

**ASSESSMENT OF THE LIKELY IMPACT ON THE QUALITY
AND STANDARDS OF EDUCATION -
YSGOL Y GARREG**

January 2026

1. INTRODUCTION

Ysgol Y Garreg is a community primary school located in the village of Llanfrothen. The school provides education for learners between the ages of 3 and 11 and is a Welsh-medium school, Category 3. There has been a significant reduction in the numbers of learners at Ysgol Y Garreg over the past few years, from 26 pupils in 2016 to 2 pupils today, which causes uncertainty about the future of the school.

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

The Council is committed to providing education of the best possible quality that will give the County's children the experiences, skills and confidence to develop into bilingual, successful and well-rounded 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 Y Garreg was last inspected by Estyn in 2023 with the new inspection framework. Ysgol Cefn Coch was last inspected by Estyn in 2018. A summary of the last Ysgol Y Garreg and Ysgol Cefn Coch inspections can be found in the table below.

School	Date of inspection	Standards	Well-being and attitudes towards learning	Teaching and learning experiences	Care, support and guidance	Leadership and management
Y Garreg	2023	New inspection framework				
Cefn Coch	2018	Good	Excellent	Good	Excellent	Excellent

3. OPTIONS CONSIDERED

- *No change – continue with the current situation*

Note that although the case for change has been established, the 'No change' model has been included in the assessment for comparison purposes.

- *Federalise with a nearby school*

This option would ensure continuity in the school's presence in the village of Llanfrothen through a collaborative arrangement with a nearby school or schools, led by a head or heads and one governing body. Ysgol Y Garreg's governing body would be dissolved, and the school would come under the leadership of one headteacher and the governing body of the federation. 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.

The possibility of federalisation with neighbouring schools was considered, specifically Ysgol Cefn Coch and Ysgol Talsarnau (Afon Dwyryd Federation).

- *Close Ysgol Y Garreg and denote Ysgol Cefn Coch as the alternative school*

This option would mean closing Ysgol Y Garreg 31 August 2026 and denoting Ysgol Cefn Coch as the alternative school from 1 September 2026.

4. ASSESSMENT OF LIKELY IMPACT ON EDUCATION STANDARDS AND QUALITY

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

OPTION 1: DO NOTHING – CONTINUE WITH THE CURRENT SITUATION

This option would mean no change and Ysgol Y Garreg 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: FEDERALISATION WITH A NEARBY SCHOOL

Impact criteria	Description	Status of the impact and the work
Standards and general progress of specific groups and in terms of skills	A negative impact on these criteria is not foreseen through federalisation with a nearby school. The results of the latest Estyn inspections of Ysgol Y Garreg and Ysgol Cefn Coch were strong for indicators of standards. As a result, it is concluded that the effect on standards of federating Ysgol Y Garreg with Ysgol Cefn Coch and Ysgol Talsarnau would be neutral.	Neutral
Well-being and attitudes to learning	The results of Ysgol Y Garreg's latest Estyn inspection were strong with Ysgol Cefn Coch's report being 'excellent' for indicators of Well-being and attitudes to learning. As a result, it is concluded that the effect on well-being and attitudes to learning from the federating of Ysgol Y Garreg with Cefn Coch and Ysgol Talsarnau would be neutral.	Neutral
Learning and teaching experiences	Ysgol Y Garreg's latest Estyn inspection stated that the school "plans thoroughly to provide beneficial experiences that cover all of the areas of learning and experience." The latest Estyn inspection of Ysgol Cefn Coch stated that "the quality of teaching across the school is good. Staff establish an effective working relationship with the pupils, which fosters a supportive and active learning atmosphere." As a result, it is concluded that the impact on teaching and learning experiences would be neutral.	Neutral
Care, support and guidance	The latest Estyn inspection of Ysgol Y Garreg stated that the school "is a caring and family community that provides care, support and solid guidance to the pupils". Cefn Coch school has been assessed as 'excellent' under the Care, Support and Guidance indicator. As a result, it is anticipated that the implementation of this option would have a neutral effect on care, support and guidance.	Neutral
Leadership and management	The federating model with a nearby school would offer opportunities to strengthen Ysgol Y Garreg'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 criteria 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 Y Garreg would continue. In addition, the Estyn inspection result for Ysgol Y Garreg's 'Standards' was strong, as was the result of Ysgol Cefn Coch's inspection. Based on information here, no impact on learners' standards is anticipated from implementing this option.	Neutral

OPTION 3: CLOSE YSGOL Y GARREG AND DENOTE YSGOL CEFN COCH AS THE ALTERNATIVE SCHOOL

Impact criteria	Description	Status of the impact and the work
Standards and general progress of specific groups and in terms of skills	The results of the latest Estyn inspections of Ysgol Y Garreg and Ysgol Cefn Coch were strong for indicators of standards. As a result, it is concluded that the impact on this criteria would be neutral by teaching the learners at Ysgol Cefn Coch.	Neutral
Well-being and attitudes to learning	<p>In this case, if the proposal is implemented, it is not anticipated that learners of statutory age at Ysgol Y Garreg on 1 September 2026 would transfer to the alternative school. In the long term, the intention is that implementing this option would have a positive effect on the well-being of learners with attitudes towards learning, as Ysgol Cefn Coch would offer social and extra-curricular opportunities with a range of learners from various age groups.</p> <p>Ysgol Y Garreg School's latest Estyn inspection results were strong with Ysgol Cefn Coch's report being 'excellent' for indicators of Well-being and attitudes to learning. As a result, it is concluded that well-being and attitudes to learning would have a positive or at least a neutral effect of implementing this option.</p>	Neutral / Positive
Learning and teaching experiences	Ysgol Y Garreg and Ysgol Cefn Coch's latest Estyn survey results were strong for the Teaching and Learning Experiences indicator. However, as there are more learners at Ysgol Cefn Coch, it is anticipated that there will be an opportunity to teach children in larger groups and 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 Y Garreg catchment area learners at Ysgol Cefn Coch.	Positive
Care, support and guidance	The latest Estyn inspection of Ysgol Y Garreg stated that the school "is a caring and familial community that provides care, support and solid guidance to the pupils". Cefn Coch school has been assessed as 'excellent' under the Care, Support and Guidance indicator. As a result, it is anticipated that the implementation of this option would have a neutral effect on care, support and guidance.	Neutral
Leadership and management	The results of the latest Estyn surveys of Ysgol Y Garreg and Ysgol Cefn Coch were strong for the Leadership and Management indicators. As a result, it is predicted that the effect of this option on this criteria would be neutral.	Neutral
Vulnerable groups, including children with Additional Learning Needs (ALN)	<p>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.</p> <p>When planning staffing (e.g. the role of the ALN) and the provision map, the demand on schools is challenging, and that becomes more evident when considering the demand on smaller schools. In larger schools the conditions of the additional learning needs coordinator are better, and meeting the statutory requirement is easier as a result. In addition, responding to the needs of the learners is also easier in larger schools as they could perhaps host an intervention group to target specific needs. The provision map is more extensive in larger schools to respond to demand.</p> <p>As a result, since learners would be offered a place in a school with a higher number of learners, it is anticipated that the effect of this option on this criterion would be positive.</p>	Positive

<p>Provision that is at least equivalent to what is available to the learners at the time (including those with ALN)</p>	<p>The Estyn inspection result for Ysgol Y Garreg's 'Standards' was strong, as was the result of Ysgol Cefn Coch's inspection. Based on the information from these surveys, it is anticipated that the effect on the teaching standards of Ysgol Y Garreg catchment area learners at Ysgol Cefn Coch would be neutral. As a result, it is anticipated that the provision at Ysgol Cefn Coch would correspond to what is currently available to the learners at Ysgol Y Garreg, at least.</p>	<p>Neutral</p>
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4. CONCLUSION

This assessment of the likely impact on the quality and standards of education shows that implementing the proposed proposal to close Ysgol Y Garreg and designate Ysgol Cefn Coch as the alternative school would likely have a positive impact, or at least a neutral impact.

