



**RHONDDA CYNON TAF COUNCIL**

**RECORD OF DECISIONS OF THE EXECUTIVE**

**DECISION MADE BY: Cabinet    DATE DECISION MADE: 13 December, 2021**

**Cabinet Members Present:**

Councillor A Morgan (Chair), Councillor M Webber (Deputy Chair),  
Councillor R Bevan, Councillor A Crimmings, Councillor M Norris,  
Councillor J Rosser, Councillor R Lewis, Councillor C Leyshon and  
Councillor G Hopkins

***Agenda Item : 9***

**SUBJECT: Consultation Outcomes On The Education And Inclusion Services Draft  
Strategic Plan 2021-2024**

**1. DECISION MADE:**

**Agreed –**

1. Cabinet considered the information provided in respect of the stakeholder feedback on the Education and Inclusion Services Draft Strategic Plan for 2021-2024.
2. Noted the comments and observations of the Children and Young People Scrutiny Committee which provided feedback as part of the consultation process on the 13th of October 2021, and pre-scrutiny of the Education and Inclusion Services Draft Strategic Plan on the 8th of December 2021 following the consultation process.
3. Approved the amended Education and Inclusion Services Draft Strategic Plan and agree to the slightly revised timescales for the plan's implementation from 2021-2024 (academic year) to 2022-2025 (financial year).

NB – an updated version of the Equality Impact Assessment and Welsh Language Impact Assessments (appendices 4 and 5 of the original report) were circulated to Cabinet in advance of the meeting. These updated documents are attached to this decision notice.

**2. REASON FOR THE DECISION BEING MADE:**

To ensure that Education and Inclusion Services has a clear strategic direction for the Directorate and schools over the next 3 years, and shared mission, vision, values and priorities for improvement during this critical renew and reform phase in Education

**3. LINKS TO CORPORATE PRIORITIES/FUTURE GENERATIONS - SUSTAINABLE DEVELOPMENT:**

The Education and Inclusion Services Draft Strategic Plan links to the Corporate Plan, specifically the priority:

Prosperity – Creating the opportunity for people and businesses to be innovative, entrepreneurial and fulfil their potential and prosper:

- Ensuring we have good schools, so all children have access to a great education.

The delivery of the Education and Inclusion Services Strategic Plan also contributes to all seven well-being goals within the Future Generation (Wales) Act. In addition, due regard has been made to the Five Ways of Working, as contained within the Wellbeing of Future Generations (Wales) Act 2015.

**4. CONSULTATION UNDERTAKEN PRIOR TO DECISION BEING MADE:**

The Education and Inclusion Services Draft Strategic Plan was subject to a non-statutory consultation process with a range of stakeholders, including the public, headteachers, governing bodies, trade unions and Education and Inclusion Services staff. The views of young people were also sought. The public consultation was undertaken from Monday the 11<sup>th</sup> of October 2021 to Thursday the 4<sup>th</sup> of November 2021.

The Children and Young People's Scrutiny Committee provided comments on the Education and Inclusion Services Draft Strategic Plan on the 13<sup>th</sup> of October 2021 and undertook pre-scrutiny on the 8<sup>th</sup> of December 2021.

**5. PREVIOUS CONSIDERATION BY A COMMITTEE OF THE COUNCIL:**

None

**6. PERSONAL INTERESTS DECLARED:**

None

**7. DISPENSATION TO SPEAK (AS GRANTED BY STANDARDS COMMITTEE):**

N/A

**8. (a) IS THE DECISION SUBJECT TO CALL-IN BY THE OVERVIEW AND SCRUTINY COMMITTEE:**

Yes

**Note:** This decision will not come into force and may not be implemented until the expiry of 3 clear working days after its publication to enable it to be the subject to the Call-In Procedure in Rule 17.1 of the Overview and Scrutiny Procedure Rules.

**The closing date for Call-In is 5pm on the 16 December 2021**

**8.(b) IF NO, REASONS WHY IN THE OPINION OF THE DECISION-MAKER THE DECISION IS EXEMPT OR NON APPLICABLE:**

I. COUNCIL / SCRUTINY FUNCTION (CALL IN IS THEREFORE NON APPLICABLE):-  
Reason: N/A

II. URGENT DECISION:-  
Reason N/A

**8.(c) IF DEEMED URGENT - SIGNATURE OF PRESIDING OFFICER OR DEPUTY PRESIDING OFFICER OR HEAD OF PAID SERVICE CONFIRMING AGREEMENT THAT THE PROPOSED DECISION IS REASONABLE IN ALL THE CIRCUMSTANCES FOR IT BEING TREATED AS A MATTER OF URGENCY, IN**

**ACCORDANCE WITH THE OVERVIEW AND SCRUTINY PROCEDURE RULE 17.2:**

.....  
**(PRESIDING OFFICER)**

.....  
**(Dated)**

**FOR OFFICE USE ONLY**

**PUBLICATION**

Publication on the Councils Website:- **Monday, 13 December 2021**

**APPROVED FOR PUBLICATION: ✓**

## **Draft Strategic Education Plan 2021-24**

A Member referred to the 130 Children and Young People that took part in a number of engagement sessions across various school settings and asked if there was opportunity for officers to speak to other Children and Young People who may not be in full time education to ensure their voices are also heard.

The Director Education and Inclusion acknowledged that more was needed to improve the aspect of the learner voice and they are aware they need to ensure they reach out more directly to them. She reassured members that there would be a much stronger focus on this going forward to ensure full representation is captured.

A Member supported the comment from the Director and suggested they could reach out to the Governing bodies to support in the engagement of all pupils as he felt they were key in the delivery of this plan.

A Member commented that it would be good to understand more about the Mental Health and Wellbeing of Children and Young People and in particular how they feel about the pandemic and how this has affected them. She added that it would be useful to see the data on Learner Evaluation included in the strategy.

The Director of Education and Inclusion replied that this can be included in section 10 of the strategy. This will include stakeholder feedback so success can be clearly demonstrated.

Another member also commented that the voice of the Learner was important and asked if this could be incorporated into everyday learning, perhaps built into the curriculum or through school council channels rather than selecting specific schools to take part in stakeholder feedback. She added that an information session for Governors on the Strategy would also be beneficial so they are aware of their role in driving the strategy forward

The Director Education and Inclusion responded that they were keen to engage with more schools and also do this on a face to face basis going forward, rather than virtually and have those discussions with Children and Young People in person. She added that they would also take back the comments regarding the engagement with the Governing Body as they were keen to utilise those vital skills and resources that they provide.

