



**CYNGOR BWRDEISTREF SIROL**  
**RHONDDA CYNON TAF**  
**COUNTY BOROUGH COUNCIL**

Bydd cyfarfod hybrid y CABINET yn cael ei gynnal ar'  
Dydd Llun, 13eg Rhagfyr, 2021 am 10.30 am

Dolen gyswllt: Sarah Daniel - Blaen Swyddog Busnes Rheoleiddiol a Gweithredol  
(Rhif ffôn. 07385 086 169)

Os bydd cynghorwyr neu aelodau o'r cyhoedd yn dymuno cael cyfle i annerch y Cabinet am unrhyw fater ar yr agenda isod, rhaid iddyn nhw ofyn am gael gwneud hynny erbyn canol Dydd Iau, 9 Rhagfyr 2021. Rhaid iddyn nhw hefyd gadarnhau ai yn y Gymraeg neu yn y Saesneg y byddan nhw'n annerch.

Nodwch mai'r Cadeirydd biau'r penderfyniad i ganiatáu'r cais am annerch y Cabinet. Bydd pob cais yn cael ei ystyried ar sail y materion sy'n cael eu trafod ar yr agenda, buddiant y cyhoedd/y Cynghorydd ynglŷn â phob mater, a'r gofynion o ran y materion sydd i'w trafod ar y diwrnod hwnnw. I wneud cais, anfonwch e-bost i [UnedBusnesGweithredolaRheoleiddiol@rctcbc.gov.uk](mailto:UnedBusnesGweithredolaRheoleiddiol@rctcbc.gov.uk)

Bwriedir i'r cyfarfod yma gael ei weddarlledu'n fyw, mae rhagor o fanylion am hyn [yma](#)

### **MATERION I'W TRAFOD**

#### **1. DATGAN BUDDIANT**

Derbyn datganiadau o fuddiannau personol gan Aelodau, yn unol â gofynion y Cod Ymddygiad.

#### **Nodwch:**

1. Mae gofyn i Aelodau ddatgan rhif a phwnc yr agendwm mae eu buddiant yn ymwneud ag ef a mynegi natur y buddiant personol hwnnw; a
2. Lle bo Aelodau'n ymneilltuo o'r cyfarfod o ganlyniad i ddatgelu buddiant sy'n rhagfarnu, mae **rhaid** iddyn nhw roi gwybod i'r Cadeirydd pan fyddan nhw'n gadael.

#### **2. COFNODION**

Cadarnhau bod cofnodion o gyfarfod y Cabinet a gynhaliwyd ar 15 Tachwedd 2021 yn rhai cywir.

(Tudalennau 5 -  
10)

**3. RHAGLEN WAITH Y CABINET**

Derbyn adroddiad y Cyfarwyddwr Gwasanaeth – Gwasanaethau Democrataidd a Chyfathrebu, sy'n rhoi'r wybodaeth ddiweddaraf i Aelodau am y rhestr arfaethedig o faterion y mae angen i'r Cabinet eu trafod yn ystod Blwyddyn 2021-22 y Cyngor.

(Tudalennau 11 -  
54)

**4. CYNIGION AR GYFER CYNLLUN ADFYWIO PEN-RHYS**

Derbyn adroddiad y Cyfarwyddwr Materion Ffyniant a Datblygu sy'n nodi'r gwaith sy'n cael ei wneud i archwilio opsiynau ar gyfer cynllun adfywio Ystâd Pen-rhys a'r ardal gyfagos ac i gytuno ar fframwaith ar gyfer bwrw ymlaen â'r gwaith hwn mewn partneriaeth â chwmni Trivallis a Sefydliad y Tywysog.

(Tudalennau 55 -  
66)

**5. DIWEDDARIAD CYNNYDD - ARDAL CYFLEOEDD STRATEGOL 'LLANILID'**

Derbyn adroddiad y Cyfarwyddwr Materion Ffyniant a Datblygu sy'n rhoi diweddariad cynnydd a manylion datblygiadau pellach mewn perthynas â'r cynlluniau a phrosiectau o fewn Ardal Cyfleoedd Strategol 'Llanilid' i Aelodau.

(Tudalennau 67 -  
80)

**6. RHAGLEN YSGOLION YR 21AIN GANRIF - CYNLLUNIO LLEOEDD YSGOL YN NE'R FWRDEISTREF SIROL**

Derbyn adroddiad y Cyfarwyddwr Addysg a Gwasanaethau Cynhwysiant sy'n rhoi diweddariad i'r Aelodau ar y pwysau ar leoedd ysgol yn ne'r Fwrdeistref Sirol a thrafod goblygiadau cynllunio ac ariannol yn y dyfodol.

(Tudalennau 81 -  
88)

**7. RHAGLEN YSGOLION YR 21AIN GANRIF - CYNIGION I WELLA DARPARIAETH ADDYSG GYNRADD CYFRWNG SAESNEG YN ARDAL GLYN-COCH, TONYSGUBORIAU A MAESYBRYN**

Derbyn adroddiad y Cyfarwyddwr Addysg a Gwasanaethau Cynhwysiant sy'n ceisio cymeradwyaeth Aelodau i ddechrau'r ymgynghoriad statudol perthnasol a gofynnol mewn perthynas â'r cynnig i gyfuno Ysgol Gynradd y Cefn ac Ysgol Gynradd Craig yr Hesg, a gofyn am ganiatâd i gyflwyno Achos Busnes Amlinellol Strategol ar gyfer tri Model Buddsoddi Cydfuddiannol (Prosiectau MIM) i Lywodraeth Cymru.

(Tudalennau 89 -  
144)

**8. ADRODDIAD YMGYNGHORI STATUDOL - CYNLLUN STRATEGOL CYMRAEG MEWN ADDYSG ARFAETHEDIG**

Derbyn adroddiad y Cyfarwyddwr Addysg a Gwasanaethau Cynhwysiant sy'n rhannu'r Cynllun Strategol Cymraeg mewn Addysg (WESP) arfaethedig ag Aelodau yn dilyn yr adborth a dderbyniwyd yn rhan o'r ymgynghoriad statudol a'r gwaith cyn y cam craffu a gynhaliwyd gan y Pwyllgor Craffu ar faterion Plant a Phobl Ifanc a Grŵp Llywio'r Cabinet ar faterion y Gymraeg.

(Tudalennau 145 -  
458)

**9. DEILLIANNAU'R YMGYNGHORIAD AR GYNLLUN STRATEGOL YR ADRAN ADDYSG A GWASANAETHAU CYNHWYSIANT AR GYFER 2021-2024 (DRAFFT)**

Derbyn adroddiad y Cyfarwyddwr Addysg a Gwasanaethau Cynhwysiant, sy'n darparu manylion deilliannau'r ymgynghoriad, gan gynnwys manylion y gwaith cyn y cam craffu a gynhaliwyd i gynorthwyo'r Cabinet mewn perthynas â thrafod Cynllun Strategol Drafft diwygiedig yr Adran Addysg a Gwasanaethau Cynhwysiant.

(Tudalennau 459 -  
558)

**10. ADOLYGIAD O DDARPARIAETH DOSBARTHADAU CYNNAL DYSGU I DDISGYBLION AG ANGHENION DYSGU YCHWANEGOL SYLWEDDOL.**

Derbyn adroddiad y Cyfarwyddwr Addysg a Gwasanaethau Cynhwysiant sy'n rhoi cyfle i Aelodau drafod y cynnig i greu darpariaeth Dosbarth Cynnal Dysgu (LSC) cyfrwng Cymraeg prif ffrwd ychwanegol ar gyfer disgyblion ag Anghenion Dysgu Ychwanegol (ADY) yn Ysgol Garth Olwg.

(Tudalennau 559 -  
582)

**11. Y NEWYDDION DIWEDDARAF - EISTEDDFOD GENEDLAETHOL RHCT 2024 - YMGYSYLLTU Â'R GYMUNED**

Derbyn adroddiad y Cyfarwyddwr Materion Iechyd a Diogelwch y Cyhoedd a Gwasanaethau Cymuned sy'n rhoi diweddariad i'r Aelodau am y gwaith sy'n cael ei wneud ar hyn o bryd ar y cyd â swyddogion yr Eisteddfod Genedlaethol wrth baratoi ar gyfer Eisteddfod 2024 sy'n cael ei chynnal yn Rhondda Cynon Taf, yn enwedig mewn perthynas ag ymgysylltu â'r gymuned.

(Tudalennau 583 -  
590)

**12. FFRAMWAITH CYFLOGADWYEDD RHANBARTHOL**

Derbyn adroddiad Cyfarwyddwr Iechyd a Diogelwch y Cyhoedd, a Gwasanaethau Cymuned sy'n gofyn i'r Cabinet gymeradwyo'r egwyddor o ddull cyflogadwyedd lleol wedi'i gydlynu ar lefel rhanbarthol, ar ôl i gyllid Ewropeaidd ddod i ben.

(Tudalennau 591 -

**13. DEILLIANNAU'R YMGYNGHORIAD TEITHIO LLESOL: Y CAMAU NESAF**

Derbyn adroddiad Cyfarwyddwr y Gwasanaethau Rheng Flaen sy'n rhannu deilliannau'r ymgynghoriad teithio llesol statudol a gynhaliwyd a manylion cam nesaf y broses ymgynghori mewn perthynas â theithio llesol, sef cyflwyno Map Rhwydwaith Teithio Llesol i Lywodraeth Cymru erbyn 31 Rhagfyr 2021 fan bellaf.

(Tudalennau 687 -  
774)

**14. MATERION BRYS**

Trafod unrhyw faterion brys y mae'r Cadeirydd yn eu gweld yn briodol.



**Cyfarwyddwr Gwasanaeth y Gwasanaethau Democrataidd a Chyfathrebu**

**Cylchrediad:-**

**Y Cynghorwyr:** Y Cynghorydd A Morgan (Cadeirydd)  
Y Cynghorydd M Webber (Is-gadeirydd)  
Y Cynghorydd R Bevan  
Y Cynghorydd A Crimmings  
Y Cynghorydd M Norris  
Y Cynghorydd J Rosser  
Y Cynghorydd R Lewis  
Y Cynghorydd C Leyshon  
Y Cynghorydd G Hopkins

**Swyddogion:** Chris Bradshaw, Prif Weithredwr  
Christian Hanagan, Cyfarwyddwr Gwasanaeth y Gwasanaethau Democrataidd a Chyfathrebu  
Nigel Wheeler, Cyfarwyddwr Cyfadran – Ffyniant, Datblygu, a Gwasanaethau Rheng-flaen  
Paul Mee, Cyfarwyddwr Cyfadran y Gwasanaethau Cymuned a Gwasanaethau i Blant  
Richard Evans, Cyfarwyddwr - Materion Adnoddau Dynol  
David Powell, Cyfarwyddwr Materion Eiddo'r Cyngor  
Simon Gale, Cyfarwyddwr Materion Ffyniant a Datblygu  
Andy Wilkins, Cyfarwyddwr y Gwasanaethau Cyfreithiol  
Barrie Davies, Cyfarwyddwr Gwasanaethau Cyllid a Digidol  
Louise Davies, Cyfarwyddwr – Iechyd a Diogelwch y Cyhoedd, a

Gwasanaethau'r Gymuned

Gaynor Davies, Cyfarwyddwr Addysg a Gwasanaethau  
Cynhwysiant

Derek James, Cyfarwyddwr Gwasanaeth – Materion Ffyniant a  
Datblygu

Paul Griffiths, Cyfarwyddwr Gwasanaeth – Gwasanaethau Cyllid a  
Gwella

Neil Griffiths, Head Of Financial Services - Community & Children's  
Services

Tudalen wag



## RHONDDA CYNON TAF

### CABINET CYNGOR RHONDDA CYNON TAF

Cofnodion cyfarfod y Cabinet a gynhaliwyd Ddydd Llun, 15 Tachwedd 2021 am 10.00am ar ffurf Hybrid.

#### Y Cyngorwyr Bwrdeistref Sirol – Aelodau o'r Cabinet – oedd yn bresennol:-

Y Cyngorydd A Morgan (Cadeirydd)

Y Cyngorydd M Webber    Y Cyngorydd R Bevan  
Y Cyngorydd A Crimmings    Y Cyngorydd M Norris  
Y Cyngorydd J Rosser    Y Cyngorydd R Lewis  
Y Cyngorydd C Leyshon    Y Cyngorydd G Hopkins

#### Erill oedd yn bresennol

Y Cyngorydd A Davies-Jones

#### Swyddogion oedd yn bresennol

Mr C Bradshaw, Prif Weithredwr  
Mr C Hanagan, Cyfarwyddwr Gwasanaeth – Gwasanaethau Democraidd a Chyfathrebu  
Mr P Mee, Cyfarwyddwr Cyfadrn y Gwasanaethau Cymuned a Gwasanaethau i Blant  
Mr D Powell, Cyfarwyddwr Eiddo'r Cyngor  
Mr R Waters, Cyfarwyddwr Gwasanaethau Rheng Flaen  
Mr S Gale, Cyfarwyddwr Materion Ffyniant a Datblygu  
Mr A Wilkins, Cyfarwyddwr y Gwasanaethau Cyfreithiol  
Mr B Davies, Cyfarwyddwr y Gwasanaethau Cyllid a Digidol  
Ms G Davies, Cyfarwyddwr Addysg a Gwasanaethau Cynhwysiant

#### 74      **Datganiadau o Fuddiant**

Yn unol â Chod Ymddygiad y Cyngor, ni wnaethpwyd unrhyw ddatganiadau mewn perthynas â'r Agenda.

#### 75      **Cofnodion**

**PENDERFYNWYD:** Cymeradwyo cofnodion cyfarfod y Cabinet ar 18 Hydref fel cofnod gwir a chywir.

#### 76      **Adroddiad Cyflawniad ac Adnoddau'r Cyngor (Chwarter 2)**

Darparodd y Cyfarwyddwr Gwasanaeth - Gwasanaethau Cyllid a Gwella adroddiad a oedd yn nodi cyflawniad ariannol a gweithredol y Cyngor erbyn diwedd Chwarter 2 2021/22.

Dywedwyd wrth yr Aelodau fod sefyllfa cyllideb refeniw Chwarter 2 yn rhagamcanu gorwariant o £0.726 miliwn ac yn adlewyrchu'r pwysau allweddol parhaus sydd ar y Gwasanaethau i Oedolion a'r Gwasanaethau i Blant yn bennaf. Ychwanegodd fod gwaith ar y gweill ar draws yr holl wasanaethau yn

rhan o drefniadau rheoli gwasanaeth a threfniadau rheoli ariannol cadarn y Cyngor.