In addition, the assessment indicates that a neutral/partially positive effect is predicted on the quality and standards of education from implementing the federalisation option with a nearby school, it would allow opportunities to share good practices between the sites of the multi-site school, and possibilities of making better use of resources.

Based on the result of the above assessments and comparing Estyn reports, it is concluded that the standard of education provided at Ysgol Cefn Coch corresponds to the standard of education provided at Ysgol Y Garreg. As there are more learners at Ysgol Cefn Coch, 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 Y Garreg catchment area learners at Ysgol Cefn Coch.

As a result, it is anticipated that the likely effect of implementing the proposed proposal to close Ysgol Y Garreg and designate Ysgol Cefn Coch as the alternative school would be neutral/partially positive.

ASSESSMENT OF THE LIKELY IMPACT ON TRAVEL ARRANGEMENTS – YSGOL Y GARREG JANUARY 2026

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 learners). 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. The Transport policy can be seen in the parents' handbook: [Information for parents 2025/26](#)

1.2 Background (Ysgol y Garreg)

Ysgol Y Garreg is a community school located in the village of Llanfrothen, about two miles from Penrhyneddraeth, providing education for learners aged 3-11 years old. There has been a significant decline in the number of learners at Ysgol y Garreg over recent years. There are 2 learners from Reception to Year 6 and no Nursery learners attending the school.

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

This impact assessment on travel arrangements has been conducted in accordance with the requirements of the School Organisation Code (0/112018). The code states that any change in school organisation must assess the impact on learners' travel, including distance, travel time, safety, and transport costs to the authority. This assessment considers all the proposed options, noting the impact on travel arrangements, and ensures compliance with [Cyngor Gwynedd Transport Policy](#) (page 12), ensuring no learner has to travel an unreasonable distance.

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 Y Garreg catchment area.

This option would not have any impact on the current travel arrangements of Ysgol Y Garreg learners, as the learners would continue to be educated at Ysgol Y Garreg. No learner in the Ysgol y Garreg 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 Llanfrothen through a collaborative arrangement with a nearby school or schools, led by a head or head teachers and one governing body. The governing body of Ysgol Y Garreg would be dissolved, and the school would be under the leadership of one headteacher and the federation's governing body. 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.

The possibility of federalisation was considered with nearby schools, specifically Ysgol Cefn Coch and Ysgol Talsarnau (Ffederasiwn Afon Dwyryd).

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

- *Close Ysgol Y Garreg and denote Ysgol Cefn Coch as the alternative school*

This option would mean closing Ysgol Y Garreg and designating Ysgol Cefn Coch as the alternative school.

Ysgol Cefn Coch is located 2.1 miles from Ysgol Y Garreg. This is the geographically closest school to Ysgol Y Garreg.

This option would have an impact on travel arrangements, as it would be necessary to provide transport (in accordance with Gwynedd's transport policy) if all the learners in Ysgol Y Garreg's catchment area chooses to attend Ysgol Cefn Coch (dependent on parents/guardian's choice of school). It is anticipated there would be additional transport costs between £30,000 - £40,000 per year (estimated cost). Some learners will travel further to school than they would currently. No learner in the Ysgol Y Garreg catchment area would need to travel an unreasonable distance to school.

2.2 Free transport options

In accordance with Cyngor Gwynedd's transport policy, learners receiving primary education (excluding learners with additional learning needs or disabilities) are expected to walk up to 2 miles to meet any transport provided by Cyngor Gwynedd along the shortest route.

The shortest route available is the one that the Council does not consider particularly dangerous, after assessing the other routes that could be used, and these routes would be assessed in accordance with Cyngor Gwynedd's transport policy.

2.3. Summary of the likely impact on travel arrangements

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

Options	The likely impact on travel arrangements for learners	The likely annual financial impact on travel arrangements for the Authority
No change – Continue with the current situation	Neutral – No change No learner in the Ysgol Y Garreg catchment area would need to travel an unreasonable distance to school.	£0
Federalisation with a nearby school	Neutral	£0

	<p>The learners would continue to be taught at Ysgol Y Garreg and the learners' travel arrangements would continue in the same way.</p> <p>No learner in the Ysgol Y Garreg catchment area would need to travel an unreasonable distance to school.</p>	
Close Ysgol Y Garreg and denote Ysgol Cefn Coch as the alternative school	<p>Negative</p> <p>Ysgol Cefn Coch is located 2.1 miles from Ysgol Y Garreg. The Authority would need to provide transport for learners in the current catchment area of Ysgol Y Garreg that would wish to attend Ysgol Cefn Coch and live more than 2 miles from the school, in accordance with the Authority's Transport Policy.</p> <p>Having considered current numbers that live in Ysgol Y Garreg catchment area (January 2026), it is anticipated that a 30 seater bus would be required to transport learners that would wish to attend Ysgol Cefn Coch (in accordance with Cyngor Gwynedd's transport policy) It is anticipated that this would be at a cost of between £30,000 - £40,000.</p> <p>No learner in the Ysgol Y Garreg catchment area would need to travel an unreasonable distance to school.</p>	£30,000 - £40,000

3. CONCLUSION

It is not anticipated that there would be a negative impact on the travel arrangements from implementing any of the above options (part 2), except for the option to close Ysgol Y Garreg and denote Ysgol Cefn Coch as the alternative school.

Should the option to Ysgol Y Garreg and denote Ysgol Cefn Coch as the alternative school be implemented, then it is anticipated that there would be an impact on travel arrangements for the children. However, it is not anticipated that any learners in the Ysgol Y Garreg catchment area would need to travel an unreasonable distance to school.

Considering the latest learners' numbers (January 2026), it is anticipated that a 30 seat mode of transport vehicle would need to be arranged if all learners from the current catchment area of Ysgol Y

Garreg choose to attend Ysgol Cefn Coch (in accordance with Cyngor Gwynedd's transport policy). The transport costs are estimated to be around £30,000 - £40,000 per year.

As a result, it is anticipated that the option to close Ysgol Y Garreg and denote Ysgol Cefn Coch as the alternative school would lead to additional transport costs for the Authority. These costs are estimated to be around £30,000 - £40,000 per year to provide transport should all the learners in Ysgol Y Garreg catchment area choose to attend Ysgol Cefn Coch (in accordance with the choice of the parents/guardians).

ASSESSMENT OF THE LIKELY IMPACT ON THE COMMUNITY – YSGOL Y GARREG (JANUARY 2026)

1. INTRODUCTION

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

1.1 Background

Ysgol Y Garreg is a community school located in the village of Llanfrothen, which is about two miles from Penrhyneddraeth, and provides education for learners between the ages of 3-11. There has been a significant reduction in the numbers of learners at Ysgol Y Garreg over recent years. By now, January 2026, only 2 Reception to Year 6 learners are on the register, with no learners in the Nursery class.

Due to a significant drop in the numbers of learners attending Ysgol Y Garreg, the situation is now unsustainable and extremely vulnerable. On the basis of PLASC data (Pupil Level Annual School Census) January 2026, Ysgol Y Garreg is the smallest school in the county.

2. THE OPTIONS

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

- *No change – Continue with the current situation*
- *Federalisation with a nearby school*

This option would ensure continuity in the school's presence in the village of Llanfrothen through a collaborative arrangement with a nearby school or schools, led by a head or heads and one governing body. Ysgol Y Garreg's governing body would be dissolved, and the school would come under the leadership of one headteacher and the governing body of the federation. 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.

The possibility of federalising with neighbouring schools was considered specifically Ysgol Cefn Coch and Ysgol Talsarnau (Ffederasiwn Afon Dwyryd).

- *Close Ysgol Y Garreg and denote Ysgol Cefn Coch as the alternative school*

This option meant that Ysgol Y Garreg would close and Ysgol Cefn Coch would be denoted as the alternative school.

3. SUMMARY OF THE CATCHMENT AREA

3.1 The Area

Ysgol Y Garreg is located in the rural village of Llanfrothen, which is about two miles from Penrhyneddraeth in Gwynedd within the Glaslyn ward. According to the 2021 Census, 1,633 people live in Glaslyn ward.