A member asked if Trade Unions were also involved in the process as she was aware that often information was not always passed down from Senior Leadership Teams to all teachers and staff and some did not have access to consultation documents.

The Director responded that timescales were difficult however, Trade Unions, parents and PTAs were involved in the consultation process and going forward she would ensure that Governing Bodies, Trade Unions parents and PTA had access to the information to allow them to contribute.

## **Summary**

- **Members spoke positively of the strategy.**

- Wider engagement of learners to be explored – Members are keen to hear the voice of all Learners. This is to include reaching out to Governing Bodies, Trade Union representatives, parents, teachers and teaching staff
- Proposed that Information sessions/ engagement with Governing Bodies on the promotion of the strategy was considered.

**A Welsh Language Impact Assessment for the Education and Inclusion Services  
Draft Strategic Plan 2021-2024**

**WELSH LANGUAGE IMPACT ASSESSMENT**

This Welsh Language Impact Assessment (WLIA) enables the Council to consider the principles and requirements of the Welsh Language Standards (No.1) Regulations 2015<sup>1</sup> to ensure compliance with the Welsh Language (Wales) Measure 2011<sup>2</sup>. It is to be read alongside the draft Strategic Plan for 2021-2024 and the Equality and Socio-Economic Impact Assessment, as the information in all documents is related and the themes within them are cross-cutting.

<b>Stage One – Information Gathering</b>	
<b>Proposal Name</b>	Draft Strategic Plan for 2021-2024
<b>Directorate/ Department</b>	Education and Inclusion Services
<b>Director</b>	Gaynor Davies
<b>Officer Completing the WLIA</b>	Richard Bowen
<b>Email</b>	<a href="mailto:Gaynor.Davies@rctcbc.gov.uk">Gaynor.Davies@rctcbc.gov.uk</a>
<b>Brief Description</b>	<p>The Strategic Plan for 2021-2024 sets out the direction for the Education and Inclusion Services Directorate for the next 3 years, describing its mission, vision, and ambition for our schools in Rhondda Cynon Taf. As an Education Directorate, ensuring that every learner in Rhondda Cynon Taf has access to excellent schools and positive and enriching educational experiences that enable them to achieve the very best possible outcomes that they are capable of is our core purpose.</p> <p>The Strategic Plan will provide a clear and cohesive strategy, ensuring that our learners have the best start in life and have access to the right support at the right time so that they become successful lifelong learners. The Strategy will emphasise the need to intervene early and effectively, as this is critical so that the inequalities and difficulties that have been compounded by the pandemic are overcome and greater equity is achieved.</p>

<sup>1</sup> [Welsh Language Standards \(No.1\) Regulations 2015](#)

<sup>2</sup> [Welsh Language \(Wales\) Measure 2011](#)

<b>Date</b>	30 <sup>th</sup> November 2021
<b>Outline who this Proposed Strategy/Plan Affects?</b>	<p>The Strategic Plan is specific to the Education and Inclusion Service. As such all children, learners, parents/carers, and the wider communities serviced by our schools could benefit from it. In addition, several external groups and organisations could benefit from the draft Strategic Plan. These include, but are not limited to:</p> <ul style="list-style-type: none"> <li>• Central South Consortium Joint Education Service (CSC JES).</li> <li>• Coleg y Cymoedd.</li> <li>• Cwm Taf Morgannwg University Health Board (CTMUHB).</li> <li>• Mudiad Meithrin.</li> <li>• University of South Wales.</li> <li>• Welsh Government.</li> </ul>
<b>Aims of the Proposed Strategy / Plan? How do these Relate to the Welsh language?</b>	<p>The overarching mission set out in the Strategy is: <b>‘To deliver equity and excellence in Education and enhanced well-being for all’</b>.  Our mission will be achieved by us realising our vision: <b>‘To inspire and support excellent leadership and professional practice so that all learners in Rhondda Cynon Taf make good progress and become ambitious, capable, creative and ethically informed’</b>.</p> <p>The Strategic Plan will give priority to those areas proven to be effective in achieving our mission and our vision. These are also reflective of our local Corporate priorities set within the context of national and local recovery and reform. These priorities are:</p> <ul style="list-style-type: none"> <li>• Priority 1: Developing a highly skilled educational workforce and excellent leadership at all levels.</li> <li>• Priority 2: Supporting educational settings to deliver a transformational curriculum, high quality teaching and learning and improved outcomes for all.</li> <li>• Priority 3: Ensuring equity and support for vulnerable learners and their families.</li> <li>• Priority 4: Enhancing the well-being of our learners and the workforce.</li> <li>• Priority 5: Delivering 21st Century learning environments and innovative services for our learners and communities.</li> </ul> <p>The strategy will ensure that all learners will have access to opportunities to develop their Welsh language skills and awareness of their cultural heritage and in doing so will support the implementation of RCTCBC’s Welsh in Education Strategic Plan for 2022-2032.</p>
<b>Current Linguist Profile of Geographical Area(s) Concerned</b>	<p>Every ten years the nation sets aside one day for the Census. It is a source of information about the number of people who can speak Welsh. The 2011 Census<sup>3</sup> indicated that of the 225,555 residents living in the County Borough, 12.3% (27,779) were able to speak Welsh, whilst the remaining 87.7% (197,776) were not able to speak Welsh. This can be compared to all-Wales figures that showed of the 2,955,841 residents living Wales, 19.0% (562,016) were able to speak Welsh, whilst the remaining 81.0%</p>

<sup>3</sup> [2011 Census](#)

(2,393,825) were not able to speak Welsh.

The Annual Population Survey<sup>4</sup> collects information about respondents' Welsh speaking ability and includes a question on how often people speak Welsh. It is updated quarterly, so is a more up-to-date source than the Census. The Annual Population Survey for the quarter ending September 2020, reported that 19.3% of respondents living in the County Borough said they could speak Welsh, this is compared to the all-Wales percentage of 28.8% of respondents. This can be further broken down to the data contained in the table that follows.

<b>Welsh Language Skills of Residents – (%)</b>		
	<b>County Borough of Rhondda Cynon Taf</b>	<b>All-Wales</b>
<b>Can Read Welsh</b>	18.2%	25.8%
<b>Can Write Welsh</b>	16.7%	23.5%
<b>Can Understand Spoken Welsh</b>	23.5%	33.0%

The data demonstrates that in each Welsh language skill area, the 'all-Wales' percentages are notably higher than the County Borough percentages. However, the current data shows a significant increase in the number of residents that can read, write, and understand spoken Welsh since the 2011 Census.

