

# **SCHOOL REORGANISATION**

## **STATUTORY IMPACT ASSESSMENTS**



Cyngor Sir  
**CEREDIGION**  
County Council

**PROPOSAL TO CREATE A NEW AREA SCHOOL ON A NEW  
SITE IN THE AERON VALLEY**

**Date: June 2019**

# COMMUNITY & WELSH-LANGUAGE IMPACT ASSESSMENT

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The Welsh Government School Organisation Code (011/2018) requires local Authorities to undertake assessments of the impact on the Community, Equality and on the Welsh Language when proposing changes to the organisation of schools.

The Headteachers and Community Councils were invited to complete a questionnaire for the purpose of assessing the current utilisation and community use of the schools and details of other facilities available in the local or wider community.

The proposal to create a new area school in the Aeron Valley if approved by Council will result in the closure of Ciliau Parc Primary School, Dihewyd Primary School and Felinfach Primary School.

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Area profile & Ward Map obtained from Nomis Office for National Statistics

**Ciliau Parc** School is located within the Ciliau Aeron Ward with a population of 1,974 inhabitants as at Census day 2011. The Ward has an average age of 43.9 years, with only 10.1% of the population below 10 years of age.



Persons		
Ciliau Aeron Ward (as of 2011)		
	count	%
All usual residents	1,974	100.0
Age 0 to 4	94	4.8
Age 5 to 7	70	3.5
Age 8 to 9	36	1.8
Age 10 to 14	120	6.1
Age 15	17	0.9
Age 16 to 17	50	2.5
Age 18 to 19	48	2.4
Age 20 to 24	90	4.6
Age 25 to 29	75	3.8
Age 30 to 44	339	17.2
Age 45 to 59	426	21.6
Age 60 to 64	185	9.4
Age 65 to 74	241	12.2
Age 75 to 84	136	6.9
Age 85 to 89	32	1.6
Age 90 and over	15	0.8
Mean Age	43.9	-
Median Age	46	-

Of the population, 98.9% are classed as White, with 49.8% stating a Welsh identity and 20.8% English identity. Of the inhabitants 58.8% were born in Wales and 36.9% born in England, with the remainder outside these 2 countries. 62.2% state they are of Christian religion, with 27.6% stating no religion, with the remainder stating other religions.

**Felinfach** and **Dihewyd** Schools are located within the Llanfihangel Ystrad Ward with a population of 2,037 inhabitants as at Census day 2011. The Ward has an average age of 45.4 years, with only 9.9% of the population below 10 years of age.



### Age structure

Persons		
Llanfihangel Ystrad Ward (as of 2011)		
	count	%
All usual residents	2,037	100.0
Age 0 to 4	101	5.0
Age 5 to 7	55	2.7
Age 8 to 9	44	2.2
Age 10 to 14	125	6.1
Age 15	26	1.3
Age 16 to 17	43	2.1
Age 18 to 19	33	1.6
Age 20 to 24	75	3.7
Age 25 to 29	74	3.6
Age 30 to 44	313	15.4
Age 45 to 59	447	21.9
Age 60 to 64	195	9.6
Age 65 to 74	301	14.8
Age 75 to 84	147	7.2
Age 85 to 89	44	2.2
Age 90 and over	14	0.7
Mean Age	45.4	-
Median Age	49	-

Of the population, 98.69% are classed as White, with 50.9% stating a Welsh identity and 18.9% English identity. Of the inhabitants 57.2% were born in Wales and 38% born in England, with the remainder outside these 2 countries.

62.9% state they are of Christian religion, with 23% stating no religion, with the remainder stating other religions.

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### School designation and pupil dispersal

Ceredigion does not operate catchment areas, and parents are entitled to choose any school within the County. Transport however will only be provided if pupils attend their nearest suitable school in line with the Council's School Transport Policy.

### Current distance travelled by pupils

The new area school will be located on a new site within the region of the three schools. Increased travelling distance cannot be calculated at this stage of the consultation until the proposal is approved and a new site has been formally secured.

### Community Questionnaires

As part of the consultation process, the schools and local Community Councils were sent questionnaires to ascertain what facilities and events were hosted by the schools and the possible impact on the community. The outcomes are as follows:

#### Schools response:

	<b>Felinfach School</b>	<b>Dihewyd School</b>	<b>Ciliau Parc School</b>
Current local community facilities:	Post Office and Shop, Garage, Village Hall, Playing Fields, Football Club  Church, Chapel	Village hall Playing fields Church Chapel  'Siop Shed' (the school's small shop is the only shop in the village)	Village Hall - a very active committee which ensures that the school can use the hall when necessary - one day a week for PE. Play park provided by village hall Tyglyn Aeron Hotel and Tyglyn Gardens.
Other facilities / services the school accommodate:	Extra-curricular clubs occasionally upon requests from pupils during the year. PTA Meetings. Governors meetings. Coffee mornings to raise money for charities	PTA Meetings Governor's Meetings Urdd Club Occasional coffee mornings to raise money for charities  Extra-curricular clubs occasionally upon requests from pupils during the year	Morning Welcome Club  Sports Club Computer Club Urdd Club PTA Meetings Governors Meetings
Alternative accommodation for facilities / services:	Village hall Theatre Church & Chapel	Village hall Chapel / vestry	Village Hall