Cyfeiriwyd yr Aelodau at sefyllfa'r gyllideb refeniw a ragwelir yng nghyd-destun effaith sylweddol a pharhaus Covid-19 ar ddarpariaeth gwasanaethau a dywedwyd wrth yr Aelodau bod y gyllideb yn cyfrif cyllid ychwanegol Llywodraeth Cymru i gefnogi costau ychwanegol a cholledion incwm, o ganlyniad uniongyrchol i'r pandemig. Cafodd yr Aelodau sicrwydd y bydd gwaith yn parhau i fonitro sefyllfa ariannol y Cyngor, adnewyddu rhagolygon ariannol wrth i wybodaeth wedi'i diweddarau ddod ar gael a pharhau i ymgysylltu â Llywodraeth Cymru i dynnu sylw at bwysigrwydd darparu cyllid ychwanegol i gefnogi goblygiadau ariannol Covid-19 a phwysau parhaus costau parhaol.

Roedd buddsoddiad cyfalaf ar 30 Medi 2021 yn £31.718 miliwn gyda nifer o gynlluniau yn cael eu hail-broffilio yn ystod y chwarter i adlewyrchu newidiadau mewn costau yn ogystal â cheisiadau am grant allanol newydd sydd wedi'u cymeradwyo. Mae'r cynnydd a wnaed yn ystod 6 mis cyntaf y flwyddyn yn cynnal dull y Cyngor o fuddsoddi hir dymor a pharhaus yn y seilwaith. Mae effaith hynny yn cefnogi gwelliannau gweladwy mewn asedau ledled y Fwrdeistref Sirol, gan ystyried gofynion diogelwch Covid-19.

Dyweddodd yr Aelod o'r Cabinet ar faterion Gwasanaethau Corfforaethol ei bod yn braf gweld bod gwaith ar y gweill ar draws yr holl wasanaethau yn rhan o drefniadau cadarn y Cyngor ar gyfer rheoli ariannol i gyfrannu at leihau'r bwch rhwng y sefyllfa ariannol a'r gyllideb. Ychwanegodd ei bod yn bwysig ein bod yn parhau i ymgysylltu â Llywodraeth Cymru i dynnu sylw at bwysigrwydd darparu cyllid ychwanegol i gefnogi goblygiadau ariannol COVID-19 yn ogystal â lleddfu'r pwysau parhaus. Daeth i'r casgliad ei bod yn braf gweld cynnydd yn cael ei wneud gyda phrosiectau buddsoddi cyfalaf er gwaethaf y pandemig.

Ychwanegodd yr Arweinydd ei fod hefyd yn falch o weld cynnydd gyda'r prosiectau, ac roedd wedi gallu ymweld â rhai o ysgolion yn y Fwrdeistref i weld y cynnydd hynny ei hun. Cyfeiriodd at y pwysau parhaus ym maes Gofal Cymdeithasol i Oedolion ac i Blant, a oedd yn gysylltiedig â rhyddhau cleifion o'r ysbyty. Rhoddodd sicrwydd i'r Aelodau eu bod yn dal i bwysu ar Lywodraeth Cymru am gyllid ychwanegol ar gyfer y maes hwnnw.

#### **PENDERFYNWYD:**

1. Nodi effaith barhaus pandemig Covid-19 ar ddarparu gwasanaethau ac, ochr yn ochr, ailgyflwyno gwasanaethau wrth i gyfyngiadau Covid-19 gael eu codi'n raddol. Refeniw
2. Nodi a chytuno ar sefyllfa alldro refeniw'r Gronfa Gyffredinol ar 30 Medi 2021 (Adran 2 o'r Crynodeb Gweithredol) a nodi'r cyllid parhaus gan Lywodraeth Cymru i gefnogi gwasanaethau yn sgil Covid-19. Cyfalaf
3. Nodi sefyllfa alldro cyfalaf y Cyngor fel y mae ar 30 Medi 2021 (Adrannau 3a-e o'r Crynodeb Gweithredol).
4. Nodi manylion Dangosyddion Materion Darbodusrwydd Cylch Rheoli'r Trysorlys fel y mae ar 30 Medi 2021 (Adran 3f o'r Crynodeb Gweithredol). Cynllun Corfforaethol a Blaenoriaethau
5. Nodi diweddariadau cynnydd Chwarter 2 ar gyfer blaenoriaethau Cynllun



Corfforaethol y Cyngor (Adrannau 5 a-c o'r Crynodeb Gweithredol).

6. Nodi'r adroddiad cynnydd i wella ymateb tymor byr a thymor hir y Cyngor i ddigwyddiadau tywydd eithafol (adran 6 o'r Grynodedb Weithredol)

## **77 Sylfaen Treth y Cyngor 2022-23**

Darparodd y Cyfarwyddwr Cyllid a Gwasanaethau Digidol adroddiad a oedd yn ceisio gosod Sylfaen Treth y Cyngor yn ffurfiol ar gyfer y flwyddyn ariannol 2022/23. Mae'n ofyniad statudol i gytuno ar Sylfaen Treth y Cyngor a'i osod ar gyfer y flwyddyn ariannol sydd i ddod cyn 31 Rhagfyr bob blwyddyn.

Mae'n ofynnol i'r Cyngor gyfrifo'r Sylfaen Trethi ar gyfer y Fwrdeistref Sirol gyfan, yn ogystal â gwneud cyfrifiadau ar wahân ar gyfer ardaloedd cymunedol diffiniedig a allai fod â'u Cyngor Cymuned eu hunain. Sylfaen Treth y Cyngor ar gyfer pob rhan o'r Fwrdeistref Sirol

Parhaodd mai Sylfaen Treth y Cyngor gros a gafodd ei gyfrifo ar gyfer 2022/23 yw £79,904.37. Felly, cynigiwyd y dylid amcangyfrif mai 97.25% yw'r gyfradd gasglu. Byddai hyn yn cynhyrchu Sylfaen Treth y Cyngor net o £77,707.00. Mae hyn yn golygu y byddai swm o £77,707 yn cael ei godi i fodloni gofynion cyllideb y Cyngor am bob £1 a gaiff ei godi mewn Treth y Cyngor y flwyddyn nesaf.

Dywedodd Aelod o'r Cabinet Gwasanaethau Corfforaethol ei fod, fel adroddiad blynyddol sy'n rhan o'r broses gosod cyllideb, yn fodlon cefnogi'r argymhellion yn yr adroddiad

### **PENDERFYNWYD:**

1. Yn unol â Rheoliadau Awdurdodau Lleol (Cyfrifo Sylfaen Treth y Cyngor) (Cymru) 1995 fel y'i diwygiwyd, y swm sydd wedi'i gyfrifo gan y Cyngor fel ei sylfaen dreth net ar gyfer y flwyddyn ariannol 2022/23,, fydd £77,707.00.

2. Bydd sylfaen dreth 2022/23 at ddibenion gosod Treth y Cyngor yn cael ei gosod yn unol ag Atodiad 1 yr adroddiad, ar gyfer pob cymuned diffiniedig yn y Fwrdeistref Sirol.

## **78 Ombwdsmon Gwasanaethau Cyhoeddus Cymru - Adroddiad Blynyddol a Llythyr 2020-2021**

Rhoddodd Cyfarwyddwr y Gwasanaethau Cyfreithiol wybod i'r Aelodau am gyhoeddi Adroddiad Blynyddol a Llythyr Blynyddol Ombwdsmon Gwasanaethau Cyhoeddus Cymru ('PSOW') i'r Cyngor yma ar gyfer 2020-2021.

Dywedwyd wrth yr Aelodau bod cyfanswm y cwynion am gyrrff cyhoeddus wedi gostwng 16% yn ystod y cyfnod adrodd, er bod cynnydd yn nifer y cwynion ynghylch sut mae cyrrff cyhoeddus yn ymdrin â chwynion. Ychwanegodd fod cwynion newydd am awdurdodau lleol wedi gostwng 11% o gymharu â'r flwyddyn flaenorol.

Yn ystod 2020-2021 derbyniwyd 40 cwyn gan yr Ombwdsmon Gwasanaethau Cyhoeddus Cymru yn ymwneud â Chyngor Bwrdeistref Sirol Rhondda Cynon Taf (am gyfnod 2019/20 - 39 ac am gyfnod 2018/2019 - 36) sy'n cyfateb i 0.17 o gwynion i bob 1000 o drigolion. Ychwanegodd mai dyma'r pedwerydd isaf o 22 awdurdod lleol Cymru, ac mae RhCT wedi bod yn gyson yn y chwarterl isaf o ran

chwynion am sawl blwyddyn. 0.25 o gwynion i bob 1000 o breswylwyr oedd y cyfartaledd ar draws y 22 Awdurdod Lleol.

Cyhoeddwyd Polisi Trin Cwynion Enghreifftiol i Awdurdodau Lleol ym mis Medi 2020. Adolygwyd y Polisi ac fe ddiweddarwyd polisi trin cwynion y Cyngor lle bo angen.

Dywedodd y Dirprwy Arweinydd fod yr adroddiad yn cynnwys llawer o ddata ystadegol, gyda'r Gwasanaethau Cymdeithasol i Oedolion a'r Gwasanaethau Cymdeithasol i Blant yn derbyn y nifer uchaf o gwynion. Fodd bynnag, nododd ei bod yn gadarnhaol gweld bod nifer yr ymyriadau sy'n ofynnol gan Ombwdsmon Gwasanaethau Cyhoeddus Cymru wedi gostwng yn sylweddol.

#### **PENDERFYNWYD:**

Nodi Adroddiad Blynyddol a Llythyr Blynyddol Ombwdsmon Gwasanaethau Cyhoeddus Cymru i Gyngor Bwrdeistref Sirol Rhondda Cynon Taf ar gyfer 2020-2021.

### **79 Diweddariad Cynnydd - Gwaith Adfywio yng Nghanol Tref Pontypridd**

Rhannodd y Cyfarwyddwr Materion Ffyniant a Datblygu drosolwg o'r adroddiad a oedd yn manylu ar y cynnydd sylweddol a wnaed o ran cyflawni prosiectau a mentrau adfywio mawr yng Nghanol Tref Pontypridd.

Rhannodd y Cyfarwyddwr yr wybodaeth ddiweddaraf â'r Aelodau mewn perthynas â chynlluniau cyfredol, gan gynnwys gwaith ar hen safleoedd y Neuadd Bingo a Marks & Spencer. Cynghorodd yr Aelodau y bydd adroddiadau pellach ar gyfer y ddau gynllun yn cael eu cyflwyno i'r Cabinet yn y Flwyddyn Newydd. Nododd y Cyfarwyddwr y newyddion da diweddar mewn perthynas â'r cais llwyddiannus i Gronfa Codi'r Gwastad ar gyfer adnewyddu Canolfan Gelf y Miwni ac yn cynghori'r Aelodau y bydd y gwaith yn mynd rhagddo'n gyflym ar y datblygiad hwn.

Yna, hysbysodd y Cyfarwyddwr yr Aelodau am waith ar y cynllun creu lleoedd newydd ac mae'n rhagweld y bydd cynllun drafft yn cael ei adrodd i'r Cabinet yn y Flwyddyn Newydd i Aelodau ei drafod cyn proses ymgysylltu â'r cyhoedd sylweddol.

Siaradodd Aelod o'r Cabinet ar faterion Menter, Datblygu, a Thai yn gadarnhaol am ganlyniadau y Fframwaith Adfywio ar gyfer canol tref Pontypridd 2017 - 2022, gan gyfeirio at gyflawni nifer o brosiectau llwyddiannus. Canmolodd yr Aelod o'r Cabinet yr awdurdod lleol am ei ymrwymiad i gyflawni'r Fframwaith ac mae'n croesawu datblygiad y cynllun creu lleoedd newydd, i adfywio a buddsoddi ymhellach i Ganol Trefi er budd trigolion y Fwrdeistref Sirol.

Adleisiodd y Dirprwy Arweinydd sylwadau'r Cyfarwyddwr a'r Aelod o'r Cabinet am lwyddiant cynlluniau adfywio Pontypridd a chais llwyddiannus i Gronfa Codi'r Gwastad ar gyfer Canolfan Gelf y Miwni.

Myfyriodd yr Arweinydd ymhellach ar effaith gadarnhaol buddsoddiad ar gyfer adfywio canol tref Pontypridd gan gyfeirio at sawl cynllun Fframwaith.

**(Noder:** Roedd y Cynghorydd Bwrdeistref Sirol A Davies-Jones yn bresennol i drafod yr eitem yma fel AS lleol Pontypridd)

Ar ôl trafod, **PENDERFYNWYD:**

1. Nodi'r cynnydd a wnaed o ran y datblygiad a chyflwyno prosiectau a chyflleoedd buddsoddi yng nghanol tref Pontypridd ers mis Medi 2017
2. Nodi'r cynnydd a wnaed yn natblygiad Cynllun Creu Lleoedd Canol Tref Pontypridd sy'n adeiladu ar Fframwaith Adfywio 2017 - 2022. Mae'r cynllun creu lleoedd drafft wedi'i ddatblygu gyda Llywodraeth Cymru a Thrafnidiaeth Cymru ac mae'n darparu gweledigaeth feiddgar ar gyfer Pontypridd sy'n seiliedig ar uchelgais gyffredin ar gyfer y dref a'i rôl yn rhanbarth y Brifddinas.
3. Trafod adroddiad pellach yn y flwyddyn newydd i ofyn am gymeradwyaeth i'r cynllun creu lleoedd i gynnal ymgynghoriad ac ymgysylltu â'r cyhoedd, ochr yn ochr â diweddariadau pellach ar gynnydd ailddatblygiad Canolfan Gelf y Miwni, hen safle Neuadd Bingo a hen siop M&S ac adeiladau cysylltiedig.

**80 Adroddiad Diweddar - Strategaeth Gwefru Cerbydau Trydanol, a'r Cynllun ar gyfer Rhoi Hynny ar Waith**

Rhoddodd Cyfarwyddwr Eiddo'r Cyngor ddiweddariad i'r Aelodau mewn perthynas â'r gwaith a wnaed wrth ddatblygu Strategaeth y Cyngor ar gyfer Gwefru Cerbydau Trydanol (EVC) a gofynnodd i'r Cabinet am fabwysiadu'r strategaeth a'i chyhoeddi'n ffurfiol.

Atgoffwyd yr Aelodau o argymhelliad cychwynol Strategaeth i'r Cabinet gan Grŵp Llywio'r Cabinet ar Faterion yr Hinsawdd ym mis Mawrth eleni, a chymeradwyodd y Cyfarwyddwr waith trawsbynciol sawl grŵp gwasanaeth wrth roi'r Strategaeth ar waith.

