

inhabitant

IMPACT ANALYSIS REPORT

Glyn-coch Primary School Impact Analysis Report

STRIDE TREGLOWN



As part of the Welsh Government's Sustainable Schools Challenge, a new primary school is being built in Glyn-coch, bringing together two existing schools: Cefn School and Craig yr Hesg School.

This Impact Analysis report serves two main purposes. Firstly, it summarises community engagement data and highlights how the design and development of the school can deliver positive impact at the local level. Secondly, it provides a reference point for post-occupancy evaluations, helping us assess whether the project has met its ambitions in creating meaningful impact.

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Views from Glyn-coch



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Executive Summary

There is an ambition within design practice for projects to enhance “well-being” and create a “positive impact.” However, it can be challenging to define what this means at the community level, determine how best to deliver appropriate solutions, and effectively demonstrate the impact achieved.



Children at
Craig yr Hesg
School.

This project - Impact Analysis - used participatory engagement techniques and qualitative research methodologies to explore what “well-being” means to people at the local level in relation to the development of a new school in Glyn-coch, Wales. Understanding local experiences is critical in identifying leverage points to enhance well-being through sensitive place-based interventions.

Seventeen semi-structured interviews took place with members of the community, using indicators outlined in the Well-being of Future Generations Act as a starting point for conversations.

The research suggests that there are three key areas where the new school development can support community well-being by enhancing service provision, ensuring safety and security, and strengthening community relationships.

This report provides a reference point for future post-occupancy evaluations to assess whether the project has addressed the well-being concerns and aspirations raised by the community pre-development.

Abbreviations used in the report:

WFGA: Well-being of Future Generations Act

RCT: Rhondda Cynon Taff

ALN: Additional learning needs

YEPS: Young Engagement Participation Services

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Impact Analysis Methodology

The diagram below shows the methodology undertaken for this project.

This comprises of four key pillars: engagement, research, analysis, and sharing the learnings.

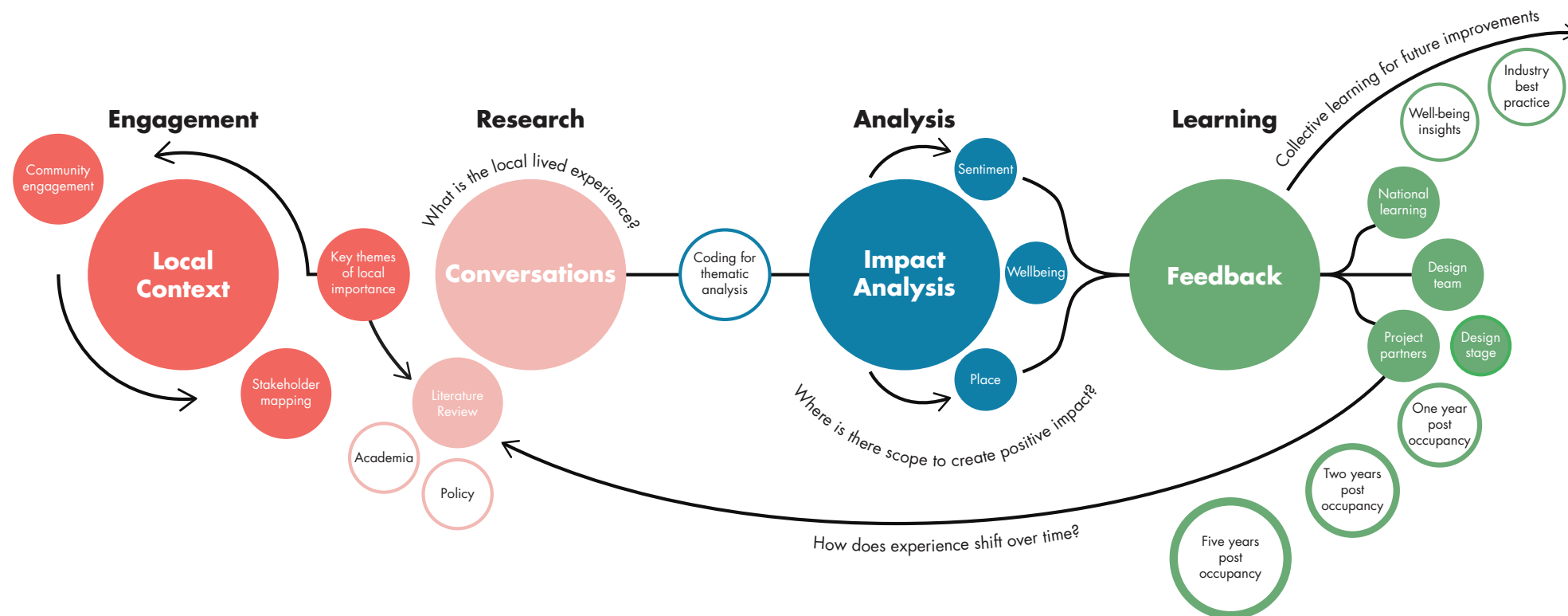


Figure 0.1: Impact Analysis Methodology.

Context

“To create an educational, community and well-being hub which unifies Glyn-coch, meets local needs, and fulfills the aspirations of learners and the community.

Rhondda Cynon Taf County Borough Council's project vision statement.

Project context

The project is supported by £15 million from the Welsh Government's Sustainable Schools Challenge.

This is an initiative that aims to deliver three new schools across Wales.

As part of the project bid, Stride Treglown and Rhondda Cynon Taf County Borough promised that “the community will be the judge of success”, and centred “well-being” as the key driver for the project. The new school will merge two existing schools in Glyn-coch: Cefn and Craig yr Hesg.

Artist's impression of a new school in Glyn-coch.

Cymunedau **Dysgu** Cynaliadwy 
Sustainable Communities for Learning





Left: The Taff Trail walking and cycling route nearby to Glyn-coch.

Below: Residential areas in Glyn-coch.



Policy and literature context

“Well-being” is understood in various ways across different contexts. For example, it may be viewed through academic lenses such as psychological or economic well-being, or considered at different scales, such as individual or collective well-being.

There are multiple different frameworks available for assessing well-being. These range from medical approaches assessing the general population, such as the Warwick-Edinburgh Mental Well-being scale, to ONS well-being data which includes measures such as “our relationships” and “education and skills”.

The challenge, from a project perspective, is understanding the impact of development on well-being at the local scale. This prompted the following question:

What does well-being mean to people in Glyn-coch?