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Wider community safety issues	No	No	Poor safety situation as parents leave and collect children from school. Lack of car parking and significant traffic problems causes bad feeling among the neighbours. No road crossing officer.
After school activities:	Annual Sarn Helen Races Various PTA fundraising activities. Extra-curricular clubs occasionally from pupils during the year. Occasional extra-curricular clubs run by past pupils of the school who now attend Ysgol Gyfun Aberaeron in running with their DofE and Welsh Bacc work within the community.	Annual School Fair Urdd Club Extra-curricular clubs occasionally upon requests from pupils during the year Various PTA fundraising activities	Urdd Sports Club Computer Club All through the medium of Welsh
Community facilities to learn Welsh:	No	Various community days organised with the village's elderly resident's community group (Y Gymdeithas) e.g. Concerts and afternoon socials	The school organises community days with the elderly of the village using the Language Charter money - afternoon tea and a concert through the medium of Welsh, an afternoon of socialising and speaking Welsh by playing games, an afternoon for parents with the pupils in order to encourage the use of Welsh.
Any other issues to consider:	The pupils at the school contribute to the community through concerts, Christian services, entertaining the elderly and participating in the annual village Eisteddfod.	The school plays a vital role in the community, Pupils at the school contribute to the community through services at both the church and chapel at various times throughout the year,	Concerns regarding the buildings suitability for the number of pupils at the school. No Hall in the school. Pupils take part in the annual Village Carnival. Pupils contribute to the

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		<p>and Pupils entertain the village residents in the village's annual Bring and Buy and concert which raises funds for the upkeep of the village hall</p> <p>All the pupils take part in the village Eisteddfod with the afternoon session being dedicated entirely to the school pupils</p>	<p>annual Village Show competitions.</p> <p>Pupils entertain village residents throughout the year when asked.</p> <p>YFC members working with the school e.g. Christmas Carol / Santa Claus.</p> <p>Pupils take part in occasional YFC competitions e.g. Best flower arrangement for the local Rally.</p>
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#### Community Council response:

	<b>Ciliau Aeron Ward</b>	<b>Llanfihangel Ystrad Ward</b>
Current local community facilities:	Village Hall – Community Council and local societies meet there. Local Library. Primary School pupils entertain the Luncheon Club from time to time e.g. Saint David's Day, Easter and Christmas	<p>Post Office</p> <p>Public House</p> <p>Number of local businesses (Farmers Co-op, Volac, two Garages, Sensient, Daniel Jenkins a'i Fab, Mansel Davies Depot),</p> <p>Playing fields and park</p> <p>School playing field</p> <p>Memorial Hall</p> <p>2 Chapels and a vestry</p> <p>Church and Church Hall</p> <p>Theatr Felinfach</p>
Other facilities / services the school accommodate:	School yard is utilised as a temporary car park when events are held in the village	<p>Nursery School (Cabin on School grounds)</p> <p>School yard is utilised as a temporary car park during the Felinfach Football Festival and during weekly football matches.</p>
Facilities/ services provided by the school:	No such services are provided	N/A
Use of school for meetings, events, fetes – frequency:	School Eisteddfod is held every year	School used for public meetings if the hall is not available
Wider community safety issues:	No	School located on the A482 and speed restrictions need to implemented to 20 mph
After school activities:	No	No
Community facilities to learn Welsh:	No	All of the school activities involving the community are lead in Welsh e.g. concerts, termly services, Eisteddfodau.
Any other issues to consider:	No	No

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It is envisaged that the new Area School could have some impact on the local communities.

Parents and pupils of the area school will be supported in their integration and will work together to establish new school committees, School clubs and a new Governing Body encompassing the ethos of the closed schools.

### Safe Route to School and Community

A safe route to school will form part of a new build funded by the Welsh Government to ensure that pupils and parents can safely walk or cycle to school.

# **WELSH LANGUAGE STRATEGIC PLAN**

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## **Ceredigion Council's School Language Policy**

Ceredigion County Council is committed to supporting the Welsh Government's vision and ambition to see a million people able to enjoy speaking and using Welsh by 2050, in line with 'Cymraeg 2050 : Welsh Language Strategy'.