3.2 The Economy

55.7% of people over 16 years of age within the Glaslyn ward are economically active, and 4% of these are unemployed. 43.4% of people in the same age group are economically inactive with 2.9% of these being ill or disabled for a long period.

The type of industry in which the population is mostly employed is varied in the area, with the highest rate (16.5%) working in the field of Accommodation and Food Service Activities.

According to data from the 'Welsh Index of Multiple Deprivation Wales (WIMD 2025)' the employment rate of the Llanfrothen area compared to other areas in Wales gives a rank of 1701 out of 1917 areas. Therefore, the Llanfrothen area is within the 50% least deprived areas in Wales.

3.3 Deprivation

Llanfrothen is ranked 1231 out of the 1,917 Lower Tier Expanded Product Areas in Wales, which puts it in the least deprived 50%.

Each area's overall deprivation ranking is based on its ranking across eight categories of deprivation, including income, employment, health, education, access to services, community safety, physical environment and housing.

It is noted that Llanfrothen is within the 20-30% of the 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, Llanfrothen is within the 20-30% of the most deprived areas in Wales in regard to 'access to services', i.e. deprivation due to people being 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 various 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 Llanfrothen area is positioned in the context of other areas in Wales according to the Welsh Index of Multiple Deprivation (2025):

Field	Rank in Wales, out of 1917 areas. (1 = most deprived and 1917 = least deprived)	Most deprived % in Wales
Employment	1701	
Income	1342	
Health	1615	
Education	1021	
Housing	284	Within the 10% most deprived
Physical environment	1509	
Access to services	221	Within the 10% most deprived
Community safety	1453	

3.4 The Community

No community use is made of the Ysgol Y Garreg school building.

4. YSGOL Y GARREG AND THE ALTERNATIVE SCHOOL

4.1 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 Y Garreg and Ysgol Cefn Coch by Estyn inspectors.

Ysgol Y Garreg

"The school makes good use of the community to expand the provision and opportunities available to pupils."

Source: Estyn Inspection Report, 2023.

Ysgol Cefn Coch

"Pupils contribute extensively to the community and take pride in the opportunity to support activities such as thanksgiving services in the chapel and concerts in the community hall."

Source: Estyn Inspection Report 2018.

4.2 Statistical information of the schools

The table below shows the numbers of learners at Ysgol Y Garreg and Ysgol Cefn Coch. This table also shows the school's capacity and number on the roll in January 2026. All schools teach through the medium of Welsh.

School	Full Capacity (N – Yr6)	Number on register January 2026 (N – Yr6)	Legal Category	Language Category
Y Garreg	48	2	Community School	Welsh Medium, Category 3
Cefn Coch	231	148	Community School	Welsh Medium, Category 3

Source: PLASC census January 2026

4.3 Catchment information and learners choice of schools

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

The latest data (GIS data January 2026) shows that 92% of children who live in the catchment area of Ysgol Y Garreg attend schools outside of 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
Y Garreg	8%	92%	0%
Cefn Coch	78%	22%	16%

Source: GIS Data January 2026

4.4 Summary of the various facilities in the community of Llanfrothen and Penrhyneddraeth (January 2026)

	Y Garreg	Cefn Coch
Village Hall / Community Centre	✓	✓
Church/Chapel	✓	✓
Public transport	✓	✓
Shop	✓	✓
Cafe/Pub	✓	✓
Post Office		✓
Pharmacy		✓
Library		
Playground/Park		✓
Bank		
Residential Home		
Leisure Centre		
Garage		✓
Tourist Attraction	✓	✓
Cylch Ti a Fi + Cylch Meithrin / Pre-school groups		✓

4.5 Summary of the use of the school buildings outside of usual school hours

A summary of community or extra-curricular use of the local school buildings is below:

	Y Garreg	Cefn Coch
Play groups (School holidays)		✓
Branch of the Urdd		✓
Drama productions		
Voluntary groups		✓
Coffee morning/evenings		✓
Community Auction		
Choir Practice		
Welsh For Adults		
Town Council Meetings/Community Council		
Cylch/Pre-school groups		✓
Clubs/ Sporting activities		✓
After school club		✓
Local interests' group		

Cylch Meithrin Penrhyn is located on the site of Ysgol Cefn Coch and provides early years care and education through the medium of Welsh for pre-school children. The collaboration between Ysgol Cefn Coch and the Cylch means a smooth transition for the children from the Cylch to the nursery class. The Cylch provides places for children between the ages of 2 and 4 and is part of the 2-year-old Childcare scheme where families who live within certain postcodes can receive up to 12.5 hours of free childcare per term after the child has reached the age of two.

The Cylch Meithrin is also part of the Childcare Scheme, which is a scheme that offers up to 30 hours a week of free early years childcare. Children can take advantage of the Childcare Offer from the start of the term following their third birthday until the September after they turn four.

The Cylch Meithrin also provides comprehensive childcare on site from 8:00 to 18:00 from Monday to Friday.

There is no early-years provision at Ysgol Y Garreg, with the exception of the school's Nursery class.

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

	Y Garreg	Cefn Coch
Pre-School groups/ Cylch Meithrin/Ti a Fi		✓
Eisteddfodau (Local/County/National)		✓
Branch 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	Location of facilities if the school closes
Y Garreg	No community event is held at Ysgol Y Garreg building at the moment. If the Cabinet decided to proceed with the proposal to close Ysgol Y Garreg, options for the use of the school building would have to be considered. The local community has various options for hosting any event such as Llanfrothen Social Center and the Brondanw Arms public house (The Ring).

4.8 Distance and travel time to other schools in the catchment area

The table below indicates the distance and travel time between Ysgol Y Garreg and schools in the area. Ysgol Cefn Coch is the closest school to Ysgol Y Garreg. The travel times below take into account the nature of the lanes and roads and the effect that can have on travel time in a rural area.

School	Y Garreg	
Y Garreg	Miles	2.1
	Minutes	6

Source: Google maps 2026

5. ASSESSMENT ON 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 Organisation Code 011/2018.

OPTION 1: NO CHANGE – CONTINUE WITH SURRENT SITUATION

Impact Criteria	Description	Status of the impact and the work
Impact on Health and Wellbeing	As there would be no change to the current provision therefore no impact on health and well-being is anticipated.	Neutral
The implications of the change on public transport provisions	As there would be no change to the current provision no impact on public transport provision is anticipated. Any transport required by Ysgol Y Garreg 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	As there would be no change to the provision therefore no impact on the current use of the school is anticipated.	Neutral
Impact on wider community safety	As there would be no change to the provision therefore 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	As there would be no change to the provision therefore no impact is anticipated on how parents choose a school for their children or affect the choice of living in the catchment area.	Neutral
Impact on other services provided locally	As there would be no change to what is currently provided therefore no impact on other local services is anticipated.	Neutral
Adverse effect on the wider economy of the community	As there would be no change to what is currently being provided, no adverse impact on the wider economy of the community is anticipated.	Neutral
General impact on the local community	As there would be no change to what is currently provided therefore no impact on the local community is anticipated.	Neutral

OPTION 2: FEDERALISE WITH A NEARBY SCHOOL

Impact criteria	Description	Status of the impact and of the work
Impact on Health and Wellbeing	As federalisation would mean that Ysgol Y Garreg remains open there would be no change to the current provision therefore no impact on health and well-being is anticipated.	Neutral
The implications of the change on public transport provisions	As federalisation would mean that Ysgol Y Garreg remains open there is no anticipated impact on the provision of public transport. Any transport required by Ysgol Y Garreg for eligible learners from the catchment area will continue in accordance with the County's Transport Policy.	Neutral
Impact on other facilities / services provided at the school	As federalisation would mean that Ysgol Y Garreg remains open, no change to the current use of the school is foreseen.	Neutral
Impact on wider community safety	As federalisation would mean that Ysgol Y Garreg remains open there is no anticipated 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	As federalisation would mean that Ysgol Y Garreg remains open, no impact is foreseen on how parents choose a school for their children or affect the choice of living in the catchment area or not. A high proportion of catchment area children already attend out-of-catchment schools (92% GIS data January 2026).	Neutral
Impact on other services provided locally	As federalisation would mean that Ysgol Y Garreg remains open, no impact is anticipated on what is currently being provided, therefore no impact on other local services is anticipated.	Neutral
Adverse effect on the wider economy of the community	As federalisation would mean that Ysgol Y Garreg remains open, no impact is anticipated on what is currently being provided, therefore no adverse impact on the wider economy of the community is anticipated.	Neutral
General impact on the local community	As federalisation would mean that Ysgol Y Garreg remains open, no impact is anticipated on what is currently being provided, therefore no impact on the local community is anticipated. However, opportunities are identified for the Llanfrothen community and the Ysgol Cefn Coch community to come together.	Neutral