When asked about their frequency of speaking Welsh, the table that follows shows a breakdown of responses of respondents living in the County Borough compared to the all-Wales responses.

<b>Welsh Language Skills of Residents – (%)</b>		
	<b>County Borough of Rhondda Cynon Taf</b>	<b>All-Wales</b>
<b>Speak Welsh Daily</b>	6.9%	16.2%
<b>Speak Welsh Weekly</b>	5.0%	4.8%
<b>Use it Less Often</b>	5.7%	6.2%

The data demonstrates that the percentage of respondents that speak Welsh daily is far lower for the County Borough than the all-Wales percentage. The Welsh Language Use Survey<sup>5</sup> for the years 2013 to 2015, contains detailed information about Welsh speaker's fluency and their use of the Welsh language in a range of settings. When looking where respondents living in Wales learned to speak Welsh, the majority, 45.0%, learned to speak Welsh at home, followed by 26.0% who learned to speak Welsh at nursery and primary school between the ages of 2 and 10 and 14.0% who learned to speak Welsh at secondary school at the age of 11

<sup>4</sup> [Annual Population Survey](#)

<sup>5</sup> [Welsh Language Use Survey 2013 to 2015](#)



plus. The remaining 2.0% learned to speak Welsh in other settings, including at 'Welsh for Adults' courses.

The table that follows outlines the total percentage of statutory school aged learners (aged 5 to 15) who access their learning through Welsh medium primary, middle and secondary schools across each of the five LA areas that comprise the CSC JES for the previous three academic years and is derived from the Pupil Level Annual School Census (PLASC):

<b>Total Percentage of Statutory School Aged Learners Who Access their Learning Through Welsh Medium Primary, Middle and Secondary Schools</b>			
<b>LA</b>	<b>Academic Year</b>		
	<b>2018</b>	<b>2019</b>	<b>2020</b>
<b>Bridgend</b>	7.8%	7.5%	7.4%
<b>Cardiff</b>	14.8%	15.0%	15.3%
<b>Merthyr Tydfil</b>	7.3%	7.6%	7.72%
<b>Rhondda Cynon Taf</b>	18.8%	18.0%	18.8%
<b>Vale of Glamorgan</b>	12.4%	12.7%	12.8%
<b>CSC JES</b>	13.9%	14.0%	14.2%

The Council has the highest percentage of statutory school aged learners who access their learning through Welsh medium primary, middle and secondary schools across each of the five LA areas that comprise the CSC JES for the previous three academic years.

There are seventeen Welsh medium primary schools located throughout the County Borough. There are two all through schools for 3 to 19 year olds, three dual language primary schools for 3 to 11 year olds and twelve primary schools for 3 to 11 year olds. The table that follows outlines the total number of primary school aged learners attending schools in the County Borough, split by English and Welsh medium for the previous three academic years and is derived from the PLASC:

<b>Category</b>	<b>Academic Year</b>					
	<b>2017</b>		<b>2018</b>		<b>2019</b>	
	<b>Number</b>	<b>%</b>	<b>Number</b>	<b>%</b>	<b>Number</b>	<b>%</b>
<b>Total Number of Learners Attending English Medium Primary Schools</b>	18,241	80.9%	18,153	80.9%	18,078	81.0%
<b>Total Number of Learners Attending Welsh</b>	4,291	19.0%	4,269	19.0%	4,220	18.9%

<b>Medium Primary Schools</b>						
<b>Total Number of Learners Attending Primary Schools</b>	<b>22,532</b>	<b>22,422</b>	<b>22,298</b>			

The data demonstrates stability in the ratio split of primary school aged learners attending English and Welsh medium primary schools for the previous three academic years.

There are four Welsh medium secondary schools located throughout the County Borough. There are two all-through schools for 3 to 19 year olds and two secondary schools for 11 to 19 year olds. All learners who attend these schools' study all of their education through the medium of Welsh. The table that follows outlines the total number of secondary school aged learners attending schools in the County Borough, split by English and Welsh medium for the previous three academic years and is derived from the PLASC:

<b>Total Number of Secondary School Aged Learners Attending Schools in the County Borough Split by English and Welsh Medium</b>						
<b>Category</b>	<b>Academic Year</b>					
	<b>2017</b>		<b>2018</b>		<b>2019</b>	
	<b>Number</b>	<b>%</b>	<b>Number</b>	<b>%</b>	<b>Number</b>	<b>%</b>
<b>Total Number of Learners Attending English Medium Secondary Schools</b>	12,550	80.7%	12,685	80.6%	12,868	80.4%
<b>Total Number of Learners Attending Welsh Medium Secondary Schools</b>	3,010	19.3%	3,058	19.4%	3,141	19.6%
<b>Total Number of Learners Attending Secondary Schools</b>	<b>15,560</b>		<b>15,743</b>		<b>16,009</b>	

The data demonstrates stability in the ratio split of secondary school aged learners attending English and Welsh medium secondary schools for the previous three academic years.

The table that follows shows the transition rates from each Key Stage for the previous three years academic years in the County Borough and is derived from the PLASC:

<b>Transition from Each Key Stage for the Previous Three Years in the County Borough</b>			
<b>Transition</b>	<b>Academic Year</b>		
	<b>2017</b>	<b>2018</b>	<b>2019</b>
<b>Foundation Phase to Key Stage Two</b>	97.7%	98.2%	98.3%
<b>Key Stage Two to Key Stage Three</b>	111.7%	113.9%	110.1%
<b>Key Stage Three to Key Stage Four</b>	95.5%	98.4%	97.3%
<b>Key Stage Four to Key Stage Five</b>	62.2%	55.5%	59.6%

The transition data indicates that transition of learners between Key Stages does not appear to be a significant problem.

