

ASSESSMENT OF THE LIKELY IMPACT ON THE QUALITY AND STANDARDS OF EDUCATION - YSGOL BALADEULYN (September 2025)

1. INTRODUCTION

Ysgol Baladeulyn is a community school located in the village of Nantlle in the Nantlle Valley and provides education for children aged 3-11. The number of learners at Ysgol Baladeulyn have declined significantly over the past years, from 33 learners in 2016 to 6 Reception - Year 6 learners and 2 Nursery learners today, which raises uncertainty about the future of the school.

At its meeting on 11 February 2025, Cyngor Gwynedd's Cabinet gave permission to the Education Department *"Initiate formal discussions with the governing body and other relevant stakeholders of Ysgol Baladeulyn due to concerns about the school's numbers, to enable the formulation of a range of possible options relating to the school's future."*

In accordance with the decision of the Cabinet (11 February 2025), the Baladeulyn School Review Panel (SRP) was established by inviting the Governing Body, parents and staff and the Local Member to join the panel and take part in the discussion. Three SRP meetings were held between March 2025 and July 2025 to discuss a range of options to try to respond to the main challenges facing the school.

In accordance with the requirements of the School Organisation Code 011/2018, which includes a 'Presumption against the closure of rural schools', an assessment needs to be made of the likely impact on the quality and standards of education on any reasonable option that may resolve the main challenges the school is facing. For the purpose of the Code, Ysgol Baladeulyn is designated as a 'Rural School'.

Cyngor Gwynedd is committed to providing education of the best possible quality which will give the children of the County the experiences, skills and confidence to develop into bilingual, successful and complete citizens.

It remains a high priority to provide the best possible learning experiences - for all learners within the County, ensuring an exciting and broad curriculum, as well as extracurricular activities that stimulate them to learn and understand, which will lead to improving standards.

2. SUMMARY

Ysgol Baladeulyn was last inspected by Estyn in 2017 where it was concluded that the school's current performance was 'Good'.

Below is a summary of the last inspection of Ysgol Baladeulyn, the neighbouring schools, or schools that are subject to any of the options under consideration for the future of Ysgol Baladeulyn.

| School | Year of the inspection | Standards | Well-being and attitudes to learning | Teaching and learning experiences | Care, support and guidance | Leadership and management |
|------------|------------------------|--------------------------|--------------------------------------|-----------------------------------|----------------------------|---------------------------|
| Baladeulyn | 2017 | Good | Good | Good | Good | Good |
| Nebo | 2017 | Good | Good | Good | Good | Good |
| Brynaerau | 2019 | Excellent | Excellent | Excellent | Excellent | Excellent |
| Bro Llifon | 2018 | Good | Good | Good | Good | Good |
| Bro Lleu | 2023 | New inspection framework | | | | |

| School | Year of inspection | How good are the outcomes? | How good is the provision? | How good is the leadership and management? |
|------------|--------------------|----------------------------|----------------------------|--|
| Talysarn | 2017 | Good | Good | Excellent |
| Llanllyfni | 2017 | Good | Good | Good |

3. THE OPTIONS UNDER CONSIDERATION

- *Do nothing – continue with the school's current structure.*

Note that although the case for change has been established, the Do Nothing model has been included in the assessment for comparison purposes.

- Federalisation with a nearby school (Ysgol Talysarn)

This option would mean establishing a formal collaboration arrangement, between 3 schools, as Ysgol Talysarn is already federated with Ysgol Brynaerau. These schools would share one governing body, but at the same time retain their legal status as separate entities, their financial allocation, name and school uniform, and continue to have their own Estyn inspection.

- Close Ysgol Baladeulyn and offer learners a place in a nearby school (Ysgol Talysarn)

This option means that Ysgol Baladeulyn would close, and that learners from the current catchment area of Ysgol Baladeulyn would be offered a place at Ysgol Talysarn (the alternative school).

- Merge local schools in order to support and maintain Ysgol Baladeulyn

This option would mean merging a number of local schools by closing the schools and establishing a multi-site school that would include the Ysgol Baladeulyn site. The option would allow the possibility of sharing resources, buildings, and expertise.

This model would ensure the continued presence of a school site in the village of Nantlle through the establishment of a multi-site school, under the leadership of a headteacher and a single governing body.

- Add a specialist area for children with special needs at Ysgol Baladeulyn

This option would mean continuing with Ysgol Baladeulyn adding a specific specialised area for children with additional learning needs on the school site.

- Federation with another school adding a specialist area for children with special needs at Ysgol Baladeulyn

This option would mean establishing a formal collaboration arrangement between 3 schools, since Ysgol Talysarn has already federated with Ysgol Brynaerau. These schools would share a single governing body, but at the same time maintain their legal status as separate entities, their budget allocation, name and school uniform, and continue to have their own Estyn inspection.

This option would mean continuing with Baladeulyn School and adding a specific specialist area for children with additional learning needs on the school site by federating it with another school.

- Include a language unit at Ysgol Baladeulyn

This option would mean continuing with Ysgol Baladeulyn and adding a language unit on the school site.

4. ASSESSMENT OF IMPACT ON EDUCATION STANDARDS AND QUALITY

We have used Estyn's latest inspections on the relevant schools as criteria for assessing the different options for the future of education for Ysgol Baladeulyn's catchment area.

OPTION 1: DO NOTHING - CONTINUE WITH THE CURRENT SITUATION

This option would mean no change and Ysgol Baladeulyn will continue as it is.

| Impact Criteria | Description | Status of the impact and the work |
|---|-------------|-----------------------------------|
| Standards and general progress of specific groups and in terms of skills | No change. | Neutral |
| Well-being and attitudes to learning | No change. | Neutral |
| Learning and teaching experiences | No change. | Neutral |
| Care, support and guidance | No change. | Neutral |
| Leadership and management | No change. | Neutral |
| Vulnerable groups, including children with Additional Learning Needs (ALN) | No change. | Neutral |
| Provision that is at least equivalent to what is available to the learners at the time (including those with ALN) | No change. | Neutral |

OPTION 2: FEDERATE WITH A NEARBY SCHOOL (YSGOL TALYSARN)

| Impact Criteria | Description | Status of the impact and the work |
|---|--|-----------------------------------|
| Standards and general progress of specific groups and in terms of skills | No negative impact is anticipated on these criteria through federating with Ysgol Talysarn. The result of the latest Estyn inspection for Ysgol Baladeulyn's indicators of standards was 'Good'. In addition, it was noted in the main findings of Ysgol Talysarn's latest Estyn inspection report that standards are 'Good'. As a result, it is concluded that the effect on standards of the federation of Ysgol Talysarn with Ysgol Baladeulyn would be Neutral. | Neutral |
| Well-being and attitudes to learning | The result of Ysgol Baladeulyn's latest Estyn inspection for the inspection area 'Well-being and attitudes to learning' was 'Good'. Ysgol Talysarn's last Estyn inspection report stated an 'Excellent' result opposite the 'Wellbeing' heading stating that 'almost all pupils feel safe and appreciate that they receive high quality support from adults in the school'. Based on the findings of these inspections, and as Ysgol Baladeulyn would continue as a separate entity under this model, it is concluded that there is a predicted neutral effect on this area from the federating of Ysgol Baladeulyn with Ysgol Talysarn. | Neutral |
| Learning and teaching experiences | The result of the indicator 'Learning experiences'/'Teaching and learning experiences' for Ysgol Baladeulyn and Ysgol Talysarn in their last inspection in 2017 was 'Good'. As a result, it is anticipated that the implementation of this option would have a Neutral effect on learning and teaching experiences. | Neutral |
| Care, support and guidance | The result of the 'Care, support and guidance' indicator at Ysgol Baladeulyn in their last inspection in 2017 was 'Good', while the result for Ysgol Talysarn was 'Excellent'. Based on the findings of these inspection, and as Ysgol Baladeulyn would continue as a separate entity under this model, it is concluded that there is a predicted neutral effect on this area of federating with a neighbouring school. | Neutral |
| Leadership and management | It was noted in Ysgol Baladeulyn's last Estyn report that the leadership at the school was 'Good' while the leadership at Ysgol Talysarn was judged to be 'Excellent'. Based on the findings of these inspection, and as the federating model with a neighbouring school would offer opportunities to strengthen Ysgol Baladeulyn's leadership position, it is concluded that leadership and management would have a positive or at least neutral effect from implementing the federating option. | Positive/Neutral |
| Vulnerable groups, including children with Additional Learning Needs (ALN) | Support is provided to vulnerable groups including children with additional learning needs in accordance with the Authority's policy, and the requirements of the Additional Learning Needs (Wales) Act 2018 in all schools in Gwynedd. As a result, it is predicted that the effect of this option on this criterion would be Neutral. | Neutral |
| Provision that is at least equivalent to what is available to the learners at the time (including those with ALN) | It is anticipated that the impact would be Neutral as Ysgol Baladeulyn would continue. In addition, the result of Estyn's inspection for Ysgol Baladeulyn's 'Standards' was 'Good', as was the result of Ysgol Talysarn's inspection. Based on information here, no impact on learners' standards is anticipated from implementing this option. | Neutral |

OPTION 3: CLOSE YSGOL BALADEULYN AND OFFER THE STUDENTS A PLACE IN A NEARBY SCHOOL (YSGOL TALYSARN)

| Impact Criteria | Description | Status of the impact and the work |
|---|---|-----------------------------------|
| Standards and general progress of specific groups and in terms of skills | The result of the latest Estyn inspection for the Ysgol Baladeulyn standards indicators was 'Good', while the result of the latest Estyn inspection for Ysgol Talysarn was also 'Good'. Based on this, it is concluded that there would be a Neutral effect on this criterion by teaching the learners at Ysgol Talysarn. | Neutral |
| Well-being and attitudes to learning | The result of the latest Estyn inspection for Wellbeing at Ysgol Baladeulyn was 'Good' and Ysgol Talysarn was 'Excellent'. Based on the findings of these inspections, it is concluded that there would be a Positive impact on this area by teaching the learners at Ysgol Talysarn. | Positive |
| Learning and teaching experiences | The result of the 'Learning experiences' indicator for Ysgol Baladeulyn and Ysgol Talysarn in their last inspection in 2017 was 'Good'. However, as there are more learners at Ysgol Talysarn it is anticipated that there will be an opportunity to teach children in larger groups and with age-related peers to expand on their experiences. Based on this, it is concluded that there would be a positive impact on teaching and learning experiences from teaching learners in the Baladeulyn catchment area at Ysgol Talysarn. | Positive |
| Care, support and guidance | The result of the 'Care, support and guidance' indicator at Ysgol Baladeulyn was 'Good', while Ysgol Talysarn's result was 'Excellent'. As a result, it is considered that the option would have a Positive effect. | Positive |
| Leadership and management | It was noted in the last Estyn report that the leadership and management of Ysgol Baladeulyn was 'Good', while Ysgol Talysarn's result was 'Excellent'. Based on the findings of these inspections, it is concluded that leadership and management would have a positive effect on teaching learners in the Baladeulyn catchment area at Ysgol Talysarn. | Positive |
| Vulnerable groups, including children with Additional Learning Needs (ALN) | Support is provided to vulnerable groups including children with additional learning needs in accordance with the Authority's policy, and the requirements of the Additional Learning Needs (Wales) Act 2018 in all schools in Gwynedd. When planning staffing (e.g., the role of the ALNCO) and the provision map, the demand on schools is challenging, and this becomes more apparent when considering the demand on smaller schools. In larger schools, the conditions for the additional needs coordinator are better, and meeting the statutory requirement is therefore easier. In addition, responding to learner needs is also easier in larger schools since they may be able to run an intervention group to target specific needs. The provision map is broader in larger schools to meet the demand. As a result, since learners would be offered a place in a school with a higher number of pupils, the impact of this option on this test is expected to be positive. | Positive |
| Provision that is at least equivalent to what is available to the learners at the time (including those with ALN) | The result of the Estyn inspection for Ysgol Baladeulyn's 'Standards' was 'Good', as was the result of Ysgol Talysarn's inspection. Based on the information from these inspection, no impact on learners' standards is anticipated from teaching learners from the catchment area of Ysgol Baladeulyn at Ysgol Talysarn. As a result, it is anticipated that the provision in the alternative school would correspond to what is currently available to learners at Ysgol Baladeulyn, at the very least. | Neutral |

OPTION 4: MERGE LOCAL SCHOOLS TO SUPPORT AND MAINTAIN YSGOL BALADEULYN

| Impact Criteria | Description | Status of the impact and the work |
|--|---|-----------------------------------|
| Standards and general progress of specific groups and in terms of skills | The latest Estyn inspection result for the standards indicators at Ysgol Baladeulyn School was 'Good', while the latest Estyn inspection result for other nearby primary schools (primary schools in the Dyffryn Nantlle catchment) was also 'Good', with Ysgol Brynaerau rated as 'Outstanding'. Based on this, it is concluded that there would be a neutral impact on these criteria since the Estyn assessment is consistent for most of the schools, with one school (out of 7 in the catchment) exceeding the others. The multi-site school model could offer a more effective context for leaders and, consequently, provide an opportunity to improve provision in relation to these criteria. Opportunities are anticipated to share good practices between the school sites and possibilities to make better use of resources. | Neutral |
| Well-being and attitudes to learning | The result of the latest Estyn inspection for the well-being indicators and attitudes towards learning at Ysgol Baladeulyn was 'Good', while the result of the latest Estyn inspection for the neighbouring schools (Dyffryn Nantlle catchment) was also 'Good', with Ysgol Brynaerau and Ysgol Talysarn rated as 'Excellent'. Based on this, it is concluded that there would be a neutral impact on these criteria since the Estyn assessment is consistent for the majority of the schools, with two schools (out of seven in the catchment) surpassing the rest. The multi-site school model could provide a more effective context for leaders and thereby offer an opportunity to improve provision in relation to this criterion. Opportunities are foreseen to share good practices between the school's sites and possibilities to make better use of resources. | Neutral |
| Learning and teaching experiences | The result of the latest Estyn inspection for the teaching and learning profile indicators at Ysgol Baladeulyn was 'Good', while the result of the latest Estyn survey for nearby schools (Dyffryn Nantlle catchment) was also 'Good', with Ysgol Brynaerau rated as 'Excellent'. Based on this, it is concluded that there would be a neutral impact on these criteria since the Estyn assessment is consistent for the majority of schools, with one school (out of 7 in the catchment) exceeding the rest. The multi-site school model could provide a more effective context for leaders and, thereby, offer opportunities to improve provision in relation to these criteria. Opportunities are anticipated to share good practices between school sites and possibilities to make better use of resources. | Neutral |
| Care, support and guidance | The result of the latest Estyn inspection for leadership and care support indicators at Ysgol Baladeulyn was 'Good', while the result of the latest Estyn inspection for neighbouring schools (Dyffryn Nantlle catchment) was also 'Good', with Ysgol Brynaerau and Ysgol Talysarn rated as 'Outstanding'. Based on this, it is concluded that there would be a neutral impact on these criteria as the Estyn assessment is consistent for the majority of schools, with two schools (out of seven in the catchment) excelling above the rest. The multi-level school model could provide a more effective context for leaders and thereby offer the opportunity to improve provision regarding these criteria. Opportunities are forecast to share good practices between the school levels and possibilities to make better use of resources. | Neutral |
| Leadership and management | The result of the latest Estyn inspection for the leadership and management indicators at Ysgol Baladeulyn was 'Good', while the result of the latest Estyn inspections for neighbouring schools (Dyffryn Nantlle Catchment) was also 'Good' with Ysgol Brynaerau and Ysgol Talysarn being 'Excellent'. Based on this, it is concluded that there would be a neutral impact on these criteria since the Estyn assessment is consistent for the majority of the schools, with one school (out of | Neutral |

| | | |
|---|---|---------|
| | seven in the cluster) being below the majority and two exceeding the rest, more or less the same for each school. The multi-site school model could offer a more effective context for leaders and, in doing so, provide an opportunity to improve provision in relation to these criteria. Opportunities are anticipated to share good practices between the school sites and possibilities to make better use of resources. | |
| Vulnerable groups, including children with Additional Learning Needs (ALN) | Support is provided to vulnerable groups including children with additional learning needs in accordance with the Authority's policy, and the requirements of the Additional Learning Needs (Wales) Act 2018 as in all schools in Gwynedd. | Neutral |
| Provision that is at least equivalent to what is available to the learners at the time (including those with ALN) | The result of the Estyn inspection for Ysgol Baladeulyn's 'Standards' was 'Good', and the result of the inspections of the other primary schools in the Dyffryn Nantlle Catchment Area was either 'Good' or 'Excellent'. Based on the information from these inspections, no impact on learners' standards is anticipated from the implementation of this option. | Neutral |