The 'Curriculum for Wales - Curriculum for Life' emphasizes the fact that Welsh will remain compulsory up until the age of 16.

The Area of Learning and Experience for Languages, Literacy and Communication in this curriculum states the following:

"This Area of Learning and Experience offers ways to take advantage of the links between teaching Welsh, English and modern foreign languages, by encouraging children and young people to apply their knowledge of the way language works in Welsh, for example, to English or modern foreign languages. In doing so, they can understand the structure of languages. This, together with an appreciation of words and their origin, can help children and young people develop enthusiasm and interest in language."

For schools in Ceredigion, teaching Welsh and English either as a first or second language, is one of the essential requirements and reflects the current National Curriculum.

The aim of the Local Authority is to teach pupils to be fully bilingual as they leave the primary school and to develop that ability during their secondary phase in order to become full members of the bilingual society of which they are a part. This aspiration is in line with Ceredigion Council's corporate strategy.

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### Primary Schools

This Language Policy extends across all the county's primary schools and aims to develop the ability of all pupils to be confident in both Welsh and English by the end of KS2. In the Welsh-medium schools, Welsh is the assessment language used at the end of the Foundation Phase. In KS2, there is continuity to the pupils' development with regard to their oral skills (listening and speaking), Welsh reading and writing skills and corresponding skills in English.

### The Welsh Language in Education Strategic Plan

Ceredigion County's Welsh in Education Strategic Plan 2017-20 has been approved by the Welsh Government. It sets out the authority's vision, aim and objectives for Welsh medium education over the next three years.

- Ceredigion County Council is clear in its aim and principle of developing our pupils' ability to use both Welsh and English fluently and confidently in a variety of situations. This will enable them to become full members of the bilingual society of which they are a part, fostering pride in the languages, heritage and culture of Ceredigion and Wales.
- Ceredigion Education Authority seeks to ensure appropriate emphasis on the Welsh language and culture and strongly believes in the educational value of being able to communicate fluently in both Welsh and English as a benefit to all pupils. The Education Authority declares itself firmly in favour of developing pupils who are confidently bilingual in all of Ceredigion's primary and secondary schools.
- The Ceredigion Schools' Language Strategy (2008) is key to the success of the bilingual provision and the Ceredigion Schools' Language Policy is a firm and unambiguous basis for the Welsh in Education Strategic Plan 2017-2020, and the provision and implementation of practical targets will lead to progress in bilingualism at all levels.
- Ceredigion Education Authority seeks to ensure that children and young people are offered rich, relevant and creative contexts (including ICT developments and Digital Competency), enabling them to extend and apply their language skills. Offering opportunities to enhance oral skills (specifically) at all stages of the educational journey is a core element in order to ensure fluent and confident speakers.
- The Authority will also ensure that families are aware of, and have access to the support available, as their children and young people develop along the language pathway/continuum.

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- The Authority will continue to focus on strengthening the Welsh language in its primary schools through investment and improvements to the provision, to create firm foundations for learning through the medium of Welsh and other languages in secondary school.
- The Authority will work on a regional level to share resources and expertise, and encourage links between schools to improve the quality of language teaching and learning.
- The Authority, through this strategy is contributing to its duty under the Well-being of Future Generations (Wales) Act 2015 to promote and safeguard the culture and heritage of Wales and the Welsh language. It contributes to the goal of 'a Wales of vibrant culture and thriving Welsh language'.
- This scheme is intertwined with the Welsh Government Language Strategy of creating one million Welsh speakers by 2050. Ceredigion Education Authority agrees with the view that the education system is the main method of ensuring that children develop their Welsh language skills, and of creating new Welsh speakers.

#### Language Category

<b>School Name</b>	<b>Language Category</b>	
Ciliau Parc School	Welsh Medium	All pupils in the Foundation Phase experience the areas of learning through the medium of Welsh. Welsh is the main teaching medium at Key Stage 2. English is introduced formally as a subject at Key Stage 2 and is taught through the medium of English, and English may occasionally be used for some aspects of some subjects.
Dihewyd School		
Felinfach School		

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## Standards

### Foundation Phase

In Foundation Phase, pupils are assessed in different areas of learning. Based on 2018 data the following percentage of pupils achieved at least Outcome 5+ in 'Language, literacy and communication skills in Welsh':

<b>Ciliau Parc</b>	100%	<b>Dihewyd:</b>	50%	<b>Felinfach:</b>	100%
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This report uses data for 2017 for LA and Wales comparative information

