

SCHOOL REORGANISATION

STATUTORY IMPACT ASSESSMENTS **Community and Welsh Language**



Cyngor Sir
CEREDIGION
County Council

YSGOL CRAIG YR WYLFA

Date: October 2024

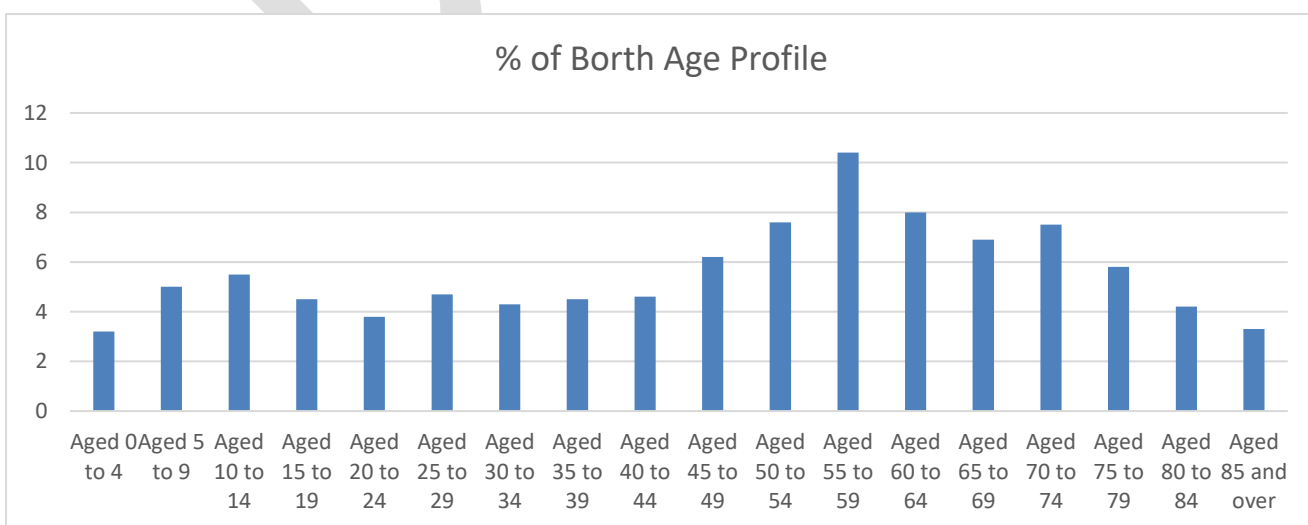
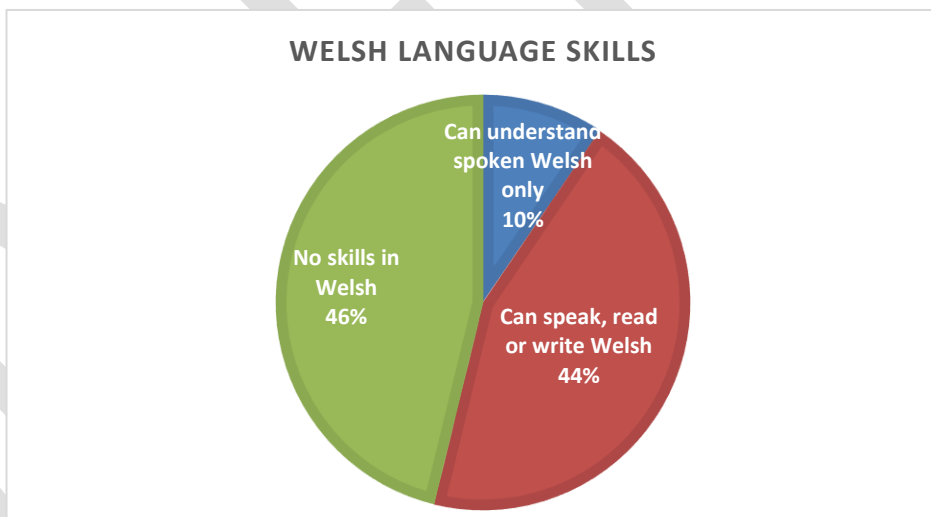
COMMUNITY IMPACT ASSESSMENT

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

The Headteacher was invited to complete a questionnaire¹ for the purpose of assessing the current utilisation and community use of the school together with details of any activities involving the community to promote and strengthen the Welsh language.