OPTION 5: ADDING A SPECIALISED AREA FOR CHILDREN WITH SPECIAL NEEDS AT BALADEULYN SCHOOL

| Impact Criteria | Description | Status of the impact and the work |
|---|---|-----------------------------------|
| Standards and general progress of specific groups and in terms of skills | As the additional learning needs unit would operate independently from Ysgol Baladeulyn, no change is foreseen to the current operation of Ysgol Baladeulyn from the implementation of this option. As a result, it is predicted that the impact on this criterion would be Neutral. | Neutral |
| Well-being and attitudes to learning | As the additional learning needs unit would operate independently from Ysgol Baladeulyn, no change is foreseen to the current operation of Ysgol Baladeulyn from the implementation of this option. As a result, it is predicted that the impact on this criterion would be Neutral. | Neutral |
| Learning and teaching experiences | As the additional learning needs unit would operate independently from Ysgol Baladeulyn, no change is foreseen to the current operation of Ysgol Baladeulyn from the implementation of this option. As a result, it is predicted that the impact on this criterion would be Neutral. | Neutral |
| Care, support and guidance | As the additional learning needs unit would operate independently from Ysgol Baladeulyn, no change is foreseen to the current operation of Ysgol Baladeulyn from the implementation of this option. As a result, it is predicted that the impact on this criterion would be Neutral. | Neutral |
| Leadership and management | As the additional learning needs unit would operate independently from Ysgol Baladeulyn, no change is foreseen to the current operation of Ysgol Baladeulyn from the implementation of this option. As a result, it is predicted that the impact on this criterion would be Neutral. | Neutral |
| Vulnerable groups, including children with Additional Learning Needs (ALN) | As the additional learning needs unit would operate in independent from Ysgol Baladeulyn, no change to operation is foreseen current Baladeulyn School from implementing this option. As a result, it is anticipated that the impact on this criterion would be neutral. However, although it is not anticipated that the specialist unit would affect the school, it is anticipated that the new resource could have a positive impact on the provision available to learners with ALN in the area. | Positive |
| Provision that is at least equivalent to what is available to the learners at the time (including those with ALN) | As the additional learning needs unit would operate independently from Ysgol Baladeulyn, no change is foreseen to the current operation of Ysgol Baladeulyn from the implementation of this option. As a result, it is predicted that the impact on this criterion would be Neutral. However, although it is not anticipated that the ALN unit would affect the school, it is anticipated that the new resource could have a positive impact on the provision available for ALN learners in the area. | Positive |

OPTION 6: FEDERALISATION WITH ANOTHER SCHOOL ADDING A SPECIALIZED AREA FOR CHILDREN WITH SPECIAL NEEDS AT BALADEULYN SCHOOL

| Impact Criteria | Description | Status of the impact and the work |
|---|--|-----------------------------------|
| Standards and general progress of specific groups and in terms of skills | No negative impact is foreseen on these criteria through federalisation with Ysgol Talysarn. The result of the latest Estyn inspection for Ysgol Baladeulyn's indicators of standards was 'Good'. In addition, it was noted in the main findings of Ysgol Talysarn's latest Estyn inspection report that standards are 'Good'. As a result, it is concluded that the effect on standards of the federation of Ysgol Talysarn with Ysgol Baladeulyn would be Neutral. | Neutral |
| Well-being and attitudes to learning | The result of Ysgol Baladeulyn's latest Estyn inspection for the inspection area 'Well-being and attitudes to learning' was 'Good'. Ysgol Talysarn's last Estyn inspection report stated an 'Excellent' result opposite the 'Wellbeing' heading stating that 'almost all pupils feel safe and appreciate that they receive high quality support from adults in the school'. Based on the findings of these inspections, it is concluded that there is a predicted Neutral effect on this area from the federation of Ysgol Baladeulyn with Ysgol Talysarn. | Neutral |
| Learning and teaching experiences | 'Good' was the result of the 'Learning experiences'/'Teaching and learning experiences' indicator for Ysgol Baladeulyn and Ysgol Talysarn in their last inspections in 2017. As a result, it is anticipated that the implementation of this option would have a Neutral effect on learning and teaching experiences. | Neutral |
| Care, support and guidance | The result of the 'Care, support and guidance' indicator at Ysgol Baladeulyn in their last inspection in 2017 was 'Good', while the result for Ysgol Talysarn was 'Excellent'. As a result, it is anticipated that the option could have a positive or at least Neutral effect on care guidance and support. | Positive/Neutral |
| Leadership and management | It was noted in Ysgol Baladeulyn's last Estyn report that the leadership at the school was 'Good' while the leadership at Ysgol Talysarn was judged to be 'Excellent'. Based on the findings of these surveys, and since the federalisation model with neighbouring school/schools would offer opportunities to strengthen Ysgol Baladeulyn's leadership position, it is concluded that leadership and management would have a positive or at least neutral effect from implementing this option. | Positive |
| Vulnerable groups, including children with Additional Learning Needs (ALN) | Support is provided to vulnerable groups including children with additional learning needs in accordance with the Authority's policy, and the requirements of the Additional Learning Needs Act (Wales) 2018 in all schools in Gwynedd. As a result, it is predicted that the effect of this option on this criterion would be Neutral. | Positive |
| Provision that is at least equivalent to what is available to the learners at the time (including those with ALN) | It is anticipated that the impact would be Neutral as Ysgol Baladeulyn would continue. In addition, the result of Estyn's inspection for Ysgol Baladeulyn's 'Standards' was 'Good', as was the result of Ysgol Talysarn's inspection. Based on information here, no impact on learners' standards is anticipated from implementing this option. | Neutral |

OPTION 7: INCLUDE A LANGUAGE UNIT AT THE BALADEULYN SCHOOL SITE

| Impact Criteria | Description | Status of the impact and the work |
|---|---|--|
| Standards and general progress of specific groups and in terms of skills | As the language unit would operate independently from Ysgol Baladeulyn, no change is foreseen to the current operation of Ysgol Baladeulyn from the implementation of this option. As a result, it is predicted that the impact on this criterion would be Neutral. | Neutral |
| Well-being and attitudes to learning | As the language unit would operate independently from Ysgol Baladeulyn, no change is foreseen to the current operation of Ysgol Baladeulyn from the implementation of this option. As a result, it is predicted that the impact on this criterion would be Neutral. | Neutral |
| Learning and teaching experiences | As the language unit would operate independently from Ysgol Baladeulyn, no change is foreseen to the current operation of Ysgol Baladeulyn from the implementation of this option. As a result, it is predicted that the impact on this criterion would be Neutral. | Neutral |
| Care, support and guidance | As the language unit would operate independently from Ysgol Baladeulyn, no change is foreseen to the current operation of Ysgol Baladeulyn from the implementation of this option. As a result, it is predicted that the impact on this criterion would be Neutral. | Neutral |
| Leadership and management | As the language unit would operate independently from Ysgol Baladeulyn, no change is foreseen to the current operation of Ysgol Baladeulyn from the implementation of this option. As a result, it is predicted that the impact on this criterion would be Neutral. | Neutral |
| Vulnerable groups, including children with Additional Learning Needs (ALN) | As the language unit would operate independently from Ysgol Baladeulyn, no change is foreseen to the current operation of Ysgol Baladeulyn from the implementation of this option. As a result, it is predicted that the impact on this criterion would be Neutral. | Neutral |
| Provision that is at least equivalent to what is available to the learners at the time (including those with ALN) | As the language unit would operate independently from Ysgol Baladeulyn, no change is foreseen to the current operation of Ysgol Baladeulyn from the implementation of this option. As a result, it is predicted that the impact on this criterion would be Neutral. | Neutral |

4. CONCLUSION

This assessment of the likely impact on the quality and standards of education shows that introducing the option to close Ysgol Baladeulyn and transfer the learners to Ysgol Talysarn would likely have a positive impact, or at least a neutral impact.

In addition, the assessment states that a neutral/partially positive effect is anticipated on the quality and standards of education from the implementation of other options such as federalisation, the merger of local schools and the establishment of a specialist unit on the site of Ysgol Baladeulyn. Note opportunities to share good practices between the sites of the multi-site school, and schools that would be part of the federation, and possibilities of making better use of resources.

Based on the result of the above assessments and comparing Estyn's reports, it is concluded that the standard of education provided at Ysgol Talysarn corresponds (at least) to the standard of education provided at Ysgol Baladeulyn. As there are more learners at Ysgol Talysarn, it is anticipated that there will be an opportunity to teach children in larger groups, with age-related peers to broaden their experiences. Based on this, it is concluded that there would be a positive impact on teaching and learning experiences from teaching learners in the Baladeulyn catchment area at Ysgol Talysarn.

As a result, it is anticipated that the likely effect of implementing the proposed proposal to close Ysgol Baladeulyn and offer the learners a place at Ysgol Talysarn would be neutral/partially positive.

ASSESSMENT OF POTENTIAL IMPACT ON TRAVEL ARRANGEMENTS - YSGOL BALADEULYN (SEPTEMBER 2025)

1. INTRODUCTION

1.1 Cyngor Gwynedd Transport Policy

The 'Excellent Primary Education for the Children of Gwynedd' Strategy aims to limit travel from home to school to a one-way journey that is no longer than 30 minutes.

Cyngor Gwynedd provides free transport for learners who live two or more miles from the school in their catchment area, or the nearest school (not including nursery pupils). Learners who receive primary education are expected (with the exception of learners with additional learning needs or disabilities), to walk up to two miles to meet any modes of transport provided by Cyngor Gwynedd. The transport policy can be seen in the parents' handbook:

(<https://www.gwynedd.llyw.cymru/cy/Trigolion/Dogfennau-trigolion/Ysgolion-a-dysgu---dogfennau/Gwybodaeth-i-Rieni.pdf>)

1.2 The context of Ysgol Baladeulyn

Ysgol Baladeulyn is located near the village of Talysarn and Penygroes on the outskirts of Caernarfon. It provides education for pupils aged 3 to 11 and has a capacity of 55 (R-Yr6) and 7 Nursery.

2. ASSESSMENT OF THE POTENTIAL IMPACT OF ALL OPTIONS ON TRAVEL ARRANGEMENTS

2.1 The potential impact of each option on travel arrangements is set out below:

- No change - continue with the current situation

This model would mean no change to the existing provision in the Ysgol Baladeulyn catchment area.

This option would not have any effect on current travel arrangements, as the pupils would continue to be educated at Ysgol Baladeulyn. No learner in the Baladeulyn catchment area would need to travel an unreasonable distance to school.

- Federalisation with a nearby school

This model would ensure continuity in the school's presence in the village of Nantlle through a collaborative arrangement with a nearby school or schools, led by a head or heads and one governing body. The governing bodies of the individual schools would be dissolved, and a (new) federal governing body would be formed.

The identity of the school in question (including name, ethos, and school uniform) would continue, and it would enable the possibility of sharing staff, resources, buildings, and expertise.

This option would not have any impact on the current travel arrangements of Ysgol Baladeulyn learners, as the learners would continue to be educated at Ysgol Baladeulyn, and the learners' travel arrangements would continue in the same way. No learner in the Ysgol Baladeulyn catchment area would need to travel an unreasonable distance to school.

- Close Ysgol Baladeulyn and offer a place for the learners in a nearby school (Ysgol Talysarn)

This model would see the closure of Ysgol Baladeulyn and the provision of a place for pupils at Ysgol Talysarn.

Ysgol Talysarn is located 2.5 miles from Ysgol Baladeulyn. This is the closest geographical school to Ysgol Baladeulyn.

This option would have an impact on the travel arrangements of Ysgol Baladeulyn learners, by the learners would be educated at Ysgol Talysarn. Transport would need to be provided to learners from the catchment area of Ysgol Baladeulyn to Ysgol Talysarn, in accordance with the Cyn-gor Gwynedd's transport policy. Additional transport costs are anticipated (estimated cost) between £17,000 up to £30,000 the year. Some learners will travel further to school than they would at the moment. Us any learner in the Baladeulyn catchment area would need to travel an unreasonable distance to school.

- Merge local schools in order to support and maintain Ysgol Baladeulyn

This option would involve merging a number of local schools as one school across a number of sites including the Ysgol Baladeulyn site.

This option would not have an impact on the current travel arrangements of Ysgol Baladeulyn learners, as the learners would continue to be educated at Ysgol Baladeulyn. The learners would continue to be educated at Ysgol Baladeulyn, and the learners' travel arrangements would continue in the same way. No learner in the Baladeulyn catchment area would need to travel an unreasonable distance to school. Depending on the structure of the new school, there is a possibility that it will be necessary to organise transport between schools.

- Add a specialist space for children with special needs at Ysgol Baladeulyn

This option would mean adding an ALN area on the school site to provide special education for the children who would require additional support. There would be no change to the school element.

