

Proposals to extend the age range of Ysgol Gymraeg Coed-Y-Gof



Welsh Language Impact Assessment

This Welsh Language Impact Assessment includes requirements of both the Welsh Language Impact Assessment section of Cardiff Council's Single Impact Assessment and the [School Organisation Statutory Code, November 2018](#).

The School Organisation Welsh Language Impact Assessment considers the extent to which the proposal would support the targets in the approved Welsh in Education Strategic Plan (WESP) and how the proposal would expand or reduce Welsh language provision and in the case of the latter, set out why provision will be reduced.

Title of Consultation:	PROPOSALS TO EXTEND THE AGE RANGE OF YSGOL GYMRAEG COED-Y-GOF
Brief Description of proposal:	<p>The Council is proposing to:</p> <ul style="list-style-type: none">Extend the age range of Ysgol Gymraeg Coed-Y-Gof from age 4 – 11 to age 3 – 11 by establishing a Welsh-medium nursery unit as part of the school from September 2026.
Why is a change proposed?	<p>The Welsh Government's "Cymraeg 2050" strategy aims to achieve one million Welsh speakers by 2050.</p> <p>Local authorities are required to publish a Welsh in Education Strategic Plan (WESP), setting out a ten-year target for increasing Year 1 learners educated in Welsh.</p> <p>At its meeting in February 2022, the Council Cabinet adopted a target of 25-29% of Year 1 learners educated through Welsh-medium schools by 2031 consistent with the target proposed by Welsh Government.</p> <p>Cardiff is committed to achieving a scale of growth in line with its adopted 25 – 29% WESP target; however, the local target must balance ambition with an understanding of the prevailing trends, which includes falling birth rates and heightened uncertainty relating to school admission choices due to the pandemic.</p> <p>The Council is implementing a workplan to address each of the WESP outcomes.</p> <p>Outcome 1 of the WESP sets out the Council's intention to increase the number of nursery children/ three-year-olds receiving their education through the medium of Welsh.</p> <p>Outcome 2 of the WESP sets out the Council's intention to increase the number of Reception Class children/ five-year-olds receiving their education through the medium of Welsh.</p>

Welsh Language Impact Assessment

	<p>The take up of Welsh-medium places at entry to primary education by children resident within the catchment area of Ysgol Gymraeg Coed-Y-Gof has, for many years, exceeded the school's Published Admission Number of 60 places. However, a significant proportion of these children have taken up places at alternative schools including schools that are in closer proximity to their home address and schools that offer nursery education.</p> <p>As the number of pupils enrolling in primary education has fallen, the ability of children to gain admission to other schools has increased and consequently intakes to Ysgol Gymraeg Coed-Y-Gof have fallen.</p> <p>Whilst enrolment in a nursery class has no bearing on the decision-making process for admission to primary education, it is evident that few families transfer to an alternative Welsh-medium primary school following enrolment in a nursery class.</p> <p>The current lack of Welsh-medium nursery provision in the immediate Ysgol Gymraeg Coed-Y-Gof locality is a significant barrier to growing Welsh-medium education and contradicts the outcomes, aims and aspirations of both Bilingual Cardiff's 5-year Strategy and Cardiff Council's 10-year WESP plan.</p> <p>Flying Start provision has already been established on site at Cwtch Childcare Pentrebaen, a non-maintained childcare setting accommodated within its own purpose-built building.</p> <p>The establishment of Welsh-medium nursery provision at Ysgol Gymraeg Coed-Y-Gof would make Welsh-medium education more accessible to the immediate community and attract a wider range of families to the school, thus supporting the school moving forward to be more sustainable.</p>
<p>Is the proposed change temporary or permanent?</p>	<p>The proposed change would result in a permanent establishment of nursery provision at the school.</p>
<p>When is the change planned to take effect?</p>	<p>The proposed change would take effect from September 2026.</p>
<p>Where can more details on the consultation be found?</p>	<p>Details on the consultation can be found at: www.cardiff.gov.uk/ysgolcoedygofproposals</p>

Proposals to extend the age range of Ysgol Gymraeg Coed-Y-Gof



Welsh Language Impact Assessment

Part B: Welsh Language Impact Assessment

Information to assist you in completing this assessment is available here:
[Policy Development and Compliance with the Welsh Language Standards.](#)

