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CYNGOR BWRDEIS TREF SIROL RHONDDA CYNON TAF

RHONDDA CYNON TAF COUNTY BOROUGH COUNCIL

Welsh Language Cabinet Steering Group

A Meeting of the **Welsh Language Cabinet Steering Group** will be held at the **Committee Room 1, Rhondda Cynon Taf Council Headquarters, Clydach Vale, CF40 2XX.** on **30 November 2016** at **3.00 pm**

Contact: Ms Hannah Williams (Tel No. 01443 424062)

LATE ITEM

AGENDA

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Nos.

4.1. FFORWM IAITH'S RESPONSE: RCT'S WELSH MEDIUM EDUCATION STRATEGY

To receive Fforwm Iaith's response to Rhondda Cynon Taf's Welsh Medium Education Strategy.

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Rhondda Cynon Taf Language Forum's Response to Rhondda Cynon Taf County Borough Council's Welsh Medium Education Strategy

1. It was felt that the WESP 2017-2020 provided an opportunity to introduce positive measures to support the Welsh Government's national vision, which is to develop Welsh medium education and create a million Welsh speakers by 2050. Would it be possible for the WESP to state that Rhondda Cynon Taf Council is committed to operating in a way which supports this vision? The draft document does not convey the message that the Council is eager to take purposeful actions to support the Welsh Government's vision. The WESP should reflect the need for purposeful forward planning in order to increase provision and, where appropriate, symbolise the increased demand in order to realise the Welsh Government's visions for increasing Welsh medium provision.
2. Achievable but far-reaching targets need to be set in order to ensure growth.
3. The draft document refers to an investment in schools in order to build/renovate schools and increase capacity. However, there is no similar reference to the future nor to any plans to open schools and create more capacity. This is, after all, a document which should be looking towards the future. No reference is made to gaps in provision in areas such as Mountain Ash, the heart of the Rhondda, Taff Ely. These gaps mean that the current provision does not reflect the demographics of those areas. In the past, schools have been developed on a random basis (in response to the closure/relocation of English medium schools). The Council should act in a more strategic manner, and plan to open new schools in order to ensure that everyone lives within easy reach of a Welsh medium school. In addition, they should respond to the change in emphasis within the Welsh Government, in regards to creating demand rather than responding to it.
4. The Council should ensure that the benefits of Welsh medium education are promoted and marketed on every level - to the public and also to Council officials.
5. Immersion education / education for latecomers. The Council should purposefully promote opportunities to receive Welsh medium education to families who move to the area. Are Welsh medium education opportunities presented in the same way as English medium opportunities? There is a possibility that discussions tend to refer to English medium education. However, Welsh medium education should also be discussed and presented in the same way, with an outline of the immersion provision available through the consortium. 01443 40 75 70

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6. It is essential that there is cohesion across all statutory phases, as well as within post-16 education and beyond. The offer to pupils must be attractive and ensure that the same academic and vocational opportunities are available in both languages. It should be ensured that school pupils are made aware of these progression routes so that they understand the opportunities available in terms of continuing to receive Welsh medium education in further and higher education.
7. In connection with the point made above, career routes are a crucial way of emphasising the importance of the Welsh language as a workplace skill. This should be included in the WESP, identifying the responsibility of schools and other agencies to ensure work experience opportunities and promote the Welsh language as an employability skill.
8. The information needs to be shared between the Education Strategy and Promotion Strategy when discussing early years education, clubs and social schemes for school pupils.
9. The complete number of children in education and within schools needs to be shown. When the number of pupils in statutory education within the County's Primary Schools are noted, along with the capacity of those schools, the Council needs to ensure that these figures reflect the true capacity of these schools by including those in unstatutory education (Nursery). This is also true for comprehensive schools with post-16 students.
10. Despite the fact that only 18% of parents responded to the language choice survey, this result should be treated as a portrait of the situation in the County. It is completely wrong to claim that the results favour the Welsh language just because of the small number of responses. Research areas have considered these results as a snapshot of the true to life situation in the County, regardless of the number of respondents.
11. There are not enough places on Flying Start Schemes, 96 out of 716 (p.9), and too much expectation for very young children to travel. A target needs to be set for Welsh medium locations within a convenient distance for parents. In addition, the recommendation to change the time of Welsh medium sessions in order to increase numbers needs to be implemented.

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Ymateb FForwm Iaith Rhondda Cynon Taf i Strategaeth Addysg Gymraeg Cyngor Bwrdeistref Sirol Rhondda Cynon Taf