This option would not have any effect on the current travel arrangements of Ysgol Baladeulyn learners, as the learners would continue to be educated at Ysgol Baladeulyn, and the learners' travel arrangements would continue in the same way. The authority would need to provide transport for the ALN unit learner. No learner in the Baladeulyn catchment area would need to travel an unreasonable distance to school. The authority would need to provide transport for the ALN unit learner.

- Federalisation with another school adding a specialist space for children with special needs at Ysgol Baladeulyn

This option will mean federalizing with a nearby school and adding an ALN area on the Ysgol Baladeulyn site in order to provide special education for the children who will need additional support.

This option would mean adding an ALN area on the school site in order to provide special education for the children who will need additional support, also federalise Ysgol Baladeulyn with a nearby school.

This option would not have any effect on the current travel arrangements of Ysgol Baladeulyn learners, as the learners would continue to be educated at Ysgol Baladeulyn, and the learners' travel arrangements would continue in the same way. No learner in the Baladeulyn catchment area would need to travel an unreasonable distance to school. The authority would need to provide transport for the ALN unit learner.

- Inclusion of a language unit at the Ysgol Baladeulyn site

This option would involve adding a language unit on the school site to offer a Welsh immersion service for those children requiring this before joining their chosen schools on a full-time basis. There would be no change to the school element.

This model would not have any effect on the current travel arrangements of Ysgol Baladeulyn learners, as the learners would continue to be taught at Ysgol Baladeulyn, and the learners' travel arrangements would continue in the same way. No learner in the Baladeulyn catchment area would need to travel an unreasonable distance to school. The authority would need to provide transport for the learner of the language unit.

2.2. Free transport options

In line with Cyngor Gwynedd's transport policy, learners who receive primary education (with the exception of learners with additional learning needs or disabilities), are expected to walk up to two miles to meet any modes of transport provided by Cyngor Gwynedd along the shortest route.

The shortest route available is the route that the Council does not deem to be particularly dangerous, after assessing the other routes available, and these routes would be assessed in line with Cyngor Gwynedd's transport policy.

It is noted that several school buses operate in the area. None of the primary school buses running between Baladeulyn and Talysarn are able to take advantage of one of these.

2.3. Summary of potential impact on travel arrangements

The following is a summary of the impact of the options under consideration on travel arrangements:

| Options | The potential impact on travel arrangements for learners | The potential annual financial impact on travel arrangements for the Authority |
|--|---|--|
| No change - Continue with the current situation | Neutral – No change No learner in the Baladeulyn catchment area would need to travel an unreasonable distance to school. | £0 |
| Federalisation with a nearby school (Ysgol Talysarn) | Neutral | £0 |

| | | |
|---|--|-------------------|
| | <p>The learners would continue to be educated at Ysgol Baladeulyn, and the learners' travel arrangements would continue in the same way.</p> <p>No learner in the Baladeulyn catchment area would need to travel an unreasonable distance to school.</p> | |
| Close Ysgol Baladeulyn and offer a place for the learners in a nearby school (Ysgol Talysarn) | <p>Negative</p> <p>Ysgol Talysarn is located 2.5 miles from Ysgol Baladeulyn. The authority would need to provide transport for learners in the current catchment area of Ysgol Baladeulyn who attend Ysgol Talysarn and live more than 2 miles from the school, in accordance with the Authority's Transport Policy.</p> <p>Having considered current numbers (September 2025), it is anticipated that an 8-seater bus would need to be organised to transport learners from the catchment area of Ysgol Baladeulyn (they would be eligible for transport in accordance with Cyngor Gwynedd's transport policy) to Ysgol Talysarn. It is anticipated that this would be at a cost of up to £17,000.</p> <p>If there was an increase in the numbers of learners in the catchment area in the future, then it may mean that it would be necessary to provide a school bus in order to transport the learning of the current catchment area of Ysgol Baladeulyn which would be eligible for transport (in accordance with Cyngor Gwynedd's transport policy). It is anticipated that this would be at a cost of up to £30,000.</p> <p>Some learners will travel further to school than they would at the moment.</p> <p>No learner in the Baladeulyn catchment area would need to travel an unreasonable distance to school.</p> | £17,000 - £30,000 |
| Merge local schools in order to support and maintain Ysgol Baladeulyn | <p>Neutral</p> <p>The learners would continue to be educated at Ysgol Baladeulyn, and the learners' travel arrangements would continue in the same way.</p> | £0 |

| | | |
|---|--|--|
| | <p>No learner in the Baladeulyn catchment area would need to travel an unreasonable distance to school.</p> <p>Depending on the structure of the new school, there is a possibility that it will be necessary to organise transport between schools.</p> | |
| Add a specialist area for children with additional learning needs at Ysgol Baladeulyn | <p>Neutral</p> <p>The learners would continue to be educated at Ysgol Baladeulyn, and the learners' travel arrangements would continue in the same way.</p> <p>The authority would need to provide transport for the ALN unit learner.</p> <p>No learner in the Baladeulyn catchment area would need to travel an unreasonable distance to school.</p> | <p>£0</p> <p>The authority would need to provide transport for learners of the ALN unit.</p> |
| Federated with another school adding a specialist space for children with additional learning needs at Ysgol Baladeulyn | <p>Neutral</p> <p>The learners would continue to be educated at Ysgol Baladeulyn, and the learners' travel arrangements would continue in the same way.</p> <p>No learner in the Baladeulyn catchment area would need to travel an unreasonable distance to school.</p> <p>The authority would need to provide transport for the ALN unit learner.</p> | <p>£0</p> <p>The authority would need to provide transport for learners of the ALN unit.</p> |
| Inclusion of a Language Unit at the Ysgol Baladeulyn site | <p>Neutral</p> <p>The learners would continue to be educated at Ysgol Baladeulyn, and the learners' travel arrangements would continue in the same way.</p> <p>No learner in the Baladeulyn catchment area would need to travel an unreasonable distance to school.</p> <p>The authority would need to provide transport for the learner of the language unit.</p> | <p>£0</p> <p>The authority would need to provide transport for learners of the ALN unit.</p> |

3. CONCLUSION

It is not anticipated that there would be an impact on the travel arrangements of Ysgol Baladeulyn learners resulting from the implementation of any of the options listed in the table above (part 2), with the exception of the option to close Ysgol Baladeulyn and offer the learners a place at Ysgol Talysarn.

If the option of closing Ysgol Baladeulyn and offering education to the learners at Ysgol Talysarn were to be realised, then it is anticipated that there would be an impact on travel arrangements for the children. However, it is not anticipated that any learner in the Baladeulyn catchment area will need to travel an unreasonable distance to school.

When considering the latest data numbers, namely September 2025, it is anticipated that an 8-seater bus would need to be organised in order to transport learners from the current catchment area of Ysgol Baladeulyn who would be eligible for transport (in accordance with Cyngor Gwynedd's transport policy) to Ysgol Talysarn. These transport costs are estimated to be around £17,000 per year.

If there was an increase in the number of learners in the catchment area in the future, then it may mean that it would be necessary to provide a school bus in order to transport Ysgol Baladeulyn's current catchment area learners who would be eligible for transport (in accordance with Cyngor Gwynedd's transport policy). These transport costs are estimated to be around £30,000 per year.

As a result, it is anticipated that the option to close Ysgol Baladeulyn and transfer learners to Ysgol Talysarn would lead to additional transport costs for the Authority. These costs are estimated to be around £17,000-£30,000 per year to provide transport if all the learners in Ysgol Baladeulyn's catchment area chose to attend Ysgol Talysarn.

IMPACT ASSESSMENT ON THE COMMUNITY – YSGOL BALADEULYN (SEPTEMBER 2025)

1. INTRODUCTION

When developing proposals for the organisation of schools, the Authority is required to conduct an assessment of the likely impact on the community, in accordance with the School Organisation Code (011/2018).

1.1 Background

Ysgol Baladeulyn is located near the village of Talysarn on the outskirts of Penygroes and serves the village and the surrounding area. Ysgol Baladeulyn's situation has come to the attention of the Department of Education according to the September 2024 Census, as one of the schools with the smallest number of learners in Gwynedd. There has been a significant reduction in the numbers of learners at Baladeulyn School over the past 10 years, from 33 pupils in 2015 down to 6 full time learners by September 2025, which leads to uncertainty about the school's future.

At their meeting on 11 February 2025, the Cabinet supported a recommendation to start formal discussions with Ysgol Baladeulyn stakeholders in order to consider options for the future.

Between March and July 2025, 3 local meetings were held with Ysgol Baladeulyn's stakeholders where a number of options were proposed and discussed.

2. THE OPTIONS

The Authority considered and discussed a number of options for the future of Ysgol Baladeulyn, including:

- *Do nothing - continue with the school's current structure*
- *Federating with a neighbouring school (Ysgol Talysarn)*

This option would mean establishing a formal collaboration arrangement, between 3 schools, as Ysgol Talysarn has already federated with Ysgol Brynaerau. The governing bodies of the individual schools would be dissolved, and a (new) federal governing body would be formed. The identity of the school in question (including name, ethos, and school uniform) would continue, and it would enable the possibility of sharing staff, resources, buildings, and expertise.

- *Closing Ysgol Baladeulyn and offering the learners a place in a nearby school (Ysgol Talysarn)*

This option meant that Ysgol Baladeulyn would close, and that learners from the current catchment area of Ysgol Baladeulyn would be offered a place at Ysgol Talysarn (the alternative school).

- *Merge local schools in order to support and maintain Ysgol Baladeulyn*

This option would mean merging a number of local schools, by closing the schools and establishing one multi-site school which would include the Ysgol Baladeulyn site. The option would enable the possibility of sharing resources, buildings and expertise.

This model would ensure continuity in the presence of a school site in the village of Nantlle by establishing a multi-site school, under the leadership of a headteacher and one governing body.

- *Add a specialist area for children with special needs at Baladeulyn School*

This option would mean adding an area for an ALN unit on the school site in order to offer special education to the children who would need additional support.

- *Federating with another school adding a specialist area for children with special needs at Ysgol Baladeulyn*

This option would mean establishing a formal collaboration arrangement, between 3 schools, as Ysgol Talysarn has already federated with Ysgol Brynaearu. This option would ensure continuity in the school's presence in the village of Nantlle through a collaborative arrangement with a nearby school or schools, led by a head or heads and one governing body. The governing bodies of the individual schools would be dissolved, and a (new) federal governing body would be formed. The identity of the school in question (including name, ethos, and school uniform) would continue, and it would enable the possibility of sharing staff, resources, buildings, and expertise.

In addition to federalisation, this option would also mean adding a location for a ALN Unit.

- *Include a language unit at Ysgol Baladeulyn*

This option would mean adding a Language Immersion Unit on the school site in order to offer an immersion service in the Welsh language for new speakers.

3. SUMMARY OF THE CATCHMENT AREA

3.1 The Area

Ysgol Baladeulyn is located in the rural village of Nantlle near the village of Talysarn and Penygroes in Gwynedd and within the ward of Llanllyfni. According to the 2021 census, there are 1,957 people living in Llanllyfni ward.

3.2 The Economy

55.5% of people aged between 16 and 74 within the Llanllyfni ward are economically active, and 3.7% of these are unemployed. 43.2% of people in the same age group are economically inactive with 5.9% of these ill or disabled for a long period.

The type of industry in which the population is active is varied in the area, with the highest rate (19.9%) working in the health and social work field.

According to data from the 'Index of Multiple Deprivation Wales (2019)' the employment rate of Llanllyfni and Clynnog ward compared to other wards in Wales gives a rank of 1149 out of 1909 wards. Therefore, Llanllyfni and Chlynnog ward is within the most deprived 30-50% in Wales.

3.3 Deprivation

Llanllyfni and Chlynnog Ward is ranked within the most deprived 30%-50% in Wales (rank 748 out of 1909 wards).

A number of areas make up this overall index, including income, employment, health, education, access to services, community safety, physical environment, and housing.

It is noted that Llanllyfni and Chlynnog ward is within the 10% most deprived areas in Wales in the 'Housing' field. The indicators in this area are the proportion of people living in overcrowded homes (use of bedrooms), and the proportion of people living in homes without central heating.

In addition, the ward of Llanllyfni and Chlynnog is within the 10% of the most deprived areas in Wales in the area of 'access to services', i.e. deprivation because people are unable to access a variety of services that are considered essential for day-to-day living. The indicators include average public and private travel times to a number of services such as food shops, doctor's surgery, primary and secondary schools, post office, public library, pharmacy, leisure centre and private travel time to a petrol station.

Below is a summary of how the Llanllyfni and Clynnog area is situated in the context of other areas in Wales according to the Welsh Index of Multiple Deprivation (2019):

| Area | Rank in Wales, out of 1909 areas. (1 = most deprived and 1909 = least deprived) | Most deprived % in Wales |
|------------|--|--------------------------|
| Employment | 1149 | |

| | | |
|----------------------|------|------------------------------|
| Income | 860 | |
| Health | 1267 | |
| Education | 1238 | |
| Housing | 67 | Within the most deprived 10% |
| Physical environment | 1251 | |
| Access to services | 100 | Within the most deprived 10% |
| Community safety | 922 | |

3.4 The Community

A number of activities are held in the Nantlle area, including;

- Tal y Mignedd Race
- Gŵyl Dewi
- Trigonos Plas Baladeulyn
- Llys Llywelyn
- Christmas Service

4. YSGOL BALADEULYN

4.1 The context of the schools according to the Estyn Inspection Reports

As part of Estyn's reports, the schools are placed in context, and their community relations are detailed. This is the context given to Ysgol Baladeulyn by Estyn inspectors.

Ysgol Baladeulyn

"Ysgol Gynradd Baladeulyn is situated in the village of Nantlle near the foot of Snowdon, about three miles from Pen-y-groes in Gwynedd."

Source: Estyn Report, November 2017

4.2 Statistical information of the schools

The table below shows the numbers of Ysgol Baladeulyn and the other schools within the catchment area of Ysgol Dyffryn Nantlle. This table also shows the school's capacity and number on the roll in January 2025. All schools teach through the medium of Welsh.

| School | Full Capacity (N – Bl6) | Number on the register January 2025 (N – Bl6) | Legal Category | Linguistic Category |
|------------|----------------------------|---|------------------|---------------------|
| Baladeulyn | 62 | 8 | Community School | Category 3 |
| Talysarn | 104 | 101 | Community School | Category 3 |
| Bro Lleu | 207 | 190 | Community School | Category 3 |
| Llanllyfni | 117 | 72 | Community School | Category 3 |

| | | | | |
|-------------------|-----|-----|------------------|------------|
| Nebo | 58 | 12 | Community School | Category 3 |
| Brynaerau | 81 | 59 | Community School | Category 3 |
| Bro Llifon | 196 | 149 | Community School | Category 3 |

Source: Census September 2025

4.3 Dwelling location information and learners' choice of schools

Each school has a specific catchment area which it serves, and which is important in terms of the Council's access and transport policy. Learners do not have to attend their catchment area school; the choice is up to parents (in accordance with the admission policy).