Please contact Bilingual Cardiff's Policy Team for any assistance with completing this assessment by emailing [Materion Polisi Iaith Gymraeg / Welsh Language Policy Matters.](#)

Welsh Language Standards

Welsh Language Standards 88-93 and 95-97 are concerned with the policy development process. They describe the requirements to ensure the Welsh language is treated no less favourably than the English language when new policies are developed, or existing policies are revised. These standards address every step of the policy development process including assessing its impact on the Welsh language, consultation, and commissioning supporting research. Cardiff Council's full Compliance Notice can be found [here.](#)

You **must** provide evidence, especially from, but not limited to, any consultation or engagement undertaken, in order to support your comments throughout the document, regardless of whether you are noting a positive, negative or neutral impact.

PLEASE NOTE: Overwrite any grey text, it is there only to guide you. Make sure the font colour of your answers is black for accessibility reasons.

Impact

Standards 88-90 specifically relate to what impact, if any, your proposal (be it a policy decision, new or updated policy or strategy, or a new or updated service delivery provision) has on the Welsh language and on Welsh speakers. The impact identified could be **direct or indirect** and any such evidence must be included.

What will be the impact of this proposal on opportunities for people to use the Welsh language? <i>Please tick the appropriate box.</i>	Positive	<input checked="" type="checkbox"/>
	Negative	<input type="checkbox"/>
	Neutral	<input type="checkbox"/>

What will be the impact of this proposal on treating the Welsh	Positive	<input checked="" type="checkbox"/>
	Negative	<input type="checkbox"/>

Welsh Language Impact Assessment

<p>language <u>no</u> less favourably than the English language? <i>Please tick the appropriate box.</i></p>	<p>Neutral</p>	<p><input type="checkbox"/></p>
--	----------------	---------------------------------

Based on your above answers, please provide supporting comments and evidence in the relevant boxes on the following questions.

Could this proposal be formulated or re-formulated, so that it would have positive effects, or increased positive effects?

Could this proposal be formulated or re-formulated to ensure that it does not have adverse effects, or a decreased adverse effect?

It is expected that the proposal would have a positive impact on the Welsh language.

The establishment of a Welsh-medium nursery class at Ysgol Gymraeg Coed-Y-Gof would directly support the growth of Welsh-medium education and aligns with the outcomes, aims and aspirations of both the Bilingual Cardiff's 5-year Strategy and Cardiff Council's 10-year WESP plan.

The proposal would increase parental choice in the area and support the increased provision of Welsh-medium education.

It would make Welsh language education more accessible for local families and be a more attractive option to parents in the area by reducing travel time, costs, provide the potential for improved wraparound services for working parents, and would work to embed the school within the local community.

Flying Start provision has already been established on site at Cwtch Childcare Pentrebaen.

The establishment of Welsh-medium nursery provision at Ysgol Gymraeg Coed-Y-Gof would make Welsh-medium education more accessible to the immediate community and attract a wider range of families to the school, thus supporting the school moving forward to be more sustainable.

The following benefits would be expected to result from the establishment of Welsh-medium nursery provision at the school:

- Additional Welsh-medium nursery places serving local families;
- Removing the need to travel to alternative sites for siblings of primary and nursery age. This should impact positively on parents' time and reduce the logistical difficulties that seeking an alternative childcare provider may cause.

Welsh Language Impact Assessment

- Continuity of provision to support and embed the ethos and culture of the school;
- The development of strong and effective parental links from the earliest possible opportunity can be supported;
- Ease of transition for a nursery-aged child when promoting to Reception class (where Reception admission application has been successful);
- Earlier identification of vulnerable groups and learning needs;
- By having an early years unit within the school, pupils' well-being and learning will be advantaged. Continuity and progression between Early Years and Foundation Phase will be secured, enhancing the opportunity to appropriately address individual developmental and cultural needs.

The proposals would also afford Ysgol Gymraeg Coed-Y-Gof the option of considering whether it wishes to offer wrap around childcare provision from the site in conjunction with local partners or use the space to provide community activities in the event there is no need for further nursery places.

It is proposed that the Welsh-medium nursery class would initially operate at 24 part-time places but with sufficient capacity for expansion.

