way. It is vital that this takes place and is operational within all the schools. In cases when this range of skills is not available, training needs to be provided.

Following that, it needs to be noted that the Welsh departments have a wide range of responsibilities and recognise the wide range of challenges which face them. Not only to train the native Welsh-speakers but train the non-Welsh-speakers as well. Therefore, there is a need to be clear regarding the responsibilities and ensure that the skills and vision within the Welsh departments themselves, are present when implementing the Secondary Sector Language Strategy.

It is essential, therefore, that core language departments is one of the objectives of the Strategy:

- Celebrating the value of First Language Welsh as an important qualification in Gwynedd.
- Implementing expectations for pupils to follow a First Language Welsh programme at KS3 which is an effective succession to what was achieved at KS2.
- Implementing expectations for pupils to follow a Welsh First Language programme at KS4 which is an effective succession to what was achieved at KS3.
- Ensuring that every pupil respects every language and understanding of language.

Objective 6: Curricular Experiences⁷

The section on curricular experiences within the Secondary Sector Language Strategy bridges the connection between literacy and language skills across the curriculum and the need to promote Welsh specifically as a language.

The Bullock vision, introduced in 1975, is now ancient history, but the crux of that vision was that every teacher is a language teacher.

6 Gwynedd Welsh in Education Strategic Plan, Outcome 2, 3, and 4.

7 Gwynedd Welsh in Education Strategic Plan, Outcome 2, 3, and 4.

In Wales and in Gwynedd, it has taken a quarter of a century for that mind-set to start to take root; and now, there is an increasing awareness of responsibility for literacy within subjects across the curriculum.

That responsibility needs to be added to specifically, identifying that the Welsh language as a language to be promoted, is everyone's responsibility. This vision simply involves that combination that every teacher is a language teacher, but in Gwynedd, that every teacher is a Welsh language teacher.

The implications of this statement are far-reaching. It involves aspects within the Secondary Sector Language Strategy which involve training and learning methodologies and a school's methods of working.

It is essential, therefore, that curricular experiences is one of the objectives for the Strategy:

- Ensuring that every pupil has reading, writing, oral and listening curricular experiences through the medium of Welsh at KS3 which build on, are a successor to and show progress in the linguistic skills and experiences provided at KS2.
- Ensuring that every pupil has reading, writing, oral and listening curricular experiences through the medium of Welsh at KS4 which build on, are a successor to and show progress in the linguistic skills and experiences provided at KS3.
- Ensuring an increase in the number of candidates who follow KS5 courses specifically or partly through the medium of Welsh by developing the confidence of candidates, teachers and leaders.

Objective 7: Bridge Learners⁸

The image of crossing a bridge, when discussing language, is essentially one that creates a little difficulty in Wales as the common presumption when we talk about 'bridging' learners is that the learners will only walk on part of the bridge. The Gwynedd Secondary Sector Language Strategy has the opportunity to set that presumption aside.

In Gwynedd's most successful schools, learners can arrive from Eastern Europe in year 8 and 9 and sit a first language Welsh GCSE and gain high grades in year 11. This involves a careful linguistic planning and preparation process and high expectations, and to be clear regarding what and where is the end of the bridge.

The challenge for the Gwynedd Secondary Sector Language Strategy is to ensure that every learner crosses the bridge and not reach half-way only.

⁸ Gwynedd Welsh in Education Strategic Plan, Outcome 2, 3, and 4.

It is essential, therefore, that learners is one of the objectives for the Strategy:

- Ensuring that pupils who are on the first language Welsh route, when transferring from KS2 to KS3, continue to make further progress on that route.
- Ensuring that every secondary school uses the excellent work undertaken with learners in the primary as a basis for further robust progress.
- Ensuring that learners and bridge learners cross the bridge, continue to make effective progress to master the Welsh language with the aim of studying Welsh First Language at GCSE level.
- Ensuring that learners and bridge learners increasingly do their work through the medium of Welsh.
- Ensuring effective support for parents of learners ensuring that they support the learners' progress.
- Celebrating learners' success

Objective 8: The School and the Community⁹

The two terms used often in the world of education in Wales, namely responsive action and pro-active action, are core to the relationship of the school with the community.

As we think of working in a responsive way, we will respond to parents who express concern that their children are following courses through the medium of Welsh; we will respond to parents who express concern regarding the way their children have assimilated into a Welsh environment and we will respond to the concerns of pupils who, sometimes, find it difficult to familiarise themselves within a brand-new linguistic context.

However, in working pro-actively, all those responsive challenges will disappear. And this is probably the answer to ensure a strong connection with the community. Schools need to use the Welsh aspects of their communities and reach out in a pro-active way, constructively and positively, to include the parents and pupils to ensure that they see the Welsh language not as a threat, but as a welcoming and safe thing and that embracing it and succeeding in it is the key to living in the community and also to have a career locally.

Therefore, the emphasis on 'pro-active action' is crucial as we get to grips with this aspect.

⁹ Gwynedd Language Strategy, Strategic Field 1 and 3.