The well-being indicators outlined in the Welsh Well-being of Future Generations Act (WFGA) acted as a starting point for this piece of work (see Figure 1.1 'National Well-being Indicators Framework' over page for indicator details). A selection of well-being indicators were identified in collaboration with the project team as being within the scope of the project to influence. This formed the foundation for a series of community engagement interviews, where we asked people about their experiences of “well-being” in order for us to understand the place-based context and identify leverage points for enhanced well-being through the project.

“What does well-being mean to local people?”



Glyn-coch residential street.

National Well-being Indicators Framework

01 Healthy babies	3 4
02 Healthy life expectancy	3 4
03 Healthy lifestyle (adults)	3 4 5 6
04 Air quality	1 2 3 7
05 Healthy lifestyle (children)	3 4 5
06 Young children developing the right skills	1 4 5 6
07 School leavers with skills and qualifications	1 4 6
08 Adults with qualifications	1 3 4
09 Productivity	1
10 Disposable household income	1 3 4
11 Innovative businesses	1 2 7
12 Renewable energy	1 2 5 7
13 Healthy soils	1 2 7
14 Global footprint	1 2 7
15 Waste not recycled	1 2 5 7
16 Fair pay	1 3 4 7
17 Pay difference	1 4
18 People living in poverty	1 2 3 4 5 6 7
19 People living in material deprivation	1 2 3 4 5 6 7
20 Pay set by collective bargaining	1 3 4
21 People in work	1 3 4



22 People not in education, employment and training	1 3 4 5
23 People feeling involved	4 5 7
24 Satisfaction with access to facilities and services	3 4 5
25 Feeling safe	3 4 5
26 People satisfied with where they live	2 3 5 6
27 Sense of community	2 3 4 5 6 7
28 Volunteering	5 6 7

29 Mental well-being	3 4
30 Loneliness	3 4 5
31 Hazard free homes	2 3 4 5
32 Reducing flood risk to homes and businesses	2 3 4 5
33 Energy efficiency of homes	1 2 3 7
34 Homelessness	1 3 4 5
35 Participation in arts, culture and heritage	1 3 4 5
36 People speaking Welsh every day	5 6 7

37 People able to speak Welsh	5 6 7
38 Participation in sporting activities	2 3 5 6 7
39 Professional standards in heritage collections	6 7
40 Looking after our cultural heritage	2 6 7
41 Greenhouse gas emissions	1 2 3 7
42 Greenhouse gas emissions from global goods and services	1 2 3 7
43 Healthy ecosystems	1 2 3 5 6 7
44 Biological diversity	1 2 5 6 7
45 Water quality	2 3 5 6 7
46 Active global citizenship	1 2 3 4 5 6 7
47 Confidence in the justice system	4 5 7
48 Journeys by walking, cycling or public transport	1 2 3 4 7
49 Housing costs	1 4 5 6
50 People digitally included	1 4 5

Further information:
gov.wales/wellbeing-wales-national-indicators

Mapping the national indicators to the well-being goals helps communicate that indicators tell a story of progress against more than one goal. This mapping is provisional and will be reviewed soon.

Figure 1.1:
National Well-being Indicators Framework. Reproduced with permission from the Welsh Government.

Well-being of Future Generations Act indicators

The project team and client identified the three well-being goals of ‘A Healthier Wales’, ‘A More Equal Wales’, and ‘A Wales of Cohesive Communities’ as being key priority areas for the project.

Craig yr Hesg School.



- A Healthier Wales
- A More Equal Wales
- A Wales of Cohesive Communities

National Well-being Indicators			
Healthy lifestyle (adults)	■	■	■
Healthy lifestyle (children)	■	■	■
Young children developing the right skills		■	■
School leavers with skills and qualifications		■	■
Adults with qualifications	■	■	■
People feeling involved		■	■
Satisfaction with access to facilities and services	■	■	■
Feeling safe	■	■	■
People satisfied with where they live	■	■	■
Sense of community	■	■	■
Volunteering		■	■
Mental well-being	■	■	■
Loneliness	■	■	■
Participation in arts, culture and heritage	■	■	■
People speaking Welsh every day		■	■
People able to speak Welsh		■	■
Participation in sporting activities	■	■	■

Figure 1.2:
WFGA indicators relevant to Glyn-coch School and within the scope of Stride Treglown’s Impact Analysis.

2

Engagement



Early community engagement sessions.



“ To create an educational, community and well-being hub which unifies Glyn-coch, meets local needs, and fulfills the aspirations of learners and the community.

Rhondda Cynon Taf County Borough Council's project vision statement.

Engagement

The project team built on previous engagement to identify key themes of local importance. These included: mobility, environment, security, community, health, local economy, services and activities.

The community stakeholders for Glyn-coch were selected based on meeting at least one of the following criteria:

- **Proximity to the school.** Participants had active engagement with the new school, whether this be through education or service provision. This is to ensure that the feedback is of value for Rhondda Cynon Taff, Welsh Government, and Stride Treglown.
- **Represent a range of interests, practices and demographics.** The table on page 12 outlines multiple actors within the community who have the capacity to be impacted by the school development and be a future user of the building. These groups were highlighted in earlier community engagement, but were not included in Rhondda Cynon Taff's Stakeholder Management Plan.
- **Live in Glyn-coch.** This is to increase the opportunities to understand the wider impact that the school has had on the wider Glyn-coch area.



Cefn School.

Stakeholder mapping

The stakeholder mapping identified priority participants based on their degree of engagement with the school building.