The school is part of a pilot project, which is a joint initiative between Bilingual Cardiff and the WESP team to support Welsh-medium schools experiencing reduced intakes to Reception class. The project aims to promote Welsh language education within the community through open days, community events, promotional leaflets etc. to make parents aware of the provision available.

The views expressed during the consultation will be considered in full and the impact assessment updated to reflect these.

In the event of the proposals being implemented, parental preferences and the take-up of places at the Welsh-medium nursery unit will be kept under review and the number of places increased as required.

Welsh Language Impact Assessment

Consultation

Was a consultation undertaken to assist with the development of the proposal in line with standards 91-93?

Yes	<input type="checkbox"/>
No <i>If no, please skip to the next section 'Grants'.</i>	<input type="checkbox"/>

If yes, when consulting on the proposal, were views considered, and sought, on the effects (both positive and negative) that it would have on the Welsh language and for Welsh speakers in the wider community?

Did the consultation seek, and give consideration to, views on how the proposal could have positive, or increased positive effects?

Did the consultation seek, and give consideration to, views on how the proposal could have no adverse effects, or decreased adverse effects?

Please include a copy of the consultation question(s) relevant to the Welsh language below along with any supporting information.

The Council Cabinet has authorised officers to consult on the proposed change.

The consultation will include:

- publication of bilingual consultation documents outlining background, rationale and implications to parents, staff and governors of affected schools, Headteachers and Chairs of Governors city-wide, elected Members, local residents and other stakeholders;
- publication of bilingual summary documents setting out the main points of the consultation documents.
- publication of information in further community languages upon request;
- publication of a Welsh Language Impact Assessment
- publication of a Community Impact Assessment
- consultation meetings offered to all Governing Bodies via Microsoft Teams/in person;
- consultation meetings offered via Microsoft Teams/in person with school staff;
- consultation meetings offered via Microsoft Teams/in person with pupil representatives;
- public consultation meetings in person and via Microsoft Teams/in person at which the proposals are explained and questions answered;
- drop-in sessions in person and via Microsoft Teams where officers are available to answer questions;
- letters setting out details of the proposals and where further information could be found would be sent to the parents of 0 – 3-year-olds in the local area;

Welsh Language Impact Assessment

- letters setting out details of the proposals and where further information could be found would be sent to local residents and businesses in the areas surrounding the school sites subject to the proposed changes;
- a communication campaign via social media;
- a consultation response slip for return by post or e-mail, attached to the consultation documents and summary documents;
- online response forms at www.cardiff.gov.uk/ysgolcoedygofproposals

The views expressed during the consultation will be considered in full and inform the next stage of the process.

Grants

Does the proposal involve the awarding of grants?

Yes	<input type="checkbox"/>
No <i>If no, please skip to the next section 'Research'.</i>	<input checked="" type="checkbox"/>

If yes, has consideration been given to the guidance presented in the Council's [Policy on Awarding Grants in Compliance with the Welsh Language Standards](#) with regard to:

- The opportunities for people to use the Welsh language
- In terms of treating the Welsh language no less favourably than the English language?

--

Research

Was research undertaken or commissioned to assist with the development of the proposal?

Yes	<input checked="" type="checkbox"/>
No <i>If no, please skip to the next section 'Material and Services'.</i>	<input type="checkbox"/>

Welsh Language Impact Assessment

If yes, did the research give consideration to whether it would have a positive, negative or neutral impact on:

- a) **The opportunities for people to use the Welsh language**
- b) **In terms of treating the Welsh language no less favourably than the English language?**

The Council has analysed school census data and school admissions preference data to inform the development of the proposal. The increased distribution of nursery class places available through the medium of Welsh is expected to have a positive impact on opportunities for people to use the Welsh language.

Did the research undertaken or commissioned to assist with the development of the proposal give consideration to how it could have a positive effect, or increased positive effects?

Did the research undertaken or commissioned to assist with the development of the proposal give consideration to how it could have no adverse effect, or decreased adverse effects?

The analysis of school census data and school admissions preference data to inform the development of proposals has identified that the establishment of a nursery class initially operating at 24 places would provide a sustainable model of provision. A smaller class may be unsustainable, as the cost per pupil place would be significantly higher. Operating a larger class with a potentially higher number of unfilled places would incur additional costs and would also be unsustainable. The proposals retain flexibility to increase the number of places available at a later date should this be appropriate.