Hysbysodd y Cyfarwyddwr yr Aelodau am ddau ymarfer ymgynghori cyhoeddus llwyddiannus a lywiodd y strategaeth ddrafft a'r strategaeth derfynol, a rhoi gwybod i'r Aelodau ymhellach am y canlyniad cadarnhaol a roddwyd gan y panel adolygu mewn perthynas â'r Asesiadau Effaith a baratowyd mewn ymgynghoriad â'r Gwasanaethau Cymraeg a'r Gwasanaethau Amrywiaeth a Chynhwysiant.

Rhoddodd y Cyfarwyddwr yr wybodaeth ddiweddaraf i'r Aelodau mewn perthynas â'r gwaith presennol o ran gweithredu i fanylu ar dargedau tymor byr, canolig a hir y Strategaeth Gwefru Cerbydau Trydanol. Er nad oes unrhyw oblygiadau ariannol pellach, dywedodd y dylai'r Aelodau nodi bod y cynlluniau ar y gweill ar hyn o bryd yn cael eu hariannu'n llawn gan Fargen Ddinesig Prifddinas-Ranbarth Caerdydd. Fodd bynnag, efallai y bydd angen cyllid ychwanegol i gyflawni ffrydiau gwaith newydd yn y dyfodol.

Diolchodd y Cyfarwyddwr y swyddogion dan sylw a'r panel adolygu am roi mewnbyn i ddatblygiad y strategaeth.

Ychwanegodd y Cyfarwyddwr Gwasanaeth, Gwasanaethau Democraidd a

Chyfathrebu bod yr adroddiad wedi'i gyflwyno i Grŵp Llywio'r Cabinet ar faterion yr Hinsawdd ar 10 Tachwedd a bod y Cabinet wedi derbyn y sylwadau. Roedd y rhan fwyaf o'r adborth am y broses ymgynghori yn gadarnhaol, yn ogystal â'r adborth am sut yr ystyriwyd sylwadau cyn i'r Strategaeth gael ei chyflwyno i'r Cabinet. Ychwanegodd y bu trafodaeth ynghylch darparu cyngor i aelodau'r cyhoedd a thrigolion sy'n byw mewn eiddo teras yn rhan o gyflawni'r strategaeth wrth symud ymlaen. Fodd bynnag, roedd y mwyafrif yn cytuno bod y strategaeth yn un gadarnhaol ac yn cefnogi'r trafodaethau ehangach ar ddefnyddio cerbydau trydanol.

Cymeradwyodd yr Aelod o'r Cabinet ar faterion Gwasanaethau Corfforaethol y strategaeth adiolddod i swyddogion am eu gwaith ar ei ddatblygiad i sicrhau ei lwyddiant ac y byddai ei nodau a'i amcanion yn cael eu cyflawni. Diolchodd i Grŵp Llywio'r Cabinet ar faterion yr Hinsawdd ac aelodau'r cyhoedd am eu trafodaeth a'u hadborth a fydd nawr yn cael eu hymgorffori yn y cynllun gweithredu.

Siaradodd yr Arweinydd yn gadarnhaol am y cam cyntaf o gyflwyno adnoddau gwefru ar gyfer cerbydau trydanol dros y misoedd a'r blynyddoedd nesaf a dywedodd ei fod yn siŵr y bydd mwy a mwy yn symud at ddefnyddio Cerbydau Trydanol dros yr ychydig flynyddoedd nesaf. Roedd hefyd yn falch bod rhan o'r cam cyntaf yn cael ei ariannu gan Fargen Ddinesig Prifddinas-Ranbarth Caerdydd ac y byddai trafodaethau'n parhau gyda Bargaen Ddinesig Prifddinas-Ranbarth Caerdydd am fwy o gymorth i ehangu'r strategaeth yn ardal RhCT

Ar ôl trafod, **PENDERFYNWYD:**

1. Yn dilyn adborth a gafwyd gan yr ymgynghoriad cyhoeddus mewn perthynas â'r Strategaeth Gwefru Cerbydau Trydanol, a'r adborth a gafwyd gan Grŵp Llywio'r Cabinet ar faterion yr Hinsawdd, mabwysiadodd y Cabinet y strategaeth arfaethedig yn ffurfiol yn amodol ar unrhyw newidiadau a awgrymwyd a'i chyhoeddi ar wefan y Cyngor.

## 81 Materion Brys

Dim

Daeth y cyfarfod i ben am 10.30am

Y Cyngorydd A Morgan  
Cadeirydd



## **RHONDDA CYNON TAF COUNTY BOROUGH COUNCIL**

### **CABINET**

**13<sup>th</sup> DECEMBER 2021**

#### **CABINET WORK PROGRAMME: 2021- 22 MUNICIPAL YEAR.**

#### **REPORT OF THE SERVICE DIRECTOR, DEMOCRATIC SERVICES & COMMUNICATIONS IN DISCUSSIONS WITH THE LEADER AND DEPUTY LEADER OF THE COUNCIL.**

##### **1. PURPOSE OF THE REPORT**

- 1.1 To present, for Cabinet Members' comment and approval, an update on the Cabinet Work Programme on the proposed list of matters requiring consideration by Cabinet over the 2021-22 Municipal Year. The Work Programme will guide and direct the activities of other arms of the Council, as well as the Cabinet itself.

##### **2. RECOMMENDATIONS**

- 2.1 It is recommended that the Cabinet approve the Work Programme for the 2021-22 Municipal Year (with appropriate amendment where necessary) and receive a further update on a 3 monthly basis.

##### **3. REASONS FOR RECOMMENDATIONS**

- 3.1 At the Council AGM on the 26<sup>th</sup> May 2021, it was agreed that going forward a detailed Cabinet Work Programme be published for a 6 month period, allowing sufficient notice and opportunity for consultation and / or pre scrutiny. Amendments to paragraph 12.1 (Part 4) of the Council's Constitution were amended to reflect this position, although still allowing updated versions of the programme to be provided on a 3 monthly cycle to the Cabinet.
- 3.2 The Local Government & Elections (Wales) Act 2021, provides that information about forthcoming executive decisions must be made available to the Overview and Scrutiny Committee, to ensure these Committees are best informed to undertake and better plan their work. Although the Council are already well placed in respect of this duty, it is important to ensure the development of an accurate and robust

Cabinet work programme, outlining consideration of Key Decisions which will strengthen the robust Governance arrangements intended to be taken forward.

- 3.3 The updated Work Programme is attached to this report for Members' consideration and covers the 2021-22 Municipal Year.
- 3.4 For ease of reference the work programme will also be available on the main Cabinet [webpage](#) for Members and members of the public information.

#### **4. CABINET REPORTS**

- 4.1 The proposed work programme is a rolling work programme for the 2021/22 Municipal Year, which is reported to Cabinet on a 3 month cycle to allow for regular updates and amendments.
- 4.2 An updated work programme is attached as Appendix 1 to this report.
- 4.3 During the period outlined, the Work Programme may be subject to further change to take into account any additional/deletion reports, including any new consultative documents or legislative initiatives from the Welsh Government, which require urgent attention.
- 4.4 In accordance with paragraph 2.5 (Part 4) of the Council's Constitution, any Member of the Council may also request the Leader to put an item on the agenda of a Cabinet meeting. There is also the ability for a resolution to be made by the Overview and Scrutiny Committee or the full Council that an item be considered by the Cabinet, which could alter the forward Work Programme.
- 4.5 In addition to publishing the Cabinet work programme on the main Cabinet web page, the Work Programme is will also be published on a standalone 'Work Programme page' on the website to again assist Members of the public, by improving transparency.

#### **5. CONSULTATION / INVOLVEMENT**

- 5.1 The work programme has been compiled by members of the Senior Leadership Team in discussion with the relevant portfolio holder(s) and has been consulted upon with the relevant scrutiny committees in respect of pre-scrutiny.

#### **5. EQUALITY AND DIVERSITY IMPLICATIONS / SOCIO-ECONOMIC DUTY**

An Equality Impact Assessment including the socio-economic duty is not needed because the contents of the report are for information purposes only.

**6. WELSH LANGUAGE IMPLICATIONS**

Not applicable. Any implications to the Welsh language will be presented within each of the reports outlined within the work programme.

**7. CONSULTATION / INVOLVEMENT**

The work programme has been compiled by members of the Senior Leadership Team in discussion with the relevant portfolio holder(s) and has been consulted upon with the relevant scrutiny committees in respect of pre-scrutiny.

**8. FINANCIAL IMPLICATION(S)**

There are no financial implications aligned to this report.

**9. LEGAL IMPLICATIONS OR LEGISLATION CONSIDERED**

The report has been prepared in accordance with paragraph 12.1 (Part 4) of the Council's Constitution and the future requirements of the Local Government & Elections (Wales) Act 2021.

**10. LINKS TO THE CORPORATE AND NATIONAL PRIORITIES AND THE WELL-BEING OF FUTURE GENERATIONS ACT.**

The Cabinet work programme encompasses all of the Council priorities as it indicates reports coming forward across the Directorates which may impact upon the Council's corporate priorities and others. It also embraces the Future Generations Acts as all future decisions taken by the Cabinet seek to improve the social, economic, environmental and cultural well-being of the County Borough.

**11. CONCLUSION**

An updated Cabinet work programme for the 2021-22 Municipal Year is attached.

**Other Information:-**

**Relevant Scrutiny Committee – Overview & Scrutiny Committee**

**LOCAL GOVERNMENT ACT 1972**

**AS AMENDED BY**

**THE LOCAL GOVERNMENT (ACCESS TO INFORMATION) ACT 1985**

**RHONDDA CYNON TAF COUNTY BOROUGH COUNCIL**

**CABINET**

**DECEMBER 2021**

**REPORT OF THE DIRECTOR DEMOCRATIC SERVICES &  
COMMUNICATIONS IN DISCUSSIONS WITH THE LEADER AND DEPUTY  
LEADER OF THE COUNCIL.**

**Item: CABINET WORK PROGRAMME: 2021-22 MUNICIPAL YEAR.**

**Background Papers**

- Paragraph 12.1 (Part 4) of the Council's Constitution.



## Cabinet Work Programme.

Forward plan of proposed Cabinet Business for the 2021/22 Municipal Year

Specific Period: -June 2021 – May 2022.

(Summary of proposed Key Decisions coming forward for Cabinet Members consideration.)

*N.B – The work programme is subject to change to take account of any additional / deletion of reports, including any new consultative documents or legislative initiatives from the Welsh Government, which require urgent attention.*

Contact: Emma Wilkins (Tel No. 01443 424110)

Key Decision	Brief Outline	Report Status	Decision Maker (Cabinet / Delegated Decision (DD))	Proposed Date	Cabinet Member / responsible Officer	Open / Exempt Report	Consultation to be undertaken prior to Decision being made?
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## Chief Executive

Cabinet Work Programme	In line with the Council's Constitution there is a need to advise and publish the Cabinet Work Programme.	Continuous	Cabinet	Every 3 months June 21 September 21 December 21 March 22	Leader of the Council, Councillor A Morgan. Service Director, Democratic Services & Communication – C Hanagan	Open	<ul style="list-style-type: none"> <li>• Cabinet Members</li> <li>• SLT</li> <li>• Overview &amp; Scrutiny</li> </ul>
Council's Performance & Resources Report	To provide Cabinet with an overview of the Council's performance, both from a financial and operational perspective	Continuous	Cabinet	Quarter 4 – July 2021  Quarter 1 – September 2021  Quarter 2 – November 2021  Quarter 3 – March 2022	Councillor M Norris. Director of Finance & Digital Services - B Davies	Open	<ul style="list-style-type: none"> <li>• Report is presented to the Finance &amp; Performance Scrutiny Committee following consideration by Cabinet</li> </ul>

## JUNE

Leader's Scheme of Delegation	To formally receive the Leader's Scheme of Delegation following the 2021 Council AGM		Cabinet	June 2021	Leader of the Council, Councillor A Morgan. Service Director, Democratic Services & Communication – C Hanagan	Open	Cabinet Members
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Key Decision	Brief Outline	Report Status	Decision Maker (Cabinet / Delegated Decision (DD))	Proposed Date	Cabinet Member / responsible Officer	Open / Exempt Report	Consultation to be undertaken prior to Decision being made?
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Climate Change Consultation Strategy	To receive the findings from the recent consultation on the Council's Draft Climate Change Strategy.		Cabinet	June 2021	Councillor R Lewis – Climate Change Champion Chief Executive	Open	<ul style="list-style-type: none"> <li>• Overview and Scrutiny</li> <li>• Climate Change Cabinet Steering Group</li> </ul>
Access and Engagement Improvements within Democracy	To receive an update in respect of the introduction arrangements to enable the broadcasting of committee meetings and the ability to operate through a hybrid approach. These developments aim to encourage engagement and improve public participation in the democratic process.		Cabinet	June 2021	Deputy Leader Service Director, Democratic Services & Communication – C Hanagan	Open	<ul style="list-style-type: none"> <li>•</li> </ul>

Tudalen 19

**JULY**

Corporate Asset Management Plan Interim Update	To brief members on progress with the plan		Cabinet	July 2021	Councillor M Norris. Director of Corporate Estates – D Powell	Exempt	

Key Decision	Brief Outline	Report Status	Decision Maker (Cabinet / Delegated Decision (DD))	Proposed Date	Cabinet Member / responsible Officer	Open / Exempt Report	Consultation to be undertaken prior to Decision being made?
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Medium Term Financial Plan Update	To provide Members with an update on the Medium Term Financial Plan for 2021/22 – 2024/2025		Cabinet	July 2021	Councillor M Norris. Director of Finance & Digital Services - B Davies	Open	Report is presented to the Finance & Performance Scrutiny Committee following consideration by Cabinet
100-102 Taff St - Surrender of lease	To surrender the lease of 100 – 102 Taff St, Pontypridd		Delegated Decision	August 2021	Councillor M Norris & A Morgan Director of Corporate Estates – D Powell	Exempt	

## SEPTEMBER

Corporate Parenting Board Annual Report	To consider the Annual report of the Corporate Parenting Board.		Cabinet	September 2021	Cllr C Leyshon Service Director, Democratic Services & Communication – C Hanagan		<ul style="list-style-type: none"> <li>Corporate Parenting Board</li> <li>Children &amp; Young People Scrutiny</li> </ul>
Council Corporate Plan - Investment Priorities	To consider the investment priorities.		Cabinet	September 2021	Leader of the Council, Councillor A Morgan. Director of Finance & Digital Services – B Davies		

Key Decision	Brief Outline	Report Status	Decision Maker (Cabinet / Delegated Decision (DD))	Proposed Date	Cabinet Member / responsible Officer	Open / Exempt Report	Consultation to be undertaken prior to Decision being made?
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Cynon Valley Waste Disposal Company Limited and Amgen Rhondda Limited – Annual General Meeting	To provide Members with details of the AGM in respect of the Cynon Valley Waste Disposal Company Ltd and Amgen Rhondda Ltd.		Cabinet	September 2021	Councillor A Crimmings Director of Legal Services - A Wilkins	Exempt	

### OCTOBER

Tiddalen 21 Budget Consultation Report	To inform Members of the proposed approach to resident engagement and consultation in respect of the 2022/23 budget.		Cabinet	October 2021	Councillor M Webber Service Director, Democratic Services & Communication – C Hanagan	Open	
Council's Corporate Performance Report	To consider the Corporate Performance Report and recommend its endorsement by Council		Cabinet	October 2021	Leader of the Council, Councillor A Morgan. Chief Executive – C Bradshaw	Open	
Corporate Joint Committees	To receive an update in respect of		Cabinet	October 2021	Leader of the Council, Councillor A Morgan.		