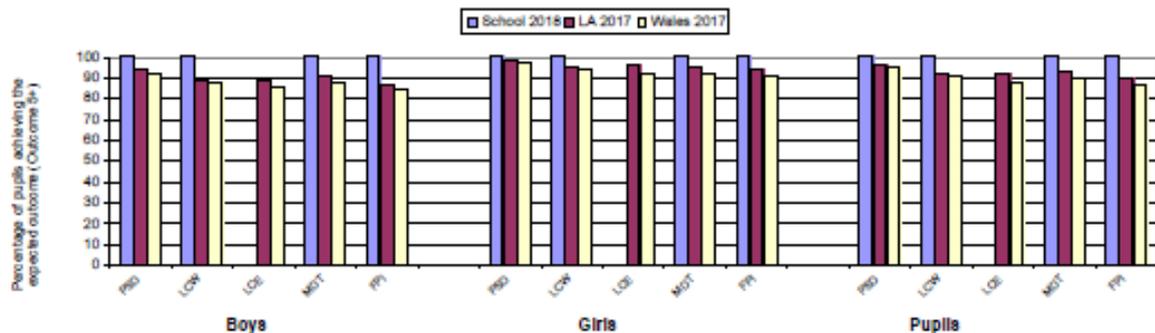
Ysgol Ciliau Parc  
Ceredigion

LA/School no: 667/2285

### School comparative information: Foundation Phase Outcomes 2018

Percentage of boys, girls, and pupils achieving at least the expected outcome (Outcome 5+):

	Boys			Girls			Pupils		
	School 2018	LA 2017	Wales 2017	School 2018	LA 2017	Wales 2017	School 2018	LA 2017	Wales 2017
PSD	100	94	92	100	98	97	100	96	95
LCW	100	89	88	100	95	94	100	92	91
LCE	0	89	85	0	96	92	0	92	88
MDT	100	91	88	100	95	92	100	93	90
FPI	100	86	84	100	94	91	100	90	87



### School Performance over time (2014 - 2018)



#### Notes:

- - No historical data available
- Areas of learning: PSD = Personal and social development, well-being and cultural diversity; LCW = Language, literacy and communication skills (in Welsh); LCE = Language, literacy and communication skills (in English); MDT = Mathematical development; FPI = Foundation Phase Indicator. To achieve the FPI, a pupil must achieve at least the expected outcome (Outcome 5+) in both PSD and MDT and either LCW or LCE.
- If there were no pupils eligible for assessment in a subject for a particular year the graph will discontinue and show a gap for that year.

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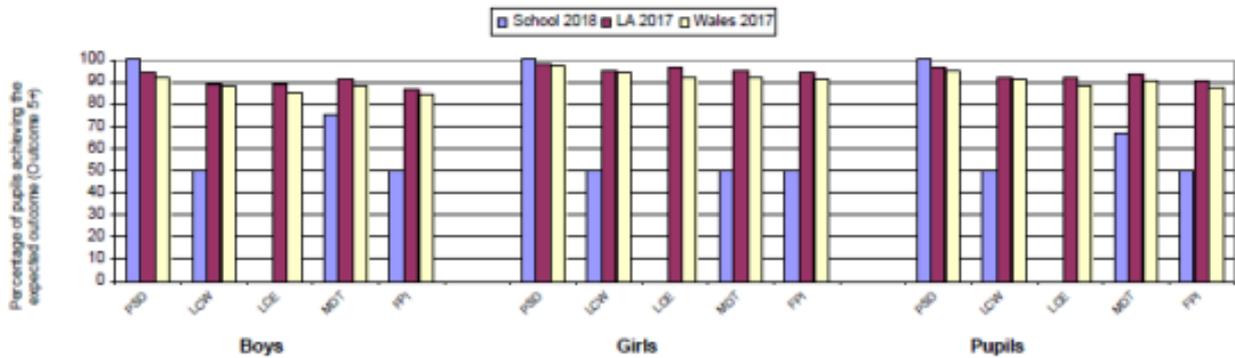
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Ceredigion**

**LA/School no: 667/2288**

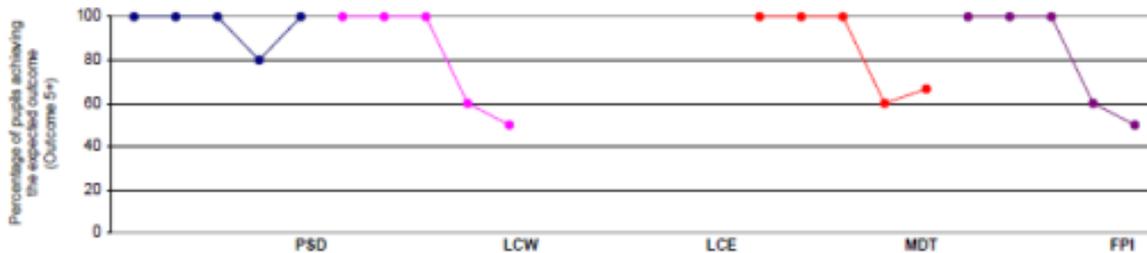
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	Boys			Girls			Pupils		
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LCW	50	89	88	50	95	94	50	92	91
LCE	0	89	85	0	96	92	0	92	88
MDT	75	91	88	50	95	92	67	93	90
FPI	50	86	84	50	94	91	50	90	87