**Other Relevant Data/Research**

The main strategies and policies that are linked with the Draft Strategic Plan for 2021-2024 are:

National:

- Wellbeing of Future Generations (Wales) Act 2015.
- Prosperity for All: The National Strategy – 2017.
- The Programme for Government: Taking Wales Forward – 2016 to 2021.
- Cymraeg 2050: A Million Welsh Speakers.
- The School Standards and Organisation (Wales) Act 2013.
- The Welsh in Education Strategic Plans and Assessing the Demand (Wales) Regulations 2013.
- Professor Donaldson’s Independent Review of Curriculum and Assessment Arrangements in Wales – 2015.
- Curriculum for Wales – 2022.
- Cymraeg 2050 Action Plan – 2019.
- Education in Wales – Our National Vision – 2017 to 2021.
- Welsh in Education Action Plan – 2017 to 2021.
- Welsh Medium Capital Grant.
- Childcare Act 2006.
- WG Childcare Offer.
- Reducing Infant Class Sizes.
- The Additional Learning Needs and Education Tribunal (Wales) Act 2018.

- Special Educational Needs Code of Practice for Wales.

Regional:

- CSC JES: Business Plan – 2021 to 2022.
- Cwm Taf Public Services Board: Wellbeing Plan – 2018 to 2023.

Local:

- RCTCBC Corporate Plan – 2020 to 2024: Making a Difference.
- RCTCBC Local Development Plan – 2006 to 2021.
- RCTCBC Welsh Language Promotion Strategy – 2016 to 2021.
- RCTCBC WESP – 2017 to 2020.
- RCTCBC Childcare Sufficiency Assessment – 2017 to 2022.

More specifically:

- Education in Wales – Our National Mission, sets out how the education sector will move forward to ensure that the new curriculum is implemented effectively.
- RCTCBC Corporate Plan – 2020 to 2024: Making a Difference includes the priority of 'Prosperity' – creating the opportunity for people and businesses to be innovative, entrepreneurial and fulfil their potential and prosper. More specifically, the Strategic Plan for 2021-2024 is linked to the measure of: Ensuring we have good schools, so all children have access to a great education.

Stage Two – Impact Assessment						
Will the Proposed Strategy/Plan Affect Any/All of the Following?						
	Yes	No	No Impact / Negligible	Why it will have a + VE + / - VE - Impact on the Welsh Language?	Evidence	Action(s) to Mitigate – VE – Impacts / Better Contribute to + VE + Impacts?
1. Opportunities for persons to use the Welsh language.	X			This Strategy will have a positive impact as it will support the implementation of the new curriculum in RCT schools, which in turn will contribute to achieving our national goals set out in the Well-being of Future Generations (Wales) Act 2015. One of the Act's overarching goals is to create 'A Wales of vibrant culture and thriving Welsh language'. As such, under the Strategy all learners will have access to opportunities to develop their Welsh language skills.	CSC provides the local authority with performance reports detailing Welsh schools' engagement in professional learning opportunities associated with the roll out of the new curriculum. CSC also provide the LA with reports on the performance of all schools based on Improvement Partners collating first-hand evidence. There is an extensive professional engagement offer in Welsh. For example, this term engagement in the Asynchronous Welsh language development programme was as follows: <ul style="list-style-type: none"> <li>• Part 1: 68 practitioners completed;</li> <li>• Part 2: 50 practitioners completed;</li> <li>• Part 3: 24 practitioners</li> </ul>	The school-based workforce will be supported with continued professional learning, networking, and opportunities to share best practice. For example, wellbeing forums held by the LA provided opportunities for sharing good practice. Welsh medium professional learning opportunities is readily available from CSC and the LA. Welsh medium schools also have a bespoke approach to delivering school improvement services, which is proving to be highly effective in strengthening partnership approaches and school to school support. Snippets of success was routinely shared across the system to share good practice across all schools, including Welsh medium schools.  The Directorate recognises the

Stage Two – Impact Assessment

**Will the Proposed Strategy/Plan Affect Any/All of the Following?**

	Yes	No	No Impact / Negligible	Why it will have a + VE + / - VE - Impact on the Welsh Language?	Evidence	Action(s) to Mitigate – VE – Impacts / Better Contribute to + VE + Impacts?
				<p>The strategy recognises the importance of promoting the Welsh language skills and the development of bi-lingual competence.</p> <p>In contributing towards the vision of one million people in Wales being Welsh speakers by 2050, and in line with the County Borough’s current WESP, it is vital to ensure that we invest in our schools and that our school-based workforce is sufficient size and capability. In order to create more Welsh</p>	<p>completed.</p> <p>The Council has been successful in securing grant funding resources to undertake further research into Welsh language immersion. The grant funding application/business case has been completed and approved by Welsh Government Scrutiny Panel. A Cabinet report will be submitted to seek approval to establish a more permanent provision in 2022 following the evaluation of the short-term pilot.</p> <p>The WESP details the strategic actions that the Council will be taking over the next 10 years. Annual performance reports will be submitted to Scrutiny Committee and Cabinet to report progress against the annual delivery plan. A WESP Strategic Group will be established to ensure</p>	<p>importance of immersion in the Welsh language for learners who wish to transition from English into Welsh medium education, in order to further encourage the uptake of Welsh medium education. As consequence a bid was submitted to Welsh Government in the autumn 2021 to secure funding to support the development of Welsh language Immersion provision.</p> <p>Promotion of access to Welsh medium education will be undertaken through the effective implementation of the WESP and promotional approaches utilising the Council’s website. The Starting Schools booklet and other marketing approaches will contribute to this promotion and a marketing plan will be developed. The Directorate has recently appointed a graduate officer to lead on the WESP implementation and marketing</p>

Stage Two – Impact Assessment

**Will the Proposed Strategy/Plan Affect Any/All of the Following?**

	Yes	No	No Impact / Negligible	Why it will have a + VE + / - VE - Impact on the Welsh Language?	Evidence	Action(s) to Mitigate – VE – Impacts / Better Contribute to + VE + Impacts?
				<p>speakers, our education system is dependent on its school-based workforce, and we must work locally, regionally, and nationally to ensure we create a school-based workforce with robust linguistic skills, able to inspire and motivate learners in Welsh medium and Welsh language education.</p> <p>The aim has been to embed positive habits and attitudes towards the Welsh language through purposeful planning within primary and secondary schools and to promote the informal use of the Welsh language amongst learners inside and outside primary and secondary schools.</p> <p>Facilitating the use of the Welsh language, across the curriculum and in wider contexts in primary and secondary schools, to</p>	<p>effective implementation of the WESP delivery plan. A Graduate Officer has been appointed in September 2021 to lead on the WESP implementation. A further officer has secured responsibilities for WESP co-ordination. Induction programme and mentoring arrangements are in place for newly appointed headteachers. Welsh speaking aspiring headteachers and middle leaders engage in the LAs leadership programmes. There is also positive representation on CSC's leadership programmes. Data will be collated to ensure that there is growth in engagement levels and access to these programmes.</p> <p>CSC has a dedicated Welsh medium team that is established to enhance and</p>	<p>strategy to promote the Welsh language across RCT Investment in the professional development of school staff will be imperative for ensuring succession planning with good induction programmes, mentoring and professional learning to ensure the professional development of the workforce and effective succession planning. Routine monitoring of Welsh speaking staff will be undertaken, gaps identified and positive steps taken to recruit into the sector.</p> <p>CSC deliver direct support to schools to enhance Welsh medium provision and the numbers of Welsh speakers. The Welsh Language Charter and Cymraeg Campus will continue to be implemented by CSC. The Urdd will continue to implement the Cymraeg Bob Dydd Project.</p> <p>Our Welsh medium schools</p>