Material and Services

In addition to the impact assessment to ensure that the proposal meets the requirements of the Welsh Language Standards, consideration must also be given to the supporting materials and services that may be required.

Visit [Bilingual Cardiff](#) or click on the following to view further information on specific issues:

- [Correspondence](#) – receiving and replying (emails, letters, online communication).
- [Education Training Courses](#)
- [Meetings & Public Events](#) – public meetings or events, group meetings, consultation, individual meetings.
- [Procurement Checklist](#)
- [Producing Forms](#)

Welsh Language Impact Assessment

- [Producing Public Documents](#) – policies, strategies, annual reports, corporate plans, guidelines, notices, codes of practice, consultation papers, licences, certificates, rules, brochures, leaflets, pamphlets or cards, ticket/vouchers.
- [Public Address Announcements](#)
- [Public Messages – electronic – video](#)
- [Publicity & Advertising](#)
- [Reception Services](#)
- [Self Service Machines](#)
- [Signs, Notices & Display Material](#)
- [Social Media](#)
- [Telephone](#) – receiving and answering calls.
- [Websites, Apps and Online Services](#)
- [Welsh Language Guidance for Third Parties](#)

Are all supporting materials and services compliant with the requirements of the Welsh Language Standards? If not, please send any required translation work to Bilingual Cardiff's Translation Log – the request form can be found [here](#).

All relevant documentation, and details on the website, will be bilingual in accordance with the Standards.

Any correspondence regarding the change received in Welsh will be replied to in Welsh.

A Welsh speaking member of the School Planning Team will be made available to discuss any telephone requests for information.

Staffing Requirements

The [Welsh Language Skills Strategy](#) and additional guidance documents have been produced to support its implementation:

- [Assessing Welsh Language Skills and Identifying Welsh Essential Roles](#)
- [Recruitment, Selection, and Interview Procedures and the Welsh Language](#)

Do you have access to sufficient Welsh speaking staff to support the delivery of the proposal in compliance with the requirements of the Welsh language standards?

There are sufficient Welsh speaking staff available to support delivery of the proposal in compliance with the requirements of the Welsh language standards.

Monitoring Mitigating Actions

Welsh Language Impact Assessment

Please list any mitigating actions below. How will progress be monitored?

Please provide details of what the mitigating actions are; how the actions will be monitored to ensure they are completed, for example through Directorate Delivery Plans; when the mitigating actions are expected to be delivered; and who will be responsible for monitoring the actions.

Mitigating Action	Monitoring Arrangements	Expected Delivery Date	Responsible Officer

Next Steps

You must send the completed SIA to Bilingual Cardiff's Policy Team WelshLanguagePolicyMatters@cardiff.gov.uk who maintain a record of all Welsh Language Impact Assessments undertaken by the Council.

If the proposal forms part of a Council, Cabinet or Officer decision, you must include the Single Impact Assessment as an appendix to the relevant report(s) at all stages of the decision-making process including Council, Cabinet, Scrutiny Committees and Trade Union engagement.

Welsh Language Impact Assessment

Additional Requirements of the School Organisation Code 2018

Language category of the school (definitions as per Welsh Government Guidance [WG43283](#))

Ysgol Gymraeg Coed-Y-Gof is a Welsh-medium primary school (Category 3). This is defined as follows:

Welsh is the school's main language of internal communication. Communication with parents and carers is in either English, Welsh or bilingually as needed. This is a school with a strong Welsh language ethos at its core, supporting and enabling learners' Welsh language use in all social context in and outside of school.

In a Welsh immersion setting all learners are taught fully in Welsh, with English being used on occasion to ensure understanding during early immersion.

From aged 7 onwards at least 80% of learner's school activities (both curricular and extra-curricular) will be in Welsh.

Language category of any alternative school (definitions as per Welsh Government Guidance [WG43283](#))

Other Category 3, Welsh-medium schools have catchment areas which are adjacent to the catchment of Ysgol Gymraeg Coed-Y-Gof. However, a number of these schools are a significant distance from Ysgol Gymraeg Coed Y Gof.

These schools include Ysgol Pencae, Ysgol Gymraeg Nant Caerau, Ysgol Gymraeg Melin Gruffydd and Ysgol Gymraeg Treganna.