### School Performance over time (2014 - 2018)



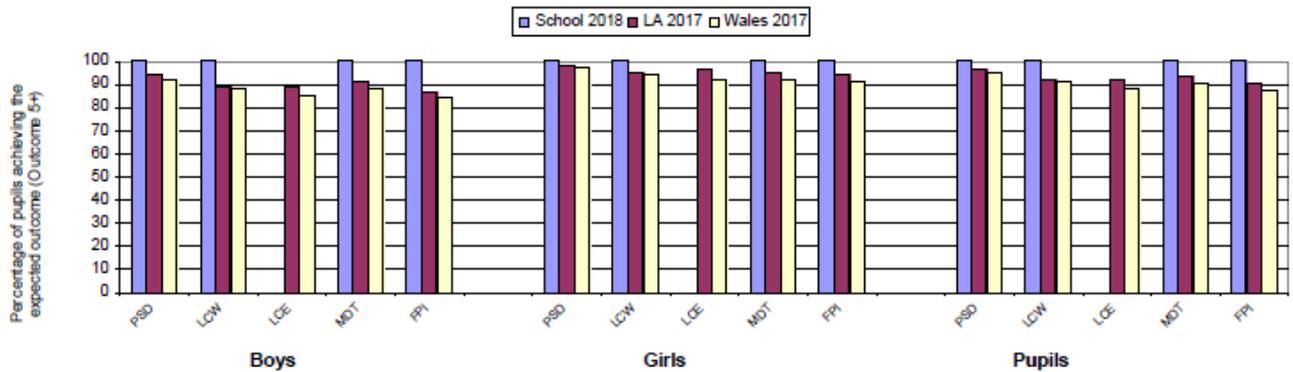
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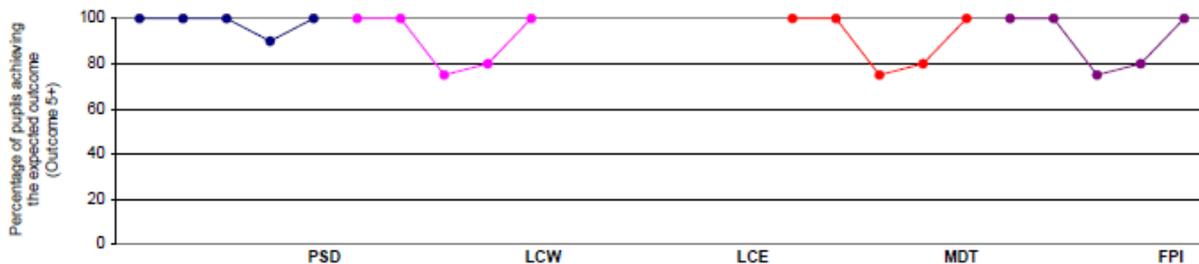
**School comparative information: Foundation Phase Outcomes 2018**

Percentage of boys, girls, and pupils achieving at least the expected outcome (Outcome 5+):

	Boys			Girls			Pupils		
	School 2018	LA 2017	Wales 2017	School 2018	LA 2017	Wales 2017	School 2018	LA 2017	Wales 2017
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LCW	100	89	88	100	95	94	100	92	91
LCE	0	89	85	0	96	92	0	92	88
MDT	100	91	88	100	95	92	100	93	90
FPI	100	86	84	100	94	91	100	90	87



**School Performance over time (2014 - 2018)**



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## Key Stage 2

Based on 2018 data, the following percentage of pupils achieved Level 4+ in Welsh:

Ciliau Parc: 90.9%

Dihewyd: 100%

Felinfach: 89%

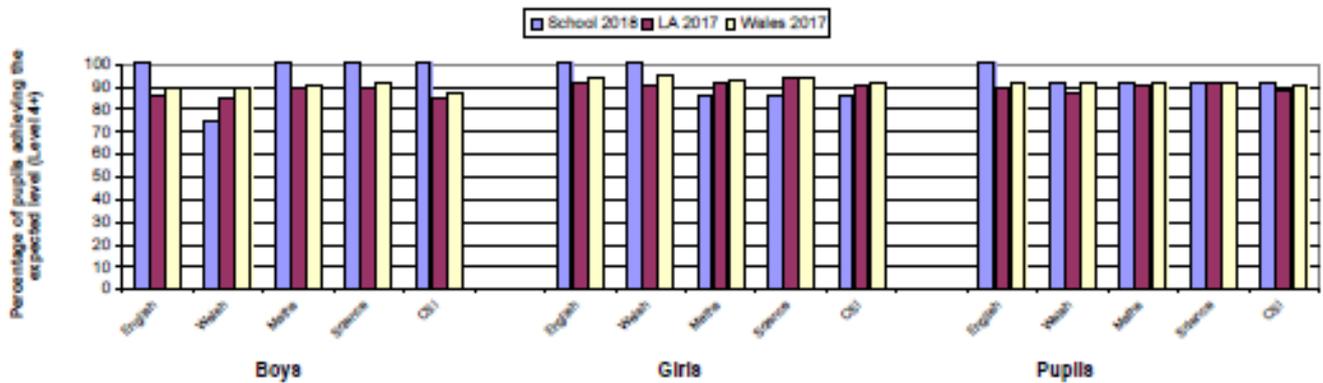
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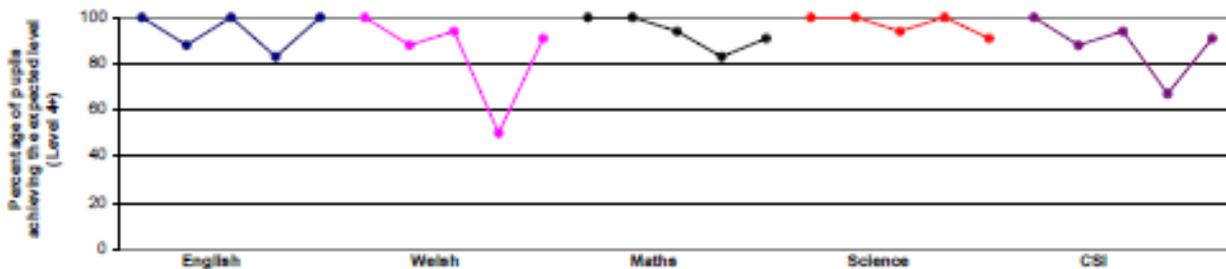
### School comparative information: National Curriculum Assessments 2018 Key Stage 2

Percentage of boys, girls, and pupils achieving at least the expected level (Level 4+):

	Boys			Girls			Pupils		
	School 2018	LA 2017	Wales 2017	School 2018	LA 2017	Wales 2017	School 2018	LA 2017	Wales 2017
English	100	86	89	100	92	94	100	89	91
Welsh	75	85	89	100	90	95	91	87	92
Maths	100	89	90	86	92	93	91	90	92
Science	100	89	91	86	94	94	91	91	92
CSI	100	85	87	86	90	92	91	88	90



### School Performance over time (2014 - 2018)



**Notes:**

- Figures for Welsh refer to attainment in Welsh first language only.
- CSI = Core Subject Indicator. To achieve the CSI a pupil must achieve at least the expected level 4 in both Mathematics and Science and either English or Welsh first language.
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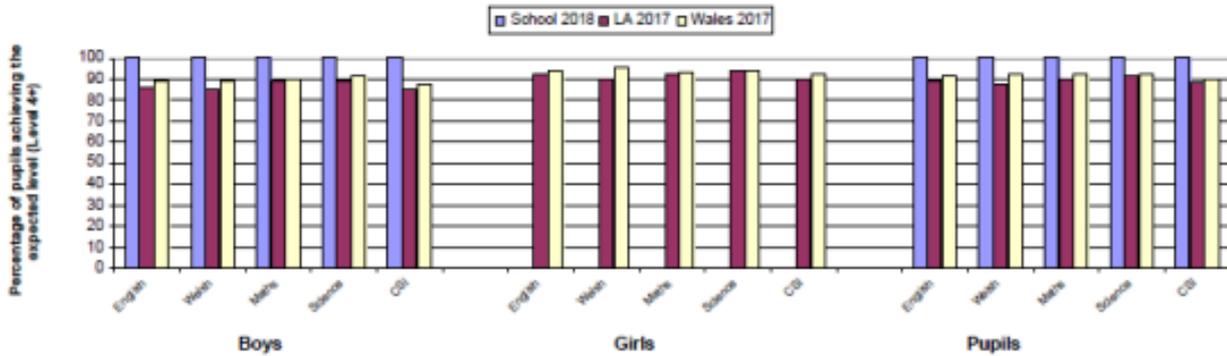
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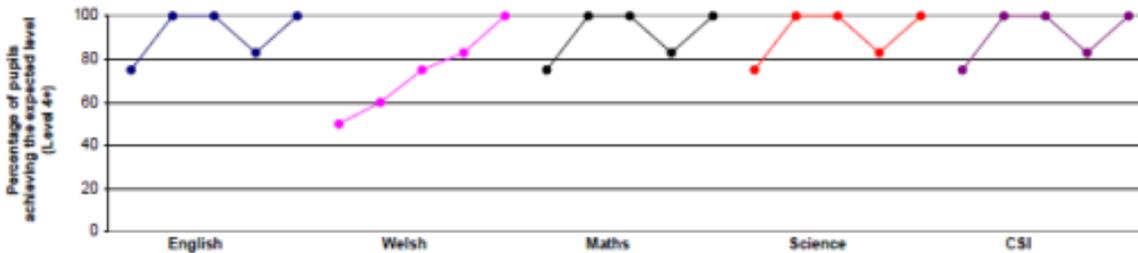
## School comparative information: National Curriculum Assessments 2018 Key Stage 2