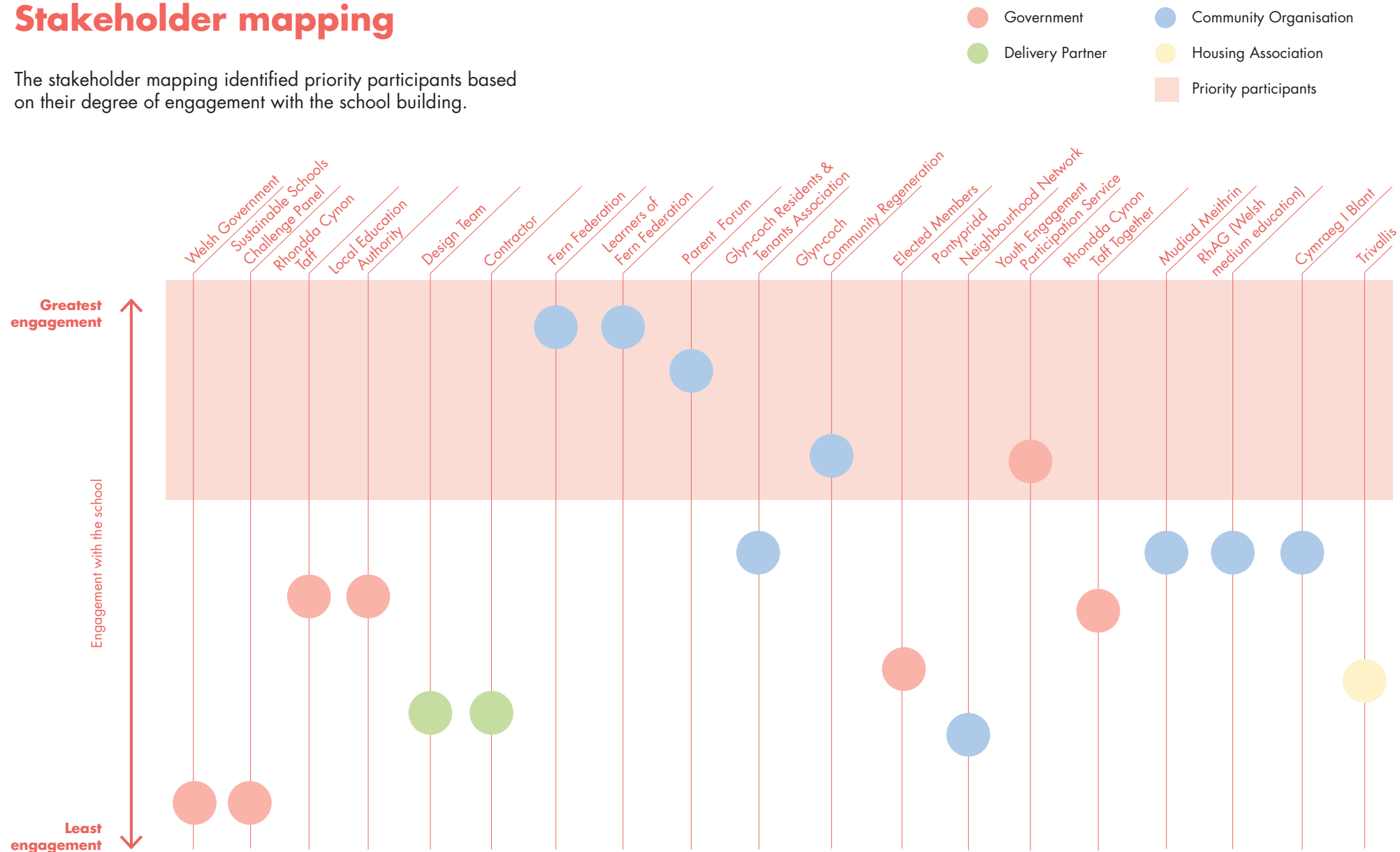


Figure 1.3: Stakeholder mapping.



Left: Glyn-coch
Community
Regeneration
Centre.

Below: Children
at Craig yr Hesg
School.



Stakeholder groups

Priority stakeholder groups were identified during early community engagement exercises (Figure 1.4). Current pupils and health service users were not approached for interview due to research ethics.

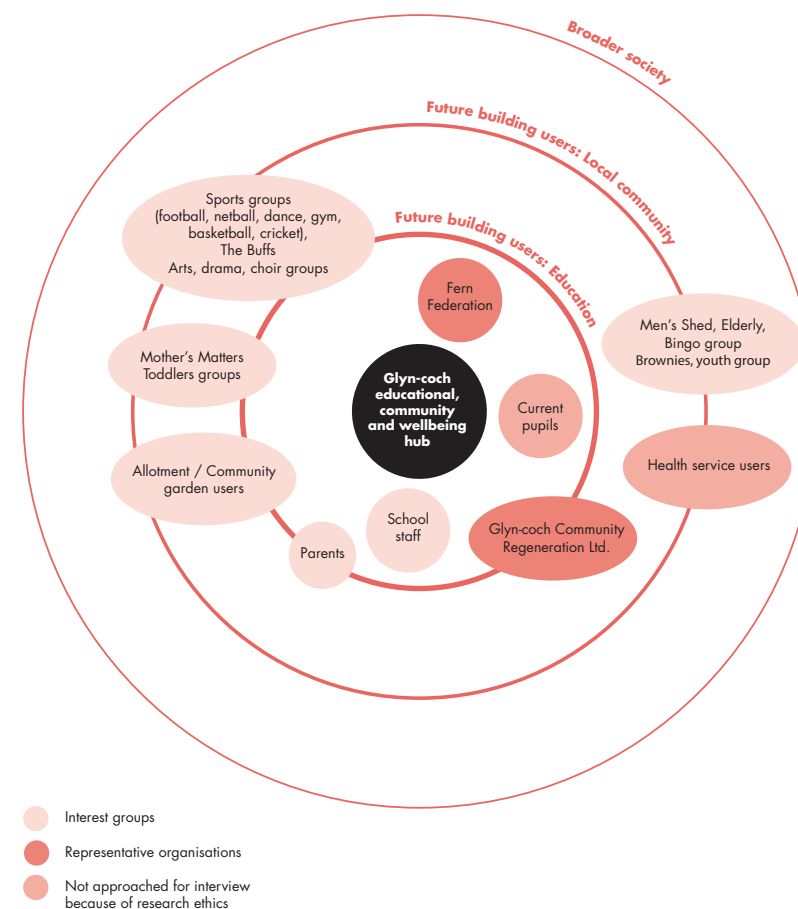


Figure 1.4: Priority stakeholder groups.

Developing the Interview Questions

Building upon the WFGA indicators outlined in Figure 1.2, we developed a question matrix shown on the following page in collaboration with key council and community partners.

The interview methodology was semi-structured. This means that the questions were used as a starting point, but there was freedom to explore themes which arose in participants' answers.

There is also flexibility to adapt the questions to ensure relevance to different stakeholder groups.



Early community engagement sessions.