Key Decision	Brief Outline	Report Status	Decision Maker (Cabinet / Delegated Decision (DD))	Proposed Date	Cabinet Member / responsible Officer	Open / Exempt Report	Consultation to be undertaken prior to Decision being made?
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	Corporate Joint Committees				Chief Executive – C Bradshaw		
Tudalen 22	Improving the Council's recruitment process for the Armed Forces Community	To provide Cabinet with a number of options that could improve the Council's recruitment process, so as to make it easier for the Armed Forces Community and veterans to overcome barriers to civilian employment.	Cabinet	October 2021	Deputy Leader, Councillor M Webber Director, Human Resources, Service Director, Democratic Services & Communication		Open
							<ul style="list-style-type: none"> <li>Overview &amp; Scrutiny Governance &amp; Audit</li> </ul>

### NOVEMBER

Electrical Vehicle Charging Strategy	To provide Members with the EVC following consultation		Cabinet	November 2021	Councillor R Lewis Director of Corporate Estates – D Powell		Climate change steering group
Ombudsman Annual Report and Letter	To consider the Annual Report and letter of the Ombudsman		Cabinet	November 2021	Deputy Leader, Councillor M Webber. Director of Legal Services – A Wilkins		
Council Tax Base 2022/23	To receive the report in respect of setting the Council Tax Base 2022/23		Cabinet	November 2021	Councillor M Norris. Director of Finance & Digital Services – B Davies	Open	

Key Decision	Brief Outline	Report Status	Decision Maker (Cabinet / Delegated Decision (DD))	Proposed Date	Cabinet Member / responsible Officer	Open / Exempt Report	Consultation to be undertaken prior to Decision being made?
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**DECEMBER**

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**JANUARY**

Budget Report	To agree a draft Revenue Budget Strategy for 2022/23 as a basis to consult with stakeholders		Cabinet	January 2022	Leader of the Council, Councillor A Morgan. Director of Finance & Digital Services – B Davies		
Digital Strategy	To receive an update in respect of the Council's digital strategy		Cabinet	January 2022	Councillor M Norris. Director of Finance & Digital Services – B Davies		F&P Scrutiny Committee
Corporate Asset Management Plan Interim Update	To brief members on progress with the plan		Cabinet	January 2022	Councillor M Norris. Director of Corporate Estates – D Powell	Exempt	
Regulation of Investigatory Powers Act 2000 (RIPA) - Use of RIPA in 2020-21 by RCTCBC	To enable Members to review the Council's use of the Regulation of Investigatory Powers Act 2000 ('RIPA')		Cabinet	January 2022	Deputy Leader, Councillor M Webber. Director of Legal & Services – A Wilkins	Open	
Irrecoverable Debts	To provide Cabinet with an update in		Cabinet	January 2022	Councillor M Norris.	Exempt	

Key Decision	Brief Outline	Report Status	Decision Maker (Cabinet / Delegated Decision (DD))	Proposed Date	Cabinet Member / responsible Officer	Open / Exempt Report	Consultation to be undertaken prior to Decision being made?
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	respect of irrecoverable debts				Director of Finance & Digital Services – B Davies		
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**FEBRUARY**

Tudalen 24	Budget Report	The need to adopt a budget strategy to recommend to Council as the basis of the budget strategy for the financial year ending March 2023, following consideration of the consultation feedback		Cabinet	February 2022	Leader of the Council, Councillor A Morgan. Director of Finance & Digital Services – B Davies	Open	<ul style="list-style-type: none"> <li>Budget Consultation - Service Users, Road shows, School Budget Forum &amp; Scrutiny.</li> </ul>
	Council Fees & Charges	The need to advise Cabinet of the proposed Council Fees and Charges for the financial year 2022/23		Cabinet	February 2022	Leader of the Council, Councillor A Morgan. Director of Finance & Digital Services – B Davies	Open	
	Capital Programme	To propose to Council the three year capital programme		Cabinet	February 2022	Leader of the Council, Councillor A Morgan. Director of Finance & Digital Services – B Davies	Open	



Key Decision	Brief Outline	Report Status	Decision Maker (Cabinet / Delegated Decision (DD))	Proposed Date	Cabinet Member / responsible Officer	Open / Exempt Report	Consultation to be undertaken prior to Decision being made?
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NDR relief schemes	To receive an update in respect of the NDR relief schemes		Cabinet	February 2022	Councillor M Norris. Director of Finance & Digital Services – B Davies	Open	
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**MARCH**

Annual Equalities Report	To receive the report of the Director, Human Resources in respect of the Annual Equalities Report.		Cabinet	March 2022	Deputy Leader, Councillor M Webber Director, Human Resources – R Evans	Open	
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**APRIL**

**MAY**

Strategic Equality Plan	To provide Members with details of the Councils Strategic Equality plan		Cabinet	May 2022	Deputy Leader, Councillor M Webber Director, Human Resources – R Evans	Open	
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**ON GOING UPDATES**

Key Decision	Brief Outline	Report Status	Decision Maker (Cabinet / Delegated Decision (DD))	Proposed Date	Cabinet Member / responsible Officer	Open / Exempt Report	Consultation to be undertaken prior to Decision being made?
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The Council's Response to Covid-19	To formally receive a service update on the Council's service response to the Covid-19 pandemic	Continuous	Cabinet	When Applicable	Leader of the Council, Councillor A Morgan, Chief Executive – C Bradshaw	Open	<ul style="list-style-type: none"> <li>• Cabinet Members</li> <li>• SLT</li> <li>• Overview &amp; Scrutiny</li> </ul>
RCT Flooding Update	To receive updates in respect of flooding in Rhondda Cynon Taf in addition to statutory reporting requirements into flooding.		Cabinet	When Applicable	Leader of the Council, Councillor A Morgan, Chief Executive – C Bradshaw		
Brexit	To receive a verbal update in respect of Brexit		Cabinet	When appropriate	Leader of the Council, Councillor A Morgan. Chief Executive – C Bradshaw	Open	
Corporate Plan – Updates on delivery	To receive reports outlining delivery and ambition of the Corporate Plan		Cabinet	When Applicable	Leader of the Council, Councillor A Morgan & Chief Executive, C Bradshaw	Open	
Cardiff Capital Region - City Deal	The need to advise of the progress being made in respect of the City Deal		Cabinet	When Applicable	Leader of the Council, Councillor A Morgan & Chief Executive, C Bradshaw	Open	
Staff Panel Report	To receive details of the proposals put		Cabinet	When Applicable	Councillor M Webber &	Open	

Key Decision	Brief Outline	Report Status	Decision Maker (Cabinet / Delegated Decision (DD))	Proposed Date	Cabinet Member / responsible Officer	Open / Exempt Report	Consultation to be undertaken prior to Decision being made?
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	forward by the Council's Staff Panel in respect of efficiency savings and smarter ways of working				Service Director, Democratic Services & Communication - C Hanagan		
Scrutiny Recommendations	To receive recommendations coming forward following a scrutiny review.		Cabinet	Continuous	Specific to the Scrutiny Review undertaken	Open	
Write off of Irrecoverable Debts	Need to provide Cabinet with a position statement on irrecoverable debts		Cabinet	Continuous / When Applicable	Leader of the Council, Councillor A Morgan & Councillor M Norris. Director, Finance & Digital Services – B Davies	Exempt	

Key Decision	Brief Outline	Report Status	Decision Maker (Cabinet / Delegated Decision (DD))	Proposed Date	Cabinet Member / responsible Officer	Open / Exempt Report	Consultation to be undertaken prior to Decision being made?
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## Prosperity, Development & Frontline Services

### JUNE

<p>Online Active Travel Consultation : Outcome Of Exercise</p>	<p>To consider the outcome of an online active travel consultation exercise that the Council undertook a few months ago, in collaboration with the Welsh Government.</p>		<p>Cabinet</p>	<p>June 2021</p>	<p>Councillor A Crimmings Group Director – Prosperity, Development &amp; Frontline Services – N Wheeler</p>		
<p>North West Cardiff Corridor Transportation Study</p>	<p>To receive an update on a transportation study which is determining which public transport options offer the best business case in order to improve access through North West Cardiff towards the city centre.</p>		<p>Cabinet</p>	<p>June 2021</p>	<p>Councillor A Crimmings Group Director – Prosperity, Development &amp; Frontline Services – N Wheeler</p>		

Key Decision	Brief Outline	Report Status	Decision Maker (Cabinet / Delegated Decision (DD))	Proposed Date	Cabinet Member / responsible Officer	Open / Exempt Report	Consultation to be undertaken prior to Decision being made?
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UK Levelling Up fund	To receive information relating to the UK Levelling Up Fund		Cabinet	June 2021	Councillor R Bevan Director of Prosperity & Development - S Gale		
Removal of means testing for medium and large DFG's	Update in relation to the Removal of means testing for medium and large DFG's		Delegated Decision	June 2021	Councillor R Bevan Director of Prosperity & Development - S Gale		

**JULY**

Tudalen 29

**AUGUST**

Welsh Governments Town Centre Business Grant	To take forward the Grant from WG		Delegated Decision	August 2021	Councillor R Bevan Director of Prosperity & Development - S Gale		
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**SEPTEMBER**

Trivallis housing adaptation impact report and an update on wider partnership working between RCT and Trivallis to provide adapted	To provide an update on the innovative methods used by Trivallis in order to spend their 2020/2021 Adaptations Budget		Cabinet	September 2021	Councillor R Bevan Director of Prosperity & Development - S Gale		
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Key Decision	Brief Outline	Report Status	Decision Maker (Cabinet / Delegated Decision (DD))	Proposed Date	Cabinet Member / responsible Officer	Open / Exempt Report	Consultation to be undertaken prior to Decision being made?
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homes for some of our most vulnerable residents	as a result of the Covid 19 Pandemic						
Approval of the Tourism Strategy	To receive the Tourism Strategy consultation		Cabinet	September 2021	Councillor R Bevan Director of Prosperity & Development - S Gale		
Unadopted Roads	To receive a report advising Members of unadopted roads across the Authority		Cabinet	September 2021	Councillor A Morgan Group Director – Prosperity, Development & Frontline Services – N Wheeler		
Review of Regulation, Awareness and Enforcement of Flood and Water Legislation	To advise members in regard to the review of the regulation, awareness and enforcement of flood and water legislation within the Council following Storm Dennis		Cabinet	September 2021	Councillor A Morgan Group Director – Prosperity, Development & Frontline Services – N Wheeler		
Community infrastructure levy annual monitoring report	CIL regulations require a report to update Cabinet on the performance of CIL during the last		Cabinet	September 2021	Councillor R Bevan Director of Prosperity & Development - S Gale		Finance & Performance

Tudalen 30

Key Decision	Brief Outline	Report Status	Decision Maker (Cabinet / Delegated Decision (DD))	Proposed Date	Cabinet Member / responsible Officer	Open / Exempt Report	Consultation to be undertaken prior to Decision being made?
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year and make any amendments deemed necessary.

### OCTOBER

Emergency Works to Wattstown Standard Tip

The need to take forward emergency works

Delegated Decision

October 2021

Leader of the Council, Councillor A Morgan. Director –Frontline Services – R Waters

Tackling Empty Properties

To receive an update in respect of empty properties

Cabinet

October 2021

Councillor R Bevan Director of Prosperity & Development - S Gale

LDP Annual Monitoring Report

To approve the LDP annual monitoring report, prior to submission to Welsh Government

Delegated Decision

October 2021

Councillor R Bevan Director of Prosperity & Development - S Gale

### NOVEMBER

Update Report – Pontypridd Regeneration

To receive an update in respect of Pontypridd Regeneration

Cabinet

November

Councillor R Bevan Director of Prosperity & Development - S Gale

### DECEMBER

Key Decision	Brief Outline	Report Status	Decision Maker (Cabinet / Delegated Decision (DD))	Proposed Date	Cabinet Member / responsible Officer	Open / Exempt Report	Consultation to be undertaken prior to Decision being made?
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National Heritage Lottery Fund Priorities	To receive information relating to the National Heritage Lottery Fund Priorities		Delegated Decision	December 2021	Councillor R Bevan Director of Prosperity & Development - S Gale		
Progress Update On The Delivery Of The 'Llanilid' Strategic Opportunity Area	To receive a progress update and the further development of schemes and projects within the 'Llanilid' Strategic Opportunity Area		Cabinet	December 2021	Councillor R Bevan Director of Prosperity & Development - S Gale		
Proposals For The Regeneration Of Penrhys	To receive an update on the work being undertaken to explore options for the regeneration of the Penrhys Estate		Cabinet	December 2021	Councillor R Bevan Director of Prosperity & Development - S Gale		
Active Travel Consultation Exercise – Next Steps	To receive details of the active travel consultation that had been undertaken		Cabinet	December 2021	Councillor A Crimmings. Director –Frontline Services – R Waters		

### JANUARY

Revised LDP Preferred Strategy	To receive the Revised LDP Preferred Strategy		Cabinet	January 2022	Councillor R Bevan Director of Prosperity & Development - S Gale		
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Key Decision	Brief Outline	Report Status	Decision Maker (Cabinet / Delegated Decision (DD))	Proposed Date	Cabinet Member / responsible Officer	Open / Exempt Report	Consultation to be undertaken prior to Decision being made?
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Town Centre Strategy (Aberdare Acquisitions)	To receive the Town Centre Strategy		Delegated Decision	January 2022	Councillor R Bevan Director of Prosperity & Development - S Gale		
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**FEBRUARY**