Percentage of boys, girls, and pupils achieving at least the expected level (Level 4+):

	Boys			Girls			Pupils		
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Welsh	100	85	89	0	90	95	100	87	92
Maths	100	89	90	0	92	93	100	90	92
Science	100	89	91	0	94	94	100	91	92
CSI	100	85	87	0	90	92	100	88	90



### School Performance over time (2014 - 2018)



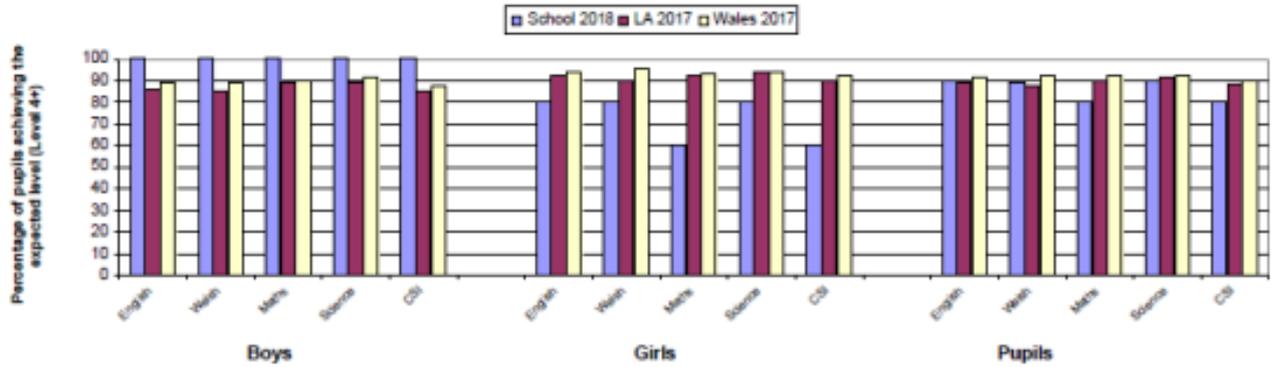
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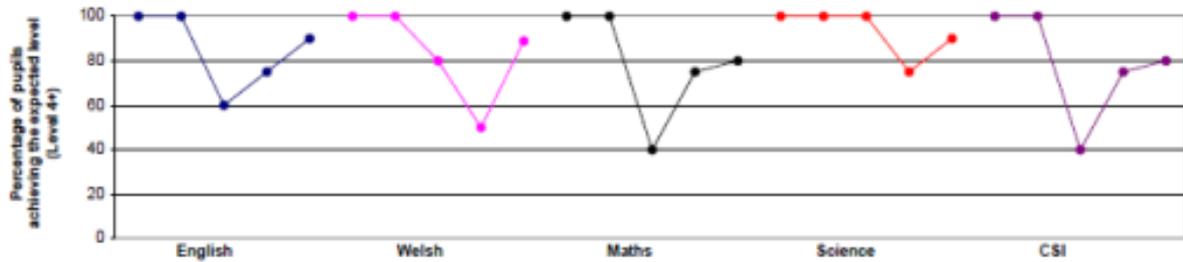
**School comparative information: National Curriculum Assessments 2018**  
**Key Stage 2**

Percentage of boys, girls, and pupils achieving at least the expected level (Level 4+):

	Boys			Girls			Pupils		
	School 2018	LA 2017	Wales 2017	School 2018	LA 2017	Wales 2017	School 2018	LA 2017	Wales 2017
English	100	86	89	80	92	94	90	89	91
Welsh	100	85	89	80	90	95	89	87	92
Maths	100	89	90	60	92	93	80	90	92
Science	100	89	91	60	94	94	90	91	92
CSI	100	85	87	60	90	92	80	88	90



**School Performance over time (2014 - 2018)**



**Notes:**

1. Figures for Welsh refer to attainment in Welsh first language only.
2. CSI = Core Subject Indicator. To achieve the CSI a pupil must achieve at least the expected level 4 in both Mathematics and Science and either English or Welsh first language.
3. If there were no pupils eligible for assessment in a subject for a particular year the graph will discontinue and show a gap for that year.