Stage Two – Impact Assessment

**Will the Proposed Strategy/Plan Affect Any/All of the Following?**

	Yes	No	No Impact / Negligible	Why it will have a + VE + / - VE - Impact on the Welsh Language?	Evidence	Action(s) to Mitigate – VE – Impacts / Better Contribute to + VE + Impacts?
				<p>ensure a continuum of linguistic progression to support learners in the transition between key stages offers all learners the opportunity to become fully bilingual and aligns with the Curriculum for Wales – 2022. Ensure that schools are supported locally and regionally, including by the CSC Welsh in Education Officer to share best practice.</p> <p>Strategic priority 5 focuses on ensuring effective delivery of safe 21<sup>st</sup> century learning environments and innovative services for our learners and communities</p>	<p>support the development of Welsh medium provision. CSC produce performance reports to enable the LA to evaluate the progress of Welsh medium schools and their engagement with the support on offer. In the Welsh medium sector, The Welsh Language Charter Awards include: 17 primary schools with a bronze award and 10 with silver. In the secondary phase, 2 all-through Welsh medium schools have also achieved a bronze award. In the English medium sector, there are 26 bronze and 1 silver awards.</p> <p>Planning for Welsh Medium Places Cabinet report April 2019;  <a href="https://rctcbc.moderngov.co.uk/documents/s14315/Report.pdf?LL-L=0">https://rctcbc.moderngov.co.uk/documents/s14315/Report.pdf?LL-L=0</a>                      Band B Cabinet update October 2021;</p>	<p>have significant surplus capacity to meet need. There is however planned Band B investment which will result in a growth in the number improved 21<sup>st</sup> Century schools' facilities, with significant investment in the Welsh medium school sector.</p>



Stage Two – Impact Assessment

Will the Proposed Strategy/Plan Affect Any/All of the Following?

	Yes	No	No Impact / Negligible	Why it will have a + VE + / - VE - Impact on the Welsh Language?	Evidence	Action(s) to Mitigate – VE – Impacts / Better Contribute to + VE + Impacts?
				<p>The plan focuses on creating equity and support for vulnerable learners and their families. This includes ensuring that we have sufficient ALN provision to meet need. The local authority will continue to keep ALN provision under review and ensure that there is growth in specialist ALN provision where there is an identified need.</p> <p>There is a clear commitment to supporting families to engage with the education of their children, and to</p>	<p><a href="#">Report.pdf (moderngov.co.uk)</a></p> <p>A Cabinet report seeking consent to consult on establishing a key stage 3/4 learning support class provision will be presented to Cabinet in December 2021. The commitment to consult on ALN provision in the primary sector is detailed in previous consultation reports in the greater Pontypridd re-organisation proposals. <a href="https://rctcbc.moderngov.co.uk/documents/s16096/Appendix%20A%20-%20Objection%20Report.pdf?LLL=0">https://rctcbc.moderngov.co.uk/documents/s16096/Appendix%20A%20-%20Objection%20Report.pdf?LLL=0</a>.</p> <p>Family Engagement report to Cabinet: <a href="#">(moderngov.co.uk)</a> SHEP report is annually presented to Scrutiny</p>	<p>Inclusion Services have a duty to ensure that there is sufficient ALN provision for learners in the Welsh medium sector and evaluate the outcomes for learners accessing specialist support. Where necessary proposals for enhancing provision will be submitted to Cabinet for consideration. Plans are afoot to submit a request to Cabinet to establish a Welsh medium learning support class in one of our all through schools. Primary provision development will be considered in 2023, prior to the opening of a new Welsh medium primary school in Rhydfelin.</p> <p>Funding for Family Engagement Officers has been provided in the most deprived communities, and this has included on dual language school. The SHEP</p>

Stage Two – Impact Assessment						
Will the Proposed Strategy/Plan Affect Any/All of the Following?						
	Yes	No	No Impact / Negligible	Why it will have a + VE + / - VE - Impact on the Welsh Language?	Evidence	Action(s) to Mitigate – VE – Impacts / Better Contribute to + VE + Impacts?
				<p>overcome barriers to participation.</p> <p>The strategy clearly focuses on the development of digital literacy and improved infrastructure across all school sites, including the Welsh medium sector. The Digital Strategy will have a positive impact on Welsh medium education.</p>	<p>Committee and included Welsh medium provision: <a href="#">SHEP202113.09.21InformationReport.pdf</a> (<a href="http://rctcbc.gov.uk">rctcbc.gov.uk</a>)</p> <p>The 5 year Digital Strategy for Schools has been consulted upon, and a full Welsh language impact assessment will be developed shortly.</p>	<p>programme will continue to run across schools and will include provision for the most deprived Welsh medium settings. Wider opportunities to engage in activities through the medium of Welsh will be provided in English medium provisions too.</p> <p>Significant improvements in the digital infrastructure of schools has been undertaken and will continue to do so. The digital learning offer will be enhanced to improve the quality of learning in Welsh medium settings. The Digital Strategy will have a full Welsh language impact assessment.</p>
2. Numbers and/or percentages of Welsh speakers.	X			The Welsh Language Use Survey <sup>6</sup> for the years 2013 to 2015, contains detailed information about Welsh speaker's fluency and their use of the Welsh language in a range of settings. When	The impact of the WESP will be routinely evaluated and impact reports presented to Cabinet and Scrutiny on an annual basis. The Strategic Education Plan will have an operational delivery plan	The development and implementation of targeted marketing and promotional strategies is underway to ensure the benefits of Welsh medium and Welsh language education are promoted to parents/carers

<sup>6</sup> [Welsh Language Use Survey 2013 to 2015](#)