Community Infrastructure Levy "CIL" Consultation Responses	To update Cabinet on the responses resulting from the Community Infrastructure Levy "CIL" consultation in respect of the Council's Regulation 123 List		Cabinet	February 2022	Councillor R Bevan Director of Prosperity & Development - S Gale	Open	
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Councils Gypsy and Traveller Accommodation Assessment	To receive details of the Council's gypsy and traveller accommodation assessment		Cabinet	February 2022	Councillor R Lewis Director of Prosperity & Development - S Gale		
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Tonypany Placemaking Plan	To receive the Tonypany Placemaking Plan		Cabinet	February 2022	Councillor R Bevan Director of Prosperity & Development - S Gale		
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Pontypridd Placemaking Plan	To receive the Pontypridd Placemaking Plan		Cabinet	February 2022	Councillor R Bevan Director of Prosperity & Development - S Gale		
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Key Decision	Brief Outline	Report Status	Decision Maker (Cabinet / Delegated Decision (DD))	Proposed Date	Cabinet Member / responsible Officer	Open / Exempt Report	Consultation to be undertaken prior to Decision being made?
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Pontypridd M&S Future Use	To consider the future use of M&S, Pontypridd		Cabinet	February 2022	Councillor R Bevan Director of Prosperity & Development - S Gale		
Bingo Hall Future Use	To consider the future use of the Bingo Hall, Pontypridd		Cabinet	February 2022	Councillor R Bevan Director of Prosperity & Development - S Gale		

**MARCH**

Review of Adapted Housing	To review Adapted Housing		Cabinet	March 2022	Councillor R Bevan Director of Prosperity & Development - S Gale		
Local Housing Market assessment	To receive the Local Housing Market assessment		Cabinet	March 2022	Councillor R Bevan Director of Prosperity & Development - S Gale		
Supplementary Capital Programme - Highways, Transportation & Strategic projects	The need to seek approval for detailed investment within the service following Council's approval of the 3 year Capital Programme.		Cabinet	March 2022	Leader of the Council, Councillor A Morgan. Director –Frontline Services – R Waters	Open	

**APRIL**

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Key Decision	Brief Outline	Report Status	Decision Maker (Cabinet / Delegated Decision (DD))	Proposed Date	Cabinet Member / responsible Officer	Open / Exempt Report	Consultation to be undertaken prior to Decision being made?
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**MAY**

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**ONGOING UPDATES**

Tudalen 35	Processing Of Mixed Kerbside Recycling	To provide Members with an update in respect of the opportunities of investment into processing of Mixed Kerbside Recycling		Cabinet		Leader of the Council Councillor A Morgan. Director –Frontline Services – R Waters	Exempt	
	Highways Investment Scheme	To receive regular updates in respect of the Highways Investment Scheme		Cabinet		Leader of the Council Councillor A Morgan. Director –Frontline Services – R Waters		

Key Decision	Brief Outline	Report Status	Decision Maker (Cabinet / Delegated Decision (DD))	Proposed Date	Cabinet Member / responsible Officer	Open / Exempt Report	Consultation to be undertaken prior to Decision being made?
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Review of Mainstream School Transport Provision	Need to provide Cabinet with the outcomes of the periodic review of the Council's mainstream School Transport Provision		Cabinet	Periodic Review / when applicable	Leader of the Council, Councillor A Morgan. Director –Frontline Services – R Waters	Open	
Porth Town Centre Strategy	To receive updates as and when applicable		Cabinet	When appropriate	Councillor R Bevan Director of Prosperity & Development - S Gale		
Taff Vale Update and Business Plan	Taff Vale Update Report.		Cabinet	When appropriate	Councillor R Bevan Director of Prosperity & Development - S Gale	Open	

Key Decision	Brief Outline	Report Status	Decision Maker (Cabinet / Delegated Decision (DD))	Proposed Date	Cabinet Member / responsible Officer	Open / Exempt Report	Consultation to be undertaken prior to Decision being made?
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Scrutiny Recommendations	To receive any recommendations coming forward following a scrutiny review.		Cabinet	Continuous / When Applicable	Specific to Scrutiny Review undertaken	Open	<ul style="list-style-type: none"> <li>Scrutiny</li> </ul>
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Key Decision	Brief Outline	Report Status	Decision Maker (Cabinet / Delegated Decision (DD))	Proposed Date	Cabinet Member / responsible Officer	Open / Exempt Report	Consultation to be undertaken prior to Decision being made?
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## Community & Children's Services

### JUNE

Asylum Seeker Dispersal Scheme Participation	To receive an update in respect of the Asylum Seeker Dispersal Scheme Participation		Cabinet	June 2021	Cllr R Lewis Director, Public Health Protection & Community Services – L Davies		
Community Renewal Fund	To receive an update on the delivery status of the UK Community Renewal Fund within Rhondda Cynon Taf, identified as a Priority Place for the funding opportunity by UK Government.		Cabinet	June 2021			

### JULY

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Key Decision	Brief Outline	Report Status	Decision Maker (Cabinet / Delegated Decision (DD))	Proposed Date	Cabinet Member / responsible Officer	Open / Exempt Report	Consultation to be undertaken prior to Decision being made?
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## SEPTEMBER

Director Social Services Annual Report (Draft)	Statutory required- Annual report on the delivery, performance, risks & planned improvements to the Social Services function of the Council	Draft	Cabinet	September 2021	Councillor G Hopkins & Councillor C Leyshon - Group Director Community & Children's Services - P Mee	Open	Children & Young People Scrutiny Committee  Health & Wellbeing Scrutiny Committee  •
Declaration of Clydach Vale as a Country Park	To seek Cabinet approval to declare Clydach Vale as a Country Park		Cabinet	September 2021	Cllr A Crimmings Director, Public Health Protection & Community Services – L Davies		
Public Space Protection Order- Review and Recommendations	To receive a report in respect of Public Space Protection Orders.		Cabinet	September 2021	Cllr R Lewis Director, Public Health Protection & Community Services – L Davies		
Fostering Services – Foster Carer Allowances (PM)	To provide Cabinet with an update on Foster Care Allowances		Cabinet	September 2021	Councillor G Hopkins , T Leyshon Group Director Community & Children's Services – P Mee	Exempt	

## OCTOBER



Key Decision	Brief Outline	Report Status	Decision Maker (Cabinet / Delegated Decision (DD))	Proposed Date	Cabinet Member / responsible Officer	Open / Exempt Report	Consultation to be undertaken prior to Decision being made?
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Community Asset Transfer Review	To review the Community asset transfer in respect of Hawthorn Pool		Delegated Decision	October 2021	Cllr A Crimmings Director, Public Health Protection & Community Services – L Davies		
Living Wage	To consider a proposal in respect of the living wage for Independent Sector Social Care Providers and Direct Payment Recipients		Cabinet	October 2021	Councillor G Hopkins & Councillor C Leyshon Group Director Community & Children's Services – P Mee	exempt	
Gambling Act Policy	To receive the Gambling Act Policy		Cabinet	October 2021	Cllr R Lewis Director, Public Health Protection & Community Services – L Davies		Licensing Committee
Living Landscape Project	To receive the comments of the Climate Change Steering Group in respect of the Living Landscape Project		Cabinet	October 2021	Cllr R Lewis Director, Public Health Protection & Community Services – L Davies		Climate Change Steering Group
Cwm Taf Safeguarding Board Annual Report	In accordance with the SSWB Act, the need to report the Cwm Taf Safeguarding Annual Report to the Cabinet, setting out their priorities for the coming year.		Cabinet	October 2021	Councillor G Hopkins & Councillor C Leyshon Group Director Community & Children's Services – P Mee	Open	<ul style="list-style-type: none"> <li>Cwm Taf Safeguarding Board</li> </ul>

Tudalen 4

Key Decision	Brief Outline	Report Status	Decision Maker (Cabinet / Delegated Decision (DD))	Proposed Date	Cabinet Member / responsible Officer	Open / Exempt Report	Consultation to be undertaken prior to Decision being made?
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Social Services Annual Complaints Report	Provide Cabinet with an overview of the operation & effectiveness of the Council's Social Services complaints procedure		Cabinet	October 2021	Councillor G Hopkins Group Director Community & Children's Services – P Mee	Open	
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**NOVEMBER**

**DECEMBER**

Tudalen 42

Eisteddfod Update	To receive an update in respect of the Eisteddfod		Cabinet	December 2021	Cllr R Lewis Director, Public Health Protection & Community Services – L Davies		
Regional Employability	To consider the report in respect of regional employability		Cabinet	December 2021	Cllr R Lewis Director, Public Health Protection & Community Services – L Davies		
Publication of 2021 Air Quality Progress Report	To publish the 2021 Air Quality Progress Report		Delegated Decision	December 2021	Cllr R Lewis Director, Public Health Protection & Community Services	Open	

Key Decision	Brief Outline	Report Status	Decision Maker (Cabinet / Delegated Decision (DD))	Proposed Date	Cabinet Member / responsible Officer	Open / Exempt Report	Consultation to be undertaken prior to Decision being made?
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RCT Together – Community Asset Transfer	To approve the grant of a 15 year lease of the identified parcel of land within Gelligaled Park, Ystrad to Gelligaled Park Community Action Group		Delegated Decision	December 2021	Cllr R Lewis Director, Public Health Protection & Community Services – L Davies		

**JANUARY**

Homelessness Strategy	To provide Cabinet with an update on the Homelessness Strategy		Cabinet	January 2022	Cllr R Lewis Director, Public Health Protection & Community Services – L Davies		
National Adoption Annual Report	To receive the National Adoption Annual Report		Cabinet	January 2022	Councillor C Leyshon and Group Director Community & Children's Services – P Mee	Open	

Key Decision	Brief Outline	Report Status	Decision Maker (Cabinet / Delegated Decision (DD))	Proposed Date	Cabinet Member / responsible Officer	Open / Exempt Report	Consultation to be undertaken prior to Decision being made?
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Early Years Transformation Programme update	To provide Cabinet with an update on the Early Years Transformation Programme		Cabinet	January 2022	Cllr R Lewis Director, Public Health Protection & Community Services – L Davies		
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Food Resilience	To provide Cabinet with an update		Cabinet	January 2022	Cllr R Lewis Director, Public Health Protection & Community Services – L Davies		
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Tudalen 4

**FEBRUARY**

Regional Adoption Annual Report	To consider the Regional Adoption Annual Report		Cabinet	February 2021	Councillor G Hopkins, Group Director Community & Children's Services – P Mee		
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Leisure Strategy	To provide Cabinet with the Council's proposed Leisure Strategy		Cabinet	February 2022	Cllr A Crimmings Director, Public Health Protection & Community Services – L Davies		H&WB scrutiny Cmt.
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**MARCH**

**APRIL**

Key Decision	Brief Outline	Report Status	Decision Maker (Cabinet / Delegated Decision (DD))	Proposed Date	Cabinet Member / responsible Officer	Open / Exempt Report	Consultation to be undertaken prior to Decision being made?
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**MAY**

**ONGOING UPDATES**

Modernisation of Residential Care and Day Care for Older People – Consultation feedback	To receive the consultation feedback		Cabinet	When Applicable	Councillor G Hopkins, Group Director Community & Children’s Services – G Isingrini		Overview and Scrutiny Committee
SS&WB Board Development	To consider any updates as appropriate in respect of the SS&WB Board		Cabinet	Continuous / When Applicable	Councillor C Leyshon Group Director Community & Children’s Services – P Mee	Open	
Regional Transformation Agenda	To receive an update on the regional transformation agenda		Cabinet	When Applicable	Councillor C Leyshon and Group Director Community & Children’s Services – P Mee		
Development of Community Hubs	To consider the development of Community Hubs across the County Borough		Cabinet	Continuous / When Applicable	Councillor R Lewis Director, Public Health, Protection & Community Services	Open	
Extra Care Strategy	To receive update reports on the Councils		Cabinet	Continuous / When Applicable	Councillor C Leyshon	Open	

Cabinet 45

Key Decision	Brief Outline	Report Status	Decision Maker (Cabinet / Delegated Decision (DD))	Proposed Date	Cabinet Member / responsible Officer	Open / Exempt Report	Consultation to be undertaken prior to Decision being made?
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	progress in respect of delivery of the Extra Care Strategy				Group Director Community & Children's Services – P Mee		
Advocacy	To provide Cabinet with an update in respect of advocacy		Cabinet	When Applicable	Councillor C Leyshon and Group Director Community & Children's Services – P Mee		
Cwm Taf MASH Annual Report	To receive the Annual report of the Cwm Taf MASH		Cabinet	When Applicable	Councillor C Leyshon Group Director Community & Children's Services – P Mee	Open	
Social Services & Wellbeing Act	To provide updates as and when necessary on the Council's duties in respect of the Act		Cabinet	Continuous / When Applicable	Councillor C Leyshon Group Director Community & Children's Services – P Mee	Open	
Local Air Quality Management Reports	To provide details of the Local Air Quality Management Reports		Delegated Decision	Continuous / When Applicable	Councillor R Lewis Director, Public Health, Protection & Community Services	Open	
Scrutiny Recommendations	To receive any recommendations coming forward following a scrutiny review.		Cabinet	Continuous / When Applicable	Specific to Scrutiny Review undertaken	Open	<ul style="list-style-type: none"> <li>Scrutiny</li> </ul>

Key Decision	Brief Outline	Report Status	Decision Maker (Cabinet / Delegated Decision (DD))	Proposed Date	Cabinet Member / responsible Officer	Open / Exempt Report	Consultation to be undertaken prior to Decision being made?
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Key Decision	Brief Outline	Report Status	Decision Maker (Cabinet / Delegated Decision (DD))	Proposed Date	Cabinet Member / responsible Officer	Open / Exempt Report	Consultation to be undertaken prior to Decision being made?
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## Education & Inclusion Services

### JUNE

Tudalen	School Holiday Enrichment Programme	To provide information on the SHEP pilot			June 2021	Councillor J Rosser. Director, Education & Inclusion Services - G Davies (Author: Andrea Richards)	Open	
48	Progress report Greater Pontypridd Schools Band B	To receive updated project costs and re-profiling of programme following JR determination		Cabinet	June 2021	Councillor J Rosser. Director, Education & Inclusion Services - G Davies (Author(s): Gaynor Davies/Andrea Richards)	Open	
	YGG Llyn-y-Forwyn	To receive the outcome of the consultation for the proposed new school		Cabinet	June 2021	Councillor J Rosser. Director, Education & Inclusion Services - G Davies (Author(s): Gaynor Davies/Andrea Richards)	Open	
	FEO Pilot & potential rollout to Primaries	To seek approval on the extension of the secondary FEO pilot		Cabinet	June 2021	Councillor J Rosser. Director, Education & Inclusion Services - G Davies	Open	



Key Decision	Brief Outline	Report Status	Decision Maker (Cabinet / Delegated Decision (DD))	Proposed Date	Cabinet Member / responsible Officer	Open / Exempt Report	Consultation to be undertaken prior to Decision being made?
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	and a new primary FEO pilot				(Author(s): Daniel Williams)		
Additional repairs and maintenance investment in schools	To provide an update on additional repairs and maintenance following additional WG grant funding.		Cabinet	June 2021	Councillor J Rosser. Director, Education & Inclusion Services - G Davies (Author(s): Andrea Richards/Lisa Howell)	Open	