Area profile

Ysgol CRAIG YR WYLFA is in the village of Borth with a population of 2,000 inhabitants. The 2021 Census data indicated the following age and language profile for the area:



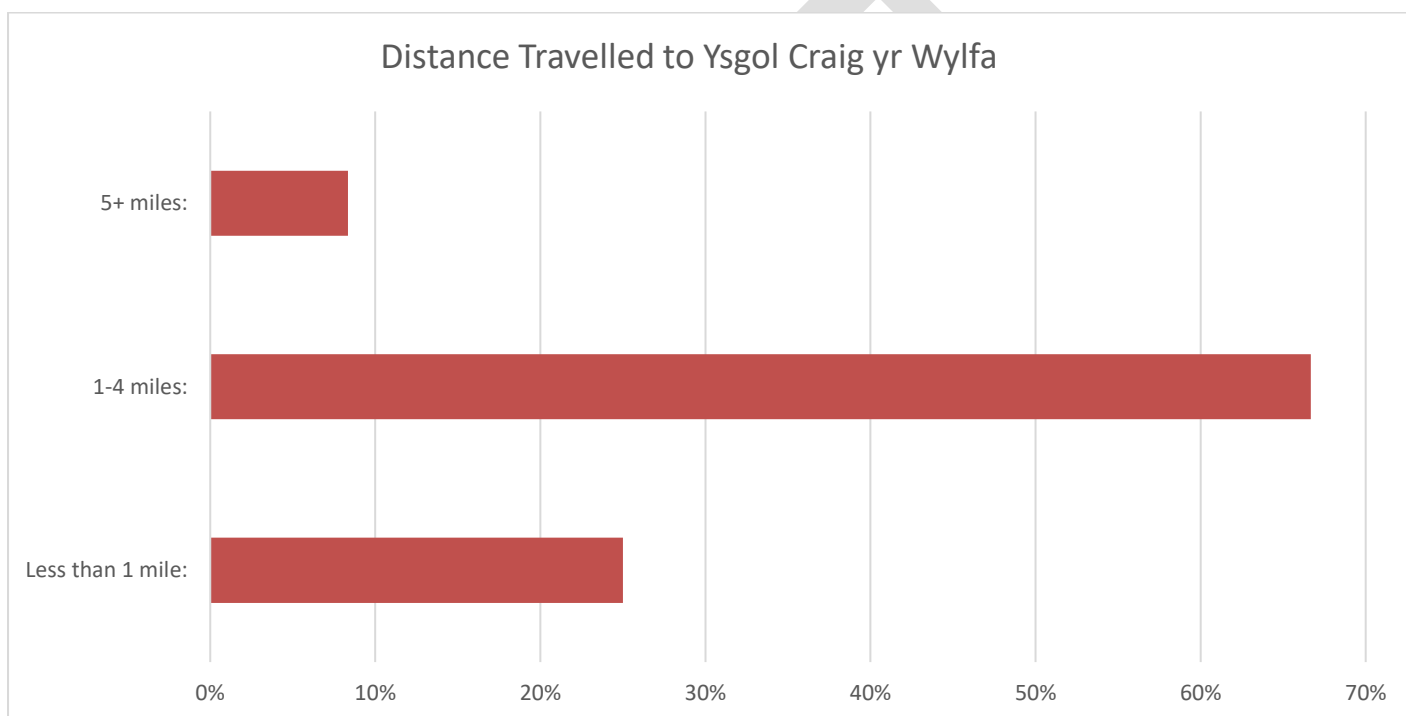
¹ Completed by Head teacher in March 2024

Proportion of pupils from the catchment area that attend the school

As there is no specific catchment area for schools in Ceredigion, parents can choose a school for their child/ren in line with the [Local Authority's admissions policy \(2024-25\)](#)

Current distance travelled by pupils

This is the distance travelled by the current cohort of pupils from their home addresses to Ysgol Craig yr Wylfa.