OPTION 3: CLOSE YSGOL Y GARREG AND DENOTE YSGOL CEFN COCH AS THE ALTERNATIVE SCHOOL

Impact criteria	Description	Status of the impact and of the work
Impact on Health and Wellbeing	<p>Ysgol Cefn Coch is located approximately two miles from Ysgol Y Garreg, and further from the homes of learners in the catchment area, it is not anticipated that Ysgol Y Garreg's catchment area learners would be likely to walk to the alternative school.</p> <p>It is anticipated that being in a larger school such as Ysgol Cefn Coch would offer more opportunities to play and participate in team sports and therefore contribute positively towards the health and well-being of learners.</p>	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	There is no regular use of the Ysgol Y Garreg building in order to host community events. Llanfrothen Social Center is located next door to the school, so community provision is available.	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	As a high proportion of children in the catchment area already attend schools outside the catchment area (92% GIS data January 2026), 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 2.1 miles from Ysgol Y Garreg, 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	As a high proportion of children in the catchment area already attend schools outside the catchment area, it cannot be concluded that closing the school would have an impact on other services provided locally.	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 the closure of Ysgol Y Garreg would have an impact on the wider economy of the community.	Neutral
General impact on the local community	<p>If Ysgol Y Garreg were to close, the nearest school would be located further away from the homes of Ysgol Y Garreg's current catchment area, and from a deprivation point of view - it means that one of the indicators 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>However it should be noted that a high percentage of children in the catchment area already attend schools outside the catchment area.</p> <p>To mitigate the impact on the community, opportunities are identified to ensure that the Llanfrothen community is aware of the alternative school's activity, and community collaboration between Ysgol Cefn Coch and the Llanfrothen community is encouraged, where appropriate.</p>	Negative

6. CONCLUSION

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

- Do nothing - continue with the school's current structure
- Federalisation with a neighbouring school

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

Should the proposed proposal to close Ysgol Y Garreg come true, every effort will be made to mitigate the impact on the community by encouraging links between the communities and Ysgol Cefn Coch. To mitigate the impact on the community, opportunities are identified to ensure that the Llanfrothen community is aware of the alternative school's activity, and community collaboration between Ysgol Cefn Coch and the Llanfrothen community is encouraged, where appropriate.

If the proposed proposal to close Ysgol Y Garreg was implemented, it will be essential as part of the process to encourage discussions between the alternative school (Ysgol Cefn Coch) and the parents/guardians of Ysgol Y Garreg catchment area so that parents and learners can take advantage of their facilities and any after school activities.

In addition, if the Cabinet decided to proceed with the proposed proposal to close Ysgol Y Garreg, options for the use of the school building would have to be considered.

LANGUAGE IMPACT ASSESSMENT – YSGOL Y GARREG (JANUARY 2026)

1. INTRODUCTION

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

1.1 The Situation in Gwynedd

The figures from the 2021 Census show that 66% of people over the age of three are able to speak, read or write in Welsh. The 2021 Census also shows 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 considerable variation in the percentage of Welsh speakers across different wards. At one end of the scale, in wards such as Aberdyfi, Tywyn and Bangor Central, between 26% and 44% of the population speak Welsh, while as many as 86% speak Welsh in the most Welsh speaking areas, e.g. Hendre and Llanrug.

1.2 Welsh in Education Strategic Plan (WESP)

The [Gwynedd Council Welsh in Education Strategic Plan 2022–2032](#) 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 these aims, namely:

1. More nursery/3-year-old children being educated through the medium of Welsh
2. More reception/5-year-old children receiving their education through the medium of Welsh.
3. More children continuing to improve their Welsh skills as they move from one stage of their statutory education to another.
4. More learners studying for Welsh qualifications (as a subject) and subjects through the medium of Welsh.
5. More opportunities for learners to use the Welsh language in different contexts within the school.
6. An increase in Welsh-medium education provision for pupils with additional learning needs ("ALN") (in accordance with the duties set out by the Additional Learning Needs and Education Tribunal (Wales) Act 2018).
7. An increase in the number of teaching staff who can teach Welsh (as a subject) and through the medium of Welsh.

1.3 Language Policy

Primary

The aim of the [Language Policy](#) is the same across all of the county's primary schools, namely to develop every pupil's ability to be proficient in both languages by the end of Key Stage 2. Welsh is the official language of assessment in the school at the end of the Foundation Phase. In Key Stage 2, pupils' grasp of Welsh continues to be developed while also giving attention to developing their skills in both languages.

Secondary

In secondary school, every pupil who has reached the required level, namely level 3+ at the end of Key Stage 2, is expected to follow First Language Welsh in Key Stage 3 to ensure appropriate progression and continuity. The hope is that these pupils will be able to study Welsh and English as subjects up to the end of Year 11.

The secondary schools build on the foundation laid in the primary sector by ensuring that every pupil continues to develop their skills in Welsh and English. The County does not categorise secondary schools according to language categories because the expectation is the same in relation to the Language Policy, namely to give all pupils in the County the opportunity to become confidently bilingual.

1.4 One million speakers by 2050

[Cymraeg 2050: A Million Welsh Speakers](#) 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 number of people who speak the language, as well as the use of Welsh

The aims of Cymraeg 2050 include:

	Aim	Target
1.	Increasing the number of Welsh speakers	1 million speakers by 2050
2.	Increasing 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* emphasises the importance of increasing the number of people who speak Welsh, but it also stresses that increasing the daily use of Welsh 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% of fluent Welsh speakers speak Welsh daily.

Source: Cymraeg 2050: A Million Welsh Speakers (2017)

The [Welsh Language and Education \(Wales\) Act 2025](#) provides a statutory framework to strengthen the role of the Welsh language within the education system, supporting the Welsh Government's target of reaching one million Welsh speakers by 2050.

The Act introduces a new system of school language categories, with a requirement for a minimum percentage of teaching to be delivered through the medium of Welsh. Local authorities and schools will be responsible for planning strategically to increase Welsh-medium provision gradually.

Welsh Ministers have a duty to set a National Framework for Welsh-medium Education, and local authorities must prepare and implement strengthened Welsh in Education Strategic Plans. The levels of the Common European Framework of Reference are used to standardise expectations regarding Welsh language proficiency. The Act also establishes a National Welsh Learning Institute to support Welsh learning for people of all ages. Implementation of the Act will take place gradually between 2025 and 2027.

1.5 Welsh Language Strategy 2022-2032

The Welsh Language Standards placed on Gwynedd Council by the Welsh Language (Wales) Measure 2011 set an expectation on the Council to produce a five-year strategy that shows how it intends to promote the Welsh language and facilitate its use across the county [Gwynedd Language Strategy 2023-2033](#) is Gwynedd Council's latest strategy for the Welsh language. This document sets out specific targets for increasing the number of people who speak the language:

	How will we increase the number of speakers?	How will we measure this at a local level, and throughout the period of the strategy?
1.	Providing 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 to become confident Welsh speakers.	Number of children receiving Welsh-medium education. Number of children receiving support through the Education Department's immersion system.
2.	Providing opportunities for adults to become new speakers through the Council's learner-support schemes and the community provision offered by partners.	Number of Council staff receiving Welsh learning lessons. Provision of community Welsh learning courses.