	Place			People		Partnerships	
	Mobility	Environment	Security	Community	Health	Local Economy	Services / activities
General		Do you feel connected to the heritage of Glyn-coch? How does being in nature make you feel? Do you feel connected to nature? Do you have access to nature at the moment?		What's life like in Glyn-coch? How do you feel in the school space? Do you feel like you have a say in the development of the new school?	Generally, do you feel well at the moment?		Are you satisfied with local service provision? Do you feel supported as a parent / family
A healthier Wales				Do you feel part of a community in Glyn-coch? Do you feel lonely in Glyn-coch?	What makes you feel healthy? What makes you feel unhealthy? Do you feel healthy at the moment?		What opportunities are there to play sports in Glyn-coch?
A more equal Wales	Is the school accessible? Do you feel that Glyn-coch is well connected?		Do you feel safe in Glyn-coch? Do you feel included in school life and activities?	Do you feel satisfied living in Glyn-coch? Do you feel a sense of community in Glyn-coch? Do you feel proud of Glyn-coch?	What would make living in Glyn-coch better?		
A Wales of Cohesive Communities				Do you feel involved in public life in Glyn-coch? Do you have opportunities to speak or learn Welsh?	Do you feel you have a sense of ownership of the school? Do you care about the school?	Do you volunteer in Glyn-coch?	

2

Research

“What does well-being mean to you?”

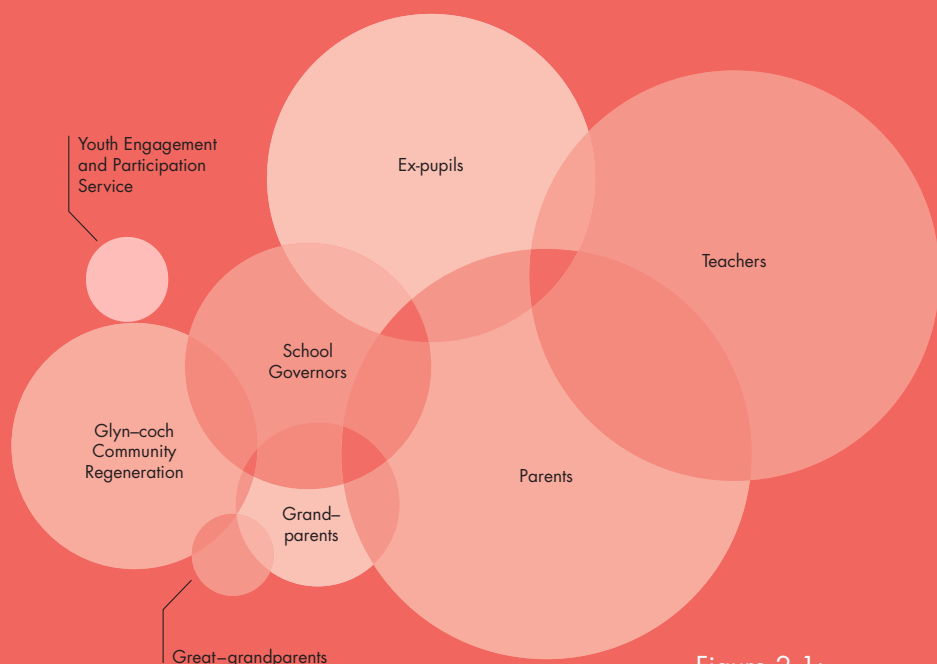


Figure 2.1:
Scaled representation
of participants.

Conversations

Over the spring and summer of 2024, we undertook group and individual interviews with 17 members of the Glyn-coch community.

We contacted participants through two key channels: the Glyn-coch Community Regeneration group and through the headteacher at Cefn School. Since Cefn School and Craig Yr Hesg School operate together under the broader Fern Federation, comments received through collaboration with Cefn School are reflective of the Federation as a whole. Identifying features have been omitted from this report in line with participants' anonymity preferences. Specific socio-demographic data, such as ages and ethnicities, were not collected.

Interviews took between 45–90 minutes. With this process we sought depth of qualitative data rather than breadth.

We undertook a mix of planned and spontaneous interviews to reach a range of participants. We also undertook interviews at a mixture of times such as before work, during lunch and early evening to ensure that there would be times which would be suitable for people with different commitments and daily rhythms. Interviews took place in semi-public places such as the community centre or a staff room at Cefn School.

Participants included parents, teachers, ex-pupils, school governors, grandparents, great-grandparents, members of Glyn-coch Community Regeneration Ltd, and members of the Youth Engagement and Participation Services.

3

Analysis

Children at
Craig yr Hesg
School.



The analysis is presented in two sections:

Heat mapping

Describes a heat mapping of the areas of participants' feedback; illustrating the areas where participants shared the most insights and highlighted the most concern.

Interconnections

Outlines the interconnected considerations between themes, and provides analytical commentary and design implications.

Section 4 goes on to provide a synthesised series of recommendations resulting from participants' feedback and reflections.

Heat mapping

The heat mapping infographic (Figure 3.1) highlights the areas with the most participant reflections. Darker colors and higher numbers indicate where we received the most feedback.

The themes in the top row are 'a priori' codes, based on those that emerged from the initial community engagement: Activities, Community, Environment, Local Economy, Mobility, Security, and Service Provision.

The occurrences of different themes suggests that conversations around 'Cohesive Communities' and a 'More Equal Wales' were most prevalent, with specific reflections on community dynamics, security, and service provision.

It is important to note that these experiences do not exist in isolation, but are interconnected, as shown in the following analysis.

	Activities	Community	Environment	Local Economy	Mobility	Safety and Security	Service
WFGA: A Healthier Wales							
Negative		11		1	3	7	6
Positive		3	5			1	
Reflections	2	2	4	2	1	3	4
WFGA: A more Equal Wales							
Negative	4	15	2	3	6	10	11
Positive		2	1				
Reflections	9	15	1	5	3	8	17
WFGA: A Wales of Cohesive Communities							
Negative	2	19		3	1	15	2
Positive	1	4	1			1	2
Reflections	7	25	1	1		12	7

Figure 3.1:
Heat mapping illustrating how participants' feedback relates to the WFGA themes.

Key findings: Layers of Well-being

Three themes were identified as the highest priorities for well-being in Glyn-coch:

- Service provision
- Safety and security
- Community relationships

These themes were prevalent throughout the participant interviews, as illustrated in Figures 3.1 and 3.2.

These three themes or “layers of well-being” are the key findings of this report.

Service provision



Service provision was a continuous theme throughout conversations; both in relation to the provision of appropriate infrastructure and services, and the removal of barriers to access.