Safe Route to School and Community

Ysgol Talybont is less than 5 miles from Ysgol Craig Yr Wylfa, therefore the length of the additional journey is considered acceptable and well within the maximum one-way journey of 45 minutes travel time for primary pupils as noted in the Welsh Government's School Organisation Code.

Other facilities and services the school accommodates

In accordance with the School Organisation Code, the following information was provided by the headteacher with regards community use and promotion of the Welsh language.

Provide details of before-school and after school activities i.e., breakfast club, after school club:

We have a lively and popular Breakfast Club with about 70% of the children arriving by the Breakfast Club. Of these children, 90% of the children who are entitled to Free School Meals attend the Club. On average about 40% arrive by 8.15.

Staff run an After School Club on a weekly basis.

What additional facilities does the school provide e.g., youth clubs, play group?

As there is no pre-school provision for under 4s, we offer an extended transition over 2 terms. This has been very popular and a natural way to ensure that preparation for full-time education is very effective.

Provide details of use outside school hours and/or during school holidays:

The school is used extensively during the summer holidays. In cooperation with Borth Community Hub, the site is used as a Play Club during the holidays. These sessions are very popular with local residents and a wider area. It is also popular with visitors to the village.

In cooperation with Borth Carnival and the Community Hub, the site is used to host the annual Teddy Bear Picnic. The event attracts people from a wide area and is very popular in the area. Discussions are underway to run a parenting course in cooperation with the Community Hub in September 2024. The course will be open to residents of the neighbourhood and will be part of a comprehensive programme of activities to promote the health and well-being of families in the area. Elements of the provision already exist, but the school will be part of the offering in September. The scheme is funded by Family Links – Parenting Nurture Course.

Is the school used for public meetings or events? If so, please provide details and frequency.

We are an official safe haven for the possibility of flooding in the village.

What are the current local community facilities e.g. businesses, village hall, playground, holiday play schemes etc.?

We work well with Borth Community Hub, e.g. the older pupils have been serving food to the elderly on Fridays, and the smallest children have recently joined in an Art session.

We often use the Community Hall for various activities, e.g. School Eisteddfod, Christmas Concert. There is a play park as part of the Hall, and we take the children there regularly.

There are many businesses in Borth that work well with us, e.g. a local shop promoting the use of the Welsh language.

We take trips to local natural resources, such as the beach, sand dunes and Ynys-las reserve and run science workshops on Cors Fochno.

We attend the local Church regularly during the year to hold special services, e.g., Easter service, Thanksgiving and Christingle.

The school is used extensively during the summer holidays. In cooperation with the Borth Community Hub, the site is used as a Play Club during the holidays. These sessions are very popular. The scheme is funded by the Welsh Government to reduce the impact of poverty over the summer holiday period.

In cooperation with Borth Carnival and the Community Hub, the site is used to host the annual Teddy Bear Picnic. The event attracts people from a wide area and is very popular in the area.

Are there any Childcare providers in the area, is so please provide details:

Borth Community Hub runs some weekly sessions for young families.

The school provides an extended transition for pre-schoolers over a period of two terms before they start full time. This has been invaluable in communicating school and class expectations to these children, particularly for the high percentage of pupils we have receiving ALN / ASD support. This scheme has also strengthened the use of pupils' Welsh as there has been no nursery group in the area since before lockdown.

Are there any pre and after school activities which provide additional opportunity to use Welsh in the school e.g. the Urdd, Mentrau Iaith clubs

Staff run a weekly After School Club which is run through the medium of Welsh. Sessions are sometimes held by Urdd Gobaith Cymru Sports Officers as part of the Club's offering.

Does the school provide facilities for members of the community to learn Welsh, or undertake activities through the medium of Welsh?

The school extends an open invitation for everyone to join us in our activities. The open day in 2023 was a great success and drew community members together to celebrate the school's achievements with us. Many members of the Church join us when we hold our services.

Any other information you would like to be included:

Discussions are underway for the school to be part of the 'Multiply' scheme being championed by Ceredigion County Council. An application has been submitted to improve parents' skills in basic maths and is part of the levelling-up strategy focusing on the most deprived areas of the County.