The Strategy also includes a commitment to increasing the use of the Welsh language in the following areas:

- *Early years language*
- *Language of Learning*
- *Language of work and service*
- *Language of the community*
- *Research and technology*

1.6 Well-being of Future Generations (Wales) Act 2015

The [Well-being of Future Generations \(Wales\) Act 2015](#) requires the public bodies in Wales named in the Act to work towards achieving seven well-being goals, including *“A Wales of vibrant culture and thriving Welsh language.”*

2. LINGUISTIC PROFILE OF THE GARREG CATCHMENT AREA

2.1 Gwynedd Language Profile Background

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

2.2 Wards

2.2.1 Glaslyn and Penrhyndeudraeth Ward

The catchment area of Ysgol Y Garreg lies within the Glaslyn ward, while the catchment area of Ysgol Cefn Coch lies within the Penrhyndeudraeth ward (Office for National Statistics, 2021). The linguistic profile of these school wards is summarised in the table below:

	Glaslyn	Penrhyndeudraeth	Gwynedd	Cymru
Welsh identity only	934 (57.2%)	1,294 (65.1%)	69,560 (59.3%)	1,715,975 (55.2%)
No Welsh identity	39.3%	30.6%	36.3%	36.7%
3+ year old population	1,592 (100%)	1,937 (100%)	114,308 (100%)	3,018,172 (100%)
Can speak Welsh	1,054 (66.2%)	1,423 (73.5%)	73,560 (64.4%)	538,296 (17.8%)

No Welsh skills	410 (25.8%)	372 (19.2%)	29,977 (26.2%)	2,259,017 (74.8%)
Able to understand only verbal Welsh	109 (6.8%)	111 (5.7%)	8,166 (7.1%)	156,762 (5.2%)
Able to speak Welsh but can't read or write Welsh	83 (5.2%)	95 (4.9%)	6,142 (5.4%)	68,391 (2.3%)
Able to speak and read Welsh but can't write Welsh	36 (2.3%)	43 (2.2%)	3,170 (2.8%)	33,971 (1.1%)
Able to speak, read and write Welsh	927 (58.2%)	1,269 (65.5%)	63,256 (55.3%)	429,313 (14.2%)
Able to write Welsh but can't speak or read Welsh	2 (0.1%)	6 (0.3%)	387 (0.3%)	4,970 (0.2%)
Able to read and write Welsh but can't speak Welsh	5 (0.3%)	15 (0.8%)	1,004 (0.9%)	17,560 (0.6%)
Another combination of Welsh language skills	8 (0.5%)	16 (0.8%)	993 (0.9%)	6,621 (0.2%)

Source: Census 2021, Office for National Statistics

2.3 Ysgol Y Garreg

The table below shows that the majority of learners at Ysgol Y Garreg speak Welsh fluently.

Ysgol	Speaks Welsh fluently at home	Speaks Welsh at home but not fluent	Doesn't speak Welsh at home but fluent	Doesn't speak Welsh at home and not fluent	Doesn't speak Welsh at all
Y Garreg	52.9%	11.8%	0%	5.9%	23.5%

Source: Percentage of the number of respondents January 2025

2.4 Ysgol Cefn Coch

The linguistic data for the neighbouring schools can be seen below.

Ysgol	Speaks Welsh fluently at home	Speaks Welsh at home but not fluent	Doesn't speak Welsh at home but fluent	Doesn't speak Welsh at home and not fluent	Doesn't speak Welsh at all
Cefn Coch	65%	7%	0%	5.7%	14%

Source: Percentage of the number of respondents January 2025

2.5 After school activities

Here is a summary of what Ysgol Y Garreg and the alternative school (Ysgol Cefn Coch) offer on their school sites.

	Y Garreg	Cefn Coch
Playgroups (school holidays)		✓
Members of the Urdd		✓
Morning/Even ing Coffee		✓
Cylch/Nursery		✓
Club/After school club/Sports Activity		✓

It can be seen from the table above that Ysgol Cefn Coch offers a variety of after-school clubs. This means that learners from the Ysgol Y Garreg catchment area could benefit from these activities as an additional opportunity to use and develop their Welsh.

2.6 Community Activities

No community use is made of the Ysgol Y Garreg building.

2.7 Welsh in Education Strategic Plan (2022-2032)

Ysgol Y Garreg and Ysgol Cefn Coch operate in line with the objectives of [Gwynedd Council's Welsh in Education Strategic Plan 2022–2032](#). This includes:

- Ensuring that all pupils in the county possess appropriate linguistic skills in Welsh and English, with that expectation being consistent across all schools.
- Providing suitable provision to enable every pupil to develop into a confident bilingual individual. In this context, schools are expected to continue nurturing the skills of pupils who are Welsh-speaking, and to introduce Welsh to those who are learners.
- Ensuring that all education establishments in the county reflect and reinforce the Language Policy in their administration, social life and pastoral systems, as well as in their curricular provision.

Implementing the proposal would align with the objectives of the Welsh in Education Strategic Plan 2022–32.

2.8 Additional Evidence

Ysgol Y Garreg

The 2023 Estyn report states:

“31.3% is the percentage of learners who speak Welsh in the home. They are given beneficial opportunities to develop their oral Welsh skills by working with their peers.”

[Estyn inspection report for Ysgol Y Garreg, January 2023](#)

Ysgol Cefn Coch

The 2018 Estyn report states:

“Ysgol Gynradd Cefn Coch is located in the village of Penrhyndeudraeth in Gwynedd. Welsh is the main medium of work and life at the school. Around 80% of the pupils speak Welsh at home.”

[Estyn Inspection report for Ysgol Cefn Coch, June 2018](#)

3. Assessment of the impact on the Welsh language

3.1 The Options

- *No change – continue with the current situation*

Maintaining the current arrangement would mean that Ysgol Y Garreg would continue 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.

- *Federalisation with a nearby school*

This model would ensure continuity in the school's presence in the village of Llanfrothen through a collaborative arrangement with a nearby school or schools, led by a head or head teachers and one governing body. The governing body of Ysgol Y Garreg would be revoked, and the school would be under the leadership of one headteacher and the federation's governing body. 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.

The possibility of federalisation was considered with nearby schools, specifically Ysgol Cefn Coch and Ysgol Talsarnau (Afon Dwyryd Federation).

It is not anticipated that federation would have an impact on the Welsh language, as Ysgol Y Garreg would continue, with opportunities to strengthen leadership arrangements and collaboration for the school.

- *Close Ysgol Y Garreg and denote Ysgol Cefn Coch as the alternative school*

This option would mean closing Ysgol Y Garreg and denoting Ysgol Cefn Coch as the alternative school.

The table on the next page contains an assessment of the impact of closing Ysgol Y Garreg and educating learners at Ysgol Cefn Coch on the Welsh language, compared with the current situation. The table also outlines the additional opportunities to strengthen the Welsh language, as well as the mitigation measures for any negative impact that may arise from the proposal.

4. ASSESSMENT OF THE IMPACT ON THE WELSH LANGUAGE

This linguistic impact assessment has been carried out in accordance with the requirements of the School Organisation Code (011/2018), which stipulates that any change to school organisation must assess the impact on the Welsh language and identify mitigation measures to protect or strengthen its use. The assessment considers the school's formal and informal language, access to Welsh-medium- education, and community use of the Welsh language, ensuring compliance with the statutory principles set out in the Code.