**JULY**

RCT SACRE Annual Report	To receive the annual report of RCT SACRE		Cabinet	July 2021	Councillor J Rosser. Director, Education & Inclusion Services - G Davies (Author(s): Angela Hill, CSC SACRE Consultant)	Open	
Proposal re. Virtual School Model for CLA	An opportunity to consider a joint pilot strategy between Education and Inclusion Services and Children's Services to improve the educational outcomes of children who are looked after (CLA) by Rhondda Cynon Taf County Borough Council		Cabinet	July 2021	Councillor J Rosser. Director, Education & Inclusion Services - G Davies (Author: Ceri Jones)	Open	



Key Decision	Brief Outline	Report Status	Decision Maker (Cabinet / Delegated Decision (DD))	Proposed Date	Cabinet Member / responsible Officer	Open / Exempt Report	Consultation to be undertaken prior to Decision being made?
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YGG Llyn-y-Forwyn	To receive the outcome of the statutory notice period new school and make a decision on whether to proceed with the proposal		Cabinet	September 2021	Councillor J Rosser. Director, Education & Inclusion Services - G Davies (Author(s): Gaynor Davies/Andrea Richards)	Open	

**OCTOBER**

Special School report - provisional			Cabinet	October 2021	Councillor J Rosser & Director, Education & Inclusion Services - G Davies (Author(s): Andrea Richards/Ceri Jones)	Open	
21st Century School Modernisation Programme - Band B Update			Cabinet	October 2021	Councillor J Rosser & Director, Education & Inclusion Services - G Davies		
UPDATE ON THE EDUCATION AND INCLUSION SERVICES SUPPORT FOR SCHOOLS AND PRUS IN RESPONSE TO COVID-19			Cabinet	October 2021	Councillor J Rosser & Director, Education & Inclusion Services - G Davies		

**NOVEMBER**

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Key Decision	Brief Outline	Report Status	Decision Maker (Cabinet / Delegated Decision (DD))	Proposed Date	Cabinet Member / responsible Officer	Open / Exempt Report	Consultation to be undertaken prior to Decision being made?
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**DECEMBER**

ALNET Transformation and Implementation	To provide an update on the implementation of the Additional Learning Needs and Education Tribunal Act (2018)		Cabinet	December 2021	Councillor J Rosser & Director, Education & Inclusion Services - G Davies (Author(s): Ceri Jones)	Open	
WESP	To receive an update on the WESP following the public consultation undertaken.		Cabinet	December 2021	Councillor J Rosser & Director, Education & Inclusion Services - G Davies		WLSG Children & Young Peoples Scrutiny
21st Century Schools Programme - Planning Of School Places South Of The County Borough	To receive an update on the pressures on school places in the south of the County Borough, and to consider future planning and financial implications		Cabinet	December 2021	Councillor J Rosser & Director, Education & Inclusion Services - G Davies		
DRAFT STRATEGIC EDUCATION PLAN FOR 2021 - 2024			Cabinet	December 2021	Councillor J Rosser & Director, Education & Inclusion Services - G Davies		Children & Young People

Tudalen 52

Key Decision	Brief Outline	Report Status	Decision Maker (Cabinet / Delegated Decision (DD))	Proposed Date	Cabinet Member / responsible Officer	Open / Exempt Report	Consultation to be undertaken prior to Decision being made?
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21st Century Schools Programme - Proposals To Improve English Medium Primary Education Provision For Glyncoch, Tonysguboriau And Maesybryn	To receive a report seeking Members' approval to begin the relevant and required statutory consultation		Cabinet	December 2021	Councillor J Rosser & Director, Education & Inclusion Services - G Davies		
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### JANUARY

Update on proposals to strengthen the continuum of school provision for pupils with social, emotional and behavioural difficulties (SEBD)			Cabinet	January 2022	Councillor J Rosser & Director, Education & Inclusion Services - G Davies (Author: Ceri Jones)	Open	
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### FEBRUARY

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### MARCH

Childcare Sufficiency Update – Pre-scrutiny	The need to provide details of the Childcare Sufficiency Audit undertaken, in line with Welsh Government Requirements		Delegated Decision	March 2022	Councillor J Rosser. Director, Education & Inclusion Services -G Davies; (Author(s): Andrea Richards/Denise Humphries)	Open	Children & Young People Scrutiny Committee
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Key Decision	Brief Outline	Report Status	Decision Maker (Cabinet / Delegated Decision (DD))	Proposed Date	Cabinet Member / responsible Officer	Open / Exempt Report	Consultation to be undertaken prior to Decision being made?
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Play Sufficiency Assessment	The need to provide details of the play sufficiency Audit undertake in line with Welsh Government Requirements.			March 2022	Councillor J Rosser. Director, Education & Inclusion Services -G Davies; (Author(s): Jess Allen)		Children & Young People Scrutiny Committee
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Supplementary Capital Programme – Education & Inclusion Services	The need to seek Cabinet approval for further detailed investment within the service following Council’s approval of the 3 year Capital Programme.		Cabinet	March 2022	Councillor J Rosser. Director, Education & Inclusion Services -G Davies (Author(s): Andrea Richards)	Open	

**APRIL**

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**MAY**

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Key Decision	Brief Outline	Report Status	Decision Maker (Cabinet / Delegated Decision (DD))	Proposed Date	Cabinet Member / responsible Officer	Open / Exempt Report	Consultation to be undertaken prior to Decision being made?
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### ONGOING UPDATES

Scrutiny Recommendations	To receive any recommendations coming forward following a scrutiny review.		Cabinet	Continuous / When Applicable	Specific to Scrutiny Review undertaken	Open	<ul style="list-style-type: none"> <li>Scrutiny</li> </ul>
21 <sup>st</sup> Century Schools	To receive any updates in respect of the 21 <sup>st</sup> Century Schools Programme		Cabinet	Continuous / When Applicable	Councillor J Rosser. Director, Education & Inclusion Services - G Davies	Open	

Tudalen way



## RHONDDA CYNON TAF COUNTY BOROUGH COUNCIL

### CABINET

13<sup>TH</sup> DECEMBER 2021

### PROPOSALS FOR THE REGENERATION OF PENRHYS

#### REPORT OF THE DIRECTOR OF PROSPERITY & DEVELOPMENT IN DISCUSSION WITH THE RELEVANT PORTFOLIO HOLDER (CLLR R BEVAN)

**AUTHOR: Simon Gale – Director of Prosperity & Development**

#### **1. PURPOSE OF THE REPORT**

- 1.1 The purpose of the report is to set out the work being undertaken to explore options for the regeneration of the Penrhys Estate and surrounding area and agree a framework for taking this work forward in partnership with Trivallis and the Prince's Foundation.

#### **2. RECOMMENDATIONS**

It is recommended that the Council:

- 2.1 Note the information provided within the report, and the work undertaken so far in considering options for the future of the estate and its community.
- 2.2 Agree the aspirations and objectives for the high quality regeneration of the estate and surrounding area as set out in the report as a focus for ongoing work.
- 2.3 Agree to the engaging of the services of the Prince's Foundation to work with the Council and Trivallis as a key partner in delivering against the aspirations and objectives with Trivallis being the lead procurement body.
- 2.4 Enter into a formal Collaboration Agreement with Trivallis to establish a framework to govern the respective rights and obligations of the Council and Trivallis in the delivery of the regeneration project.

#### **3 REASONS FOR THE RECOMMENDATIONS**

- 3.1 To agree a framework for ensuring the ongoing sustainability of the community at Penrhys and for the regeneration of the estate and the wider area.

## 4 **BACKGROUND**

- 4.1 The Penrhys Estate was first developed in 1966 as a modern housing development and on opening in 1968, comprised of 951 new homes, which at the time was the largest public sector housing venture in Wales.
- 4.2 During the late 1970s and 1980s, for a range of reasons, the fabric of the estate began to deteriorate and the number of residents leaving the estate was larger than the number of new residents coming in.
- 4.3 Whilst attempts were made to address the issues at the estate with houses refurbished and environmental improvements made throughout the estate, more and more residents continued to move on from the estate and now much of the original development has been demolished and cleared. In 2007 the site transferred ownership from the Council to RCT Homes, now Trivallis, as part of the wider stock transfer programme.
- 4.4 As of today, there are around 268 housing units left at the site with little more than 200 occupied. There are several streets where the stock condition is poor and current estimates show that a repair programme to acceptable standards is likely to be uneconomical. The high level of voids impacts adversely on the overall environment at the estate.
- 4.5 Penrhys Primary School is of a CLASP construction set within a very open site. The opportunities for outdoor play are limited; there are no external green spaces available and all of the hard play areas are extremely exposed due to the topography of the site.
- 4.6 The school currently is in need of renovation and has a current energy rating of E making it an inefficient building due to the type of construction. Unfortunately, little can be done to rectify the position due to the presence of asbestos which is managed on site, and the school which was constructed in 1968 is, in all reality, approaching the end of its useful life.
- 4.7 The current capacity of the school is 130 and the numbers on roll currently are 92. There are two additional learning support classes. The majority of the children walk to school and Home to School Transport taxi children in who attend our Learning Support Classes and over 75% of the children are eligible for free school meals.
- 4.8 Cabinet will be aware that the Welsh Government have awarded an approval in principle to increase the Council's Strategic Outline Programme for 21<sup>st</sup> Century Schools and Colleges investment to circa £252million, Cabinet will also be aware that this Programme includes

building a new primary school for Penrhys. This new school will complement the regeneration proposals outlined in this report, delivering modern learning environments for learners and staff which will enhance the learning experience for all, as well as providing additional facilities for the community including community rooms and a multi-use games area. The Council is committed to achieving Net Zero Carbon in operation for our new school builds, and this school will be no exception.

- 4.9 Community facilities in Penrhys have declined in recent years and along with the ending of the Communities First programme, there has been a weakening of the voluntary sector presence at the estate and in particular the Penrhys Partnership. Over the past ten years community buildings such as the Arts Centre, Penrhys Partnership Offices and Boiler House Project have all closed. Currently the Community Church is still operating although activity has reduced over several years. All but one of the local shops on the estate have closed.
- 4.10 The Council owns a significant amount of land surrounding the wider estate area including the school site. Much of it is sloping and may not be suitable for residential development but could be considered for some use as part of a wider proposal. The Council owns land to the south of the main roundabout at the entrance to the estate that can also be considered as part of any proposals for the regeneration of the area but clearly subject to the necessary statutory consents. The streets and pavements around the estate were retained by the Council at the time of the stock transfer to RCT Homes.
- 4.10 Do nothing is not an option for the estate and its residents. Even if the quality of accommodation for existing residents is improved it is unlikely that a community of such limited size could support any level of local facilities, with a risk that residents become increasingly isolated. As such, the following sections set out a framework for proposals aimed at ensuring the ongoing sustainability of the community at Penrhys and for the regeneration of the estate and the wider area.

## **5. REGENERATION PROPOSALS**

- 5.1 Officers of the Council have been working closely with colleagues in Trivallis to explore the opportunities to address both the issues around the immediate future of the existing residents who wish to remain on the estate but are in need of improved housing conditions and also to address how a wider investment and regeneration programme can be developed that ensures that the community at Penrhys has a long term, sustainable future.
- 5.2 Trivallis have already engaged the services of an urban design consultancy whose brief was to establish a baseline of evidence to develop a strategic direction for future decision making for Penrhys.

- 5.3 Their work so far includes reviews of:
- The role of Penrhys within the wider Valleys Taskforce Area
  - The village's micro-climate characteristics and the opportunities for renewable energy generation
  - The impact of climate change and shifts in the choices of mobility, working patterns and energy consumption
  - Site based environmental opportunities and constraints
  - Landscape impact and opportunities around the views out from the site
  - The state of existing site utilities and services
  - Landownership implications
  - Potential around connectivity and movement and links to Metro nodes
- 5.4 Officers have also been discussing the wider planning context of the emerging work and how and where that fits within the review of the Council's Local Development Plan review.
- 5.5 Ultimately, all parties involved in the work undertaken so far consider that there is real potential to deliver a high quality programme of regeneration that at its heart improves the lives of the current residents of Penrhys. The vision for the estate needs to reframe its future and develop a whole new perspective on Penrhys as a place.
- 5.6 Given the starting point for this programme of regeneration, the initial interventions will need to be led by the public sector but with the aim of shifting the perception of the place so that private investment follows to ensure a sustainable future.
- 5.7 It is considered that this high quality, sustainable community could take the form of:
- New, quality homes for existing residents who wish to remain in their community
  - The redevelopment of the wider site delivering up to 900 high quality new homes across a range of house types and tenure supported by a unique lifestyle offer based around outdoor activity and nature
  - Pursue low carbon and zero carbon developments utilising a range of renewable energy options for the surrounding area
  - A new school and local services at the heart of the community
  - Innovative approaches to reduce the need to travel by car, using 'flexihomes' to promote home working and independence, communal electric cars and utilising the expanded community to promote more sustainable public transport services
  - Explore opportunities for the creation of new workspace building on the site's location at the heart of the Rhondda

## valleys

- 5.8 In resetting the vision for the future of Penrhys it is important that we learn lessons from the past. Critical to the success of any regeneration proposals will be to change unfounded external perceptions of the place and focus on the unique natural environment, and the opportunities to create a popular and sustainable community living in high quality homes. The new Penrhys should be developed to such a high standard that it will be a place where people will actively seek to live, raising the bar for the quality of development in the area.
- 5.9 A key tool for achieving this step change in quality and perception is the proposal to engage the services of the Prince's Foundation as a key partner in developing and delivering the plans for the site

### The Prince's Foundation

- 5.10 The Prince's Foundation offers support to the public and private sector to create communities through, amongst other things, championing a sustainable approach to how we live our lives and build our homes. This approach aims to realise HRH The Prince of Wales' vision of creating harmonious communities, respecting the past and building the future. Developments led by the Foundation have an international reputation for their quality in terms of planning, design, delivery and the sustainable communities they create.
- 5.11 Photographs of projects relevant to the Foundation's involvement in Penrhys are attached at Appendix A and these projects include:
- Nansledan in Cornwall a 4,000 home urban extension to Newquay
  - Coed Darcy, 4,000 new homes at the former BP Llandarcy oil refinery site
  - Poundbury, an experimental new village of 1,700 new homes on the edge of Dorchester
- 5.12 Discussions have taken place with representatives of the Foundation and the vision for the regeneration of Penrhys is something that is of genuine interest to them. The Foundation has submitted a proposal setting out the terms and conditions for their engagement in working in partnership with the Council and Trivallis on the regeneration of Penrhys.
- 5.13 The Prince's Foundation would work in partnership with the Council and Trivallis to review and agree all development issues as they relate to design and delivery of the vision for Penrhys. The Foundation would maintain a key role through all stages of the process from development of the vision and testing of proposals, through to the procurement of developers and to implementation on site. The Foundation would need to see that there is delivery of their principles and design quality

throughout the process. The Foundation would take the role of the 'partners' lead representative providing advice, and guidance through the regeneration planning, implementation and delivery phases.