The Borth area is recognised as suffering from social and economic poverty. The percentage which can claim 'free school meals' exceeds local and national trends. A high percentage of our pupils also receive additional support and are recognised as having needs (ALN). Due to the inclusive nature of the school, we offer a suitable curriculum where support does not remain intensive over a long period of time. Many pupils walk or cycle to school. Up to a third of families are without a car and dependent on having a local school. Moving the pupils from this school to another school, would naturally deprive them of any activity after school hours as the parents

would not be able to pick up their children from clubs etc. which adds to the social inequity that already exists in the area. We are concerned that any change to the current system would be detrimental to the families who currently attend the school.

House building developments are also currently taking place within a stone's throw of the school, some of the houses have been earmarked for social purposes in the area. We anticipate that these houses will be very attractive to families.

Facilities that could be enhanced in the event of the school closure

The Hub and village hall could benefit from increased use.

Facilities provided by Ysgol Talybont (alternative school)

Provide details of before-school and after school activities i.e., breakfast club, after school club:

We have a lively and popular Breakfast Club with around 40% of children arriving by the Breakfast Club (more if the school buses are early).

There are usually 2 After School Clubs on the school grounds which is a private arrangement between parents and the organisation –

Urdd on Monday evenings and BMO on Tuesday evenings until 4:30.

After School Club also runs for 2 nights each week – Wednesday and Thursday from 3.30 until 5.29pm. There is room for 16 children, and the Club is often full. There is a charge for each of these clubs.

What additional facilities does the school provide e.g. youth clubs, play group?

There is a successful Cylch Meithrin on the School site (run by the Mudiad Meithrin).

Provide details of use outside school hours and/or during school holidays:

There is regular use of the school over the year by various organizations including the local football club, young farmers club, local youth club and other associations from the community occasionally.

Are there any pre and after school activities which provide additional opportunity to use Welsh in the school e.g. the Urdd, Mentrau Iaith clubs;

There are usually 2 After School Clubs on the school grounds which is a private arrangement between parents and the organisation –

Urdd on Monday evening and BMO on Tuesday evenings until 4:30pm.

After School Club also runs for 2 nights each week – Wednesday and Thursday from 3.30 to 5.29pm.

Does the school provide facilities for members of the community to learn Welsh, or undertake activities through the medium of Welsh?

No.

How parents' and pupils' engagement with the alternative school will be supported

Close engagement with the pupils, the parents and the community would be vitally important. It would be necessary to support the process of integrating the pupils in a sensitive and careful manner in order to ensure continuation and progression in their learning. The individual needs of the pupils would need to be considered to ensure an effective transition. It is acknowledged that there could be an impact on pupils' ability to participate in after school activities.

Impact on health and wellbeing

Pupils who currently walk to school can continue to walk to a designated pick-up point in Borth close to the existing location.

Impact on public transport provision

There is currently a bus and train service in the village. If the proposal was approved, it is not envisaged that it will have any implication on public transport provision.

Impact on wider community safety issues

It is not envisaged that there will be any impact on wider community safety.

If closure would encourage families to leave the community or discourage families from moving to the community

The information provided by the school details the current community events and facilities available for families with primary school age children. If the school was to close, it is possible that some families could potentially move from the area or for others to be discouraged from moving to the area.

Impact closure could have on other local services

The village benefits from having a community hub and village hall which, as confirmed above, is used by community groups.

What community activities would cease or be diminished by being required to move elsewhere

Details of the use of the school by the local community has been detailed above and it confirms a strong link with the local community and local church.

Whether the loss of the school will have a detrimental effect on the wider economy of the community

If the proposal is approved, the closure of the school may have a limited impact on the wider economy of the community.

Overall effect of closure on the local community

The information provided by the school with regards community use has been detailed above and whilst the school and grounds are used for community events, the village does benefit from a community hub building and village hall.

WELSH-LANGUAGE IMPACT ASSESSMENT

Language category of the school: Welsh Medium

Language category of the alternative school: Welsh Medium

All pupils in the Foundation Learning Phase experience 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 may occasionally be used for some aspects of other subjects.