Assessment of the impact on the Welsh Language – Proposal to close Ysgol Y Garreg and designate Ysgol Cefn Coch as the alternative school

Impact Criteria	Description	Status of the impact and work	Have any measures been identified to mitigate any negative impact or to create more positive opportunities	Final impact (following mitigation measures)
School language (formal)	Ysgol Y Garreg is a Welsh-medium school (Welsh-medium Category 3). As Ysgol Cefn Coch is also a Welsh-medium school (Welsh-medium Category 3), it is concluded that the proposal would not have an impact on the language of the children's education.	Neutral	Irrelevant	Irrelevant
School language (informal)	PLASC statistics from January 2025 show that 52.9% of learners at Ysgol Y Garreg speak Welsh fluently at home, compared with 65% of learners at Ysgol Cefn Coch. As the learners would be taught in larger classes and with more children of the same age group, the proposal could strengthen opportunities for learners to socialise in Welsh with their peers. On that basis, if the proposal were implemented, it is anticipated that learners from the Y Garreg catchment would have more opportunities to use Welsh informally with their peers both inside and outside the classroom, and that the vibrancy of the Welsh language and informal use of the language would be stronger.	Positive	Irrelevant	Irrelevant
Access to Welsh medium education	Ysgol Cefn Coch is a Welsh-medium school, like Ysgol Y Garreg. 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 level of staffing provision and would be part of a larger group of peers of the same age.	Positive	The local authority and the Governing Body of Ysgol Cefn Coch could discuss ways of ensuring that learners are able to take part in extracurricular activities.	Positive
Activities before/after school	Ysgol Cefn Coch is a larger school in terms of learner numbers, so peer groups would be bigger. Ysgol Cefn Coch also offers clubs and after-school activities that provide opportunities to use the Welsh language before and after school.	Positive	The Local Authority and the Governing Body of Ysgol Cefn Coch could consider any additional opportunities for holding after-school activities, ensuring that arrangements are in place to include learners from the Y Garreg catchment area.	Positive
Use of the Welsh Language in the community	If the proposal to close Ysgol Y Garreg were implemented, it is anticipated that some elements of community events would be affected. It is expected that there could be some negative impact arising from the proposal, for example because	Negative	The Local Authority and the Governing Body of Ysgol Cefn Coch could consider ways of promoting the use of the Welsh language by involving the Y Garreg community in the school's community activities.	Neutral

	parents/carers/families would no longer meet daily in the Y Garreg community when dropping off or collecting children from the school.		
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Part 2 – How the proposal will affect/contribute towards/align with the Welsh Language Standards, language policies, strategies and other relevant guidance relating to the Welsh language

<p>Gwynedd Language Strategy 2023</p>	<p>A summary of the anticipated impact on the Language Strategy's areas of action is set out below:</p> <p><i>Early Years Language:</i></p> <p>As the Cylch Meithrin is located on the Ysgol Cefn Coch site (the alternative school), the proposal is expected to have a positive impact on early years language provision.</p> <p><i>Language of Learning:</i></p> <p>Ysgol Y Garreg is a Welsh-medium Category 3 school. As Ysgol Cefn Coch is also a Welsh-medium school (Category 3), it is concluded that the proposal would not have an impact on the language of the children's education.</p> <p><i>Language of Work and Service:</i></p> <p>It is acknowledged that, if the proposal were implemented, there would be some negative impact on the language as a result of losing the presence of a Welsh-medium Category 3 school in the village of Llanfrothen, which serves the area, and because it would lead to staff redundancies within the school workforce.</p> <p>However, it is noted that the alternative school (Ysgol Cefn Coch), which would serve the Llanfrothen area if the proposal were implemented, is also a Welsh-medium Category 3 school. It is therefore not anticipated that the proposal would affect the language of work and service provided at the alternative school.</p> <p><i>Language of the Community:</i></p> <p>If the proposal to close Ysgol Y Garreg were implemented, it is anticipated that some elements of community events would be affected. It is expected that there could be some negative impact arising from the proposal, for example because parents/carers/families would no longer meet daily in the Llanfrothen community when dropping off or collecting children from the school.</p> <p>The community-run Brondanw Arms (Y Ring) and Llanfrothen Community Centre are located in the centre of the village for community use. It is likely that mainly Welsh-medium events are held in these venues, therefore children from the Ysgol Y Garreg catchment currently have convenient access to Welsh-medium community events within their local area.</p>
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	<p>To mitigate any negative effects, the Local Authority and the Governing Body of Ysgol Cefn Coch could consider ways of promoting the use of the Welsh language by involving the Llanfrothen community in the school's community activities. In addition, if the proposal were implemented, the Authority would need to consider options for the future use of the school building, taking into account any community activities currently held there.</p>
<p>Cymraeg 2050, Welsh Government</p>	<p>Any discussions relating to reorganisation must acknowledge the Welsh Government's efforts to reach the goal of one million Welsh speakers by 2050.</p> <p>Ysgol Y Garreg and Ysgol Cefn Coch are both Category 3 Welsh-medium primary schools. As a result, if the proposal to close Ysgol Y Garreg and designate Ysgol Cefn Coch as the alternative school were implemented, learners would continue to be educated in a Category 3 Welsh-medium school.</p> <p>It is not anticipated that the proposal would have a negative impact on the Welsh language, mainly because:</p> <ul style="list-style-type: none"> - PLASC statistics from January 2025 show that 52.9% of learners at Ysgol Y Garreg speak Welsh fluently at home, compared with 65% of learners at Ysgol Cefn Coch. - The proposal to close Ysgol Y Garreg and designate Ysgol Cefn Coch as the alternative school would mean that learners from the Y Garreg catchment would continue to be educated in a Category 3 Welsh-medium school. - As learners would be taught in larger classes with more children of the same age group, it is anticipated that the proposal would strengthen opportunities for learners to socialise in Welsh with a greater number of their peers. <p>Based on the above, if the proposal were implemented, it is anticipated that learners from the Y Garreg catchment would have more opportunities to use Welsh informally with their peers both inside and outside the classroom, and that the vibrancy of the Welsh language and its informal use would be strengthened.</p>
<p>To what extent the proposal would support the targets in the approved Welsh in Education Strategic Plan (Welsh in Education Strategic Plan 2022–2032)</p>	<p>Ysgol Y Garreg and Ysgol Cefn Coch are Category 3 Welsh-medium primary schools.</p> <p>Ysgol Y Garreg and Ysgol Cefn Coch operate in line with the objectives of Gwynedd Council's Welsh in Education Strategic Plan 2022–2032. This includes:</p> <ul style="list-style-type: none"> • Ensuring that all pupils in the county possess appropriate linguistic skills in Welsh and English, with consistent expectations across all schools. • Providing suitable provision to enable every pupil to develop as a confident bilingual individual. In this context, schools are expected to continue nurturing the skills of pupils who are Welsh-speaking, and to introduce Welsh to those who are learners of the language. • Ensuring that all education establishments in the county reflect and reinforce the Language Policy in their administration, social life and pastoral arrangements, as well as in their curricular provision.

	<p>As a result, if the proposal to close Ysgol Y Garreg and designate Ysgol Cefn Coch as the alternative school were implemented, learners would continue to be educated in a Category 3 Welsh-medium school that operates in line with the objectives and supports the targets of the WESP.</p> <p>Based on the above, it is not anticipated that implementing the proposal would have a negative impact on the achievement of Outcomes 1, 2, 3, 5 and 6 of Gwynedd Council's Welsh in Education Strategic Plan 2022–2032, namely:</p> <p>Outcome 1: More nursery/3-year-old children receiving Welsh-medium education.</p> <p>Outcome 2: More Reception/5-year-old children receiving Welsh-medium education.</p> <p>Outcome 3: More children continuing to improve their Welsh-language skills when transferring from one stage of their statutory education to the next.</p> <p>Outcome 5: More opportunities for learners to use Welsh in different contexts within the school.</p> <p>Outcome 6: An increase in Welsh-medium education provision for pupils with additional learning needs (ALN), in accordance with the duties set out in the Additional Learning Needs and Education Tribunal (Wales) Act 2018.</p> <p>As a result, it is concluded that implementing the proposal would align with the objectives of the Welsh in Education Strategic Plan 2022–32 and the targets approved within the Plan.</p>
How the proposal would expand or reduce Welsh-medium provision, and in cases where provision would be reduced, explain why it would be reduced	<p>The proposal would mean that a Category 3 Welsh-medium school (Ysgol Y Garreg) would close. However, if the proposal were implemented, learners would be offered a place at an alternative school, which is also a Category 3 Welsh-medium school, namely Ysgol Cefn Coch. Ysgol Cefn Coch has sufficient capacity for learners from both schools.</p>

5. CONCLUSION

Our expectation is that all learners in the county should possess age-appropriate, balanced bilingualism so that they can be full members of the bilingual society of which they are a part. Any reorganisation proposals must fully consider all linguistic impacts. Maintaining and improving the use of Welsh as an educational and social language among children will be a key consideration when developing proposals within the area.