The latest data (September 2025 data) shows that 63% of children who live in Ysgol Baladeulyn's catchment area attend schools outside the catchment area. The table below indicates the proportion of learners who live in the catchment area and attend the catchment area school, and the proportion of learners in the catchment area who attend schools outside the catchment area.

| School | Proportion of catchment area learners who attend the catchment area school | Proportion of catchment area learners who attend non-catchment area schools | Proportion of the school's learners who attend the school from outside the Catchment Area |
|---------------|---|--|--|
| Bro Lleu | 79.4% | 20.6% | 25% |
| Brynaerau | 81.5% | 18.5% | 17% |
| Llanllyfni | 53.6% | 46.4% | 25% |
| Nebo | 28.6% | 71.4% | 81.8% |
| Talysarn | 83.1% | 16.9% | 23.8% |
| Baladeulyn | 25% | 75% | 71.4% |
| Bro Llifon | 85.8% | 14.2% | 23.1% |

Source: September 2025 Census

4.4 Summary of the various facilities in the community of Baladeulyn and Talysarn (October 2025)

| | Baladeulyn | Talysarn |
|--|-------------------|-----------------|
| Community Centre / Village Hall | ✓ | ✓ |
| Chapel/Church | ✓ | |
| Public Transport | ✓ | ✓ |
| Shop | | |
| Cafe/Pub | | |
| Post Office | | |
| Pharmacy | | |
| Library | | |
| Children's Playground | ✓ | ✓ |
| Bank | | |
| Old People's Home | | |
| Leisure Centre | | |
| Garage | ✓ | |
| Tourist Attraction | ✓ | |
| Cylch Ti a Fi + Meithrin | | ✓ |

Community Centre

Llys Llywelyn Centre is located in the village of Nantlle which is 0.5 miles from Baladeulyn school and hosts a number of community activities including:

- Summer Fair
- Christmas Fair
- Concerts
- Coffee Morning
- Market

4.5 Summary of the schools' use outside the school's core hours:

| | Baladeulyn | Talysarn |
|--------------------------------|------------|----------|
| Playgroups (School Holidays) | | ✓ |
| Aelwyd yr Urdd | | |
| Dramas | | |
| Voluntary Groups | | |
| Morning/Evening Coffee | ✓ | ✓ |
| Community Auction | | |
| Community Library | | |
| Choir Practice | | |
| Cymraeg for Adults | | |
| Town/Community Council Meeting | | |
| Cylch/Ysgol Feithrin | | ✓ |
| Club/Sports Activity | | ✓ |
| After School Club | | |
| Local Interest Club | | |

4.6 A summary of activities or groups in which the school is regularly involved:

| | Baladeulyn | Talysarn |
|---|------------|----------|
| Cylch Meithrin/Ti a Fi | | ✓ |
| Eisteddfodau (Local/County/National) | | |
| Sections of the Urdd | | |
| Other activities (sports, clubs) | | ✓ |

4.7 If buildings, rooms, facilities or services are provided by a school on behalf of the community, where would they be provided if the school is closed?

| School | Where will facilities be provided if it closes |
|------------|---|
| Baladeulyn | According to the Headteacher at the beginning of 2025, no community use was being made of the school and the Llys Llywelyn Center is available for carrying out activities in the area as well as Trigonos Plas Baladeulyn. |

4.8 Information about distance and travel time to other schools in the catchment area

The table below indicates the distance and travel time between schools in the area. We see that Ysgol Talysarn is the closest to Ysgol Baladeulyn. The journey times below take into account the nature of the lanes and the effect this can have on journey times in a rural area.

| School | | Baladeulyn |
|------------|---------|------------|
| Talysarn | Miles | 2.5 |
| | Minutes | 5 |
| Bro Lleu | Miles | 3.3 |
| | Minutes | 6 |
| Llanllyfni | Miles | 4.3 |
| | Minutes | 10 |
| Nebo | Miles | 5.8 |
| | Minutes | 14 |
| Brynaerau | Miles | 6.1 |
| | Minutes | 15 |
| Bro Llifon | Miles | 6.3 |
| | Minutes | 13 |

Source: Google Maps 2025

5. ASSESSMENT OF THE LIKELY IMPACT ON THE COMMUNITY

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

| | | |
|----------|---------|----------|
| Positive | Neutral | Negative |
|----------|---------|----------|

OPTION 1: NO CHANGE – CONTINUE WITH THE CURRENT STRUCTURE

| Impact Criteria | Description | Status of the impact and the work |
|---|---|-----------------------------------|
| Impact on Health and well-being | There will be no change to the current provision so no change to the impact on health and well-being is anticipated. | Neutral |
| The implications of the change on public transport provisions | As there is no change to the current provision there will be no impact on public transport provision. Any transport required by Ysgol Baladeulyn for eligible catchment area learners will continue in accordance with the County's Transport Policy. | Neutral |
| Impact on other facilities / services provided at the school | There will be no change to the provision so no change to the current use of the school is anticipated. | Neutral |
| Impact on wider community safety | There will be no change to the provision, therefore no change is anticipated to impact on wider community safety. | Neutral |

| | | |
|---|--|---------|
| Would the option encourage families and school age children to leave the community, or that young families are less likely to move into the community | There will be no change to the provision, therefore no change is anticipated to how parents choose a school for their children or affect the choice to live in the catchment area. | Neutral |
| Impact on other services provided locally | There would be no change to what is currently provided so no impact on other local services is anticipated. | Neutral |
| Adverse effect on the wider economy of the community | There would be no change to what is currently being provided so no adverse impact on the wider economy of the community is anticipated. | Neutral |
| General impact on the local community | There would be no change to what is currently provided so no impact on the local community is anticipated. | Neutral |

OPTION 2: FEDERATING WITH A NEARBY SCHOOL (TALYSARN)

| Impact Criteria | Description | Status of the impact and the work |
|---|--|-----------------------------------|
| Impact on Health and well-being | Because federation will mean that Ysgol Baladeulyn remains open there would be no change to the current provision so no change to the impact on health and well-being is anticipated. | Neutral |
| The implications of the change on public transport provisions | Because federation will mean that Ysgol Baladeulyn remains open, no impact on the provision of public transport is anticipated. Any transport required by Ysgol Baladeulyn for eligible catchment area learners will continue in accordance with the County's Transport Policy. | Neutral |
| Impact on other facilities / services provided at the school | Because federation will mean that Ysgol Baladeulyn remains open, no change to the current use of the school is foreseen. | Neutral |
| Impact on wider community safety | Because federation will mean that Ysgol Baladeulyn remains open no change is anticipated to impact on wider community safety. | Neutral |
| Would the option encourage families and school age children to leave the community, or that young families are less likely to move into the community | Because federation will mean that Ysgol Baladeulyn remains open, no change is foreseen to how parents choose a school for their children or affect the choice of living in the catchment area or not. A high proportion of children in the catchment area already attend schools outside the catchment area (75%). | Neutral |
| Impact on other services provided locally | Because federation will mean that Ysgol Baladeulyn remains open, no change is foreseen to what is currently being provided, so no impact on other local services is foreseen. | Neutral |

| | | |
|--|---|---------|
| Adverse effect on the wider economy of the community | Because federation will mean that Ysgol Baladeulyn remains open, no change is foreseen to what is currently being provided, so no adverse effect on the wider economy of the community is foreseen. | Neutral |
| General impact on the local community | Because federation will mean that Ysgol Baladeulyn remains open, no change is foreseen to what is currently being provided so no impact on the local community is foreseen. However, opportunities are identified for the community of Baladeulyn and the communities of the schools that would be part of the federation to come together. | Neutral |

OPSIWN 3: CAU YSGOL BALADEULYN A CHYNNIG LLE I'R DYSGWYR MEWN YSGOL GYFAGOS (TALYSARN)

| Impact Criteria | Description | Status of the impact and the work |
|---|--|-----------------------------------|
| Impact on Health and well-being | As the alternative school is located approximately 2.5 miles from Ysgol Baladeulyn, and further from the homes of the catchment area learners, it is not anticipated that they would be likely to walk to school. It is anticipated that being in a larger school such as Ysgol Talysarn would offer more opportunities to play and participate in team sports and therefore contribute positively towards the health and well-being of learners. | Neutral |
| The implications of the change on public transport provisions | It is not anticipated that there will be any impact on public transport provision as any transport to an alternative school as a result of any change will be arranged specifically for learners in the catchment area who are eligible in accordance with the County's Transport Policy. | Neutral |
| Impact on other facilities / services provided at the school | The impact assessment shows that there is no community use of Ysgol Baladeulyn. As a result, a Negative effect on this criterion is not predicted if the school were to close. | Neutral |
| Impact on wider community safety | No impact on wider community safety is anticipated. | Neutral |
| Would the option encourage families and school age children to leave the community, or that young families are less likely to move into the community | A high proportion of children in the catchment area already attend schools outside the catchment area (75%) and 63% of primary age children in Ysgol Baladeulyn's catchment area already attend Ysgol Talysarn, therefore it is not anticipated that families and young children would leave the community if the school were to close. In addition, as an alternative school is located 2.5 miles from Ysgol Baladeulyn, it is not anticipated that it would have an impact on families and the school age gap leaving the community. | Neutral |
| Impact on other services provided locally | Numerous events are held at Llys Llywelyn Centre. As the Centre is independent from the school it is not anticipated that the closure of the school would have a significant direct impact on community use of the Llys Llywelyn Centre. | Neutral |
| Adverse effect on the wider economy of the community | As the majority of children in the catchment area attend schools outside the catchment area, it is not anticipated that closing Ysgol Baladeulyn would have an impact on the wider economy of the community. | Neutral |
| General impact on the local community | As a high percentage of children in the catchment area already attend schools outside the catchment area (75%), we cannot positively state that closing the school would have a negative or positive effect on the local community. However, if the proposal is implemented the local school would be further away from homes within the current catchment area of Ysgol Baladeulyn, and from a deprivation point of view - it means that one of the indicators | Negative |

| | | |
|--|--|--|
| | <p>of 'access to services' is moving away from the residents of the area. As a result, it is anticipated that there will be some Negative impact on the local community if the school were to close.</p> <p>To mitigate the impact on the community, opportunities are identified to ensure that the Nantlle community is aware of the alternative school's activity, and community collaboration between Ysgol Talysarn and the Nantlle community is encouraged, where appropriate.</p> | |
|--|--|--|

OPSIWN 4: UNO YSGOLION LLEOL ER MWYN CEFNOGI A CHYNNAL YSGOL BALADEULYN

| Impact Criteria | Description | Status of the impact and the work |
|---|---|--|
| Impact on Health and well-being | As the provision on the Ysgol Baladeulyn site would continue, it is not anticipated that this option would have a negative impact on health and well-being. | Neutral |
| The implications of the change on public transport provisions | As the provision on the Ysgol Baladeulyn site would continue, no impact on public transport provision is anticipated if this option were to be implemented. Any transport that would be required to the Ysgol Baladeulyn site for eligible catchment area learners would continue in accordance with the County's Transport Policy. | Neutral |
| Impact on other facilities / services provided at the school | As the Ysgol Baladeulyn site would continue as part of the multi-site school, it is not anticipated that the implementation of this option would have an impact on other facilities/services provided at the school. | Neutral |
| Impact on wider community safety | No change is anticipated to impact on wider community safety. | Neutral |
| Would the option encourage families and school age children to leave the community, or that young families are less likely to move into the community | No change is foreseen to the school's current provision. A high proportion of children in the catchment area already attend schools outside the catchment area (75%). | Neutral |
| Impact on other services provided locally | As the Ysgol Baladeulyn site would continue as part of the multi-site school, no change is foreseen to what is currently being provided. As a result, no impact on other local services is anticipated. | Neutral |
| Adverse effect on the wider economy of the community | It is not anticipated that this option would affect what is currently provided so no adverse impact on the wider economy of the community is anticipated. | Neutral |
| General impact on the local community | As the Ysgol Baladeulyn site would continue, it is anticipated that the general impact on the local community would be Neutral if this option were to be implemented. | Neutral |

OPTION 5: ADD A SPECIALISED AREA FOR CHILDREN WITH SPECIAL NEEDS IN YSGOL BALADEULYN

| Impact Criteria | Description | Status of the impact and the work |
|---|--|-----------------------------------|
| Impact on Health and well-being | It is not anticipated that this option would have an impact on health and well-being as Ysgol Baladeulyn would continue, with an additional learning needs unit also located on the site. | Neutral |
| The implications of the change on public transport provisions | It is not anticipated that this option would have an impact on the provision of public transport as Ysgol Baladeulyn would continue, with an additional learning needs unit also located on the site. | Neutral |
| Impact on other facilities / services provided at the school | It is anticipated that this option would have a positive impact on the other facilities/services provided at the school, as it would mean that an additional learning needs unit is also located on the site, but it is not anticipated that this will affect the community. | Neutral |
| Impact on wider community safety | As federation will mean that Ysgol Baladeulyn remains open there would be no change to the current provision so no impact on this criterion is anticipated. | Neutral |
| Would the option encourage families and school age children to leave the community, or that young families are less likely to move into the community | Because federation will mean that Ysgol Baladeulyn remains open, no change is foreseen to how parents choose a school for their children or affect the choice of living in the catchment area or not. A high proportion of children in the catchment area already attend schools outside the catchment area (75%). | Neutral |
| Impact on other services provided locally | It is not anticipated that this option would have an impact on other services provided locally, as Ysgol Baladeulyn would continue, with an additional learning needs unit also located on site. | Neutral |
| Adverse effect on the wider economy of the community | It is not anticipated that this option would have an impact on the wider economy of the community, as Ysgol Baladeulyn would continue, with an additional learning needs unit also located on the site. | Neutral |
| General impact on the local community | It is not anticipated that this option would have an impact on the community, as Ysgol Baladeulyn would continue, with an additional learning needs unit also located on the site. | Neutral |