Safety and security



Safety and security are of high importance. There have been negative experiences of attacks on school property which have resulted in suspicion within the community. This raises questions about how safety, security and accessibility can be sensitively balanced.

Community relationships



Relationships are understood as being central to long-term success of the new school. Strong relationships were seen as essential in enabling the support systems needed for the health and well-being of pupils, staff, and wider community.

Interconnections

The image below shows the breakdown of the three well-being goals into themes of participants' reflections. This shows that most feedback relates to the well-being goals of 'Cohesive Communities' and 'Equal Wales'.

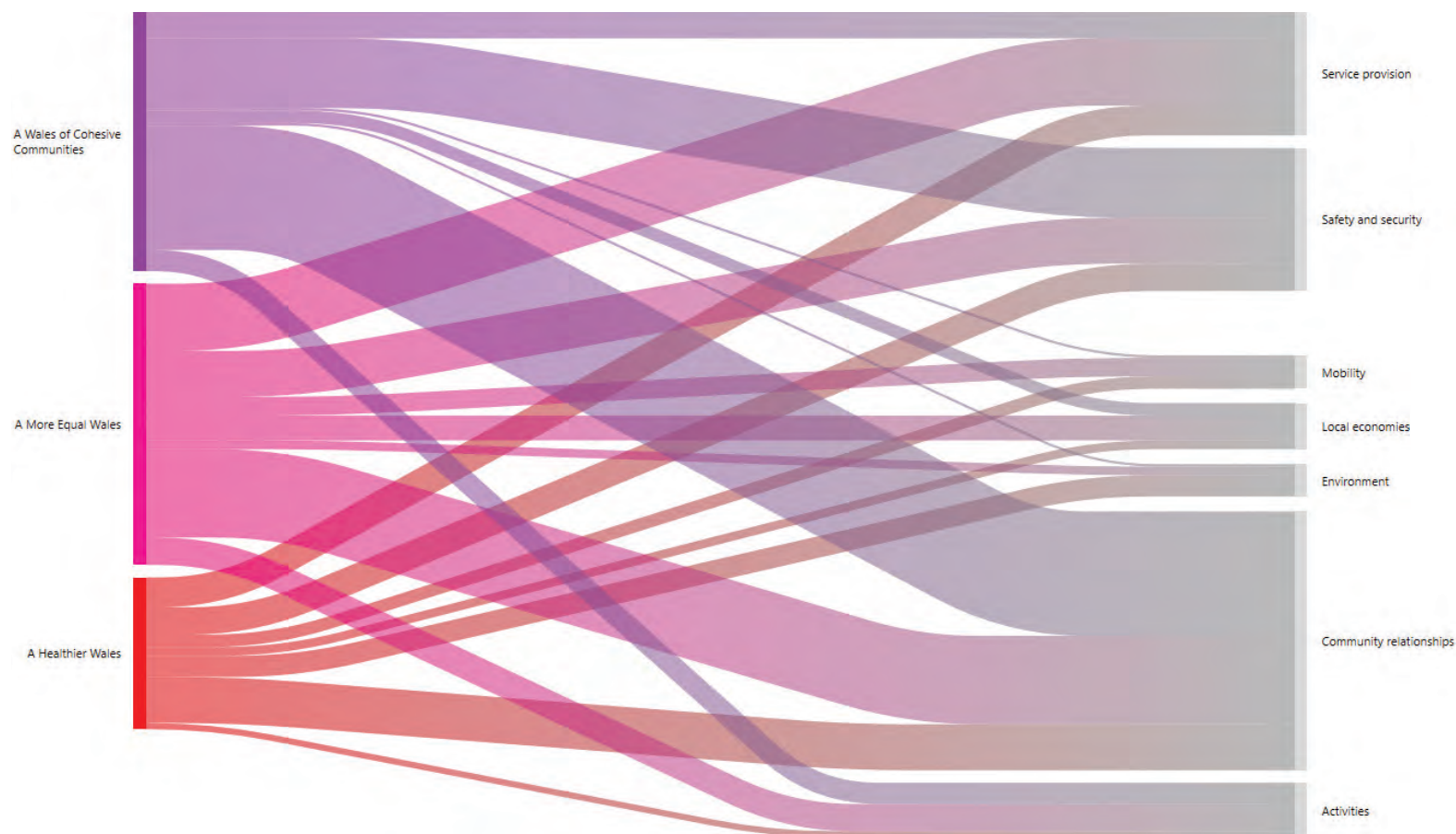


Figure 3.2:
Interconnection mapping
showing the breakdown of
feedback within the three
WFGA themes.

“**Health** I think is massive [...] the amount of our children who get discharged from services because the parents don't take them to that appointment, for us that is just a vicious circle for our community [...] You've got to look at parental responsibility, but a lot of ours then will put it down to **transport** or they haven't **read the letter** correctly and then you still have children in year five who still can't speak properly because they haven't accessed that. **It's almost like the services need to come to you, isn't it? Rather than you go out to the services.** You know, if they could use a part of the building for speech therapy and actually come in and use it...

Teacher

Analysis

This teachers' quote illustrates how different experiences intersect. In this instance, experiences of health are dependent on transport infrastructure, literacy, and service provision.

This shows that local experiences are not broken down into siloes, but are experienced as interconnecting dynamics.



Design implications

A systemic approach to service provision is required. This means that service provision must be viewed in the context of other forms of infrastructure provision or lack thereof. For example, transport infrastructure is crucial in enabling people to access key service provision.

The suggestion that 'the services need to come to you' describes the need to reduce access barriers.

This provides impetus for a systemic approach enhanced service and infrastructure provision within the new Glyn-coch school.

“ Well I **don't think life anywhere is satisfying anymore to be honest**, it's not just Glync (sic) is it? It's I think people are just plodding, a lot of people are plodding these days, they're plodding because they feel like 'just what else is there?' You know, I mean **there's nothing for them**. I mean like I say, we used to go out, we went out with our group, do you know what I mean? And going out it would be, it could be up to 50 of us, man, and the noise and the ruckus in the club with us and **now there's nothing**.

Parent of ex-pupil



Analysis

The quote shows a parent of ex-pupil explaining a lack of life satisfaction because there's 'nothing' to do.

This shows a clear connection between the participants' understanding of life satisfaction and involvement and engagement in social life. It suggests that there is an opportunity for the design to enhance local life satisfaction by providing the chance for more social engagement.