Facilities for members of the community to learn Welsh and undertake activities through the medium of Welsh and where alternative facilities could be provided:

The school questionnaire states members of the community are invited to join in with school activities.

Appropriateness of providing additional after school facilities at the alternative school to secure standards in the Welsh language:

A questionnaire completed by Ysgol Talybont states:

There are usually 2 After School Clubs on the school grounds which is a private arrangement between parents and the organisation.

Urdd on Monday evening and BMO on Tuesday evenings until 4:30pm.

After School Club also runs for 2 nights each week – Wednesday and Thursday from 3.30 to 5.29pm.

How parents' and pupils' engagement with the alternative school and the specific language enhancement it offers could be supported:

Close engagement with the pupils, the parents and the community would be vitally important. It would be necessary to support the process of integrating the pupils in a sensitive and careful manner in order to ensure continuation and progression in their learning. The individual needs of the pupils would need to be considered to ensure an effective transition. It is acknowledged that there could be an impact on pupils' ability to participate in after school activities.

Observations provided by the Local Authority's Welsh Medium education forum and Information on how the proposal fits with the Authority's Welsh in Education Strategic Plan:

The Welsh language forum meets termly to monitor the Welsh in Education Strategic Plan. The proposal does not impact on the recommendations within the WESP as both schools are existing Welsh medium schools.

WELSH LANGUAGE STRATEGIC PLAN

Ceredigion County Council's Welsh in Education Strategic Plan 2022-32 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 2022-32, 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. 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 and cross 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.

[Welsh in Education Strategic Plan 2022-2032 \(ceredigion.gov.uk\)](https://www.ceredigion.gov.uk/welsh-in-education-strategic-plan-2022-2032)

Potential impact (Ysgol Craig yr Wylfa)	The impact of the proposal on the Welsh language and the community			Current situation	Possible Mitigations should the proposal be implemented
	Positive	Negative	Neutral		
Medium of Education			✓	Both schools – Ysgol Craig yr Wylfa and the alternative school – are Welsh medium schools.	
Opportunities for pre-school children to use Welsh	✓			<p>No pre-school provision at Ysgol Craig yr Wylfa but the school provides transition arrangements for children over a period of two terms before they start full-time at school.</p> <p>Borth Community Hub runs weekly sessions for young families.</p> <p>There is a thriving Cylch Meithrin run by Mudiad Meithrin on the alternative school site and therefore an opportunity for pupils to attend and use the Welsh language before starting school.</p>	<ul style="list-style-type: none"> • Discussion with Mudiad Meithrin to organise sessions for parents to enable the sharing of information on Nursery provision in the alternative school • Campaign to promote the area's education provision – Nursery to Primary School including the preparation and distribution of information leaflets, advertisements in the newspaper or/and on social websites • New campaign to distribute "Byw a Bod" booklet to parents • LEARN sub-committee ** and CERED * to work with Borth Community Hub to

					organise social sessions for families to encourage use of the Welsh language.
Transfer to Welsh medium / English medium Secondary School	✓			<p><u>PLASC Data 2024</u> 25% (1) of Ysgol Craig yr Wylfa children transferred to a Welsh medium school, and 50% (2) transferred to an English medium school, 25% (1) transferred to schools outside the County.</p> <p>77% (10) of Year 6 children in the alternative school transferred to Welsh/Bilingual medium schools and 15% (2) transferred to an English medium school, 8% (1) transferred to schools outside the County.</p>	<ul style="list-style-type: none"> • Discussion with Secondary and Through Age School Headteachers to discuss transition arrangements • Welsh Language Support Team and CERED* to organise sessions to raise awareness of the benefits of Welsh language education - to be held for parents of pre-school and Year 6 children in the area • Promote Language Immersion Centres for latecomers ensuring their integration into Welsh-medium education.
Extra-curricular opportunities for pupils to use Welsh	✓			<p>Staff at Ysgol Craig yr Wylfa run a weekly Welsh medium After School Club. Urdd Sports Officers occasionally organise sessions.</p>	<ul style="list-style-type: none"> • Discussion with Urdd Officer to strengthen provision in the area working with Borth Community Hub