None of the options outlined in section 3 above are anticipated to have a negative impact on the Welsh language.

From the perspective of the proposal to close Ysgol Y Garreg and designate Ysgol Cefn Coch as the alternative school, the proposal is not expected to have a negative impact on the Welsh language, mainly because:

- CYB LD statistics from January 2025 show that 52.9% of learners at Ysgol Y Garreg speak Welsh fluently at home, compared with 65% of learners at Ysgol Cefn Coch.
- The proposal to close Ysgol Y Garreg and designate Ysgol Cefn Coch as the alternative school would mean that learners from the Y Garreg catchment would continue to be educated in a Category 3 Welsh-medium school.
- As learners would be taught in larger classes with more children of the same age group, it is anticipated that the proposal would strengthen opportunities for learners to socialise in Welsh with a greater number of their peers.

Ysgol Cefn Coch offers a range of afterschool clubs as well as activities run by local Urdd branches, and local Eisteddfodau are held in the Penrhynedd area. Promoting collaboration between Ysgol Cefn Coch and the Llanfrothen community to publicise these activities would enrich the Welsh-medium experiences of learners from the Ysgol Y Garreg catchment as they are offered places at the alternative school. Offering a wider range of facilities and activities in the area would provide additional opportunities for learners and their families, giving specific support to those who are disadvantaged. Although it is acknowledged that the school is further from learners' homes, a wider range of activities is available at Cefn Coch. This would contribute positively to their health and wellbeing by increasing opportunities to socialise with a larger group of peers of the same age.

Based on the above, if the proposal were implemented, it is anticipated that learners from the Ysgol Y Garreg catchment would have more opportunities to use the Welsh language informally with their peers both inside and outside the classroom, and that the vibrancy of the Welsh language and its informal use would be strengthened.

Composite Impact Assessment

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 Y Garreg

Author: Gwern ap Rhisiart

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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?

Approve the publication of a statutory notice, allowing a statutory 28 day objection period in accordance with the requirements of the School Standards and Organisation (Wales) Act 2013 and the School Organisation Code 011/2018, on the proposal to close Ysgol Y Garreg on 31 August 2026 and to designate Ysgol Cefn Coch as the alternative school from 1 September 2026.

Permission is requested to publish a statutory notice in order to address the emergency situation at Ysgol Y Garreg. The significant recent decline in the number of learners attending Ysgol Y Garreg has led to an unsustainable and extremely fragile situation. Based on the PLASC (Pupil Level Annual School Census) of January 2026, Ysgol Y Garreg is the smallest school in the county, with only 2 learners from Reception to Year 6 on the register and 0 in the nursery class. As a result, it is therefore likely that the school is facing increasing challenges, including:

- **Low pupil numbers** – PLASC data from January 2026 shows that there are 2 full-time pupils in the school (Reception to Year 6) and 0 pupils in the nursery class.
- **High percentage of empty places** – Based on January 2026 figures (Reception to Year 6), 95% of places in the school are empty (39 in number). The school has capacity for 41 pupils (Reception to Year 6) and capacity for 7 pupils in the Nursery Class. Therefore, with 0 nursery pupils on roll, there are an additional 7 empty places in the nursery.
- **Very small class sizes and wide age range** – The pupils (Reception to Year 6) are taught in one class. The second classroom in the school is empty. There are no pupils in Nursery to Year 5 at the school.
- **Projected numbers** – Projections based on PLASC January 2026 figures suggest that there will be no pupils in the school in September 2026, as there are no pupils in Reception to Year 5 or in the Nursery Class this year.

- **Catchment area pupils** – PLASC January 2026 census shows that only 9% of pupils living in Ysgol Y Garreg's catchment area choose to attend the school. 91% of catchment pupils choose to attend out-of-catchment schools.
- **Ysgol Y Garreg receives additional funding on top of the core allocation** – Ysgol Y Garreg receives additional funding beyond the standard allocation through the minimum staffing policy (which guarantees at least a headteacher and a teacher in every school, and a headteacher and a teaching assistant in schools with fewer than 15 full-time pupils). The total additional amount during the 2025–26 financial year (based on September 2024 numbers) was £89,701.
- **Average cost per pupil** – The average cost per pupil at Ysgol Y Garreg in 2025–26 is £14,621 compared with the county average of £5,780.
- **Leadership and staffing** – The current staffing structure at Ysgol Y Garreg includes an acting headteacher who is responsible for two schools through an informal arrangement, one full-time teacher, and a temporary teaching assistant (0.6 FTE).

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

- Staff, Governors, learners and Parents/Guardians of Ysgol Y Garreg and Ysgol Cefn Coch.
- If the Cabinet were to decide to support the recommendation presented, a statutory notice would be issued. A 28-day period is then allowed for anyone to submit an objection to the proposal, known as the 'Objection Period'.
- The Education Department and officers from other departments within Gwynedd Council.

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
Meeting with the Governing Body	25 November 2025	Intention to take a report before the Cabinet, dependent on the school's numbers following the January 2026 PLASC. The school's numbers have fallen

Inform parents of the intention to present a report to the Cabinet in February 2026.	January 2026	to only 2 learners, therefore a meeting has been held with the school to discuss possible options that would address the school's current challenges.
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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 proposed proposal would have a negative impact on this characteristic.</p>	No Impact Identified
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 will be considered in accordance with the ALN Act, where every child and young person has an Individual Development Plan (IDP).</p>	No Impact Identified
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>	No Impact Identified

	<p><i>"... is opposed to all types of prejudice and discrimination and acknowledges that pupils have different needs, requirements and objectives."</i></p>	
Age	<p>Should the proposed proposal be implemented, it is anticipated that the children of Ysgol y Garreg would benefit from having more age-related peers in their class as there are more learners at the alternative school, 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 proposed proposal would mean that people of any age would be treated fairly and according to their need. Ysgol Y Garreg and the alternative school 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 Y Garreg and the alternative school named in the proposed option are community schools.</p> <p>Each school has an Inclusion Policy that would address any discriminatory incident that may arise in the school relating to religion or belief.</p> <p>As a result, it is not anticipated that the proposed option would have an impact on this characteristic.</p>	No Impact Identified
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,</p>	No Impact Identified

	<p>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 proposed proposal would have an impact on people on the grounds of sexual orientation. Ysgol Y Garreg and the proposed alternative school operate an equality policy which states that the school is:</p> <p><i>"... is opposed to all types of prejudice and discrimination and acknowledges that pupils have different needs, requirements and objectives."</i></p>	
Gender reassignment	<p>It is not anticipated that implementing the proposed 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 Y Garreg and the proposed alternative school 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>	No Impact Identified
Marriage and Civil Partnership	<p>It is not anticipated that the proposed 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>	No Impact Identified
Pregnancy and Maternity	<p>It is not anticipated that the proposed 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.</p>	No Impact Identified
The Welsh Language	<p>The aim of Gwynedd's Education Language Policy is the same for all primary schools in the county. This means that, if the proposed option were implemented, learners from Ysgol Y Garreg would be able to continue receiving their education in Welsh and bilingually in accordance with the Education Language Policy at the alternative school.</p>	Negative/Positive

	<p>No negative impact is anticipated if the proposed option were implemented, and it is likely that the proposal would have a positive effect on the Welsh language as learners from Ysgol Y Garreg would benefit from more opportunities to use Welsh with a wider range of peers in class and socially. The proposed alternative school serves areas that are strongholds of the Welsh language.</p> <p>However, if the proposed option to close Ysgol Y Garreg were realised, 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 expected that there could be some negative impact arising from implementing the proposal, as parents/guardians/families would no longer meet daily in the Llanfrothen community when dropping off/collecting children from the school.</p>	
Socio-economic Considerations	<p>It is envisaged that the proposed proposal would reduce social disadvantage by ensuring more experiences and diversity of learning, more resources and access to more services and activities.</p>	Positive
Those Who Serve or Who Have Served in the Armed Forces, As Well As Their Families	<p>It is not anticipated that the proposed 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.</p>	No Impact Identified
Human Rights	<p>It is not anticipated that implementing the proposal would have an impact on human rights.</p>	No Impact Identified
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 were to decide to approve the publication of a statutory notice on the proposed option, we would update all assessments following the receipt of any objections during the objection period.