It is essential, therefore, that the school and the community is one of the objectives for the Strategy:

- Ensuring that the school promotes the Welsh language in a pro-active way to parents and the wider community.
- Ensuring that the school promotes the role of the Welsh language as an important qualification for careers and promotes opportunities for pupils to have Welsh experiences in their involvement with a wide range of employers and external agencies.
- Ensuring that the school promotes the advantages of a bilingual education.
- Promoting the use of the Welsh language in extra-curricular activities provided by the school staff.
- Ensuring that activities and external agencies such as Careers Wales, youth service, leisure service and the Urdd provide experiences which strengthen the pupils' experiences in Welsh.

MONITORING ARRANGEMENTS.

The following system will be used to monitor the plan:

- Gwynedd Secondary Schools Language Strategy Co-ordinator:
 - Support every school to create an agreed language review.
 - Support and challenge every school to create a standard language action plan.
 - Support every school to implement the action plan effectively.
 - Provide encouragement, support and training for schools as and when required.
- Gwynedd Secondary Schools Language Co-ordinators
- The steering group will continue to have a scrutiny and monitoring role.
- Education and Economy Scrutiny Committee, Gwynedd Council.
- The termly and annual meeting to review the progress that every school has achieved within the action plan will be a core part of monitoring arrangements.

The following basis will be used for monitoring, identifying what has been achieved, what needs more attention for future action and any change in direction and emphasis:

- The quality of the school's action plans and level of challenge.
- Degree of success when completing the action plans for every individual year.
- The opinion of pupil groups in every school.
- The opinion of the steering group and other stakeholders including heads, teachers.
- A combination of process success criteria and performance success criteria (outcomes) will be used. The main emphasis will be placed on measuring the achievement of the outcomes.

DEFINING SCHOOLS ACCORDING TO WELSH-MEDIUM PROVISION: CATEGORIES FOR SECONDARY SCHOOLS

GWYNEDD COUNTY COUNCIL LANGUAGE POLICY

Gwynedd County Council's language policy was developed in 1996.

It states that the aim of the Language Policy across all the county's primary schools is to develop the ability of all pupils to be confident in both languages by the end of Key Stage (KS) 2. Welsh is the official assessment language in the 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 schools need to build upon the foundations set in primary by ensuring that each pupil continues to develop skills in Welsh and English.

The majority of secondary schools work towards a linguistic balance as recommended in the Language Policy, some are closer than others.

DEFINITIONS WELSH GOVERNMENT (OCTOBER 2007)

Defining Schools according to Welsh medium provision (October 2007), a document issued by the Welsh Government, outlines the descriptions and categories of schools according to how much Welsh is used as the medium of instruction and in the normal business of the school. The categories are used in order to gather information regarding the national provision and also locally from education authorities and schools in order to give information to parents about what type of schools are available in various localities. The document states that the information should assist local and national government to assess if the provision meets with local demand. The Government document states as follows: *'Although the new definitions have no basis in legislation they have been devised to provide better information for parents and for local and national government on the extent to which pupils are learning through the medium of Welsh.'* Regulations will be needed to make this compulsory.

The following categories are in the secondary sector:

- Welsh-Medium Secondary School
- Bilingual Secondary School (this category has 4 sub-divisions).
- Predominantly English medium secondary school with significant use of Welsh
- Predominantly English medium Secondary School

The county does not define secondary schools according to language categories as outlined above. Yet again, 'My Local School', a very popular website developed by the Welsh Government, to make it easier for parents and everyone else interested to see data about schools, include a section on the Categorisation of Schools in Gwynedd. This is based on the document *Defining Schools according to Welsh medium provision (October 2007)*.

'My Local School' includes the following information about the categories of secondary schools in the county, and as you can see, two categories are relevant to Gwynedd Secondary Schools namely:

Bilingual Secondary School

- **Category 2A** - At least 80% of subjects apart from Welsh and English are taught only through the medium of Welsh to all pupils. One or two subjects are taught to some pupils in English or in both languages.
- **Language of the School** - The day to day language or languages of the school will be determined by its linguistic context. Both languages are used to communicate with pupils and for the school's administration. A high priority is given to creating a Welsh ethos. The school communicates with parents in both languages.

Predominantly English medium secondary school with significant use of Welsh

- **Curriculum** - Both languages are used in teaching with 20 - 49% of subjects taught through the medium of Welsh. All subjects would normally also be taught through the medium of English.
- **Language of the School** - The day to day language or languages of the school will be determined by its linguistic context. Both languages are used to communicate with pupils and for the school's administration. A high priority is given to creating a Welsh ethos. The school communicates with parents either in both languages or in English.

SCHOOL	DEFINING THE LANGUAGE CATEGORY
Ysgol Ardudwy	Bilingual (Category A)
Ysgol Botwnnog	Bilingual (Category A)
Ysgol Brynrefail	Bilingual (Category A)
Ysgol Dyffryn Nantlle	Bilingual (Category A)
Ysgol Dyffryn Ogwen	Bilingual (Category A)
Ysgol Eifionydd	Bilingual (Category A)
Ysgol Friars	Predominantly English medium secondary school with significant use of Welsh
Ysgol Glan y Môr	Bilingual (Category A)
Ysgol Syr Hugh Owen	Bilingual (Category A)
Ysgol Tryfan	Bilingual (Category A)
Ysgol Tywyn	Bilingual (Category A)
Ysgol y Berwyn	Bilingual (Category A)
Ysgol y Gader	Bilingual (Category A)