Stage Two – Impact Assessment

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				<p>looking where respondents living in Wales learned to speak Welsh, the majority, 45.0%, learned to speak Welsh at home, followed by 26.0% who learned to speak Welsh at nursery and primary school between the ages of 2 and 10 and 14.0% who learned to speak Welsh at secondary school at the age of 11 plus. The remaining 2.0% learned to speak Welsh in other settings, including at ‘Welsh for Adults’ courses.</p> <p>The Education Directorate will work to ensure the benefits of Welsh medium and Welsh language education are promoted to parents/carers and demonstrate that it is never too late be educated through the medium of Welsh with the use of Welsh language immersion classes to support learners who are</p>	<p>that will be evaluated on a quarterly basis, and where appropriate, will be evaluated against key performance measures (subject to these being reported – currently temporarily suspended due to the pandemic).</p> <p>Cabinet and Scrutiny Committee are routinely updated on developments. This includes development of ALN provision as detailed in this report: <a href="https://www.rctcbc.gov.uk/EN/Council/CouncillorsCommitteesandMeetings/DelegatedDecisions/RelatedDocuments/Decisions/2019to2020/Proposaltostrengthenthecontinuumofprovisionforpupilswith">https://www.rctcbc.gov.uk/EN/Council/CouncillorsCommitteesandMeetings/DelegatedDecisions/RelatedDocuments/Decisions/2019to2020/Proposaltostrengthenthecontinuumofprovisionforpupilswith</a></p>	<p>from the initial early years, through to primary and secondary education, then progressing through to higher and further education for all learners, whatever their learning need, is fundamental to increasing the percentage of year one learners in Welsh medium education. The impact of these strategies will be closely monitored to evaluate the effectiveness of the strategies adopted. A market plan is in development.</p> <p>Investment in ALN provision is routinely reported on and developments are shared with Cabinet at timely intervals. This includes the development of Welsh medium Step 4 provision and ALN development.</p>

Stage Two – Impact Assessment

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				<p>late comers. Furthermore, investment in Welsh medium early years settings, schools and ALN provision will aim to attract parents/carers to the sector. Significant investment in the early year sector will be undertaken as part of the 3 year plan.</p> <p>The strategic plan focuses on delivering on the Welsh Government’s Early Years</p>	<p><a href="#">hSocialEmotionalandBehavioralDifficulties.pdf</a></p> <p>Annual reporting of WESP achievements:  <a href="https://www.rctcbc.gov.uk/EN/Council/CouncillorsCommitteesandMeetings/Meetings/ChildrenandYoungPeopleScrutinyCommittee/2021/01/27/Reports/AgendaItem7WESPAnnualReport.pdf">https://www.rctcbc.gov.uk/EN/Council/CouncillorsCommitteesandMeetings/Meetings/ChildrenandYoungPeopleScrutinyCommittee/2021/01/27/Reports/AgendaItem7WESPAnnualReport.pdf</a></p> <p><a href="#">Item721stCenturySchoolsProgrammeProposalstoImproveEducationProvisionforYsgoI GynraddGymraegLlynYForyn.pdf (rctcbc.gov.uk)</a></p> <p><a href="#">Major new 21st Century Schools proposals will now be developed (rctcbc.gov.uk)</a></p> <p>Evidence is provided in the most recent WESP update on current developments.  <a href="https://www.rctcbc.gov.uk/E">https://www.rctcbc.gov.uk/E</a></p>	<p>WESP provides detailed updates on a range of developments in the sector. The impact on the numbers of learners accessing Welsh medium education will be closely monitored and evaluated.</p> <p>The development of the Band 21<sup>st</sup> Century Schools and Colleges is routinely reported on. The Band B programme is extensive, with investment of £252M planned and multiple Welsh medium projects. Cabinet is routinely updated on all school estate developments, including Welsh medium developments.</p> <p>Continued investment in early years and childcare provision will take place. The local</p>

Stage Two – Impact Assessment

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				<p>Grant and Childcare Offer and builds on the Council's investment in this area.</p> <p>The strategic plan will inform annual delivery plans, and this will entail routine monitoring of in-year transfers in the Welsh medium sector.</p>	<p><a href="#">N/Council/CouncillorsCommitteesandMeetings/Meetings/ChildrenandYoungPeopleScrutinyCommittee/2021/01/27/Reports/AgendaItem7WESPAnnualReport.pdf</a></p> <p><a href="https://rctcbc.moderngov.co.uk/documents/s23202/Agenda%20Item%205%20-MOVEMENT%20OF%20PUPILS%20IN%20WELSH%20MEDIUM%20SCHOOLS.pdf?LLL=0">https://rctcbc.moderngov.co.uk/documents/s23202/Agenda%20Item%205%20-MOVEMENT%20OF%20PUPILS%20IN%20WELSH%20MEDIUM%20SCHOOLS.pdf?LLL=0</a></p>	<p>authority have recently submitted a bid for 4 projects to Welsh Government, and key early year's developments are underway. Please see attached reports for further information.</p> <p>The effectiveness of any language immersion provision on numbers of learners transitioning into the Welsh medium sector will be evaluated and closely monitored through regular reporting via PLASC data collections and Capita reporting.</p>
3. Opportunities to promote the Welsh language	X			<p>The strategy will have a positive impact on the Welsh language. This will be achieved through the effective implementation of the new 10 year WESP, which is referenced in Strategic Priority 5. The WESP has been the focus of public consultation and is due to be presented to</p>	<p>An annual work plan will be devised to ensure the effective implementation of the WESP. This will be routinely reported on in Scrutiny Committee and Cabinet. The last report detailing progress was submitted in 2021:</p> <p><a href="https://rctcbc.moderngov.co.uk/documents/s24382/AgendaItem%205%20-MOVEMENT%20OF%20PUPILS%20IN%20WELSH%20MEDIUM%20SCHOOLS.pdf?LLL=0">https://rctcbc.moderngov.co.uk/documents/s24382/AgendaItem%205%20-MOVEMENT%20OF%20PUPILS%20IN%20WELSH%20MEDIUM%20SCHOOLS.pdf?LLL=0</a></p>	<p>The development and implementation of targeted marketing and promotion strategies under the new WESP will ensure the benefits of Welsh medium and Welsh language education are promoted.</p>