OPTION 6: FEDERATING WITH A NEARBY SCHOOL BY ADDING A SPECIALIST AREA FOR CHILDREN WITH SPECIAL NEEDS AT BALADEULYN SCHOOL

| Impact Criteria | Description | Status of the impact and the work |
|---|--|-----------------------------------|
| Impact on Health and well-being | It is not anticipated that this option would have an impact on health and well-being as Ysgol Baladeulyn would continue, but as part of a federation with a neighbouring school, with an additional learning needs unit also located on the site. | Neutral |
| The implications of the change on public transport provisions | Any transport required to Ysgol Baladeulyn will be for learners the applicable catchment area continues in accordance with the County's Transport Policy. | Neutral |
| Impact on other facilities / services provided at the school | As federation will mean that Ysgol Baladeulyn remains open there would be no change to the current provision so no impact on this criterion is anticipated. | Neutral |
| Impact on wider community safety | It is not anticipated that this option would have an impact on wider community safety as Ysgol Baladeulyn would continue, with the provision of an additional learning needs unit also located on the site. | Neutral |
| Would the option encourage families and school age children to leave the community, or that young families are less likely to move into the community | It is not anticipated that this option would encourage families and school-aged children to leave the community, as Ysgol Baladeulyn would continue, with an additional learning needs unit also located on the site. | Neutral |
| Impact on other services provided locally | It is not anticipated that this option would have an impact on other services provided locally, as Ysgol Baladeulyn would continue, with an additional learning needs unit also located on site. | Neutral |
| Adverse effect on the wider economy of the community | It is not anticipated that this option would have an impact on the wider economy of the community, as Ysgol Baladeulyn would continue, with an additional learning needs unit also located on the site. | Neutral |
| General impact on the local community | It is not anticipated that this option would have an impact on the community, as Ysgol Baladeulyn would continue, with an additional learning needs unit also located on the site. However, opportunities are identified for the Baladeulyn community and the Talysarn school community to come together. | Neutral |

OPTION 7: CONTENT OF A LANGUAGE UNIT ON THE BALADEULYN SCHOOL SITE

| Impact Criteria | Description | Status of the impact and the work |
|---|---|--|
| Impact on Health and well-being | It is not anticipated that this option would have an impact on health and well-being as Ysgol Baladeulyn would continue, with the provision of a Language Unit also located on the site. | Neutral |
| The implications of the change on public transport provisions | It is not anticipated that this option would have an impact on the provision of public transport as Ysgol Baladeulyn would continue, with the provision of a language unit also located on the site. | Neutral |
| Impact on other facilities / services provided at the school | It is not anticipated that this option would have an impact on these criteria as Ysgol Baladeulyn would continue, with a Language Unit also located on the site. | Neutral |
| Impact on wider community safety | It is not anticipated that this option would have an impact on wider community safety as Ysgol Baladeulyn would continue, with the provision of a Language Unit also located on the site. | Neutral |
| Would the option encourage families and school age children to leave the community, or that young families are less likely to move into the community | It is not anticipated that this option would encourage families and school-age children to leave the community, as Ysgol Baladeulyn would continue, with the provision of a language unit also located on the site. | Neutral |
| Impact on other services provided locally | It is not anticipated that this option would have an impact on other services provided locally, as Ysgol Baladeulyn would continue, with the provision of a Language Unit also located on site. | Neutral |
| Adverse effect on the wider economy of the community | It is not anticipated that this option would have an impact on the wider economy of the community, as Ysgol Baladeulyn would continue, with the provision of a Language Unit also located on the site. | Neutral |
| General impact on the local community | It is not anticipated that this option would have an impact on the community, as Ysgol Baladeulyn would continue, with the provision of a Language Unit also located on the site. | Neutral |

6. CONCLUSION

This assessment shows that the impact on the community would be Neutral if the options listed below are implemented:

- Do nothing - continue with the school's current structure.
- Federating with a neighbouring school (Ysgol Talysarn)
- Merging local schools in order to support and maintain Ysgol Baladeulyn
- Add a specialist area for children with special needs at Baladeulyn School
- Federalisation with another school adding a specialist area for children with special needs at Ysgol Baladeulyn
- Include a language unit at Ysgol Baladeulyn

Although some of the options would involve locating a Language Unit or ALN provision on the Ysgol Baladeulyn site, and as a result, additional services would be provided on the school site, it is not anticipated that this would have an impact on the community.

The assessment shows that some negative impact on the community is anticipated if the option to close Ysgol Baladeulyn is implemented. It is recognized that closing Ysgol Baladeulyn would lead to the loss of a school in the Nantlle community, however the assessment stated that a large proportion of the children who live within the school's catchment area already attend other schools, including Ysgol Talysarn (63%), and therefore it is concluded that a link between Ysgol Talysarn and the Ysgol Baladeulyn community already exists.

Although there is no community use of Ysgol Baladeulyn's building, the school is involved with its community and uses it the community's facilities occasionally.

Should the proposed proposal to close Ysgol Baladeulyn be realized, every effort will be made to mitigate the impact on the community by encouraging links between the communities and Ysgol Talysarn. To mitigate the impact on the identified community opportunities to ensure that the Baladeulyn community is aware of the alternative school's activity, and community collaboration is encouraged between Ysgol Talysarn and the community of Baladeulyn, where appropriate.

If the proposed proposal to close Ysgol Baladeulyn were to materialize, it will be essential as part of the process to encourage discussions between the alternative school (Ysgol Talysarn) and the parents of Ysgol Baladeulyn learners so that parents and learners can take advantage of their facilities and any after school activities.

1. INTRODUCTION

Supporting and developing the ability of Gwynedd children to learn and use their language skills is key to the County's education strategies.

1.1 The Situation in Gwynedd

Figures in the 2021 Census indicate that 66% of people over the age of three can speak, read or write in Welsh. The 2021 Census also states that 64% speak Welsh which is a decrease since the previous census, when the figure was 65%.

In Gwynedd, as in many other Local Authorities in Wales, there is a considerable difference in the percentage of Welsh speakers within different wards. At one extreme, in wards such as Aberdyfi, Tywyn and Canol Bangor between 26% and 44% of the population speak Welsh, while as much as 86% speak Welsh in the most Welsh areas e.g. Hendre and Llanrug.

1.2 Welsh in Education Strategic Plan (WESP)

The Welsh Language in Education Strategic Plan is a statutory document of the Local Authority and aligns with the Welsh Government's priorities for developing Welsh-medium education (in line with the *Cymraeg 2050* targets). There are 7 outcomes that Local Authorities are expected to implement in order to realise the outcomes, namely:

1. More nursery children/three-year-olds receive their education through the medium of Welsh.
2. More reception class children/five-year-olds receive their education through the medium of Welsh.
3. More children continue to improve their Welsh-language skills when transferring from one stage of their statutory education to another.
4. More learners study Welsh as a subject and subjects through the medium of Welsh.
5. Increase opportunities to use Welsh in different contexts.
6. Improve the provision of Welsh-medium education for ALN pupils.

Increase the number staff who are able to teach in Welsh.

1.3 Language Policy

Primary

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

Secondary

In the secondary, all pupils who have reached the necessary level, which is level 3+ at the end of KS2, are expected to follow Welsh as a First Language in KS3 in order to ensure appropriate progression and continuity. It is hoped that these pupils can study Welsh and English as subjects until the end of year 11.

The secondary schools build on the foundation laid in the primary by ensuring that all pupils continue to develop skills in Welsh and English. The County does not define secondary schools according to linguistic categories as there is the same expectation in relation to the Language Policy, which is to give all pupils in the County the opportunity to be proficient bilingually.

1.4 A million speakers by 2050

Cymraeg 2050 is the Welsh Government's latest strategy for the Welsh language and covers the next three decades. This document sets out specific targets for increasing the numbers who speak the language together with the use of Welsh.

The aims of *Cymraeg 2050* include:

| | Aim | Target |
|----|--|--|
| 1. | Increase the number of Welsh speakers | 1 Million speakers by 2050 |
| 2. | Increase the use of the Welsh language | Daily users of the Welsh language increasing from 10% to 20% |

The strategic document *Cymraeg 2050: A million Welsh speakers* emphasizes the importance of increasing the numbers who speak Welsh but it is also emphasized that increasing the daily use of the Welsh language is equally important.

Moving towards the position where we have a million speakers is one aspect of our vision for a thriving Welsh language. However, a thriving Welsh language is a language that is used. We want the use of Welsh to be a routine part of everyday life, so that speakers at all levels feel confident in its use in formal and informal situations..... The Welsh Language Use Survey 2013–15 (Welsh Government and Welsh Language Commissioner 2015) shows that there is a clear link between fluency and frequency of Welsh language use – 84 per cent of fluent Welsh speakers speak Welsh daily.

Source: Cymraeg 2050: A million Welsh speakers (2017)

1.5 Gwynedd Language Strategy 2023-2033

The Welsh Language Standards imposed on Cyngor Gwynedd by the Welsh Language (Wales) Measure 2011 place an expectation on the Council to draw up a 5-year strategy that will show how it intends to promote the Welsh language and to facilitate the use of the Welsh language across the county. The Gwynedd Language Strategy 2023-2033 is Cyngor Gwynedd's latest strategy for the Welsh language. This document sets out specific targets for increasing the numbers who speak the language:

| | How will we increase the number of speakers? | How will we measure on a local level, and during the period of the strategy? |
|----|---|--|
| 1. | Provide opportunities for children and young people who are not yet Welsh speakers (e.g., newcomers, children who do not receive mainstream education), to learn and become confident Welsh speakers. | Number of children receiving Welsh-medium education. Number of children receiving support through the Education Department's immersion system. |
| 2. | Provide opportunities for adults to become new speakers via the Council's learner support schemes and community provision of partners. | Number of Council employees who receive Welsh learning lessons. Provision of community Welsh learning courses. |

There is also a commitment in the Strategy to increase the use of the Welsh language in the following areas:

- *The language of the early years*
- *Language of Learning*
- *Working and Service Language*
- *The Welsh language*

2. YSGOL BALADEULYN'S CATCHMENT AREA LANGUAGE PROFILE

2.1 Background of Gwynedd's Language Profile

64.4% of the County's population who are over the age of three are Welsh speakers - significantly higher than the figure for Wales as a whole of 17.8%. In Gwynedd, the ability to speak Welsh is highest in Hendre ward (86% speak Welsh), and lowest in the Canol Bangor area (25.6%).

2.2 Wards

2.2.1 Llanllyfni and Clynnog, Y Groeslon, Penygroes and Talysarn Wards

The catchment area of Ysgol Baladeulyn, Ysgol Nebo, Ysgol Brynaerau and Ysgol Llanllyfni are within the ward of Llanllyfni and Clynnog, with the catchment area of Ysgol Bro Llifon within the ward of Y Groeslon, with the catchment area of Ysgol Bro Lleu within the ward of Penygroes and the catchment area of Ysgol Talysarn within the ward of Talysarn (Office for National Statistics, 2021). The linguistic profile of the wards of these schools is summarised in the table below:

| | Llanllyfni and Clynnog | Y Groeslon | Penygroes | Talysarn | Gwynedd | Cymru |
|--|---------------------------------------|-----------------------|------------------|------------------|-------------------|----------------------|
| Welsh identity only | 1,407 (64.8%) | 1,200 (72.2%) | 1,363 (75.6%) | 1,206 (62.2%) | 69,560 (59.3%) | 1,715,975 (55.2%) |
| No Welsh identity | 35.2% | 27.8% | 24.4% | 37.8% | 36.3% | 36.7% |
| Population 3+ years old | 2,173 (100%) | 1,621 (100%) | 1,802 (100%) | 1,943 (100%) | 114,308 (100%) | 3,018,172 (100%) |
| Able to speak Welsh | 1,508 (69.4%) | 1,247 (77%) | 1447 (80.3%) | 1,312 (67.5%) | 73,560 (64.4%) | 538,296 (17.8%) |
| No Welsh skills | 429 (19.7%) | 237 (14.6%) | 195 (10.8%) | 390 (20.1%) | 29,977 (26.2%) | 2,259,017 (74.8%) |
| Able to understand oral Welsh only | 121 (5.6%) | 98 (6.0%) | 66 (3.7%) | 133 (6.8%) | 8,166 (7.1%) | 156,762 (5.2%) |
| Able to speak Welsh but unable to read or write Welsh | 108 (5%) | 58 (3.6%) | 96 (5.3%) | 104 (5.4%) | 6,142 (5.4%) | 68,391 (2.3%) |
| Able to speak and read Welsh but not able to write Welsh | 53 (2.4%) | 43 (2.7%) | 52 (2.9%) | 57 (2.9%) | 3,170 (2.8%) | 33,971 (1.1%) |
| Able to speak, read and write Welsh | 1,327 (61.1%) | 1,128 (69.6%) | 1,279 (71%) | 1,119 (57.6%) | 63,256 (55.3%) | 429,313 (14.2%) |
| Able to write Welsh but unable to speak or read Welsh | 10 (0.5%) | 7 (0.4%) | 2 (0.1%) | 7 (0.4%) | 387 (0.3%) | 4,970 (0.2%) |
| Able to read and write Welsh but not able to speak Welsh | 16 (0.7%) | 23 (1.4%) | 24 (1.3%) | 12 (0.6%) | 1004 (0.9%) | 17,560 (0.6%) |
| Another combination of Welsh skills | 20 (0.9%) | 18 (1.1%) | 20 (1.1%) | 32 (1.6%) | 993 (0.9%) | 6,621 (0.2%) |

Source: Census 2021, Office for National Statistics

2.3 Ysgol Baladeulyn

The table below shows that the majority of Ysgol Baladeulyn learners speak Welsh fluently.

| School | Speak Welsh fluently at home | Speak Welsh at home but not fluently | No Welsh speaking at home but fluent | No Welsh speaking at home and not fluent | No Welsh speaking at all |
|------------|------------------------------|--------------------------------------|--------------------------------------|--|--------------------------|
| Baladeulyn | 55% | 27% | 0% | 18% | 0% |

Source: Percentage of January 2025 respondents

2.4 Nearby schools

Linguistic data for the nearby schools can be seen below.

| School | Speak Welsh fluently at home | Speak Welsh at home but not fluently | No Welsh speaking at home but fluent | No Welsh speaking at home and not fluent | No Welsh speaking at all |
|------------|------------------------------|--------------------------------------|--------------------------------------|--|--------------------------|
| Brynaerau | 63% | 8% | 2% | 10% | 17% |
| Llanllyfni | 80% | 8% | 1% | 4% | 7% |
| Nebo | 50% | 12.5% | 25% | 12.5% | 0% |
| Bro Lleu | 73% | 3% | 2% | 6% | 16% |
| Talysarn | 37% | 16% | 4% | 19% | 24% |
| Bro Llifon | 83% | 3% | 1% | 3% | 10% |

Source: Percentage of number of January 2025 respondents

2.5 Activities after school

This is a summary of what Ysgol Baladeulyn and the other schools in the Dyffryn Nantlle secondary catchment area offer on school sites.

| | Baladeulyn | Talysarn | Bro Lleu | Llanllyfni | Brynaerau | Bro Llifon | Nebo |
|--|------------|----------|----------|------------|-----------|------------|------|
| Playgroups (School Holidays) | | | ✓ | | | | |
| Members of the Urdd | | | | ✓ | | ✓ | ✓ |
| Morning/Evening Coffee | ✓ | ✓ | | ✓ | ✓ | ✓ | |
| Cylch/Ysgol Feithrin | | | ✓ | ✓ | | ✓ | |
| Club/After school club/Sports Activity | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |

It can be seen in the table above that only activities such as Morning/Evening Coffee are held at Ysgol Baladeulyn, which is significantly less than the after school provision in the other schools in the catchment area. This means that there are less opportunities for Baladeulyn learners to take advantage of after school activities to use and develop the Welsh language.

