

# SCHOOL REORGANISATION

## STATUTORY IMPACT ASSESSMENTS Community and Welsh Language



Cyngor Sir  
**CEREDIGION**  
County Council

**YSGOL SYR JOHN RHYS**

**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.

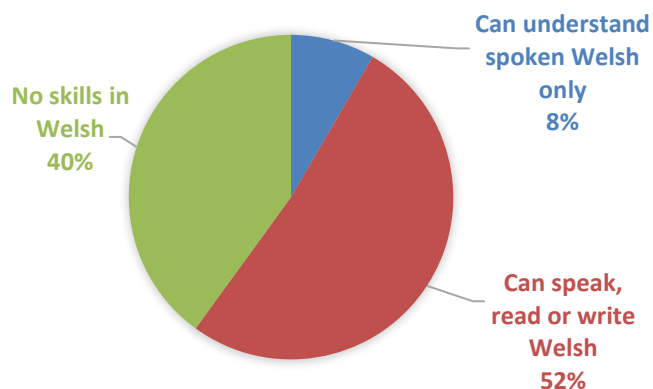
The Headteacher was invited to complete a questionnaire<sup>1</sup> for the purpose of assessing the current utilisation and community use of the school together with details of any activities involving the community to promote and strengthen the Welsh language.

## Area profile

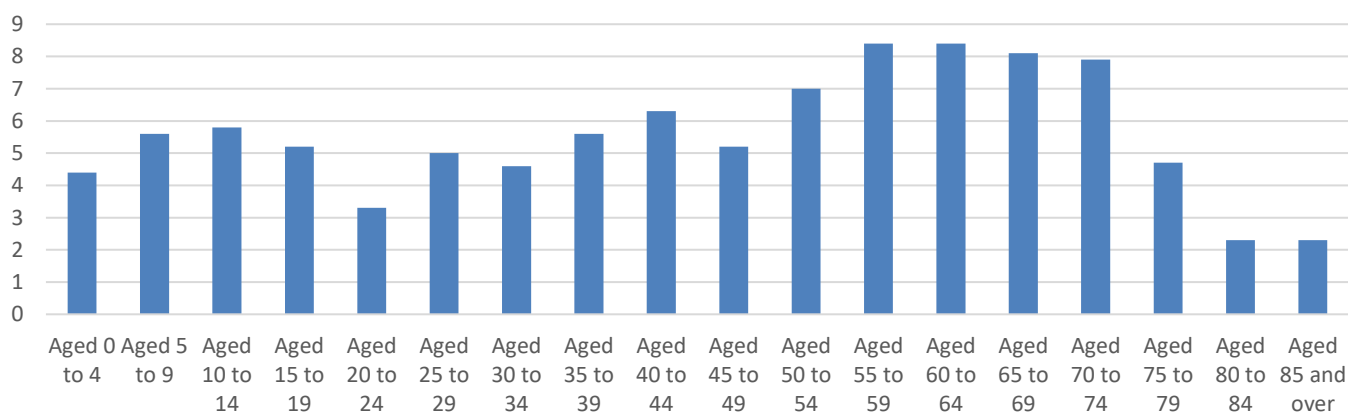
**Ysgol SYR JOHN RHYS** is in the village of Ponterwyd, which is the Melindwr Ward with a population of 2,000 inhabitants. The 2021 Census data indicated the following age and language profile for the area:



### WELSH LANGUAGE SKILLS



### Melindwr Age Profile (%)



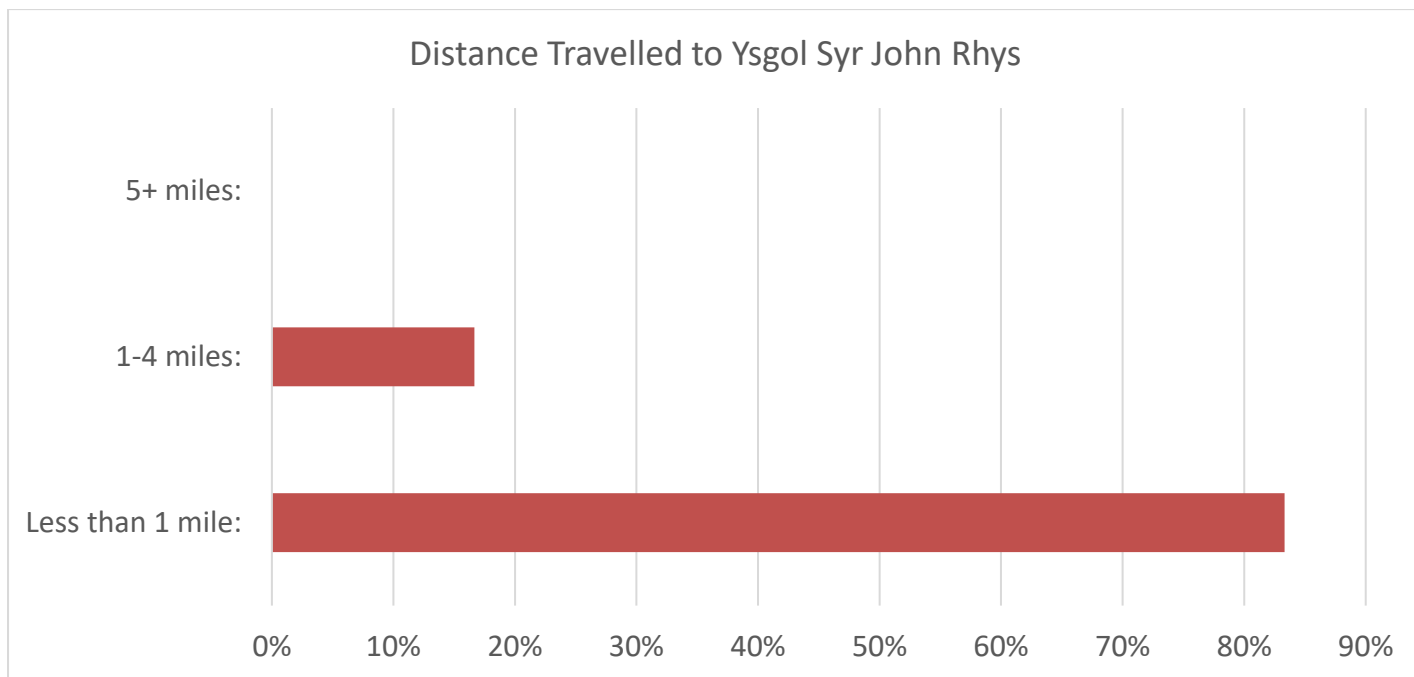
<sup>1</sup> Completed by Head teacher in March 2024

## 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 from their home addresses to Ysgol Syr John Rhys:



## Safe Route to School and Community

Mynach School is less than 4 miles away from Ysgol Syr John Rhys, therefore the length of the additional journey is considered acceptable and well within the maximum 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:**

Our school offers a range of additional facilities and activities that enrich the lives of our pupils and community members alike. From the breakfast club where almost two thirds of our pupils attend, ensuring that they start their day nourished and ready to learn, to the Urdd Club after school and a multi-activity sports club, where almost all pupils attend, which provides opportunities for physical activity and cultural engagement. We also hold occasional dance lessons.

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

Currently, the school does not offer any additional clubs.

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

Our school hall is not just a building; it is a lifeline for our community. Outside of school hours and during the holidays, the hall is the main venue for many events, meetings, and social gatherings. From children's birthday parties to weekly choir rehearsals, from community council meetings to summer and Christmas fairs, our school hall is where memories are created, bonds are formed, and the spirit of our village flourishes.

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

Unfortunately, the impact of COVID-19 has temporarily reduced the frequency of events held in our school hall. Nevertheless, we are committed to rekindling the social aspect within our community once again, reviving our village and strengthening the ties that bind us together.

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

In terms of local community facilities, our school is at the heart of it all. With a wonderful playground for our children and our school hall acting as the main hub for events, our school plays an integral part in the fabric of our village.

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

The absence of childcare providers in our area further underlines the significance of our school, as it is not only a place of learning but also a sanctuary for families who need support and assistance.

### **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**

Urdd Club after school and a multi-activity sports club.

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

Our school actively promotes the Welsh language and its culture, offering activities such as the weekly Urdd Club, St. David's Day Eisteddfod, summer fair, occasional Welsh lessons, various meetings, and events throughout the year. By providing opportunities for members of our community to learn Welsh and take part in Welsh-medium activities, our school contributes to preserving and celebrating our rich cultural heritage.

**Any other information you would like to be included:**

In addition, I would like to draw attention to the fact that our school has recently received an excellent report, which is testament to the dedication and hard work of our staff, governors, pupils, parents, and community members. This report fills us with immense pride and reinforces the belief that our school is succeeding.

This glowing report is testament to our unwavering commitment to our pupils and our community. It shows that, even in challenging circumstances, we can achieve excellent results and provide a nurturing and supportive learning environment. We foster a Welsh and Welsh-language environment that fosters not only academic success but also personal growth, creativity, and resilience.

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

These facilities could benefit from increased use.

**Facilities provided by Ysgol Mynach (alternative school) as stated in a questionnaire completed by the Headteacher:**

**Give details of before school and after school activities i.e. breakfast club, after school club:**

**Breakfast Club:**

Our breakfast club starts at 8:00am. At least 20 pupils attend every day, many of whom depend on the club so that their parents can get to work. A healthy breakfast is provided to help pupils start their day full of energy and ready to learn.