It is also interesting that the participant referenced their 'group' when they used to go out. Many participants mentioned current experiences of social isolation. This also points to the connection between community relationships, social engagement in activities, and life satisfaction.



Design implications

The quote suggests that there is an opportunity for the design to enhance local life satisfaction by providing the chance for more activities and social engagement.

“ Kids do **destroy** the building, you know, they'll smash this and climb on the roofs, you know, it's horrendous, that this is a newly built building and the children spoil it all, but **I think they could do with play areas** [...] they could do with more areas to play, kick a ball, I mean very often they would go down in the school and I don't think they've done much damage but [...] there's been a little bit of damage.

School Governor



Analysis

The quote from a School Governor illustrates the interconnection between safety and security (e.g. destroyed buildings), community cohesion (e.g. finding the destruction 'horrendous'), and service provision (e.g. kids needing more spaces to 'kick a ball').

This is particularly pertinent given that multiple participants outlined that teenagers in Glyn-coch have very little service provision and often fall through the cracks, which participants linked to boredom and acts of vandalism.



Design implications

This suggests that concerns about safety and security might be addressed by enhanced infrastructure provision.

Interconnections

The image below shows some of the inductive themes that arose within the theme of 'community relationships'. This illustrates participants' associations between community relationships and experiences such as pride, social connectivity, and inequality.

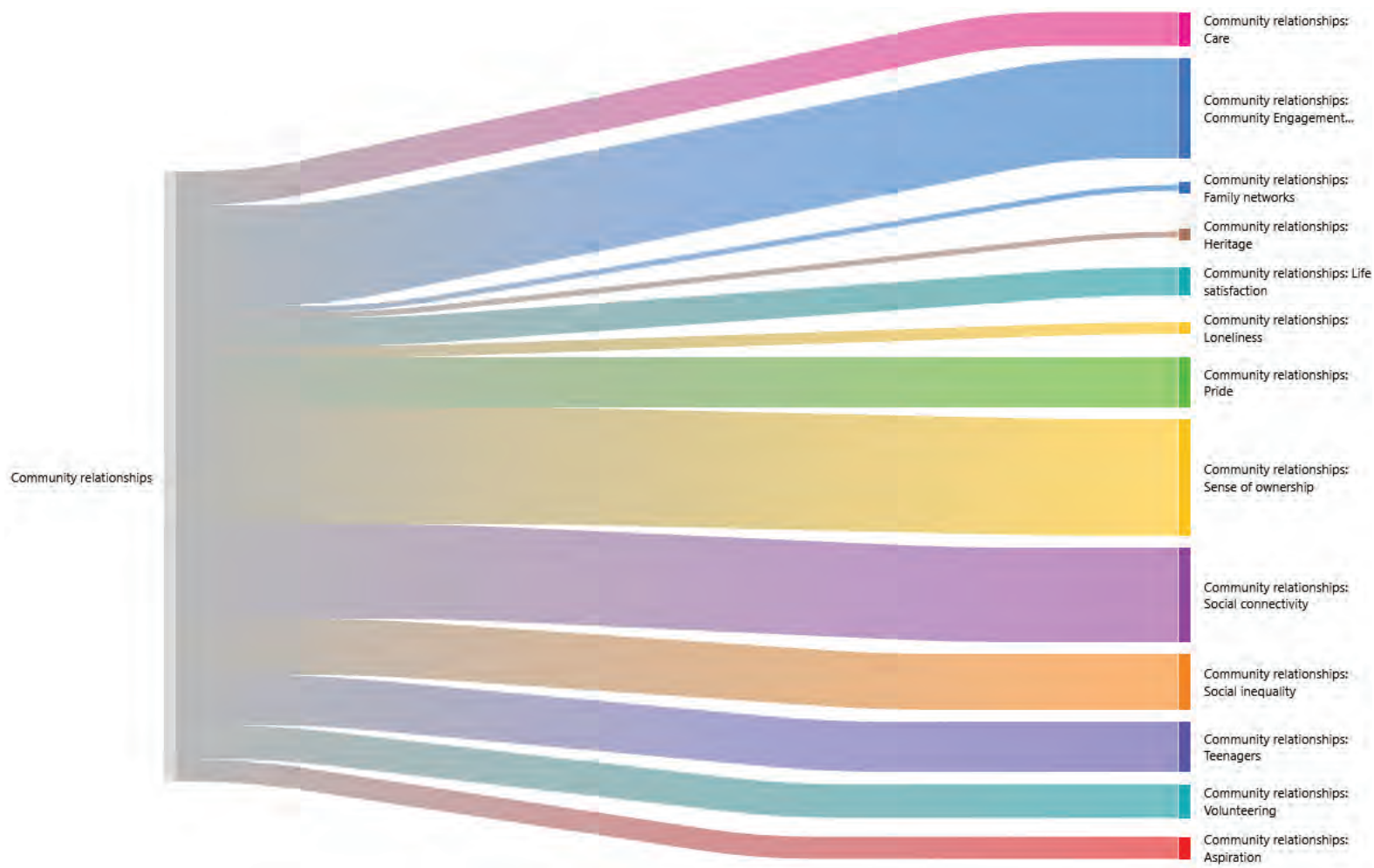


Figure 3.3:
Breakdown of themes and
reflections relating to
'Community Relationships'

“ If we put things in place [...] from an early age I don't think we'd see as much behavioural [challenges] and ALN because I think if we start from the **community**, you know, inviting the parents in and picking things up early, you know, this is where like, you know, **health visitors** not starting until we've got children starting... So children started in the nursery who we've never met, you know, you **should be engaging with that parent when she's pregnant, when the lady is pregnant**

...I think just in general building those **relationships** and having a team around the children and us **promotes the health and promotes the well-being of all.**

Teachers



Analysis

Teachers identified relationships as being foundational to supporting the well-being “of all”.

There is also a temporal dimension to this; the teachers outlined that facilitating engagement with the wider community helps develop relationships with future pupils and their carers, ultimately enhancing the well-being of all.



Design implications

This provides additional impetus to co-locate services within the school, as this provides an opportunity to facilitate engagement and build relationships between teachers and the wider community.

“ I think any form of getting the community involved and getting people **actively participating** and opening up these conversations, you know, I feel like is also going to impact on their **well-being**.

Youth Engagement and
Participation Service

Engagement, involvement and connectivity

A large proportion of the insights gathered under the theme of 'community relationships' relate to 'social connectivity' and 'involvement and engagement'. See Figure 3.3.