Ysgol Gynradd Gwaelod y Garth Primary School is a dual language school with one Welsh-medium stream, and one English stream.

Ysgol Gynradd Groes-wen Primary School is a dual language school with one Welsh-medium stream, and one stream of English with significant usage of Welsh.

This is a newly established school, which doesn't currently have a catchment area established.

These are Category 2 – Dual Language schools, which is defined as follows:

Welsh and English will be used for internal communication as well as with parents and carers. There is clear understanding that maintaining a Welsh language ethos within the school will support positive attitudes towards Welsh language use. A learner in a school of this category will be able to speak, read, write and listen in English and Welsh according to age and ability. Welsh language skills will be further strengthened by increasing the amount of learning opportunities (curricular as well as extra-curricular) offered through the medium of Welsh. Where Welsh is

Welsh Language Impact Assessment

used as a medium of learning, occasional English is used at times to reinforce the learners' understanding.

With the right support, learners could progress to a Category 3 Welsh-medium secondary school.

At least 50% of learners' school activities (both curricular and extra-curricular) will be in Welsh. This could be achieved in different ways depending on the school context. It could be by using full Welsh-medium immersion up to age 7 with choice offered in the other year groups, or that 50% of school activities are in Welsh throughout.

In addition, a number of English-medium community, Church in Wales and Roman Catholic primary schools serve the catchment of Ysgol Gymraeg Coed-Y-Gof.

These schools are Category 1 schools. This is defined as follows:

English is the school's main language of internal communication as well as with parents and carers. There is recognition that creating a Welsh language ethos within the school will support and encourage positive attitudes towards Welsh language use.

A learner in a school of this category will be able to read, write, speak and listen in English according to age and ability, and will have some understanding of Welsh. Welsh will be taught and assessed as part of the Area of Learning and Experience (AoLE) for languages, literacy and communication.

At least 15% of the learners' school activities (both curricular and extra-curricular) will be in Welsh.

After School activities which provide additional opportunities to use Welsh in the school and any alternative school (e.g. the Urdd, Mentrau Iaith Clubs)

Ysgol Gymraeg Coed-Y-Gof provides after school clubs run by staff and the Urdd, which are delivered through the medium of Welsh.

The school library is open after school once a week to enable parents to read with their children and to borrow books. There is a wide range of books suitable for younger and older siblings, and for parents.

The school has a community room which is used by groups during school hours. Stay and Play has taken place through the medium of Welsh and has also been used for English medium activities by Cardiff Parenting.

These activities will continue should the nursery proposal progress.

Does the school provide facilities for members of the community to learn Welsh and undertake activities through the medium of Welsh? Where could any alternative facilities be provided?

Welsh Language Impact Assessment

The school library is open after school once a week to enable parents to read with their children and to borrow books. There is a wide range of books suitable for younger and older siblings, and for parents.

The school runs sessions for parents to help them to support children at home, with both educational themes such as literacy and numeracy and emotional health and wellbeing.

The school does not run Welsh classes for the community to learn Welsh, but this may be considered in the future.

During school holidays, Menter Caerdydd run a free play scheme at the school for two hours, four mornings per week. This takes place in all holidays, with three weeks of provision during the summer break. The scheme is open to children of the target age regardless of what school they attend; it is not limited to Ysgol Gymraeg Coed-Y-Gof pupils.

There are no plans to reduce activities offered and therefore no need to direct families to alternative schools.

Might it be appropriate to provide additional after school facilities at any alternative school to further secure standards in the Welsh language?

N/A. It is proposed to consult on extending the age range of Ysgol Gymraeg Coed-Y-Gof by adding a nursery class. There are no plans to reduce activities offered and therefore no need to direct families to alternative schools.

How could parents' and pupils' engagement with any alternative school and any specific language enhancement it offers be supported (e.g. how pupils will be helped to participate in activities provided by the Urdd, Mentrau Iaith)

N/A. It is proposed to consult on extending the age range of Ysgol Gymraeg Coed-Y-Gof by adding a nursery class. There are no plans to reduce activities offered and therefore no need to direct families to alternative schools.

Has Cardiff Council's Welsh Education Forum provided any observations on this proposal? (Provide details)

Ysgol Gymraeg Coed-Y-Gof is part of a pilot projects, which is a joint initiative between Bilingual Cardiff and the WESP team to support Welsh-medium schools experiencing reduced Reception numbers.