**After School Activities:**

**Urdd Club (Weekly):**

Almost all of the pupils from Key Stage 2 attend this club, which offers a variety of fun and entertaining activities to promote team work, creativity and culture.

**Sports Club (Casual):**

We run sports clubs on selected days where pupils can take part in different physical activities, promoting fitness and teamwork.

**Art Club (Casual):**

Our art club provides a creative space for pupils to explore their artistic talents and work on various projects under the guidance of staff.

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

The school only offers the above clubs at the moment.

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

### **Local Choir Practice (Weekly):**

The local choir uses the school for their weekly practice sessions, providing space for members to practice and prepare for performances.

### **Local Young Farmers Club (Casual):**

The local Young Farmers' Club (YFC) occasionally uses the school for meetings and events, supporting the community's youth in agricultural and rural development activities.

### **Community Council Meetings:**

The school holds regular community council meetings, offering a convenient location for local governance and decision-making.

### **Annual Summer Fair:**

The school grounds are used for the annual summer fair, a popular event which brings together pupils, families and the local community for a day of fun, games and fundraising.

## **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;**

The school also takes advantage of every opportunity to compete in the Urdd Eisteddfod, ensuring that the pupils have a variety of opportunities to take part in cultural and artistic activities. The pupils take part in a number of competitions such as reciting, singing, dancing and cooking. In addition, they win many prizes in Art and Craft competitions in Ceredigion, showcasing their artistic talents. The Eisteddfod provides an excellent platform for the pupils to nurture their Welsh skills, as well as developing confidence and pride in their creative ability and their connection to Welsh culture. The school places great emphasis on competition and ensures that the pupils have the best opportunities to succeed in different categories. All these activities are done in clubs after school occasionally.

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

The school provides facilities for members of the community to learn Welsh and take part in activities through the medium of Welsh in a number of ways. Firstly, the school sends digital clips to parents to help them learn Welsh, which supports their language skills and their involvement with the school and the wider community. In addition, a number of parents and members of the community attend Welsh lessons in the community hall, the activities prove to be very successful.

The school also organizes a number of activities through the medium of Welsh which encourages parents to use the language. Among these activities are the Harvest Festival, St David's Eisteddfod, the Christmas Show, and the Summer Fair, which promotes active use of the Welsh language by parents and the wider community. In addition, an annual coffee morning is held to raise money for charities, and parents receive bilingual information to ensure that they are fully involved in their child's education.

### **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 Ponterwyd close to the existing location.

### **Impact on public transport provision**

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 were 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 school is the only community facility available in the village.

### **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.

### **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 confirms that the school and grounds are used for community events.

# WELSH-LANGUAGE IMPACT ASSESSMENT

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**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 Mynach stated:

The school also takes advantage of every opportunity to compete in the Urdd Eisteddfod, ensuring that the pupils have a variety of opportunities to take part in cultural and artistic activities. The pupils take part in a number of competitions such as reciting, singing, dancing and cooking. In addition, they win many prizes in Art and Craft competitions in Ceredigion, showcasing their artistic talents.

The Eisteddfod provides an excellent platform for the pupils to nurture their Welsh skills, as well as developing confidence and pride in their creative ability and their connection to Welsh culture. The school places great emphasis on competition and ensures that the pupils have the best opportunities to succeed in different categories. All these activities are done in clubs after school occasionally.

**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

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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 (Sir John Rhys School)	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 Syr John Rhys and Ysgol Mynach - are Welsh medium schools.	
Opportunities for preschool children to use Welsh			✓	No Cylch Meithrin provision at Ysgol Syr John Rhys or alternative school	<ul style="list-style-type: none"> <li>• Discussion with Mudiad Meithrin regarding provision in the area</li> <li>• Discussion with Mudiad Meithrin to organise sessions for parents to enable the sharing of information on Nursery provision in the wider area</li> <li>• Campaign to distribute "Byw a Bod" booklet to parents</li> <li>• LEARN sub-committee ** and CERED* to organise social sessions for families to encourage the use of the Welsh language</li> </ul>
Transfer to Welsh medium / English medium Secondary School	✓			<p><u>PLASC Data 2024</u> 67% (2) of Ysgol Syr John Rhys children transferred to a Welsh medium school and 33% (1) transferred to an English medium school.</p> <p>100% (4) of Year 6 children in the alternative school</p>	<ul style="list-style-type: none"> <li>• Discussion with Secondary and Through Age School Headteachers to discuss transition arrangements</li> <li>• 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</li> </ul>