Participants' reflections on community involvement and engagement and social connectivity intersected with intangible qualities, such as a sense of pride, or feelings of cohesion, safety and security. See Figure 3.4.

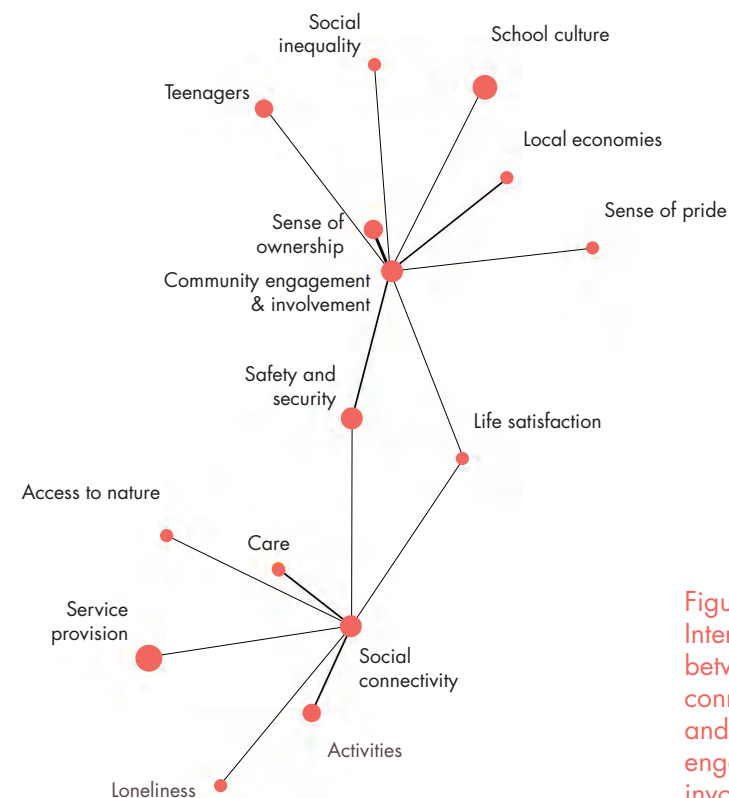


Figure 3.4:
Interconnections
between social
connectivity
and community
engagement and
involvement.

“ Education [...] should be available to everybody, [some of the children are] **segregated** and obviously on free school meals and everything else... and, as I say, some of those kids we know go without [food]. And then **they can't learn properly**, [...] And they know they're different but then their respect for things – it's not the same either – because then it's like, **“Well, I've got nothing to lose. I don't care.”** ”

Community Worker



Analysis

Throughout conversations with families and support workers, there was a clear connection between socio-economic disadvantage, safety and security, children's aspirations, and community cohesion.

This suggests that if the new school is to achieve its ambition of enhancing well-being, new infrastructure must be developed in tandem with wider social services which ensure that children are not left behind.



Design implications

There are some things which are beyond the scope of the design to address, such as free school meals and children's hunger. However, if we are striving towards enhanced well-being it is critical to acknowledge these fundamental needs and shortcomings.

Here, there is an opportunity for collaboration across Council departments to ensure enhanced service provision for the school and a holistic approach to enhancing well-being.

“ I think giving [the children] that bit of **ownership** they take **pride** in it more [...] That gives them a sense of **well-being** then as well because they feel part of the school and the **community** as a family rather than then just coming here and being told what to do.

Parent and teacher

Analysis

This quote from a parent and teacher explains how they understand that including children in activities creates a sense of ownership, enhancing their 'sense of well-being' and community relationships.

This is pertinent given the context of mistrust and the fear of vandalism in Glyn-coch. It also points to an interesting debate between people who suggest that giving the children more agency and ownership enhances pride and engagement in school life, and those who are apprehensive due to previous negative experiences.



Design implications

Given wider concerns about safety and security of the new school and vandalism, this insight provides additional weight to the need to include children in the design and development in order to enhance long-term operation, maintenance and care of the new school.