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

We are not aware of any recent 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 proposed option would affect school's statutory duty to protect learners from any discrimination, harassment or victimisation.

The aim is to promote equal opportunities and encourage the proposed alternative school to continue following equality policies and procedures. If the proposed option were implemented, it is anticipated that learners would receive more equal opportunities by being placed in the alternative school, as they would experience learning based on national learning principles, with a variety of approaches including whole-class work, small-group work, paired work and individual work within their specific age range, along with lessons appropriately differentiated for the age range.

As some learners living in Ysgol Y Garreg's catchment area already attend Ysgol Cefn Coch, a link between the school and the community already exists. However, if the proposed option were implemented, opportunities would be promoted for the school to build on its existing connections with the Ysgol Y Garreg catchment area.

Relationships and Sexuality Education (RSE) is a statutory requirement within the Curriculum for Wales framework and is published under section 71 of the Curriculum and Assessment (Wales) Act 2021. It is mandatory for all learners aged 3 to 16. RSE has a positive and empowering role in learners' education and is essential for forming and maintaining a range of relationships, all based on mutual trust and respect, which are central to relationships and sexuality education. These relationships are crucial for developing emotional wellbeing, resilience and empathy. Understanding sexuality with an emphasis on rights, health, equality and fairness empowers learners to understand themselves, take responsibility for their own decisions and behaviours, and form relationships. If the proposed option were implemented, 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 anticipated that implementing the proposed option would reduce inequality caused by socio-economic disadvantage by ensuring that learners have more experiences and access to a wider range of services and activities in the alternative school. It is expected that learners would receive more equal opportunities as they would experience learning based on national learning principles, with a variety of approaches including whole-class work, small-group work, paired work and individual work within their specific age range, along with lessons appropriately differentiated for the age range in question.

By implementing the proposed option, learners at Ysgol Y Garreg would have a better learning environment in a school with more learners of the same age, ensuring that they make the most of their education. It is anticipated that learners would benefit from having more age-appropriate peers in a school with a larger number of learners, which would help ensure suitable educational and extracurricular experiences for them, as well as access to a wider range of extracurricular 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 expectation is that all learners in the County possess balanced bilingualism and the relevant skills in order to be full members of the bilingual society of which they are a part. Proposals to change local arrangements will need to give full consideration to all linguistic impacts. Maintaining and increasing the use of Welsh as an educational and social language among learners will be a key consideration when developing the proposal.

The aim of Gwynedd's Education Language Policy is the same for all primary schools in the County, and every primary school (except one) falls into Category 3 in accordance with the Welsh Government's school categorisation guidance based on Welsh-medium provision. This means that learners at Ysgol Y Garreg would be able to continue receiving their education in Welsh and bilingually in line with the Education Language Policy at the alternative school, if the proposed option were implemented.

No negative impact is anticipated if the proposed option were implemented, and it is likely that the proposal would have a positive effect on the Welsh language as learners from Ysgol Y Garreg would benefit from more opportunities to use Welsh with a wider range of peers in class and socially.

As can be seen from the table below, a high percentage of learners in 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
Y Garreg	52.9%	11.8%	0%	5.9%	23.5%
Cefn Coch	65%	7%	0%	5.7%	14%
Fluent Welsh		A Little Welsh		No Welsh	

If the proposed option were implemented, it is anticipated that there would be sufficient space in the alternative school for any future learners from the Ysgol Y Garreg catchment area.

The assessment indicates that some negative impact on the community is anticipated if the option to close Ysgol Y Garreg were implemented. It is acknowledged that closing Ysgol Y Garreg would result in the loss of a school in the Llanfrothen community; however, the assessment notes that a significant proportion of children living within the school's catchment area already attend other schools, including Ysgol Cefn Coch, and therefore it is concluded that a link between Ysgol Cefn Coch and the Ysgol Y Garreg community already exists.

If the proposed option to close Ysgol Y Garreg were realised, every effort would be made to mitigate the impact on the community by encouraging links between the communities and the alternative school. To mitigate the impact on the community, opportunities are identified to ensure that the Llanfrothen community is aware of the

activities of the alternative school, and community collaboration between the alternative school and the Llanfrothen community would be encouraged where appropriate. In addition, the Local Authority and the Governing Body of the alternative school could consider ways of promoting the use of the Welsh language by involving the Llanfrothen 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 7 goals of the Act and the Council's well-being objectives were considered, and it is concluded that the proposal meets the requirements.

It is acknowledged that, if the Cabinet were to decide to proceed with this proposed option, it could lead to the loss of a school within the community. However, a large number of children living within the school's catchment area already attend other schools, including Ysgol Cefn Coch, and therefore a link between those schools and the community already exists. Every effort would be made to mitigate any negative impact on the community by encouraging links between the community and the alternative school. If the proposed option were approved, discussions would be held to consider the possibility of the alternative school's community activities including the community where appropriate.

The proposed option would ensure that children in the area are educated on a suitable site and within a natural Welsh-speaking environment, increasing opportunities to socialise and collaborate with others and giving 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:

If the proposed option were implemented, it is anticipated that learners would receive more equal opportunities by being placed in an alternative school, as they would experience learning based on national learning principles, with a variety of approaches including whole-class work, small-group work, paired work and individual work within their specific age range, along with lessons appropriately differentiated for the age range in question.

By implementing the proposed option, it is anticipated that learners at Ysgol Y Garreg would have a better learning environment in a school with more learners of the same age. This would ensure that they make the most of their education and allow access to a wider range of activities appropriate to their ability level. Learners would benefit from having more age-appropriate peers in a school with a larger number of learners, which would help ensure suitable educational and extracurricular experiences for them, as well as access to a wider range of extracurricular activities.

Significant Negative Impact:

It is acknowledged that the proposed option could have an impact on an organisation within the community and affect community cohesion, and it is anticipated that this will need to be mitigated 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 usual 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)

Not applicable.

15. Will any of the negative impacts identified count as unlawful discrimination but 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?

If the Cabinet were to decide to approve the publication of a statutory notice on the proposed option, we would then monitor the response during the objection period to identify any further changes that could be included in order 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 anticipated that implementing the proposed option would reduce inequality caused by socio-economic disadvantage by ensuring that learners have more experiences and access to a wider range of services and activities in the alternative school. Learners would receive more equal opportunities as they would experience learning based on national learning principles, with a variety of approaches including whole-class work, small-group work, paired work and individual work within their specific age range, along with lessons appropriately differentiated for the age range in question.

By implementing the proposed option, it is anticipated that learners at Ysgol Y Garreg would have a better learning environment in a school with more learners of the same age, ensuring that they make the most of their education. Learners would benefit from having more age-appropriate peers in a school with a larger number of learners, which would help ensure suitable educational and extracurricular experiences for them, as well as access to a wider range of extracurricular 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 proposed option would have a positive effect on the Welsh language, as learners from Ysgol Y Garreg would benefit from more opportunities to use Welsh with a wider range of peers in class and socially.

If the school were to close, the Local Authority and the Governing Bodies of the alternative school could consider ways of promoting the social use of the Welsh language through extracurricular 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 EqIA process is an ongoing one that doesn't end when the policy/practice and EqIA 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
Objection Period (Dependent on the Cabinet's decision)	February – March 2026	28 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
If the proposed option were implemented, we would monitor the impact of the school's closure and strive to assist with any negative effects that may arise as a result of the policy.	Continuous	Education Department	No