2.6 Community Activities

Canolfan Llys Llywelyn is located approximately 0.5 miles away from Ysgol Baladeulyn and hosts a number of activities. This is an outline of the community elements that the School is regularly involved with;

- Summer Fair
- Christmas Fair
- Concerts
- Coffee Morning
- Market

2.7 Welsh in Education Strategic Plan 2022-2032

Ysgol Baladeulyn and the nearby schools implement the objectives of Cyngor Gwynedd's Welsh in Education Strategic Plan 2022-2032. This includes:

- That all pupils in the county have appropriate linguistic skills in Welsh and English, and that that expectation is consistent across all schools.
- That there is suitable provision to enable all pupils to develop proficiently bilingually. In this context, schools are expected to continue to nurture the skills of those pupils who are Welsh speakers, and introduce the Welsh language to those who are learners.
- That all the county's education institutions reflect and reinforce the Language Policy in their administration, their social life and their pastoral order, as well as in their curricular provision.

The implementation of the proposal would be in line with the objectives of the Welsh in Education Strategic Plan 2022-32.

2.8 Additional Evidence

Ysgol Baladeulyn

The Estyn report in 2017 says:

“Welsh is the main medium of the school’s life and work ... Approximately three-quarters of pupils speak Welsh at home ... There is a very strong Welsh ethos at the school, and provision encourages pupils to make full use of the Welsh language in all aspects of school life. Pupils show pride towards the language and an obvious appreciation of the culture and history of the local area.”

[Ysgol Baladeulyn Estyn inspection report November 2017](#)

Ysgol Talysarn

Mae adroddiad Estyn 2017 yn nodi:

“Welsh is the school’s everyday language and the main medium of teaching and learning. English is taught formally in key stage 2. Approximately 50% of pupils come from Welsh-speaking homes... Approximately half the pupils come from non-Welsh speaking homes; however, their spoken Welsh skills develop at a very early stage.”

[Ysgol Talysarn Estyn Inspection Report January 2017](#)

3. Assessment of the impact on the Welsh language

3.1 The Options

- *Do nothing - continue with the school's current structure.*

Keeping the current system would mean that Ysgol Baladeulyn continues in the same way, with the same staffing structure.

Note that although the case for change has been established, the Do nothing model has been included in the assessment for comparison purposes.

- *Federating with a nearby school (Ysgol Talysarn)*

This option would ensure continuity in the school's presence in the village of Nantlle through a collaboration arrangement with a school, or schools nearby, led by a head or heads and one governing body. This option would mean establishing a formal collaboration arrangement, between 3 schools, as Ysgol Talysarn has already federated with Ysgol Brynaerau. These schools would share one governing body, but at the same time keep their legal status as separate entities, their financial allocation, name and school uniform, and continue to have their own Estyn inspection.

It is not anticipated that federalisation would have an impact on the Welsh language as Ysgol Baladeulyn would continue, with opportunities to strengthen the leadership position, and work together for the school.

- *Close Ysgol Baladeulyn and offer the learners a place in a nearby school (Ysgol Talysarn)*

This option would mean closing Ysgol Baladeulyn, and offering a place for learners at Ysgol Talysarn.

This option would mean that Ysgol Baladeulyn would close, and that the learners of the current Ysgol Baladeulyn catchment area would be offered a place in Ysgol Talysarn (the alternative school).

The table on the next page contains an assessment of the impact of closing Ysgol Baladeulyn and teaching the learner at Ysgol Talysarn, on the Welsh language compared to the current situation. The table also outlines the additional opportunities for strengthening the Welsh language, and methods of mitigating any negative impact that may arise from the proposed proposal.

- *Merge local schools in order to support and maintain Ysgol Baladeulyn*

This option would mean closing local schools, including Ysgol Baladeulyn, creating a new school across a number of sites, including the existing site of Ysgol Baladeulyn.

It is not anticipated that this option would have a negative effect on the Welsh language. Depending on the structure of the multi-site school, there may be opportunities for learners to access a wider range of suitable resources, higher supply in terms of staffing, and they could be part of a larger group of peers.

- *Add a specialist area for children with special needs at Ysgol Baladeulyn*

This option would mean continuing with Ysgol Baladeulyn adding a specific specialized area for children with additional learning needs on the school site.

It is not anticipated that this option would have an impact on the Welsh language in the school as Ysgol Baladeulyn would continue.

- *Federating with another school adding a specialist area for children with special needs at Ysgol Baladeulyn*

This option would mean continuing with Ysgol Baladeulyn and adding a specific specialist area for children with additional learning needs on the school site by federating with another school.

It is anticipated that federalisation would have an impact on the Welsh language in the school as Ysgol Baladeulyn would continue, with opportunities to strengthen the leadership, and work together for the school.

- *Include a language unit in Ysgol Baladeulyn site*

This option would mean continuing with Ysgol Baladeulyn and adding a language unit on the school site.

It is not anticipated that this option would have an impact on the Welsh language in the school as there would be no change to the education provision provided by Ysgol Baladeulyn. However, it is likely that there will be a positive impact on the Welsh language of the children who will attend the language Unit.

4. ASSESSMENT OF THE IMPACT ON THE WELSH LANGUAGE

Assessment of the impact on the Welsh language - Proposed proposal to close Ysgol Baladeulyn and offer the learners a place in a nearby school (Ysgol Talysarn)

| Impact Criteria | Description | Status of the impact and the work | Have any measures been identified to mitigate any negative impact or to create more positive opportunities | Final impact (following mitigation methods) |
|---|---|-----------------------------------|--|---|
| School language (formal) | Ysgol Baladeulyn is a Welsh-medium school. As Ysgol Talysarn is also a Welsh-medium school, it is concluded that the proposed proposal would not have an impact on the children's language of education. | Neutral | Irrelevant | Irrelevant |
| School language (informal) | January 2025's PLASC statistics show that 55% of Ysgol Baladeulyn learners speak Welsh fluently at home and 37% of Ysgol Talysarn learners. Learners would have access to a higher supply in terms of staffing and would be part of a larger group of peers of the same age, the proposal could strengthen the opportunities for learners within the classroom. However, it is anticipated that the proposal may negatively affect the social use of Baladeulyn learners of the Welsh language as fewer learners at Ysgol Talysarn are fluent in Welsh. | Neutral | The Local Authority and Governing Body of Ysgol Talysarn could discuss methods to encourage and foster pupil's opportunities and confidence to use Welsh in informal contexts. | Irrelevant |
| Access to Welsh medium education | Ysgol Talysarn is a Welsh-medium school, like Ysgol Baladeulyn. It is therefore not anticipated that the proposal would affect this criterion. | Neutral | Irrelevant | Irrelevant |
| Non-statutory provision | Learners would have access to a higher supply in terms of staffing and would be part of a larger group of peers of the same age. | Positive | The local authority and Ysgol Talysarn's Governing Body could discuss methods to ensure that pupils can participate in extracurricular activities. | Positive |
| Activities before/after school | Ysgol Talysarn is a larger school in terms of numbers of learners so the peer groups will be larger. Ysgol Talysarn also offers clubs and activities after school which offer opportunities to use Welsh before/after school. | Positive | The Local Authority and Ysgol Talysarn Governing Body could consider any additional opportunities for holding activities after school, ensuring that arrangements are in place to include learners in the Baladeulyn catchment area. | Positive |
| Use of the Welsh Language in | If the proposal to close Ysgol Baladeulyn was to be realised, then it is anticipated that some elements of community events will be affected. It is anticipated that there may be some negative impact resulting from the realisation of the proposal, | Negative | The Local Authority and Ysgol Talysarn Governing Body can consider methods of promoting the use of the Welsh language | Neutral |

| | | | | |
|---------------|--|--|--|--|
| the community | as parents/guardians/families will not meet daily in the Baladeulyn community when dropping off/collecting children from school. | | by including the Nantlle community in the school's community activities. | |
|---------------|--|--|--|--|

5. CONCLUSION

Our expectations are that all learners in the County have a balanced, age-relevant bilingualism so they can be complete members of the bilingual society they are part of. The proposals for reorganisation will need to take full account of all the linguistic effects. Maintaining and improving the use of Welsh as an educational and social language among children will be a key consideration when drawing up proposals within the area.

It is not anticipated that any of the options set out in section 3 above would have a negative impact on the Welsh language.

From the perspective of the proposal to close Ysgol Baladeulyn and transfer learners to Ysgol Talysarn, the proposed proposal would have a partial impact on some elements in the context of the Welsh language, mainly:

- that the proposed proposal to close Ysgol Baladeulyn and offer the learners a place at a nearby school (Ysgol Talysarn) would mean that the Baladeulyn learners would continue to be educated in a Welsh-medium school.
- That the proposed proposal would mean that learners would have access to a higher supply in terms of staffing and would be part of a larger group of peers of the same age, the proposal could strengthen the opportunities for learners within the class.
- that the proposed proposal would mean that Baladeulyn learners would be less likely to use the Welsh in informal contexts with their peers beyond school hours.
- That the proposed proposal would mean that fewer parents would likely meet daily in Baladeulyn's community while dropping off and picking up children.

Based on the above, if the proposed proposal is implemented, it is anticipated that the use of the Welsh language by learners in the Baladeulyn catchment area would not be effected in the formal school context. There would be a positive impact on the use of Welsh beyond school hours due to access to clubs and after school activities. However, it is anticipated that there would be less use of the Welsh language in informal contexts at school.

1. INTRODUCTION

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

The Council's vision:

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

The Council has adopted well-being objectives which reiterate the national well-being goals, to ensure the following for the residents of Gwynedd:

- Giving our children and young people the best possible start in life
- Strengthening the economy and supporting the residents of Gwynedd to earn a worthy wage
- Supporting the people of Gwynedd to live in suitable and affordable homes in their communities
- Supporting the residents of Gwynedd to live full and safe lives in our communities
- Ensuring that we give every possible opportunity for our residents to use the Welsh language in the community
- Protecting the natural beauty of the county, and responding positively to the climate change crisis
- Putting the people of Gwynedd first and treating them fairly and ensuring that the Council performs effectively and efficiently.

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

| | Llewyrchus | Cydnorth | Iachach | Cyfartal | Cymunedau Cydlynus | Diwylliant bywiog lle mae'r iaith Gymraeg yn fyynnu | Yn gyfrifol ar lefel fyd-eang |
|--|------------|----------|---------|----------|--------------------|---|-------------------------------|
| GWYNEDD YFORY Rhoi'r cychwyn gorau posib mewn bywyd i'n plant a'n pobl ifanc | | | | | | | |
| GWYNEDD LEWYRCHUS Cryfhau'r economi a chefnogi trigolion Gwynedd i ennill cyflogau teilwng | | | | | | | |
| GWYNEDD GLYD Cefnogi pobl Gwynedd i fyw mewn cartrefi addas a fforddiadwy yn eu cymunedau | | | | | | | |
| GWYNEDD OFALGAR Cefnogi trigolion Gwynedd i fyw bywydau llawn a diogel yn ein cymunedau | | | | | | | |
| GWYNEDD GYMRAEG Sicrhau ein bod yn rhoi pob cyfle posib i'n trigolion ddefnyddio'r Gymraeg yn y gymuned. | | | | | | | |
| GWYNEDD WERDD Gwarchod harddwch naturiol y sir, ac ymateb yn gadarnhaol i'r argyfwng newid hinsawdd | | | | | | | |
| GWYNEDD EFFEITHLON Rhoi trigolion Gwynedd yn gyntaf gan eu trin yn deg a sicrhau fod y Cyngor yn perfformio'n effeithiol ac effeithlon | | | | | | | |

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

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

| Objectives | |
|--|---|
| Giving our children and young people the best possible start in life | The proposal will ensure that children in the area gain experiences by socialising with a wider range of age-relevant peers, receive high quality education in a school that is able to offer a learning environment and experiences to a wider range of learners. |
| Strengthening the economy and supporting the residents of Gwynedd to earn a worthy wage | It is anticipated that implementing this option would lead to staff redundancies. Cyngor Gwynedd, in conjunction with Trade Unions and headteachers have developed a detailed staffing policy. The policy will form the basis for any change in staff employment deriving from any proposal. Clear and open communication will be a core part of the successful implementation of any proposals. |
| Supporting the people of Gwynedd to live in suitable and affordable homes in their communities | No impact. |
| Supporting the residents of Gwynedd to live full and safe lives in our communities | Ensuring that the learners receive education of the highest quality will be integral to the proposal, to ensure that they receive an education of the same standard and quality in the alternative school. |
| Ensuring that we give every possible opportunity for our residents to use the Welsh language in the community | <p>Ysgol Baladeulyn's learners live in a Welsh-speaking society and are taught in a Welsh-medium school, like the alternative school.</p> <p>It is likely that the proposed proposal would have a positive impact on the Welsh language as Ysgol Baladeulyn learners benefit from more opportunities to use the Welsh language with a wider range of peers in the classroom and socially. However, it is anticipated that the proposal could have a negative impact on Baladeulyn learners' social use of the Welsh language as fewer learners at Ysgol Talysarn are fluent in Welsh.</p> <p>Ysgol Talysarn serves an area that is a stronghold of the Welsh language with just over 2/3 of the population able to speak Welsh.</p> |
| Protecting the natural beauty of the county, and responding positively to the climate change crisis | No impact. |
| Putting the people of Gwynedd first and treating them fairly and ensuring that the Council performs effectively and efficiently | No impact. |