1. Roedd teimlad bod y WESP ar gyfer 2017-2020 yn cynnig cyfle i gyflwyno mesurau cadarnhaol i gefnogi'r weledigaeth genedlaethol sydd gan Lywodraeth Cymru i dyfu addysg cyfrwng Gymraeg a chreu miliwn o siaradwyr Gymraeg erbyn 2050. A oes modd i'r WESP ddatgan bod Cyngor Rhondda Cynon Taf yn ymrwymedig i weithredu mewn ffordd sy'n cefnogi'r weledigaeth. Nid yw tŷn y ddogfen ddrafft yn cyfleu'r neges bod y Cyngor yn frwd i weithredu'n bwrpasol i gefnogi gweledigaeth Llywodraeth Cymru. Dylai'r WESP adlewyrchu'r angen i flaengynllunio'n bwrpasol i gynyddu darpariaeth a, lle'n briodol, symbylu twf yn y galw er mwyn gwireddu gweledigaeth Llywodraeth Cymru ar gyfer twf addysg cyfrwng Gymraeg.
2. Angen gosod targedau cyrhaeddadwy ond pell gyrhaeddol er mwyn sicrhau twf
3. Mae'r ddogfen ddrafft yn cyfeirio yn ôl at fuddsoddiad mewn ysgolion i adeiladu / adnewyddu ysgolion a chynyddu capasiti. Does dim sylw gyfatebol at y dyfodol nac at gynlluniau i agor ysgolion a chreu capasiti newydd, wedi'r cyfan dogfen yn edrych tua'r dyfodol yw hi. Does dim cyfeiriad at fylchau yn y ddarpariaeth mewn llefydd fel Aberpennar, canol y Rhondda, Taf Elai. Mae'r bylchau hyn yn golygu nad yw darpariaeth gyfredol yn adlewyrchu demograffig yr ardal. Bu datblygiad ysgolion yn yr ardal ar hap i raddau yn y gorffennol (ymateb i ysgolion Saesneg yn cau / symud i adeiladau newydd). Dylid bod yn fwy strategol a chynllunio ysgolion newydd i sicrhau bod ysgolion Gymraeg o fewn cyrraedd rhesymol i bawb bawb ac ymateb i'r newid pwyslais o fewn y Llywodraeth o greu'r galw yn hytach nag ymateb iddo
4. Dylid sicrhau bod manteision addysg Gymraeg yn cael eu hyrwyddo a'u marchnata ar bob lefel. I'r cyhoedd ac hefyd i swyddogion y Cyngor.
5. Addysg drochi / addysg i hwyrdyfydiaid. Dylid mynd ati yn bwrpasol i hyrwyddo'r cyfleoedd i dderbyn addysg cyfrwng Gymraeg i deuluoedd sy'n symud i'r ardal. A yw cyfleoedd addysg Gymraeg yn cael eu cyflwyno yn yr un ffordd ag addysg Saesneg? Mae'n bosib y bod tuedd i gyfeirio teuluoedd at addysg Saesneg ond dylai fod addysg Gymraeg yn cael ei thrafod a'i chyflwyno ar yr un telerau gan amlinellu'r ddarpariaeth drochi sydd ar gael trwy'r consortiwm.

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6. Mae'n hanfodol bod dilyniant ar hyd y cyfnodau addysg statudol ac i fewn i addysg ol-16 a thu hwnt. Mae'n rhaid bod y cynnig i ddisgyblion yn ddeniadol, a bod yr un opsiynau academiaidd a galwedigaethol ar gael yn y ddwy iaith. Dylid sicrhau bod y llwybrau dilyniant hyn yn cael eu hyrwyddo i ddisgyblion ysgol fel eu bod yn deall y cyfleoedd i barhau i dderbyn addysg Gymraeg mewn addysg bellach ac uwch.
7. Yn gysylltiedig â'r pwynt uchod, mae llwybrau gyrfaoel yn hollbwysig fel ffordd o danlinellu pwysigrwydd y Gymraeg fel sgil yn y gweithle. Dylai hyn fod yn rhan o'r WESP gan adnabod y cyfrifoldeb ar ysgolion ac asiantaethau eraill i sicrhau cyfleoedd profiad gwaith, hyrwyddo'r Gymraeg fel sgil cyflogadwyedd.
8. Mae angen rhannu'r wybodaeth rhwng y Strategaeth Addysg a'r Strategaeth hybu wrth drafod addysg blyneddol cynnar, clybiau a chynlluniau cymdeithasol ar gyfer disgyblion Ysgol.
9. Mae angen dangos niferoedd plant sydd mewn addysg ac o fewn muriau yr ysgolion yn gyfan gwbl. Lle nodir niferoedd mewn addysg statudol o fewn ysgolion Cynradd y Sir a chapsiti'r ysgolion hynny, mae angen sicrhau bod y ffigyrau yma'n adlewyrchu gwir gapasiti'r ysgolion trwy gynnwys niferoedd mewn addysg anstatudol (Meithrin). Mae hyn hefyd yn wir am yr ysgolion cyfun gyda myfyrwyr ôl 16.
10. Er mai 18% o rieni ymatebodd i'r holiadur dewis iaith, dylid trin y canlyniad yma fel darlun o sefyllfa'r Sir. Mae'n gwbl anghywir i honni bod y canlyniadau yn ffurfio'r Gymraeg dim ond oherwydd bod niferoedd isel wedi ymateb. Mae meysydd ymchwil ym cymryd canlyniadau fel 'snapshot' o wir sefyllfa'r Sir, beth bynnag bo'r niferoedd sydd wedi ymateb.
11. Does dim digon o leoedd ar Flying Start, 96 allan o 716 (t.9), a gormod o ddisgwyl i blant ifainc iawn deithio. Mae angen gosod targed twf mewn lleoliadau cyfrwng Cymraeg o fewn pellter cyfleus i rieni a gweithredu ar argymhelliad i newid amseroedd sesiynau Cymraeg er mwyn codi'r niferoedd.

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