- 5.14 The Foundation would become an integral part of the governance arrangements of the project including sitting alongside the Council and Trivallis to consider appropriate implementation and delivery vehicles including possible joint venture development models and associated procurement issues, as well as agreeing the identification and appointment of developer partners and the development heads of terms. It is proposed that the precise governance arrangements will be refined over time but will be based around these basic principles.
- 5.15 The Foundation would expect to work with the Council and Trivallis in identifying and selecting appropriate consultants aligned to the agreed values and principles of the both the Foundation and the Council/Trivallis.
- 5.16 As the project progresses and to ensure delivery of the vision through all stages, the Foundation would be involved in review and sign off any draft designs by others to ensure that they meet the agreed design aspirations before being submitted for planning. Any agreement between the Foundation and the Council and Trivallis will require the inclusion of a suitably agreed process and mechanism for dispute resolution.
- 5.17 In practical terms, the Foundation's approach is to lead partners, the community and other relevant stakeholders through a process to deliver a vision and masterplan for the regeneration of Penrhys, with community engagement at the heart of the process. The Foundation places engagement at the centre of the process and uses innovative methods that bring together key stakeholders and the local community to collaborate on the vision for the new and revived community.
- 5.18 One of the key products of the partnership will be the development of an Implementation Action Plan with an emphasis on implementation and deliverability within an appropriate timescale. The Implementation Strategy will cover issues such as phasing and the release of land, development procurement potential, means of delivery and funding. It would also include financial and economic appraisals demonstrating the viability of development and socioeconomic benefits over time.
- 5.19 Key elements of the Implementation Action Plan should include:
  - Land assembly
  - Delivery mechanisms and programmes
  - Phasing of infrastructure and development costs
  - Measures to secure long term community involvement in management and future
  - planning of area (eg: community trust initiatives)

- Requirements for partnership working and identification of partners
  - Potential sources of funding (including planning obligations under Section 106 agreements)
- 5.20 An important role of the Implementation Plan will be the translation of development opportunities into wider socio-economic regeneration benefits that can then be shared with stakeholders as part of any funding process and agreements.
- 5.21 The Prince's Foundation have submitted a fee proposal for this work and it is reflective of the detailed level of support they will bring to the partnership and the sustained duration of their involvement. The total indicative fee for this full scope of service proposal is £110,000.
- 5.22 The Foundation would look to charge the fee based on its charitable rates on a phased basis and aligned to the following stages:
- An initial fee for the Inception stage, establishment of the project and governance structure and initial Community Stakeholder Workshop Process.
  - A fee to lead on the development of masterplan options associated viability and testing leading into and including the masterplan workshop.
  - The development of the final masterplan, and associated Pattern Book / Design Code in order to support procurement of development partners and funding negotiations alongside the development of the implementation and delivery strategy. Also, in support of any outline planning applications.
  - An ongoing retention fee for involvement in supporting the Council and Trivallis as Client Critical friend to review and sign off designs and ensure quality delivery in accordance with the design code and aligned aspirations including the Foundation's principles and values; To include involvement in any Strategic Board/Development Trust;
- 5.23 Members may be aware of recent news reports around the resignation of the former CEO of the Foundation in light of an investigation by the Charity Commission in Scotland. It is not considered that the actions of this individual in any way compromises the reputation of the exemplar work the Foundation itself does in the field of developing and delivering sustainable, high quality communities.

## 6. EQUALITY AND DIVERSITY IMPLICATIONS / SOCIO-ECONOMIC DUTY

- 6.1 An Equality Impact Assessment screening form is not necessary at this stage but EIA will need to form an integral part of the proposals for the regeneration of Penrhys going forward.

## **7. WELSH LANGUAGE IMPLICATIONS**

- 7.1 A Welsh Language impact assessment is not necessary at this time.

## **8. CONSULTATION / INVOLVEMENT**

- 8.1 This report has been prepared in consultation with senior officials at Trivallis. Should this report be agreed then community, stakeholder and statutory consultation will be an integral part of the process going forward.

## **9. FINANCIAL IMPLICATIONS**

- 9.1 To move to the next stages as set out above and the engagement of the Prince's Foundation will cost £110,000. It is proposed that this cost is split equally between the Council and Trivallis. The Council element of the cost will be met from the existing Regeneration Investment Fund.

## **10. LEGAL IMPLICATIONS OR LEGISLATION CONSIDERED**

- 10.1 There are no statutory legal implications arising from the recommendations in this report. However, the services of the Council's Legal team will be engaged in the establishment of any collaboration agreement with the Prince's Foundation and/or Trivallis

## **11. LINKS TO THE CORPORATE AND NATIONAL PRIORITIES AND THE WELL-BEING OF FUTURE GENERATIONS ACT**

- 11.1 The proposals set out above would directly contribute to developing community resilience and wellbeing along with significant benefits for the environment and local economy. This will contribute to the delivery of all three of the Council's Corporate Plan priorities of economy, people and place

- 11.2 It will also make a significant positive contribution to the seven goals set out in the Well-Being of Future Generations Act.

## **12. CONCLUSION**

- 12.1 There is a real opportunity emerging to deliver a high-quality programme of regeneration at Penrhys that at its heart improves the lives of the current residents. The proposals highlighted above would improve the quality of accommodation for the existing people of Penrhys whilst



creating an expanded settlement that would ensure the sustainability and vibrancy of the community for the long term.

- 12.2 It is important to recognise that these proposals will have a significant impact on the lives of the existing residents and engagement with them will be crucial. A well thought out engagement strategy is essential to ensure that the community is involved in the right way at the right times and also to avoid consultation overload.
- 12.3 In addition to the local benefits to the community, the development opportunities at Penrhys have the potential to meet the wider demand for housing land in the Rhondda where such opportunities are limited due to topography and constraints left by past coal mining and flood risk.
- 12.4 The proposed partnership with the Prince's Foundation will bring significant gravitas to the project and ensure a high quality of design which in turn should lead to positive exposure across a wide area which can only serve to enhance the reputation of the new community as a great place to live.

## APPENDIX A – EXAMPLES OF PRINCE'S FOUNDATION PROJECTS

Nansledan in Cornwall a 4,000 home urban extension to Newquay (under construction)



Coed Darcy, 4,000 new homes at the former BP Llandarcy oil refinery site



Poundbury, an experimental new village of 1,700 new homes on the edge of Dorchester



## APPENDIX A – EXAMPLES OF PRINCE’S FOUNDATION PROJECTS

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## RHONDDA CYNON TAF COUNTY BOROUGH COUNCIL

### CABINET

13 DECEMBER 2021

#### **PROGRESS UPDATE ON THE DELIVERY OF THE 'LLANILID' STRATEGIC OPPORTUNITY AREA**

#### **REPORT OF THE DIRECTOR FOR PROSPERITY AND DEVELOPMENT IN DISCUSSIONS WITH THE RELEVANT PORTFOLIO HOLDER (COUNCILLOR ROBERT BEVAN)**

**AUTHOR: Simon Gale, Director of Prosperity & Development**

#### **1. PURPOSE OF THE REPORT**

The purpose of the report is to update Members on progress made since September 2017 when Cabinet considered and approved the Strategic Opportunity Areas report and the further development of schemes and projects within the 'Llanilid' Strategic Opportunity Area.

#### **2. RECOMMENDATIONS**

It is recommended that Members:

- 2.1 Note progress made since September 2017 in the development and delivery of projects and investment opportunities within the Llanilid Strategic Opportunity Area (SOA).

#### **3. REASONS FOR RECOMMENDATIONS**

- 3.1 The economy throughout the UK is facing significant challenges through continued uncertainty over Brexit and the significant impacts of the COVID-19 pandemic. Despite the challenges faced, investment in the Llanilid area has continued, and this report sets out the progress that has been made in the development and delivery of a range of projects and initiatives both by the public and private sectors since the Cabinet decision to prioritise investment around the Strategic Opportunity Area.

## 4. BACKGROUND

- 4.1 The Strategic Opportunity Area for Llanilid was intended to build on the strategic site allocation in the Council's Local Development Plan, the initial investment in the 'Valleywood' studios complex and a history of planning permissions for the wider development of the area between the strategic site and the M4 (see plan attached at Appendix 1).
- 4.2 The Llanilid SOA recognised the potential for regional significant growth, the ability of the private sector and other partners to deliver, together with the scale of opportunity and significance in this part of the County Borough.
- 4.3 This Llanilid/M4 Corridor is the only inward investment site of this scale in the Cardiff Capital Region, and is a critical opportunity for major transformational growth in the economy of the region. To unlock the full potential of this area, the opportunities include:
- **New Homes:** the SOA site could deliver up to 5000 new homes, with 1850 already consented.
  - **Jobs:** a site of this scale offers a unique opportunity for regionally significant inward investment of grade A business and manufacturing premises.
  - **Link To Pencoed Technology Park:** joining up the sites could provide further opportunity sites for larger investments on the M4 site.
  - **Hotel / Leisure:** The report outlined the opportunities from 5\* resort hotels in landscaped setting with golf and other activities, to chain hotels for convenience but quality.
  - **Film And TV Studio/Production Facilities:** this site was already home to 40,000sq.ft of studios, with more consented there is regionally a successful and growing creative arts sector.
  - **Healthcare / Education / Other:** with easy access across the region and beyond, this corridor is a well connected location.
  - **Completion The A473 Llanharan Link Road:** the SOA report outlined the Council's commitment to the completion of the Llanharan Link Road and recognised the need to develop a wider sustainable transport network to support the delivery of the SOA.
  - **New M4 Junction:** linked through public transport and active travel to strategic transport hubs to maximise the attractiveness of the destination as an investment opportunity

## 5. PROGRESS UPDATE

- 5.1 Four years into the Framework established by the SOA report and despite the economic challenges already identified, investment in the area has continued, development is being carried out on the ground and the following schemes are in development:

### **Dragon Studios**

- 5.2 The studios complex was constructed in 2008 but was significantly underutilised and was subsequently put into Administration. In 2018 it was acquired by a South Wales company, Dragon Studios and has since gone from strength to strength. There has been significant investment in the facilities at the site and it is the only purpose-built Film and TV studio facility in Wales with a significant and unique “back lot” space. Recent investment has included the completion of a fifth sound stage which has been constructed to industry leading specifications.
- 5.3 The facility was recently used for the production of the £80m sci-fi drama ‘A Brave New World’ undertaken by NBCUniversal which aired on Sky TV. It is estimated that this production injected a minimum spend of £20m into the local economy in March 2019 to March 2020. The Production also successfully ran its Production Assistant Bootcamp Programme, running two, 2 day sessions with 56 attendees in total with many progressing to the Production Assistant Mentorship programme which created over 40 paid places, equivalent to over 2,100 work days, in various departments including Production, Camera, Locations, Art Department and Sound.
- 5.4 The site is currently fully occupied by Walt Disney Studios/Lucasfilms who are carrying out the production of a sequel to the hit film ‘Willow’ which will be aired a major series on Disney+. This production has already generated a significant number of local employment opportunities and it is expected that the final economic benefits to the area will be far greater than even previous productions.
- 5.5 Officers of the Council have worked with Dragon Studios throughout and are currently involved in pre-application discussions around a major expansion of the facility which will include new sound stages, offices and workshops. Officers are also leading discussions between the studios and the University of South Wales and FE Colleges with a view to establishing clear links between the wide range of jobs and roles needed to deliver major productions and the skills and training that are needed to access them. It is anticipated that all this work will position the Dragon Studios complex and the wider SOA to secure longer term ties with Disney and Lucas films in RCT, alongside a range of other production and supply chain companies. Officers are also working with the studios to ensure that Public Rights of Way in the area

are protected, appropriately diverted and enhanced for the benefit of the wider community.

## **New Homes**

- 5.6 There is an opportunity to deliver between 3000 and 5000 new, high quality, sustainable homes within the SOA. This opportunity presents itself in two elements. The first being the implementation of a planning permission for nearly 2000 new homes which delivers on the strategic allocation in the Council's LDP. The remaining new homes could be delivered on land between the strategic site and the M4 and further information on this work is outlined in section 6.
- 5.7 Persimmon Homes are currently implementing planning permission (See plan at Appendix 2) for the delivery of:
- 1850 new homes
  - New primary school
  - Class D1 medical/health centre (up to 800sq.m.)
  - Class D2 community uses (up to 800sq.m.)
  - Class A1 foodstore (up to 2,000sq.m.)
  - Class A1/A2/A3 retail units (up to 1,000sq.m.)
  - Class A3 public house/café
  - Class B1 offices (up to 500sq.m.)
- 5.8 Work is well underway on the delivery of the housing element with 108 new homes already completed. Revised drawings have been submitted by the developers for the new primary school which are currently being consulted on with a view to approval being granted in the near future.

## **Health Facilities**

- 5.9 Discussions are ongoing about the form and content of the uses within the planned village centre, this has included a focus on community and health service uses and opportunities. A number of positive meetings have been held between Council Officers and the Project Team of CTMUHB to progress this much needed healthcare facility for the area. The CTMUHB Project Team have met with Persimmon to discuss the land requirements for the development of the Healthcare Facility and the timescales for Persimmon's delivery of the wider village centre complex are being aligned with the programme to deliver the new health care facility. The local GP Practice have also confirmed their commitment to moving from their current premises into the new facility once it is built. A report is currently being prepared to identify and detail the potential procurement routes for the building and to highlight the Welsh Government processes that the Health Board need



to follow with regards funding approval. The detailed service model is also being scoped which will inform the space requirements.