				<p>Community groups support and promote the Welsh language in the alternative school eg. Young Farmers Club, Urdd. The alternative school offers after school clubs through the medium of Welsh including 'BMO coaching' and the Urdd for children from the age of 4.</p>	<ul style="list-style-type: none"> • Youth Service and CERED* to consider Welsh language social activities for older children in the area
<p>Opportunities to participate in Siarter Iaith county activities</p>			✓	<p>Both schools are active in Siarter Iaith school activities. Ysgol Craig yr Wylfa has secured the Siarter Iaith Bronze Award and the alternative school has secured the Siarter Iaith Bronze Award.</p>	<ul style="list-style-type: none"> • Welsh Language Support Team to work with pupils to improve Welsh speaking skills and to promote natural use of Welsh in class and on the playground including Siarter Iaith activities
<p>Welsh language skills and the use of Welsh by pupils in class and during breaks</p>	✓			<p>Ysgol Craig yr Wylfa Estyn Inspection noted: "<i>they (staff) do not always have high enough expectations, particularly in relation to the development of aspects of teaching or in the development of pupils' Welsh speaking skills.</i>"</p>	<ul style="list-style-type: none"> • Pupils benefit from strong provision of Welsh language skills in the alternative school • Welsh Language Support Team to work with pupils to improve Welsh speaking skills and to promote natural use of Welsh in class and in the playground including a Siarter Iaith activity

			<p>Ysgol Talybont Estyn Inspection noted: <i>"All adults model polished language and encourage and support pupils to use Welsh of a high and consistent standard, which is natural to their local area which is natural to their local area. As a result, many pupils make strong progress in acquiring and develop their Welsh language skills... the pupils develop to become enterprising and confident citizens who take pride in their Welshness."</i></p>	<ul style="list-style-type: none"> Alternative school to work with Welsh Language Development Officer to acquire the Siarter Iaith Silver Award
Use of Welsh in the community		✓	<p>Borth Community Hub hosts a range of bilingual activities Borth Community Hall hosts school activities such as the Eisteddfod and Christmas Concert. A number of businesses in Borth work well with the school, e.g. the local shop promoting the use of Welsh.</p>	<ul style="list-style-type: none"> Increase CERED's* provision and involvement in the area working with the Community Hub and the wider community to identify social activities to promote the use of the Welsh language CERED* to work with local businesses to increase the use and visibility of Welsh through schemes such as 'Hapus i Siarad'

					<ul style="list-style-type: none">• Discussion with Aberystwyth University's Welsh for Adults Team to consider setting up Welsh lessons locally• Promote 'Croeso i Geredigion' Welcome Pack in the area (for newcomers)• Youth Service to discuss with the Urdd and YFC organisations to consider potential projects to strengthen engagement with children and young people in the area• Bilingual Futures Forum LEARN and BELONG Sub-committees** to discuss and consider the effects of the proposal, drawing together various organisations to consider potential projects to promote the Welsh language and culture locally• Ceredigion's new Language Strategy puts in place actions to promote Welsh
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					<p>and Welshness across the County</p> <ul style="list-style-type: none"> • The County Council's Community Grants Department to promote community grants for Welsh language related projects • Support the work of Bro 360, to promote Welsh-medium cultural and social events. Encourage the opportunities to share stories of importance locally. • Possibility of creating a Community Hub on the current school site***
Welsh language activities in the community		✓		<p>Some of the school's activities take place at Borth Community Hall</p> <p>Borth Community Hub hosts bilingual activities for the community.</p>	<ul style="list-style-type: none"> • Ceredigion's new Welsh Language Strategy provides a clear focus to promote the Welsh language across the County • Increase CERED's* provision and involvement in the area working with the Community Hub and the wider community to identify social activities to promote the use