Stage Two – Impact Assessment

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				<p>various committees for approval and consideration in December 2021. It has extensive detail included within it in relation to the promotion of the Welsh language.</p> <p>By investing significantly in new or significantly refurbished Welsh medium 21<sup>st</sup> Century Schools, more pupils across the County will be able to access Welsh medium education in high quality and accessible school buildings.</p>	<p><a href="#">da%20Item7%20-%20WESP%20Annual%20Report.pdf?LLL=0</a></p> <p>Progress in developing Band B projects will be routinely evaluated, with particular focus on the Welsh medium sector. Current projects under consideration or are being implemented as detailed here: <a href="#">Report.pdf (moderngov.co.uk)</a></p>	<p>Investment in numerous early years' developments and Band B initiatives will contribute to an increase in the number of school places in the Welsh medium sector and in the development of high quality learning environments. Opportunities will be actively sought to develop and invest in Welsh medium provision via the WG Childcare Offer Capital Grant Scheme, Welsh Medium Capital Grant Scheme and the 21<sup>st</sup> Century Schools and Colleges Programme. Current projects include:</p> <ul style="list-style-type: none"> <li>• Dolau Primary School (including Welsh unit);</li> <li>• Ysgol Gynradd Gymraeg Abercynon;</li> </ul>

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						<ul style="list-style-type: none"> <li>• Ysgol Gynradd Gymraeg Aberdar;</li> <li>• Ysgol Gynradd Gymraeg Evan James;</li> <li>• Ysgol Gynradd Gymraeg Ynyswen;</li> <li>• Ysgol Gynradd Gymunedol Gymraeg Llantrisant;</li> <li>• Ysgol Llanhari.</li> </ul> <p>The Council’s ambitious Band B 21<sup>st</sup> Century Schools and Colleges Programme, alongside funding directly from the Council, will:</p> <ul style="list-style-type: none"> <li>• Amend the language medium of Penderyn Community Primary School from a dual language primary school to a Welsh medium primary school (following the opening of Hirwaun Primary School). The catchment area of Penderyn Community Primary School will also be extended;</li> <li>• Deliver an extension to Ysgol</li> </ul>

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						<p>Gynradd Gymraeg Aberdar;</p> <ul style="list-style-type: none"> <li>• Deliver a new Welsh medium primary school for Ysgol Gynradd Gymraeg Llyn y Forwyn;</li> <li>• Deliver a new Welsh medium primary school on the current Heol y Celyn Primary School site, to accommodate pupils currently attending Ysgol Gynradd Gymraeg Pont Sion Norton and the Welsh medium pupils attending the dual language Heol y Celyn Primary School;</li> <li>• Deliver a new dual language primary school, in the first instance, as an extension to the dual language primary school Dolau Primary School, as part an extensive housing development;</li> <li>• Deliver a new school for Ysgol Gyfun Cwm Rhondda;</li> <li>• Deliver a new school for Ysgol Llanhari;</li> <li>• Improved and extended accommodation with a new sports facility for Ysgol Gyfun</li> </ul>



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				<p>Plans are afoot to promote stakeholder access to information on Education Services, including Welsh medium services and provisions.</p>	<p>Access to the Education landing page on the Council website will be significantly improved and more readily accessible during summer 2022. The outcome of this work will be an improved and more accessible website for service users with greater scope for</p>	<p>Rhydywaun.</p> <p>As part of the annual Service Self Evaluation, progress towards completing our mission and vision as set out in the Strategy and WESP will be routinely reviewed. This will inform annual delivery plans, which will be the focus of quarterly monitoring and reporting. As part of this process, the impact of the strategy upon the promotion of the Welsh language within RCT schools will be reviewed.</p> <p>A more readily accessible website for the Education and Inclusion Services Directorate is currently under consideration. By making information more readily accessible to parents/carers they will be better informed in relation to Welsh medium education and its benefits.</p>

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					signposting parents/carers to Welsh medium provisions.	
4. Compliance with the Council's statutory Welsh language standards	X			<p>The Strategy will comply with the Council's statutory Welsh language standards.</p> <p>The Strategic Plan is accessible in both English and Welsh and has been widely consulted upon with stakeholder explicitly asked key questions about the impact on the Welsh language.</p>	<p>The progress of the Directorate in delivering on annual service delivery plans will be the focus of quarterly Corporate monitoring. The Directorate will also undertake annual self-evaluation to inform operational delivery plans.</p> <p>Public consultation: 75% felt the Strategic Plan could have a positive impact on opportunities for people to use and promote the Welsh language (17% did not know).</p> <p>In the Headteacher, Trade Unions, Chairs of Governing Bodies and Education Staff responses, analysis suggested that a total of 69.6% felt that the Strategic</p>	<p>In developing the draft Strategic Plan for 2021-2024, all current and relevant local, regional and national legislation, strategies, policies and action plans have been taken into consideration. The Strategic Plan was a focus of a consultation and feedback is detailed in the Consultation Report which will be shared with Cabinet and Scrutiny Committee in December 2021.</p> <p>As part of the annual Service Self Evaluation, progress towards completing our mission and vision as set out in the Strategy will be reviewed. As part of this process, the impact of the strategy upon the Welsh language across our schools will be evaluated using agreed data sets.</p>

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					Plan could have a positive impact on the opportunities for people to use and promote the Welsh language (28.3% had no opinion).	
5. Treating the Welsh language, no less favourably than the English language.	X			As the Education Directorate looks to the future, its mission is: 'To deliver equity and excellence in Education and enhanced well-being for all'. Equity is central to the strategy; this includes treating the Welsh language no less favourably than the English language.	<p>Headteacher, Trade Union, Chairs of Governing Bodies and Education Staff consultations responses, suggested that 4.4% considered that the Strategic Plan treated the Welsh language less favourably than the English language.</p> <p>In the public consultation survey outcomes: 8% felt that the Strategic Plan treated the Welsh language less favourably than the English.</p>	<p>As part of the routine service self-evaluation undertaken in the Education Directorate, an evaluation of the impact of the strategy on the Welsh language and provision will be undertaken. The impact of the WESP and Band B developments will also be routinely evaluated and reported on in Cabinet and Scrutiny Committee.</p> <p>Consultation outcomes suggests that a very small minority considered that the Strategic Plan treated the Welsh language, less favourably than the English language. However, it should be noted that the numbers that engaged were very small.</p>