				transferred to a Welsh medium school.	<p>pre-school and Year 6 children in the area</p> <ul style="list-style-type: none"> <li>• Promote Language Immersion Centres for latecomers ensuring their integration into Welsh-medium education.</li> </ul>
Extra-curricular opportunities for pupils to use Welsh			✓	Both schools offer after school clubs through the medium of Welsh including the Urdd and a sports club.	<ul style="list-style-type: none"> <li>• Discussion with Urdd Officer to ensure successful amalgamation of the two clubs</li> <li>• Discussion with Urdd Officer to consider general provision in the area e.g. Adran</li> </ul>
Opportunities to participate in Siarter laith county activities			✓	<p>Welsh ethos in both schools and both schools are active in relation to the activities of the Siarter laith for schools.</p> <p>Ysgol Syr John Rhys has secured the Siarter laith Gold Award and the alternative School has secured the Siarter laith Gold Award (showing that there is a strong Welsh ethos in the school).</p>	
Welsh language skills and the use of Welsh by pupils in class and during breaks	✓			Ysgol Syr John Rhys Estyn Inspection noted: <i>"Pupils' Welsh reading and writing skills are not developing robustly enough, particularly</i>	<ul style="list-style-type: none"> <li>• Pupils benefit from strong Welsh language skills provision in the alternative school</li> <li>• Welsh Language Support Team to</li> </ul>

			<p><i>their ability to read aloud and discuss texts with confidence."</i></p> <p>Ysgol Mynach Estyn Inspection noted: "<i>All staff are excellent language models. They model language proficiently and, as a result, most pupils' Welsh flows naturally. ... They express themselves very ably in Welsh... Most pupils' proficient and natural spoken language is a very strong feature."</i></p>	<p>work with pupils to improve Welsh speaking skills and to promote the natural use of Welsh in class and on the playground, including Siarter Iaith activities</p>
Use of Welsh in the community		✓	<p>There is occasional use of both school buildings by community groups outside of school hours.</p> <p>The Ysgol Syr John Rhys hall acts as a hub for community events including choir rehearsals, Community Council meetings and various events.</p>	<ul style="list-style-type: none"> <li>• Increase CERED's* provision and involvement with the area working with the community to identify social activities to promote Welsh language use</li> <li>• CERED* to work with local businesses to increase the use and visibility of Welsh through schemes such as 'Hapus i Siarad'</li> <li>• Discussion with Aberystwyth University's Welsh for Adults Team to consider setting up Welsh lessons locally</li> <li>• Promote the 'Croeso i Geredigion' Welcome Pack in the area (for newcomers)</li> </ul>

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- 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 impacts 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 and Welshness across the county
- 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		✓		The Ysgol Syr John Rhys hall acts as a hub for events including choir rehearsals and various community events.	<ul style="list-style-type: none"> <li>• Ceredigion's new Welsh Language Strategy provides a clear focus to promote the Welsh language across the County</li> <li>• 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</li> <li>• 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</li> <li>• Possibility of creating a Community Hub on the current school site ***</li> </ul>
Number of Welsh speakers in the future			✓	The Ysgol Syr John Rhys hall acts as a hub for events including choir rehearsals and various community events.	<ul style="list-style-type: none"> <li>• Pupils continue to receive Welsh language education at alternative school</li> <li>• Ceredigion's new Welsh Language Strategy provides a clear focus to promote the Welsh language across the County</li> <li>• Increase CERED's* provision and involvement with the</li> </ul>

					<p>area, working with the community to identify social activities to promote the use of the Welsh language</p> <ul style="list-style-type: none"> <li>• 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</li> <li>• Promote the 'Croeso i Geredigion' Welcome Pack in the area ( for newcomers)</li> </ul>
Visibility of Welsh in the community		✓		Welsh is visible through community activities in the school hall outside school hours	<ul style="list-style-type: none"> <li>• 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</li> <li>• CERED* to work with local businesses to increase the use and visibility of Welsh through schemes such as 'Hapus i Siarad'</li> <li>• Promote the 'Croeso i Geredigion' Welcome Pack in the area (for newcomers)</li> </ul>
Viability of other community resources			✓	Ysgol Syr John Rhys Hall used as a venue	<ul style="list-style-type: none"> <li>• Increase CERED's* provision and involvement with the</li> </ul>

				for out-of-school events	<p>area working with the community to identify social activities to promote the use of the Welsh language</p> <ul style="list-style-type: none"> <li>• The County Council's Community Grants Department to promote community grants for Welsh language related projects and further develop existing community resources</li> <li>• Other alternative resources in the community will need to be considered e.g. Youth Service Bus to visit the area, Adran yr Urdd etc</li> <li>• Possibility of creating a Community Hub on the current school site***</li> </ul>
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\*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 sub-committees 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"



# 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.

## **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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