The project aims to promote Welsh language education within the community through open days, community events, promotional leaflets etc. to make parents aware of the provision available.

The WESP groups report to the Welsh Education Forum.

The Pilot Group's observation is that the current lack of Welsh-medium nursery provision in the immediate Ysgol Gymraeg Coed-Y-Gof locality is a significant

Welsh Language Impact Assessment

barrier to growing Welsh-medium education and contradicts the outcomes, aims and aspirations of both Bilingual Cardiff's 5-year Strategy and Cardiff Council's 10-year WESP plan.

How does the proposal fit with the authority's Welsh in Education Strategic Plan? Will any future actions be needed in consequence of the change to continue to comply with the scheme or meet targets in the scheme?

The Welsh Government's "Cymraeg 2050" strategy aims to achieve one million Welsh speakers by 2050.

Local authorities are required to publish a Welsh in Education Strategic Plan (WESP), setting out a ten-year target for increasing Year 1 learners educated in Welsh.

As part of the Council's agreed Welsh in Education Strategic Plan (WESP), Cardiff has adopted a target of 25-29% of Year 1 learners educated through Welsh-medium schools by 2031 consistent with the target proposed by Welsh Government.

Outcome 1 of the WESP sets out the Council's intention to increase the number of nursery children/ three-year-olds receiving their education through the medium of Welsh.

Outcome 2 of the WESP sets out the Council's intention to increase the number of Reception Class children/ five-year-olds receiving their education through the medium of Welsh.

Ysgol Gymraeg Coed-Y-Gof is a two Form of Entry (FE) Welsh-medium primary school in the Pentreban area of Cardiff, serving pupils aged 4 - 11. The school does not have nursery provision.

The school shares a site and a main building with Pentreban Primary School, a 1FE English-medium primary school with nursery, serving pupils aged 3 – 11.

The Ysgol Gymraeg Coed-Y-Gof catchment area includes Ely, Fairwater, and parts of Llandaff, St Fagans, Radyr and Morganstown. As the catchment area extends beyond two miles of the school site, some learners within its catchment area are therefore supported by the Council to travel to school with free home to school transport.

The take up of Welsh-medium places at entry to primary education by children resident within the catchment area of Ysgol Gymraeg Coed-Y-Gof has, for many years, exceeded the school's Published Admission Number of 60 places. However, a significant proportion of these children have taken up places at alternative schools including schools that are in closer proximity to their home address and schools that offer nursery education.

Welsh Language Impact Assessment

As the number of pupils enrolling in primary education has fallen, the ability of children to gain admission to other schools has increased and consequently intakes to Ysgol Coed-Y-Gof have fallen. Whilst enrolment in a nursery class has no bearing on the decision-making process for admission to primary education, it is evident that few families state transfer to an alternative Welsh-medium primary school following enrolment in a nursery class.

Families' resident in close proximity to Ysgol Gymraeg Coed-Y-Gof were previously eligible to access nursery education at Cwtch Childcare Pentrebaen on the shared site. However, following the establishment of Ysgol Gynradd Groes-wen Primary School, families resident in close proximity to Ysgol Gymraeg Coed-Y-Gof were no longer eligible for a funded education place at Cwtch, as nursery places were available within 2 miles of their home address.

Flying Start provision has already been established on site at Cwtch Childcare Pentrebaen.

The establishment of Welsh-medium nursery provision at Ysgol Gymraeg Coed-Y-Gof would make Welsh-medium education more accessible to the immediate community and attract a wider range of families to the school, thus supporting the school moving forward to be more sustainable.

The proposal aligns with the goals of the WESP.

Summary

The proposal would make Welsh language education more accessible for local families, be a more attractive option to parents in the area by reducing travel time, costs, provide the potential for improved wraparound services for working parents, and would work to embed the school within the local community.

The proposal aligns with the Bilingual Cardiff Strategy and supports the Welsh Government's strategy for the Welsh language by contributing to meeting the targets set out in the Cymraeg 2050 strategy.

The proposed changes directly respond to the following WESP Outcomes:

- Outcome 1 – More nursery children/ three-year-olds receive their education through the medium of Welsh.
- Outcome 2 - More reception class children/ five-year-olds receive their education through the medium of Welsh.