					<p>of the Welsh language</p> <ul style="list-style-type: none"> • Bilingual Futures Forum BELONG Sub-committee** to discuss and consider the effects of the proposal, drawing together various organisations to consider potential projects to promote the Welsh language and culture locally • Possibility of creating a Community Hub on the current school site***
Number of Welsh speakers in the future			✓	Borth Community Hub hosts a range of activities working with organisations and volunteers	<ul style="list-style-type: none"> • Pupils continue to receive Welsh language education at alternative school • Ceredigion's new Welsh Language Strategy provides a clear focus to promote the Welsh language across the county • Increase CERED's* provision and involvement with the area working with Borth Community Hub and the wider community to identify social

					<p>activities to promote the use of the Welsh language</p> <ul style="list-style-type: none"> • Bilingual Futures Forum BELONG sub-committee** to discuss and consider the effects of the proposal, drawing together various organisations to consider potential projects to promote the Welsh language and culture locally • Promote the 'Croeso i Geredigion' Welcome Pack in the area (for newcomers)
Visibility of Welsh in the community			✓	The Welsh language is visible through community activities	<ul style="list-style-type: none"> • Increase CERED's* provision and involvement with the area working with the community to identify social activities to promote the use of the Welsh language • CERED* to work with local businesses to increase the use and visibility of Welsh through schemes such as 'Hapus i Siarad'

					<ul style="list-style-type: none"> Promote the 'Croeso i Geredigion' Welcome Pack in the area (for newcomers)
Viability of other community resources			✓	Borth Community Hub runs various activities working with different organisations and volunteers	<ul style="list-style-type: none"> Increase CERED's* provision and involvement with the area working with Borth Community Hub and the wider community to identify social activities to promote Welsh language The County Council's Community Grants Department to promote community grants for Welsh language related projects and further develop existing community resources Possibility of creating a Community Hub on the current school site***

*CERED– Ceredigion Language Initiative

** LEARN and BELONG Sub-Committees - The Ceredigion Bilingual Futures Forum is made up of representatives from various organisations and organisations and is responsible for monitoring the implementation of the Ceredigion Language Strategy which aims to develop the use of the Welsh language in the County. In 2024 4 subcommittees were created to focus on each of the 4 strategic themes of the Language Strategy which is Learn, Belong, Live and Succeed. The LEARN sub-committee will focus on actions relating to Education, Skills and activities for children and young people

and families. The BELONG sub-committee will focus on actions relating to the Welsh language in the community and Welsh Culture.

*** The Statutory Consultation Document states "the school will initially be offered as a resource to the local community"

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EQUALITY IMPACT ASSESSMENT

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.

Socio-economic Duty


It would be necessary to support the process for all pupils including those from economically deprived backgrounds in a sensitive and careful manner in order to ensure continuation and progression in their learning process. All pupils in the primary sector are entitled to a free school meal.

Protected Characteristic	Impact			Details of the nature of impact
	Positive	Negative	Neither	
Age	✓			Pupils would attend a school with a larger cohort of pupils where pupils would be taught in classes of similar age range, providing additional opportunities for peer support and learning
Disability			✓	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.
Gender reassignment / transgender			✓	Any pupils, parents/carers and staff will be treated equitably and in line with the relevant policies.
Marriage or civil partnership			✓	All staff employed at the school will be treated equitably regardless of their status within this protected characteristic.
Pregnancy or maternity			✓	All staff employed at the school will be treated equitably regardless of their status within this protected characteristic.
Race			✓	Integration support will be provided where necessary in an appropriate manner.
Religion or Belief or non-belief			✓	All schools adhere to the requirements of the Curriculum for Wales.
Sex/Gender identity			✓	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.
Sexual Orientation			✓	Any stakeholders falling into this protected characteristic will be treated equitably in line with relevant policies and procedures.
Socio-economic disadvantage			✓	All primary school pupils receive free school meals. Everyone is treated equally irrespective of their personal circumstances.


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 Ceredigion and ensuring that there are sufficient school places to meet the needs both now and in the future.</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>The annual review of school places to include pupil projections and financial resilience is undertaken in line with the objectives of the Corporate Strategy.</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 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.</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 statutory consultation process provides an opportunity for all stakeholders (to include pupils, staff, governors and the community), to respond to the proposal.</p>
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