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

| Aim | Does the proposal contribute to this goal? | Negative impact mitigating measures for this goal: |
|--|--|--|
| A prosperous Wales An innovative society which uses resources proportionately, a well-educated population which generates wealth and provides employment opportunities. | <p>The proposal to close Ysgol Baladeulyn and educate the children in Ysgol Talysarn would mean that the learners foster experiences by socialising with a broader range of age-relevant peers and receive a quality education at a school which can offer a learning environment and experiences to a broader range of learners.</p> <p>Implementing the proposed option could lead to staff losing their jobs.</p> | <p>Should the Cabinet resolve to proceed to consultation on the proposal, a statutory consultation would be held that would include all the school's stakeholders, including staff and union representatives.</p> <p>Cyngor Gwynedd has developed a detailed staffing policy, jointly with Trade Unions and headteachers. Any redundancies resulting from this proposal will have to comply with that policy. Clear and open communication will play a core part in the implementation of any proposals.</p> |
| A resilient Wales A nation which maintains and enhances a biodiverse environment with healthy ecosystems that support resilience and the capacity to adapt to change (for example climate change). | <p>It is not anticipated that the proposal is likely to impact this aim.</p> | <p>No impact</p> |
| A healthier Wales A society in which people's physical and mental well-being is maximised and in which choices and behaviours that benefit future health are understood. | <p>It is not anticipated that the proposal is likely to impact this aim.</p> | <p>No impact</p> |

| | | |
|--|--|--|
| <p>A more equal Wales A society that enables people to fulfil their potential no matter what their background or circumstances (including their socio-economic background and circumstances).</p> | <p>It is anticipated that the proposal will improve the Authority's ability to <i>“provide education of the best possible quality that will provide the county’s children with the experiences, skills and confidence to develop into bilingual, successful and well-rounded citizens”</i> in accordance with the 'Excellent Primary Education for the Children of Gwynedd' strategy .</p> | <p>The Equality Assessment notes that it is not anticipated that the proposal is likely to have a negative impact on equality. Additionally, it is noted that there are robust policies and procedures in place that will ensure that the proposal considers and aligns with equal opportunities. It is noted that measures are already in place to ensure that there will be no illegal discrimination or harassment.</p> |
| <p>A Wales of cohesive communities Attractive, viable, safe and well-connected communities.</p> | <p>The community of Nantlle is strong and vibrant and it is acknowledged that the closure of Ysgol Baladeulyn could have some negative impact on the community.</p> | <p>Following an assessment of the likely impact on the community, it has been concluded that the proposal could lead to some negative impact on the community. In acknowledging the negative impact that closing the school could have on the community of Nantlle, it is noted that 62.5% of learners in the Ysgol Baladeulyn catchment area already choose to attend Ysgol Talysarn. Therefore, it is considered that a link already exists between the school and the wider area. Should the proposal be implemented, there will be an opportunity to build upon these links between the community in Nantlle and Ysgol Talysarn by holding discussions that will promote including the Nantlle community in the school's community activity.</p> |
| <p>A Wales of vibrant culture and thriving Welsh Language A society that promotes and protects culture, heritage and the Welsh language, and which encourages people to participate in the arts, and sports and recreation.</p> | <p>It is not anticipated that there will be an impact on this aim as implementing the proposal would mean that pupils at Ysgol Baladeulyn continue to receive their education in a Welsh medium school.</p> | <p>Following an assessment of the likely impact on the Welsh language, it was concluded that the proposed proposal could lead to some positive and negative impact on the Welsh language. Recognising the effects that closing the school could have on the Welsh language, if the proposed proposal were to be implemented, it is believed that there is an opportunity to build on the work of the Siarter Iaith in order to promote the social use of the Welsh language among all learners.</p> |

| | | |
|---|--|------------------|
| <p>A globally responsible Wales</p> <p>A nation which, when doing anything to improve the economic, social, environmental and cultural well-being of Wales, takes account of whether doing such a thing may make a positive contribution to global well-being.</p> | <p>It is not anticipated that the proposal is likely to impact this aim.</p> | <p>No impact</p> |
|---|--|------------------|

4. PRINCIPLES OF SUSTAINABLE DEVELOPMENT

| Principles of Sustainable Development | Does the proposal consider the principle? |
|--|---|
| Long Term Balance short term needs with long term ones and plan for the future. | The pattern of declining pupil numbers has been consistent since 2016, with projections showing that the numbers of learners in Ysgol Baladeulyn will reduce further over the coming years, which demonstrates that the current challenges facing the school are long-term and clearly shows that the case for change is clear. |
| Prevention Allocate resources to prevent problems from occurring or getting worse. We will address problems by prevention and early intervention rather than being responsive. | Should the Cabinet decide to take further steps, the learners' needs will be the priority during all steps of any process. |
| Integration Have a positive effect on people, the economy, the environment and culture. | The authority decided to begin the process of examining the future of Ysgol Baladeulyn due to the urgent situation facing the school. |
| Collaboration Work with other partners to provide services. | Collaboration with other relevant departments and the alternative school will be an important part of achieving the objectives for the benefit of the school and the catchment's children. |
| Involvement (Communication and Engagement) Involve the people of Gwynedd when seeking to realise our plan and ensure that those people reflect the diversity of the area. | <p>In accordance with the Cabinet's decision (11 February 2025), the Ysgol Baladeulyn Review Panel (SRP) was established, and the Governing Body, parents and staff and Local Member were invited to join the panel and participate in the discussion. Three SRP meetings were held between March 2025 and July 2025 to discuss a range of options to seek to respond to the main challenges faced by the school.</p> <p>Should the Cabinet resolve to proceed to consultation on the proposal, a statutory consultation would be held that would include all the school's stakeholders, such as parents, staff, unions and the wider community. This consultation would also include a specific consultation with children and young people.</p> |

5. CONCLUSION

Following consideration and assessment in accordance with the requirements of the well-being act, the Council's 7 well-being act goals and well-being objectives, and it is concluded that the proposal meets the requirements.

It is acknowledged that should the Cabinet decide to proceed with this proposal, it may result in the closure of a school in the community of Nantlle, however a large number of the children living within the school's catchment area already attend other schools, including Ysgol Talysarn, and therefore there is already a link between the schools and the community of that school. Every effort will be made to mitigate the impact on the community by encouraging links between the communities and Ysgol Talysarn. Should the proposal be approved, discussions will take place to discuss the possibility that Ysgol Talysarn community activity includes the community, where appropriate.

The proposal will ensure that the children of the area are educated on a site that is suitable and in a naturally Welsh-speaking society, thus increasing the opportunities to socialise and collaborate with others, and to give them a fair opportunity to thrive among their peers.

Assess the Impact on the People of Gwynedd

This document assesses what impact the policy, procedure, plan, etc. will have on the county's population and operates based on a number of legislations.

- **Equality Act 2010.** It places a duty on public organisations to give due attention to the impact of any new policy, procedure or plan, etc. (or as they are adapted) on persons with protected characteristics. We are required to
 - eliminate unlawful discrimination, harassment and victimisation and other conduct that is prohibited by the Act.
 - advance equality of opportunity between people who share a relevant protected characteristic and those who do not.
 - foster good relations between people who share a protected characteristic and those who do not.

In Wales, the specific duty notes the need to undertake an impact assessment following specific guidelines to consider the impact that any changes in any policy or procedure (or the creation of a new policy or procedure), will have on persons with protected equality characteristics. A timely assessment should be made before any decision is taken on any relevant change (i.e. that affects people with protected equality characteristics).

- **Socio-economic Duty.** Wales has implemented this further duty, which is part of the Equality Act 2010, and places a duty to address socio-economic disadvantages in strategic decisions.
- **Welsh Language Standards (Section 44 Welsh Language Measure (Wales) 2011).** The Council is required to consider the impact that any change in any policy or procedure (or the creation of a new policy or procedure), will have on opportunities for people to use the Welsh language and to ensure that the Welsh language is not treated less favourably than English. This document therefore ensures that these decisions safeguard and promote the use made of the Welsh language.
- **Well-being of Future Generations Act 2015.** The Council has a duty to put the five ways of working in place and to respond to the seven national well-being goals.
- **Armed Forces Act 2021.** Councils must give due attention to the impact of this proposal on those who serve or who have served in the Armed Forces, as well as their families.

Ysgol Baladeulyn

Author: Gwern ap Rhisiart

Date: September 2025

Version: 1

STEP 1 - Main Aims and Objectives of the Policy or Practice

1. What kind of document or procedure is being assessed?

- New and revised policies, practices or procedures (which modify service delivery or employment practices)

2. What are the overall aims, objectives and intended outcomes of the policy or practice?

The consent of the Council's Cabinet is sought to begin a period of statutory consultation in accordance with the requirements of section 48 of the School Standards and Organisation (Wales) Act 2013, on the proposal to close Ysgol Baladeulyn on 31 December 2026 and to provide a place for the pupils at Ysgol Talysarn from 1 January 2027 onwards.

Ysgol Baladeulyn has been prioritised for a review of the educational provision as the school is facing a number of challenges. Pupil numbers at the school have fallen consistently in recent years and have been fragile for some time. Consequently, it is likely that the school is facing increasing challenges, including:

- **Numbers of learners** - In the September 2025 census, only 6 full-time pupils were attending the school with 2 children in the Nursery Class. The school has a capacity for 55 learners Admission to Year 6 (+7 in the Nursery Class).

- **Learners in the catchment area** - September 2025 data shows that only 25% of Ysgol Baladeulyn catchment area learners choose to attend the school. 75% of learners in the catchment area choose to attend schools outside the catchment area.
 - **Projections of numbers** – Projections of numbers (including the Nursery Class) recommend that the numbers will remain fragile into the future: September 2026=8; September 2027 = 8; September 2028= 7
 - **High percentage of empty places** – Based on September 2025 figures, there are approximately 89% empty places (42 in number).
 - **Small class sizes** – There are 2 classes at Ysgol Baladeulyn (September 2025) with one class meeting in the morning with 3 learners (including 2 nursery), and the second class with 3 learners from Reception to Year 6.
 - **Wide age range within classes** – There is an age range of 3 years in one class and 7 years in the second class.
- Additional funding to the allocation** - Ysgol Baladeulyn receives an additional amount to the normal allocation through the minimum staffing policy (which guarantees at least a headteacher and a teacher in every school, and a headteacher and an assistant in schools with less than 15 full-time learners). The total additional amount during the 2025-26 financial year (based on September 2024 numbers) was £56,781 Cost per learner – The average cost per learner at Baladeulyn School in 2025-26 is £14,953 compared to the county average of £5,780.

3. Who are the main consultative groups (stakeholders)?

- Staff, Governors and Parents/Guardians of Ysgol Baladeulyn
- Should the Cabinet support the recommendation to hold a statutory consultation on the proposal, we will consult all consultees noted in the School Organisation Code,
- the Education Department and Officers from other Cyngor Gwynedd departments.

STEP 2 - Engagement Data and Assessing the Impact

4. Has any effort been made to comply with the duty to engage in accordance with what is described above and has enough information been gathered to move forward?

Yes

The engagement details. Note any consultation or engagement you have conducted or intend to conduct.

| Action | Dates | Information |
|---------------------------------|---------------|---|
| Ysgol Baladeulyn Review Panel I | 17 March 2025 | The Ysgol Baladeulyn School Review Panel (SRP) was established in March 2025 and a series of meetings |

| | | |
|--|--------------------|--|
| Ysgol Baladeulyn Review Panel 2 | 19 May 2025 | <p>were held between March and July 2025, with the last of these held on 7 July 2025. The SRP membership included the school's headteacher and staff, governors, the Local Member, parents and guardians.</p> <p>During the meetings, a number of options were considered for primary education in the Ysgol Baladeulyn catchment area to ensure a sustainable provision for the future and respond specifically to the small numbers of learners.</p> |
| Ysgol Baladeulyn Review Panel 3 | 7 July 2025 | |

5. What information is available about the impact on each of the following characteristics and subjects?

| | Evidence, Information and Relevant Data | Potential Positive and/or Negative Impact |
|-------------------|--|--|
| Race | <p>Gwynedd schools have relevant policies in place to protect individuals from any discrimination based on race, such as Equality, Inclusion and Anti-bullying Policies. The Anti-bullying Policy provided by Cyngor Gwynedd states anti-bullying guidelines and procedures based on factors such as race in the school. Also, it is states in the Equality policy that is implemented by Gwynedd primary schools that schools</p> <p><i>"... are opposed to all types of prejudice and discrimination and acknowledge that pupils have different needs, requirements and objectives."</i></p> <p>Therefore, it is not anticipated that this proposal would have a negative impact on this characteristic.</p> | None |
| Disability | <p>It is not anticipated that the change would have a negative impact on this characteristic. An accessibility assessment of any relevant alternative schools would be held, and we will ensure that any transport required is suitable for the needs of the individual. The needs of any disabled child would be considered in accordance with the Education Department's Accessibility and Equality policies.</p> | None |

| | | |
|----------------------------|---|----------|
| Sex | <p>Implementing the proposal would not have an impact on this characteristic. Implementing the proposal will mean that everyone will be treated according to their need, whatever their gender. Every school implements an Equality Policy stating that the school:</p> <p><i>"... is opposed to all types of prejudice and discrimination and acknowledges that pupils have different needs, requirements and objectives."</i></p> | None |
| Age | <p>Should the proposal be implemented, it is anticipated that the children of Ysgol Baladeulyn would benefit from having more age-related peers in their class as there are more learners at Ysgol Talysarn, which will be a way to ensure age-appropriate educational and extra-curricular experiences, as well as access to additional extra-curricular activities.</p> <p>We believe that learners will receive more age-appropriate experiences at the nearby alternative school since the learners will have learning experiences in collective groups, smaller groups, partner work and individually within their specific age range, along with lessons that have been appropriately differentiated for the age range in question.</p> <p>It is anticipated that implementing the proposal would mean that people of any age would be treated fairly and according to their need. Ysgol Baladeulyn and Ysgol Talysarn implement an equality policy stating that the schools:</p> <p><i>"... are opposed to all types of prejudice and discrimination and acknowledge that pupils have different needs, requirements and objectives."</i></p> | Positive |
| Religion and Belief | <p>Ysgol Baladeulyn and the alternative school noted in the proposal (Ysgol Talysarn) are community schools.</p> <p>Every school has an Inclusion Policy that would deal with any discriminatory incident that may occur at the school, which is associated with religion or belief.</p> <p>Therefore, it is not anticipated that this proposal would have an impact on this characteristic.</p> | None |

| | | |
|---------------------------------------|---|------|
| Sexual Orientation | <p>Relationships and sexuality education (RSE) is a statutory requirement in the Curriculum for Wales framework that was published under section 71 of the Curriculum and Assessment (Wales) Act 2021 and is mandatory for all learners aged between 3 and 16. RSE has a positive and empowering role to play in learners' education and it is essential to form and maintain a range of relationships, that are all based on respect and trust on both sides, which is core to relationships and sexuality education. These relationships are crucial to developing emotional well-being, resilience and empathy. An understanding of sexuality with an emphasis on rights, health, equality and fairness empowers the learners to understand themselves, to take responsibility for their own decisions and behaviours and to form relationships. We believe that learners will receive more opportunities to develop relationships and learn collaboratively as part of a larger class in an alternative school.</p> <p>It is not anticipated that the proposal would have an impact on people on the grounds of sexual orientation. Ysgol Baladeulyn and Ysgol Talysarn, the proposed alternative school, implement an equality policy stating that the school: <i>"... is opposed to all types of prejudice and discrimination and acknowledges that pupils have different needs, requirements and objectives."</i></p> | None |
| Gender reassignment | <p>It is not anticipated that implementing the proposal would have an impact on people on the grounds of gender reassignment. It is stated in the Equality policy that is implemented by Gwynedd primary schools including Ysgol Baladeulyn and Ysgol Talysarn that the schools <i>"... are opposed to all types of prejudice and discrimination and acknowledge that pupils have different needs, requirements and objectives."</i></p> | None |
| Marriage and Civil Partnership | <p>It is not anticipated that the proposal would have an impact on anyone who is married or in a civil partnership, as both schools who are a part of the proposal implement the same policies.</p> | None |