<b>Stage Three – Strengthening the Proposal</b>		
<b>What?</b>	<b>When?</b>	<b>Who?</b>
Ensure that all prospective parents are given the 'Starting Schools' and the 'Being Bilingual' booklets to promote the positive experiences that can be achieved through seeking an education through the medium of Welsh.	Ongoing. This will be a continued collaborative effort between all stakeholders.	RCT/Schools/Partners
Use the grant funding received for the development of a Welsh immersion proposal to formulate a medium/long term strategy aimed at establishing a more permanent provision in RCT.	Submit a proposal for Cabinet's consideration in the summer term 2022 following the completion of the pilot.	21 <sup>st</sup> Century Schools Organisation and Business Manager
Consult on the strategy, complete a consultation report and amend the Strategic Plan to reflect stakeholder feedback. Present the revised Strategic Plan to Scrutiny Committee and Cabinet for formal sign off.	December 2021	Director of Education and Inclusion Services
Promotion and marketing of WM education to be managed by the WESP Marketing and Promotion Sub-group and an action plan devised.	July 2022	Marketing and Promotion Subgroup
Support schools to share best practice – continued implementation of Cymraeg Campus.	Ongoing	CSC
Seek Cabinet approval to consult on establishing Key Stage 3/4 ALN provision (Welsh medium).	December 2021	Head of Inclusion Services

<b>Stage Three – Strengthening the Proposal</b>		
<b>What?</b>	<b>When?</b>	<b>Who?</b>
Evaluate need for a Foundation Phase/Key Stage 2 ALN provision.	September 2023	Head of Inclusion Services
Digital Skills Strategy to undergo a Welsh language impact assessment.	Spring 2022	Head of Data and Transformation

<b>Stage Four – Review</b>		
<p>As part of the Welsh Language, Equalities and Socio-Economic Duty Impact Assessment Process all proposals that fall within the definition of Significant Key Decision should present at the Officer Review Panel. This panel is made up of officers from across Council Services and acts as a critical friend before your report is finalised and published for SLT/Cabinet approval.</p> <p>If this proposal is a Key Strategic Decision, please forward your impact assessment to <a href="mailto:CouncilBusiness@rctcbc.gov.uk">CouncilBusiness@rctcbc.gov.uk</a> for an Officer Review Panel to be organised to discuss your proposal. <a href="#">See our guidance document</a> for more information on what a Significant Key Decision is.</p> <p>For all policy proposals, whether it is a Significant Key Decision or not you are required to forward this assessment to Welsh Language services in the first instance for some initial guidance and feedback.</p> <p>It is important to keep a record of this process so that we can demonstrate how we have considered and built in sustainable Welsh language considerations wherever possible. Please ensure you update the relevant sections below:</p>		
<b>Welsh Language Services Comments</b>	<b>Date Considered</b>	<b>Brief Description</b>
Welsh Language Services would consider you to update the impact assessment following feedback from the consultation and to ensure that the Welsh Language is referenced within the body of the strategy to ensure that it is an	11.10.21	

integral and considered aspect of the strategy development process.		
<b>Officer Review Comments</b>	<b>Brief Description</b>	<b>Date Considered</b>
Relevant amendments were undertaken.	Updates were made to the main body of the strategy and to all relevant risk assessments. Updates evidence links were included in the documents	30.11.21
<b>Consultation Comments</b>	<b>Brief Description</b>	<b>Date Considered</b>

<b>Stage Five – Monitoring, Evaluating and Reviewing</b>
<p>The Director of Education and Inclusion Services will keep the Strategic Plan for 2021-2024 under continuous review throughout the duration of the three-year plan through self-evaluation and stakeholder feedback, monitoring progress over the three-year period. The Strategic Plan will also be subject to annual review as part of the Education and Inclusion Services’ annual Service Self Evaluation, in accordance with the assessment criteria: ‘to what extent has Leadership and Management established a clear strategic direction and vision, planned innovatively and improved outcomes for the community’.</p> <p>The Strategic Plan for 2021-2024 will give priority to those areas proven to be effective in achieving our mission, vision and the areas identified from robust self-evaluation and stakeholder feedback. The outcome of annual reviews of our Strategic Plan for 2021-2024 will be used to develop future strategies and will give priority to those areas proven to be effective during the course of this Strategic Plan.</p>

<b>Stage Six – Summary of Impacts for the Proposed Strategy/Plan</b>
<p>In summary, this Welsh Language Impact Assessment identifies only positive impact upon the Welsh Language. The proposal will have a positive impact on children and young people of all ages. The Strategic Plan for 2021-2024 will provide a clear and cohesive strategy, ensuring that our learners have the best start in life and have access to the right support at the right time so that they become successful lifelong learners in both Welsh medium and English medium education. As the Education Directorate looks to the future, its mission is: ‘To deliver equity and excellence in Education and enhanced well-being for all’, with a specific focus on the need to ‘renew’ and ‘reform’ and tackle the impact of the pandemic on our communities through continued support for our most vulnerable and disadvantaged learners. This mission will be achieved by us realising our vision: ‘To inspire and support excellent leadership and professional practice so that all learners in Rhondda Cynon Taf make good progress and become ambitious, capable, creative and ethically informed.’</p>

### Stage Six – Summary of Impacts for the Proposed Strategy/Plan

The aim of the Education and Inclusion Services is to embed positive habits and attitudes towards the Welsh language through purposeful planning within schools and to promote the informal use of the Welsh language amongst learners inside and outside school. Facilitating the use of the Welsh language across the curriculum and in wider contexts in schools to ensure a continuum of linguistic progression to support learners in the transition between key stages offers all learners the opportunity to become fully bilingual and aligns with the Curriculum for Wales – 2022.

In summary, the proposal will therefore assist with delivering the targets outlined in Rhondda Cynon Taf County Borough Council's (RCTCBC's) current (2017 to 2022) and new (2022 to 2032) Welsh in Education Strategic Plan (WESP) and will support the aim of Welsh Government's Cymraeg 2050 target of one million Welsh speakers in Wales by 2050.

In developing this Strategy, all current and relevant local, regional and national legislation, strategies, policies and action plans have been taken into consideration in order to encourage and facilitate a Strategy that is fit for purpose.

### Stage Seven – Sign Off

<b>Name of Officer Completing WLIA:</b>	Richard Bowen	<b>Director:</b>	Gaynor Davies
<b>Position:</b>	21 <sup>st</sup> Century Schools Graduate Officer	<b>I recommend that the proposed strategy/plan:</b>	Is implemented with no amendments.
<b>Signature:</b>			
<b>Date:</b>	23 <sup>rd</sup> of November 2021	23 <sup>rd</sup> of November 2021	



**RHONDDA CYNON TAF**