Safety and security

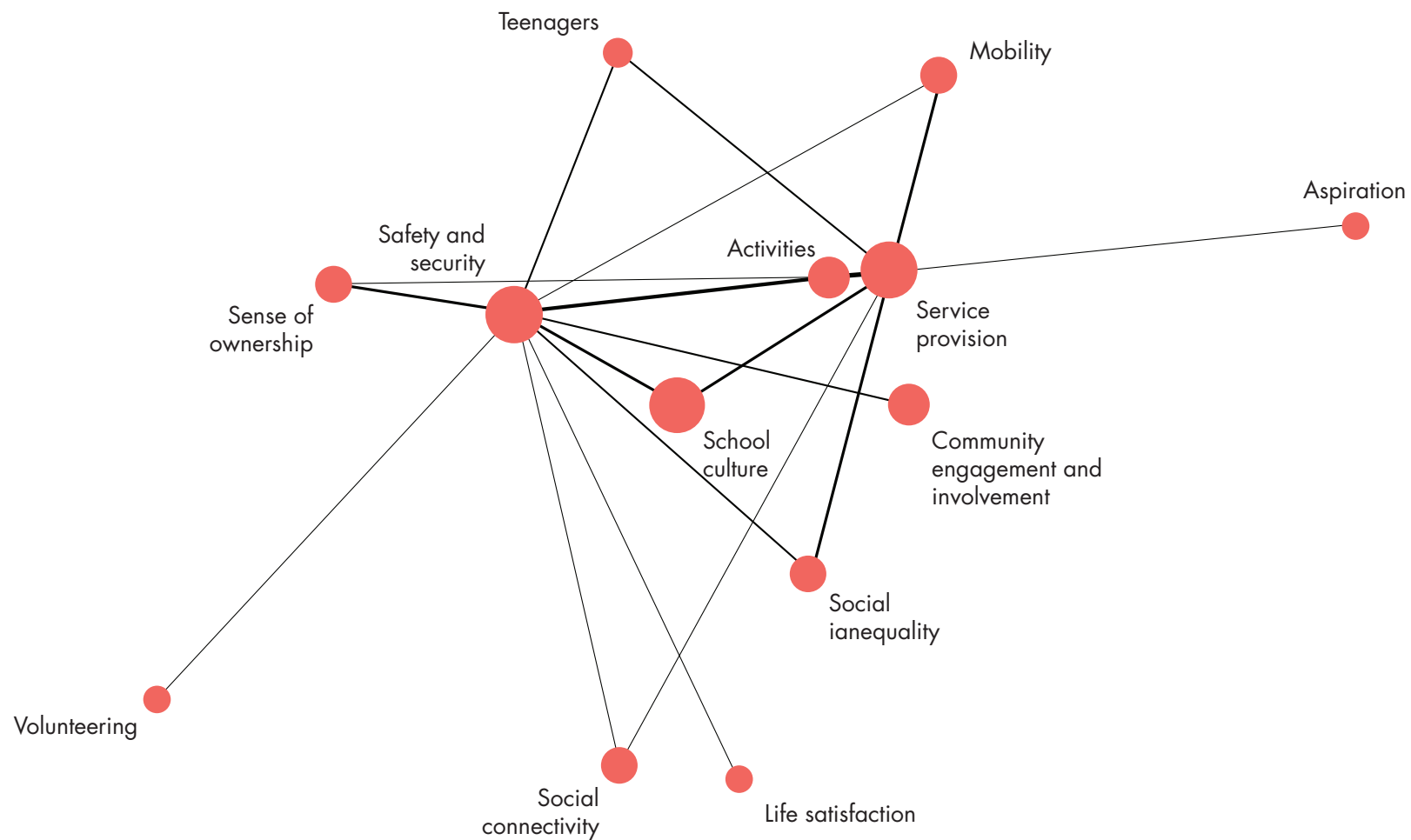


Figure 3.5:
Interrelationship between safety
and security, service provision,
and wider community insights.

“ These young people have a **safe space** when they come to us and they feel like they can have these kind of conversations they might not necessarily have with anyone else and I feel like that’s crucial [...] when they’re sitting there doing something it might open up a conversation or it might encourage a question to be asked and then all of a sudden they feel like they’ve got something off their chest. Then they feel like maybe they can share that kind of information with us and I do see **a lot of mixing of people that wouldn’t necessarily be mixing outside of the youth club**, whether it be because of their age or because of their interests or their circle of friends.

Youth Engagement and
Participation Service



Analysis

This quote from a Youth Engagement Participation Service worker illustrates the value of having physical space to enable children to engage openly whilst taking part in activities, and the benefits this can have on mental health and social engagement.

This explicitly links access to space and the with social outcomes associated with local understandings of well-being.



Design implications

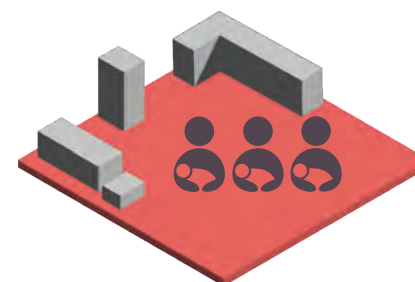
The quote illustrates the opportunity for the school infrastructure to be adaptable, serving the needs of various groups (e.g. the school and community workers), and highlights the perceived benefits at both individual and societal levels.

4

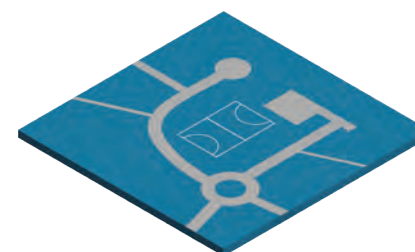
Learning and recommendations

The following recommendations have been reviewed and approved by key community stakeholders to ensure they accurately reflect Glyn-coch's local context.

Layers of well-being



Service provision



Safety and security



Community relationships

Service provision



Considerations

Supporting Additional Learning Needs is a crucial component of 'health and well-being' within the school context, both for pupils and teachers.

Infrastructure provision for the wider community must be accompanied by the removal of barriers to access.



Complexities

Systemic challenges exist around intergenerational social and economic disadvantage, as well as budget cutbacks.

Access to services is also intertwined with community relationships. Multiple participants referenced lack of engagement with services due to lack of trust.



Design implications

There is an opportunity to provide co-located services within the school.

Service provision should be considered within the context of a wider accessibility plan. This must consider social and economic barriers, alongside physical accessibility and management of the space and services.

Safety and security



Considerations

Many participants linked threats to safety and security with teenage boredom and vandalism. This explicitly connects concerns about safety and security to a lack of service provision and activities.

Addressing concerns about safety and security is crucial for long-term resilience of school infrastructure.



Complexities

There was conflicting community feedback about the approach to safety, security, and accessibility. Some people felt that enhanced access would reduce vandalism, whereas others thought it would increase.

Access to social spaces was highlighted as a key component of well-being, as it provides people with 'something to do' and creates a sense of purpose.



Design implications

Sensitive design and management of the space is needed to ensure accessibility alongside safety and security.

By empowering children, local tradespeople, and the wider community to feel involved in the design and build of the school, there is an opportunity to deepen their sense of ownership.

Community relationships



Considerations

There was significant feedback from participants about lack of social connectivity.

Cohesive community relationships and access to families help the school in both the immediate and long term by enabling them to build trust with families and caregivers and identify issues early on.



Complexities

Participants reported challenges in community engagement and social isolation.

Engagement and connectivity was linked to intangible qualities, such as sense of pride and ownership, therefore connecting to wider concerns about safety and security.



Design implications

Adaptable spaces and co-located services have the capacity to serve multiple different groups' needs, whilst also bringing different people into contact with one another.

Social infrastructure could strengthen community relationships, potentially improving the school's resilience over time.

Message from the Project Lead

The Impact Analysis engagement has provided us with invaluable insight into the aspirations of residents. These conversations have elevated our understanding of social context, informed our design, and allowed us to form a design response that truly reflects the needs of Glyn-coch.

It has given us a means to create evidence-based design that is tailored to deliver long-term impact, not only for the students of Glyn-coch, but for parents, neighbours, and the wider community. The design offers flexible spaces, a range of resources, from critical support services through to facilities that encourage exercise, social interaction and learning within the new community school campus.

We believe that all these things will enhance wellbeing and a strengthen relationships within Glyn-coch.

James Page, Glyn-coch Primary School Project Lead





Thank you to all contributors

The residents of Glyn-coch.

For engaging in this project and sharing their experiences of life in Glyn-coch.

Glyn-coch Community Regeneration Ltd.

For welcoming us into the Community Centre and introducing us to the Glyn-coch community.

Fern Federation.

For welcoming us into the school and introducing us to the school community.

Rhondda Cynon Taff County Borough Council

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