| | | |
|--|---|-------------------|
| Pregnancy and Maternity | It is not anticipated that the proposal would have an impact on anyone who is pregnant, whether staff or parents, as both schools which are a part of the proposal implement the same policies. | None |
| The Welsh Language | <p>The Gwynedd Education Language Policy has the same aim for all of the county's primary schools, and every primary school (except for one) falls into category 3 in accordance with the Welsh Government's Guidance on school categories according to Welsh-medium provision. This means that the learners of Ysgol Baladeulyn will be able to continue to receive their education through the medium of Welsh and bilingually in accordance with the Education Language Policy at Ysgol Talysarn.</p> <p>It is not anticipated that there would be a negative impact should the proposal be implemented, and it is possible that the proposal could have a positive impact on the Welsh language as Ysgol Baladeulyn learners benefit from additional opportunities to use Welsh with a broader range of peers in the classroom and socially. The nearby alternative school, Ysgol Talysarn, serves areas which are a stronghold for the Welsh language.</p> <p>However, should the proposal to close Ysgol Baladeulyn be implemented, it is anticipated that some elements of community events would be affected, and as a result, the use of Welsh in the community. It is anticipated that there may be some negative impact from the implementation of the proposal, as parents/guardians/families will not meet daily in the community when dropping-off/collecting children from school.</p> | Negative/Positive |
| Socio-economic Considerations | It is envisaged that the proposal would reduce social disadvantage by ensuring more experiences and diversity of learning, more resources and access to more services and activities. | Positive |
| Those Who Serve or Who Have Served in the Armed Forces, As Well As Their Families | It is not anticipated that the proposal would have an impact on those who serve or who have served in the armed forces, as well as their families. Children from military or ex-military families will get the same fair play whichever school they attend. | None |
| Human Rights | It is not anticipated that implementing the proposal would have an impact on human rights. | None |
| Other | - | - |

6. Are there any data or information gaps, and if so, what are they and how do you intend to address them?

If the Cabinet decides to support the recommendation to hold a statutory consultation on the proposal, we will update all assessments after considering the responses to the proposed consultation.

7. When considering other key decisions that affect these groups, is there an increasing impact (cumulative impact)?

We are not aware of any proposed policies that would impact on the children and young people of the area.

8. What does the proposal include to demonstrate you have given due regard to the Public Sector Equality Duty (to promote equality of opportunity; help to eliminate unlawful discrimination, harassment, or victimisation and foster good relations and wider community cohesion) as covered by the three aims of the General Duty in the Equality Act 2010?

It is not anticipated that the proposal would have an impact on the school's statutory duty to protect learners from any discrimination, harassment or victimisation.

The aim is to promote equal opportunities and encourage the alternative school to continue to follow equality policies and procedures. Should the proposal be realised, it is anticipated that learners would receive more equal opportunities when placed in Ysgol Talysarn since the learners would have learning experiences that are based on national learning principles, with a range of methods, including working in collective groups, smaller groups, partner work and individually within their specific age range, along with lessons that have been appropriately differentiated for the age range in question.

As a high proportion of the learners living in the catchment area of Ysgol Baladeulyn already attend Ysgol Talysarn, a link between the school and community of Nantlle already exists. Nevertheless, should the proposal be implemented, opportunities for the school to build on its existing links with the catchment area of Ysgol Baladeulyn will be promoted.

Relationships and sexuality education (RSE) is a statutory requirement in the Curriculum for Wales framework that was published under section 71 of the Curriculum and Assessment (Wales) Act 2021 and is mandatory for all learners aged between 3 and 16. RSE has a positive and empowering role to play in learners' education and it is essential to form and maintain a range of relationships, that are all based on respect and trust on both sides, which is core to relationships and sexuality education. These relationships are crucial to developing emotional well-being, resilience and empathy. An understanding of sexuality with an emphasis on rights, health, equality and fairness empowers the learners to understand themselves, to take responsibility for their own decisions and behaviours and to form relationships. By implementing the proposal, it is anticipated that learners would receive more opportunities to develop relationships and learn collaboratively as part of a larger class.

9. How does the proposal show that due regard has been given to the need to address inequality due to socio-economic disadvantage? (Note that this relates to closing the inequality gap, rather than just improving outcomes for everyone.)

It is envisaged that implementing the proposal would reduce socio-economic inequality by ensuring that the learners have more experiences and access to more services and activities in the alternative school. It is anticipated that learners would receive more equal opportunities since the learners would have learning experiences that are based on national learning principles, with a range of methods, including working in collective groups, smaller groups, partner work and individually within their specific age range, along with lessons that have been appropriately differentiated for the age range in question.

By implementing the proposal, the learners of Ysgol Baladeulyn would have a better learning environment at a school with more learners of the same age, and it would ensure that they make the most of their education. It is anticipated that learners would benefit from having more age-related peers at a school with more learners, which will be a way to ensure suitable educational and extra-curricular experiences for them, as well as access to additional extra-curricular activities.

10. How does the proposal show implementation in line with the requirements of the Welsh Language Standards (Welsh Language Measure (Wales) 2011), to ensure that the Welsh language is not treated less favourably than the English language, and to ensure opportunities for people to use the Welsh language? Also, how does the proposal operate in accordance with the requirements of the Council's Welsh Language Strategy to take advantage of every opportunity to promote the Welsh language (beyond providing bilingual services) and increase opportunities to use and learn the language in the community?

Our expectations are that all of the County's learners have ability-relevant and well-balanced bilingual skills to enable them to be full members of the bilingual society of which they are part. Proposals to change local arrangements would have to take full consideration of all linguistic impacts. Supporting and improving the use of the Welsh language as an educational and social language among learners will be a key consideration when drawing up an option.

The Gwynedd Education Language Policy has the same aim for all of the county's primary schools, and every primary school (except for one) falls into category 3 in accordance with the Welsh Government's Guidance on school categories according to Welsh-medium provision. This means that the learners of Ysgol Baladeulyn will be able to continue to receive their education through the medium of Welsh and bilingually in accordance with the Education Language Policy at Ysgol Talysarn, should the proposal be implemented.

It is not anticipated that there would be a negative impact should the proposal be implemented, and it is possible that the proposal could have a positive impact on the Welsh language as Ysgol Baladeulyn learners benefit from additional opportunities to use Welsh with a broader range of peers in the classroom and socially.

As can be seen in the table below, a high percentage of learners from both schools speak Welsh at home:

| Ysgol | Speaking Welsh fluently at home | Don't speak Welsh at home but fluent | Speak Welsh at home but not fluent | Don't speak Welsh at home and not fluent | Can't speak Welsh at all |
|------------|---------------------------------|--------------------------------------|------------------------------------|--|--------------------------|
| Baladeulyn | 55% | 0% | 27% | 18% | 0% |
| Talysarn | 39% | 3% | 16% | 18% | 24% |
| | Fluent Welsh | | A Little Welsh | | No Welsh |

The assessment shows that some negative impact on the community is anticipated if the option to close Ysgol Baladeulyn is implemented. It is recognized that closing Ysgol Baladeulyn would lead to the loss of a school in the Nantlle community, however the assessment stated that a large proportion of the children who live within the school's catchment area already attend other schools, including Ysgol Talysarn, and therefore it is concluded that a link between Ysgol Talysarn and the Ysgol Baladeulyn community already exists.

Should the proposed proposal to close Ysgol Baladeulyn come true, every effort will be made to mitigate the impact on the community by encouraging links between the communities and Ysgol Talysarn. To mitigate the impact on the community, opportunities are identified to ensure that the Nantlle community is aware of the alternative school's activity, and community collaboration between Ysgol Baladeulyn and the Nantlle community is encouraged, where appropriate. In addition, the Local Authority and Ysgol Talysarn Governing Body can consider methods of promoting the use of the Welsh language by including the Nantlle community in the school's community activities.

11. How does this proposal meet the requirements of the Well-being of Future Generations Act by implementing the five ways of working, and respond to the seven national well-being goals, including creating a More Equal Wales?

Following consideration and assessment in accordance with the requirements of the well-being act, the seven well-being act goals and the Council's well-being objectives were considered, and it is concluded that the proposal meets the requirements.

It is acknowledged that should the Cabinet decide to proceed with this proposal, it may result in the closure of a school in the community of Nantlle, however a large number of the children living within the school's catchment area already attend other schools, including Ysgol Talysarn, and therefore there is already a link between the schools and the community of that school. Every effort will be made to mitigate any negative impact on the community by encouraging links between the communities and Ysgol Talysarn. Should the proposal be approved, discussions will take place to discuss the possibility that Ysgol Talysarn community activity includes the community, where appropriate.

The proposal will ensure that the children of the area are educated on a site that is suitable and in a naturally Welsh-speaking society, thus increasing the opportunities to socialise and collaborate with others, and to give them a fair opportunity to thrive among their peers.

STEP 3 - Procurement and Partnerships

12. Will this policy or practice be carried out wholly or partly by contractors or in partnership with another organisation(s)?

No

STEP 4 - Dealing with Negative or Unlawful Impact and Strengthening the Policy or Practice

13. When considering proportionality, does the policy or practice have a significantly positive or negative impact or create unequal outcomes?

Significantly Positive Impact:

Should the proposal be implemented, it is anticipated that learners would receive more equal opportunities when placed in an alternative school since the learners will have learning experiences that are based on national learning principles, with a range of methods, including working in collective groups, smaller groups, partner work and individually within their specific age range, along with lessons that have been appropriately differentiated for the age range in question.

By implementing the proposal, the learners of Ysgol Baladeulyn would have a better learning environment at a school with more learners of the same age, and it would ensure that they make the most of their education and allow access to more activities that are appropriate for their ability level. The learners would benefit from having more age-related peers at a school with more learners, which will be a way to ensure suitable educational and extra-curricular experiences for them, as well as access to additional extra-curricular activities.

Significant Negative Impact:

It is recognised that the options proposed may have an impact on an organisation within the community and on community cohesion, and the need is anticipated to mitigate this by fostering links between the school and the community.

The school (and its Governing Body) is responsible for implementing its equality policy, and the Authority, through its routine support and monitoring procedures, will ensure compliance.

14. Explain any intentional negative impact and why it is believed that there is justification for operating in this way (for example, on the grounds of improving equal opportunities or developing good relationships between those who share a protected characteristic and those who do not or due to objective justification or positive action)

No

15. Will any of the negative impacts identified count as unlawful discrimination albeit they are unavoidable (e.g. budget cuts)?

Not applicable.

Note the reason for stating this and the justification for proceeding

Not applicable.

16. What other measures or changes could be included to strengthen or change the policy/practice to demonstrate that due regard has been given to equal opportunity; help to eliminate unlawful discrimination, harassment, or victimisation; and foster good relations and wider community cohesion; as covered by the improvement aim of the General Duty in the Equality Act 2010?

Should the Cabinet resolve to proceed to consultation on the proposal, we will monitor the response of the consultation to see whether there are any other changes that could potentially be included so as to strengthen or amend the policy.

17. What measures or other changes could be included to strengthen or change the policy/practice to demonstrate that due regard has been given to the need to reduce inequalities of outcome as a result of socio-economic disadvantage?

It is envisaged that the proposal would reduce socio-economic disadvantage by ensuring that the learners have more experiences and access to more services and activities in the alternative school. Learners would receive more equal opportunities since the learners would have learning experiences that are based on national learning principles, with a range of methods, including working in collective groups, smaller groups, partner work and individually within their specific age range, along with lessons that have been appropriately differentiated for the age range in question.

By implementing the proposal, the learners of Ysgol Baladeulyn would have a better learning environment at a school with more learners of the same age, and it would ensure that they make the most of their education. The learners would benefit from having more age-related peers at a school with more learners, which will be a way to ensure suitable educational and extra-curricular experiences for them, as well as access to additional extra-curricular activities.

18. What other measures or changes could be included to strengthen or change the policy/practice to demonstrate that due regard has been given to the need to increase opportunities for people to use the Welsh language and in treating the Welsh language no less favourably than the English language as set out in the Welsh Language (Wales) Measure 2011 and to reduce or prevent any adverse effects that the policy/practice may have on the Welsh language?

It is anticipated that the proposal would have a positive impact on the Welsh language as learners from Ysgol Baladeulyn would benefit from more opportunities to use the Welsh language with a broader range of peers in the classroom and socially.

Should the school close, the Local Authority and Governing Body of the alternative schools could consider methods to promote use of the Welsh language socially by means of extra-curricular and community activities.

19. Is there enough information to make a balanced judgement and to proceed?

Yes

STEP 5 - Decision to Proceed

20. Given the information gathered in Steps 1–4 above, is it possible to move forward with the policy or practice or not, and if so, on what basis?
Choice of:

Continue with policy or practice in its current form

STEP 6 - Actions and Arrangements for Monitoring Outcomes and Reviewing Data

The EqlA process is an ongoing one that doesn't end when the policy/practice and EqlA is agreed and implemented. There is a specific legal duty to monitor the impact of policies/practices on equality on an ongoing basis to identify if the outcomes have changed since you introduced or amended this new policy or practice. If you do not hold relevant data, then you should be taking steps to rectify this in your action plan. To review the EHRC guidance on data collection you can review their [Measurement Framework](#)

21. What actions noted in Steps 1-5 or any additional data collection work would help to monitor the policy/practice when implemented:

| Action | Dates | Timetable | Lead Responsibility | Add to the Service Plan |
|--|--------------|------------------|----------------------------|--------------------------------|
| Statutory consultation on the proposal (depending on the Cabinet's decision) | Autumn Term | 42 days | Education Department | No |

22. What arrangements to monitor and review the ongoing impact of this policy or practice will be implemented, including timeframes for when it should be formally reviewed:

| Monitoring and Review Arrangements (including where outcomes will be recorded) | Timeframe and Frequency | Lead Responsibility | Add to the Service Plan |
|--|--------------------------------|----------------------------|--------------------------------|
| Should the proposal be realised, we will monitor the impact of the closure of the school and endeavour to assist with any negative impact that may derive from the policy. | Continuous | Education Department | No |