# EQUALITY IMPACT ASSESSMENT

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## The Equality Act 2010

The Equality Act 2010 (the Act) brings together and replaces the previous anti-discrimination laws with a single Act. It simplifies and strengthens the law, removes inconsistencies and makes it easier for people to understand and comply with it. The majority of the Act came into force on the 1 October 2010.

The Act includes a new public sector equality duty (the 'general duty') replacing the separate duties on race, disability and gender equality. This came into force on the 5 April 2011.

## What is the general duty?

The aim of the general duty is to ensure that the public authorities and those carrying out a public function consider how they can positively contribute to a fairer society through advancing equality and good relations in their day-to-day activities. The duty ensures that equality considerations are built into the design of policies and the delivery of the services and that they are kept under review. This will achieve better outcomes for all.

Under the legislation, public authorities have legal duties to pay 'due regard' to the need to eliminate discrimination and promote equality with regard to race, disability and gender, including gender reassignment, as well as to promote good race relations. The Equality Act 2010 introduces a new public sector duty which extends the coverage to age, sexual orientation, pregnancy and maternity, and religion or belief. The law requires that the duty to pay 'due regard' be demonstrated in the decision making process. It is also important to note that the public authorities subject to the equality duties are also likely to be subject to the obligations under the Human Rights Act and is therefore wise also to consider the potential impact that decisions could have on human rights as part of the same process.

## Ceredigion's approach to Equality Impact

In order to ensure that the council is considering the potential equality impact of its proposed policies and practices, and in order to evidence that we have done so, this proposal is supported by the Local Authority's Integrated Impact Assessment.

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Protected Characteristic	Impact			Details of the nature of impact
	Positive	Negative	Neither	
<b>Age</b>	✓			The new Area school will accept pupils at 3 years of age on a part time basis. All staff employed at the school will be treated equitably regardless of their status within this protected characteristic.
<b>Disability</b>	✓			Improved environment to support pupils with disability, conforming to new DDA legislation and accessibility regulations. Support will be provided where necessary to support pupils who have specialist needs in an appropriate and secure environment. All staff employed at the school will be treated equitably regardless of their status within this protected characteristic.
<b>Gender reassignment / transgender</b>			✓	Any pupils, parents/carers and staff will be treated equitably and in line with the relevant policies.
<b>Marriage or civil partnership</b>			✓	All staff employed at the school will be treated equitably regardless of their status within this protected characteristic.
<b>Pregnancy or maternity</b>			✓	All staff employed at the school will be treated equitably regardless of their status within this protected characteristic.
<b>Race</b>			✓	Integration support will be provided where necessary in an appropriate manner.
<b>Religion or Belief or non-belief</b>			✓	The new area school will also be a community primary school and follow all aspects of the national curriculum as at present.
<b>Sex/Gender identity</b>			✓	This will not have any detrimental impact on the provision provided. All stakeholders falling into this protected characteristic will be treated equitably in line with relevant policies and procedures.
<b>Sexual Orientation</b>			✓	Any stakeholders falling into this protected characteristic will be treated equitably in line with relevant policies and procedures.

# THE WELL-BEING OF FUTURE GENERATIONS (WALES) ACT 2015

The Well-being of Future Generations (Wales) Act 2015 gives a legally-binding common purpose of seven Well-being Goals and five Ways of Working designed to support and deliver a public service that meets the needs of the present without compromising the ability of future generations to meet their own needs,

## Long term

	<p>The importance of balancing short-term needs with the need to safeguard the ability to also meet long-term needs</p>	<p>Ensuring the long term sustainability of education in the community and ensuring that there are sufficient school places to meet the needs both now and in the future. Ensuring the school establishment is fit for purpose and complies with 21<sup>st</sup> Century guidelines.</p>
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## Prevention

	<p>How acting to prevent problems occurring or getting worse may help public bodies meet their objective</p>	<p>Securing the long term future of education in the area.</p>
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## Integration

	<p>Considering how the public body's well-being objectives may impact upon each of the well-being goals, on their other objectives, or on the objectives of other public bodies</p>	<p>Community integration is a focus of all new schools creating an environment to support culture, heritage and the Welsh language.</p>
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## Collaboration

	<p>Acting in collaboration with any other person ( or different parts of the body itself) that could help the body to meet its wellbeing objectives</p>	<p>Increase collaboration between services and communities to ensure the continued delivery of education to all pupils and the consultation involves extensive engagement and involvement with pupils, staff, Governors and the community.</p>
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## Involvement

	<p>The importance of involving people with an interest in achieving the well-being goals, and ensuring that those people reflect the diversity of the area which the body serves</p>	<p>The proposal is subject to a formal statutory consultation and includes targeted stakeholder engagement.</p>
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