### **Llanharan Link Road**

- 5.10 Delivery of the link road is essential to the comprehensive delivery of this strategic development site and is one of the Council's key transport priorities. The Council has now committed over £4.1M to the project, which has also been supported by Welsh Government Local Transport Grant Fund.
- 5.11 The scheme is a hybrid project involving public and private sector collaboration; the first leg, to the west, was constructed some time ago entirely by the developers. The middle section is constructed to formation level and is required to be completed by the developers before the 801<sup>st</sup> house is occupied. The final section to the east is being delivered by the Council with significant private sector contributions. It completes the link over the railway to the A473 and incorporates linkages with Llanharan via Llanharry Road. Improvements also extend to the west to resolve the issues at Cow Corner. Comprehensive Active Travel measures will be incorporated throughout the project. Positive discussions are taking place between officers and Persimmon to explore a coherent approach to the delivery of each party's element of the road and to ensure that economies of scale are maximised.
- 5.12 The Council recently undertook two very well received and supported public consultation events in the community as part of the Pre-planning Application Consultation process which should lead to a planning application being submitted early in the next calendar year.
- 5.13 The Deputy Minister for Climate Change announced a Review of Road schemes on 22<sup>nd</sup> June 2021. The Council believes this unique project sits outside the scope of this Review as a critical and integral element of this strategic development site.

## **6. LLANILID MASTERPLAN**

- 6.1 Section 5 highlights the progress made since the SOA was reported to Cabinet in September 2017. To maintain that momentum, work is well underway to develop a masterplan for the southern half of the SOA which essentially comprises over 250HA of reclaimed former opencast mine (see historic arial photo at Appendix 3) and has the capacity to accommodate 18HA of high-quality employment land, around 3,500 new homes, alongside a range of education, community retail and recreation facilities.

- 6.2 Given the scale of the potential development, it is imperative that this would be an exemplar development, based on strong placemaking principles and efficient in its use of resources, resilient to climate change and promote an active and healthy lifestyle where the use of the car is a last resort. Whilst there will be a strong emphasis on developing robust public transport and walking and cycling routes within and in and out of the area, the masterplan process will also consider the need for a new junction on the M4 originally envisaged in the SOA.
- 6.3 Officers are working with the consortium of landowners alongside their consultant team to ensure that any new plan for the area delivers on what is important for RCT. This includes ensuring that any new housing makes provision for a range of specialist accommodation for older people and those with special needs alongside significant percentage of affordable homes.
- 6.4 In line with the Council's Climate Change ambitions, the masterplan will demonstrate the opportunities for major new tree and landscape planting, a sustainable system of surface water management and significantly enhanced biodiversity. This will in turn help underpin a self-sustaining community where active lifestyles and well-being are at the heart of residents' daily life.
- 6.5 Transport infrastructure will also be key to delivering on the sustainability aspirations of the masterplan, both within the SOA to maximise the amount of internal trips via public transport, walking and cycling, but also to promote high quality connectivity to the wider region. Given the scale of the development and its location the masterplan will need to focus on delivering an exemplar level of public transport solutions and active travel opportunities.
- 6.6 Members will be aware from other reports by the Director of Education and Inclusion Services that capacity pressures at Y Pant School, which is the catchment secondary school for the SOA, have become increasingly problematic. This pressure is brought about by the considerable increase in new housing in the area, as well as parents/carers making informed decisions to rent and purchase homes in the catchment areas of one of our highest performing schools. The expansion of housing developments in the wider area is also impacting significantly on admissions in the wider area, including neighbouring secondary schools to Y Pant. Whilst plans are under consideration to bring additional this additional accommodation online by the end of 2022, given our current projections, these additional classrooms will potentially provide the required accommodation at Y Pant for the next 4-5 years.

6.7 It is clear then that the scale of development envisaged by the SOA and emerging masterplan will itself have significant implications for education provision in the area. As such, officers of the Council are in detailed discussions with the landowner consortium around how new primary and secondary education facilities could be delivered within the masterplan area.

6.8 It is important to note that all of the work currently being undertaken on the masterplan, including the thoughts around new schools, will have to be tested through the planning system both in terms of its promotion through the LDP revision and through the submission of planning applications for all or any individual element, alongside our established processes for consultation on the delivery new education facilities and catchment areas.

## **7. EQUALITY AND DIVERSITY IMPLICATIONS / SOCIO-ECONOMIC DUTY**

7.1 An Equality Impact Assessment is not required because the contents of the report are for information purposes only.

## **8. WELSH LANGUAGE IMPLICATIONS**

8.1 There are no Welsh Language implications as the contents of the report are for information purposes only.

## **9. CONSULTATION / INVOLVEMENT**

9.1 There is no requirement for consultation in respect of this report.

## **10. FINANCIAL IMPLICATION(S)**

10.1 There are no financial implications as the contents of this report are for information purposes only. The financial resources to deliver these projects and initiatives came from funding provided by external sources such as Welsh Government and from approved RCTCBC budgets.

## **11. LEGAL IMPLICATIONS OR LEGISLATION CONSIDERED**

11.1 There are no legal implications as the contents of this report are for information purposes only.

## **12. LINKS TO THE CORPORATE AND NATIONAL PRIORITIES AND THE WELL-BEING OF FUTURE GENERATIONS ACT**

- 12.1 The regeneration projects and initiatives detailed in the report will collectively boost the local economy and provide job opportunities for local people.
- 12.2 All developments will directly contribute to the goals of the Well Being of Future Generations Act. In particular, the economic and environmental well-being of Wales, supporting the delivery of a prosperous Wales, a more resilient Wales and a Wales of cohesive communities.

## **13. CONCLUSION**

- 13.1 The 2017 – 2022 SOA Framework provided a focus for the delivery of an ambitious programme of investment projects and regeneration initiatives aimed at delivering real results in terms of job creation, growing and attracting new businesses, providing homes for people and greater connectivity.
- 13.2 The houses delivered so far help meet the demand for much needed new homes in the area and the growth and success of the studio will have a significant contribution to a resilient and sustainable post-Covid RCT economy.
- 13.4 With further investment and a coordinated approach between the public, private and third sectors, the scale of the opportunity in Llanilid can continue to be realised resulting in a dynamic, diverse and sustainable growth area that is in exemplar in terms of both the Council's and Welsh Government's well-being aspirations and can deliver a place where people want to live, work and visit.

### **Other Information:-**

***Relevant Scrutiny Committee***  
**Finance & Performance**

**Contact Officer**  
**Simon Gale, Director of Prosperity & Development**  
**01443 281114**

**LOCAL GOVERNMENT ACT 1972**

**AS AMENDED BY**

**THE LOCAL GOVERNMENT (ACCESS TO INFORMATION) ACT 1985**

**RHONDDA CYNON TAF COUNTY BOROUGH COUNCIL**

**CABINET**

**13 DECEMBER 2021**

**REPORT OF THE DIRECTOR FOR PROSPERITY AND DEVELOPMENT IN  
DISCUSSIONS WITH THE RELEVANT PORTFOLIO HOLDER  
(COUNCILLOR ROBERT BEVAN)**

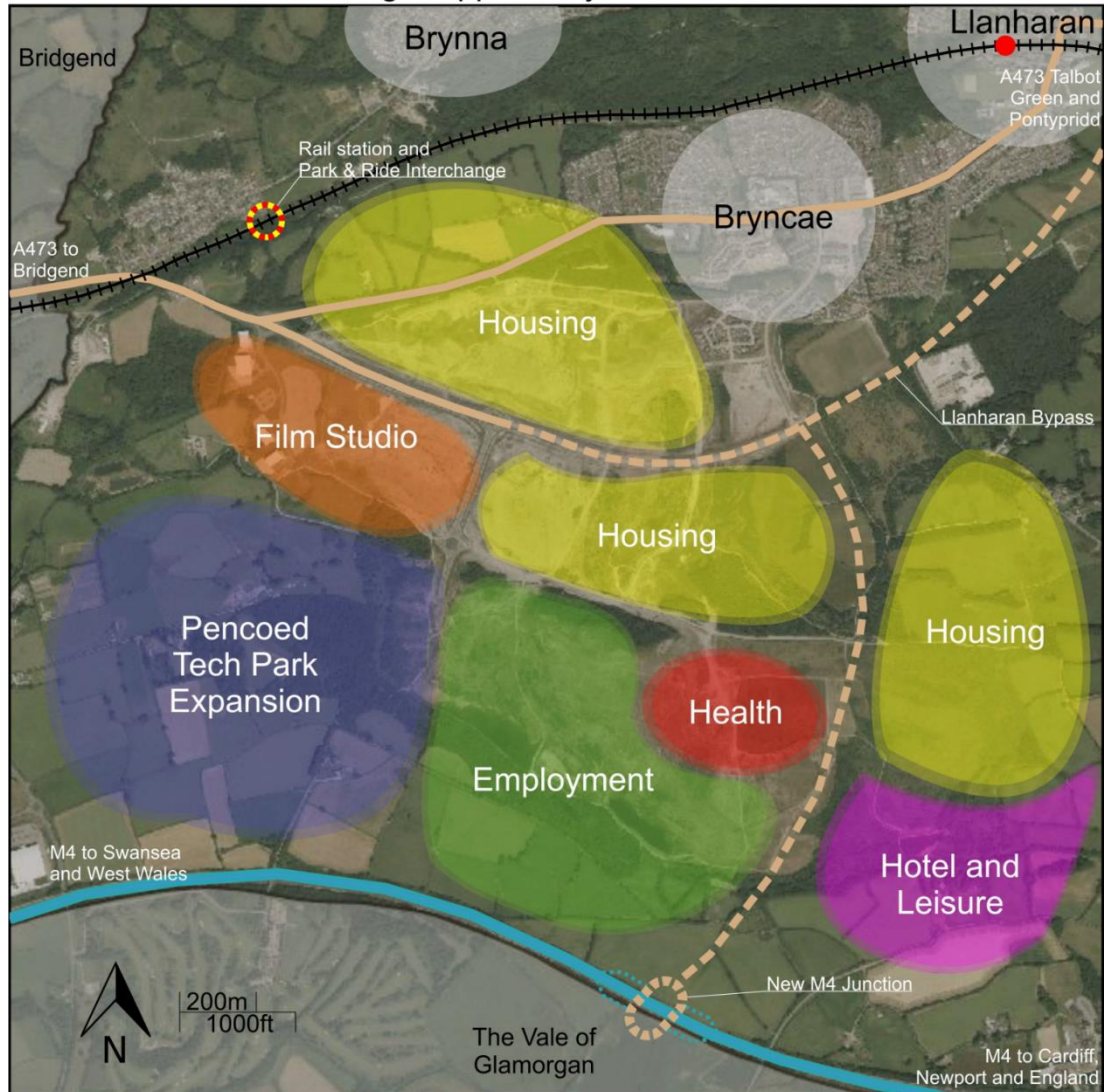
**Item:**

**Background Papers**

***Contact Officer  
Simon Gale, Director of Prosperity & Development  
01443 281114***

**APPENDIX 1 – PLAN FROM CABINET REPORT SEPTEMBER 2017**

**Llanilid on the M4 - Strategic Opportunity Site**



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# APPENDIX 2 – MASTERPLAN FOR THE DELIVERY OF THE 1850 HOMES PLANNING PERMISSION



**APPENDIX 3 – IMAGE OF FORMER OPENCAST SITE (THE M4 IS SHOWN IN THE TOP RIGHT CORNER)**

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## RHONDDA CYNON TAF COUNTY BOROUGH COUNCIL

### CABINET

13<sup>TH</sup> DECEMBER 2021

### 21<sup>ST</sup> CENTURY SCHOOLS PROGRAMME – PLANNING OF SCHOOL PLACES SOUTH OF THE COUNTY BOROUGH

#### REPORT OF THE DIRECTOR OF EDUCATION AND INCLUSION SERVICES IN DISCUSSIONS WITH THE RELEVANT PORTFOLIO HOLDER (COUNCILLOR MRS J ROSSER)

**Author(s):** Gaynor Davies, Director of Education and Inclusion Services  
Andrea Richards, Service Director, 21st Century Schools and Transformation

#### 1. PURPOSE OF THE REPORT

- 1.1 The purpose of this report is to provide an update to Members on the pressures on school places in the south of the County Borough, and to consider future planning and financial implications.

#### 2. RECOMMENDATIONS

It is recommended that Members:

- 2.1 Note the recent changes that impact upon school places as detailed within this report.
- 2.2 Approve the measures required to manage the pressures in the short to medium term.
- 2.3 Approve the capital investment of circa £900k to build a new teaching block on Y Pant which can be funded from resources within the existing 3 year capital programme.

#### 3. REASONS FOR RECOMMENDATIONS

- 3.1 To continue to provide the appropriate number of school places in the right locations so as to deliver high quality education provision for learners in the South of the County Borough.

#### **4. BACKGROUND**

- 4.1 School places in the South of the County Borough have been carefully monitored over the last few years due to the number of housing developments being constructed in the locality, creating pressure on the capacity of our schools in this area.
- 4.2 The Council has taken action previously to alleviate these pressures by amending catchment boundaries and by providing additional accommodation on our school sites to increase capacity.
- 4.3 The Council continues to proactively manage these pressures and invest in our schools through Band B of the 21<sup>st</sup> Century Schools and Colleges Programme. Projects in this area, include:
- the construction of five new primary schools delivered through the Mutual Investment Model (MIM);
  - constructing new teaching blocks and delivering new facilities for a Welsh medium 3-19 school delivered through MIM;
  - constructing two new teaching blocks for a secondary school; and
  - delivering a large extension to a primary school funded through an S106 agreement with a large housing developer.

In addition to these significant projects, the Council continues to ensure that our interests are protected through financial contributions from the CIL legislation in conjunction with the Planning Department.

- 4.4 The overarching objectives for the interventions listed above are to increase capacity in this part of the County Borough, as well as significantly improving the learning environments for all learners. In addition, we continue to scrutinise catchment areas in accordance with the growth in housing developments, and boundary amendments are constantly being appraised.
- 4.5 The projects listed at paragraph 4.3 build upon investment in this area already delivered as a part of Band A of the 21<sup>st</sup> Century Schools investment programme. In this area specifically, funding of £24.2M was invested in a new school for Y Pant. This project also delivered catchment changes to reduce the pressures on school places in Y Pant, providing the authority greater powers to effectively manage school places in this catchment area.
- 4.6 Despite these interventions, capacity pressures at Y Pant School have become increasingly problematic. The considerable increase in housing developments in this area, as well as parents/carers making informed decisions to rent and purchase homes in the catchment areas of one of our highest performing schools, has placed undue pressure on school places at the school.
- 4.7 These pressures have also been compounded through a recent catchment change made by the Vale of Glamorgan. The catchment area for Cowbridge

Comprehensive School has recently increased meaning that children who reside in RCT but attend out of county faith primary schools Llansannor and Pendoylan Church in Wales Primary Schools, will have more difficulty in being successfully awarded a place at their associated secondary school. This is down to the prioritisation criteria within the School Admissions Code which places these children in priority category 4 or 5, as they reside outside of the catchment area. The tangible impact of this catchment change is that 29 pupils currently attending out of county primary schools secured a place in Y Pant in September 2021, and already we have received a further 19 applications for September 2022. To confirm, these pupils live within RCT and within the catchment area of Y Pant School.

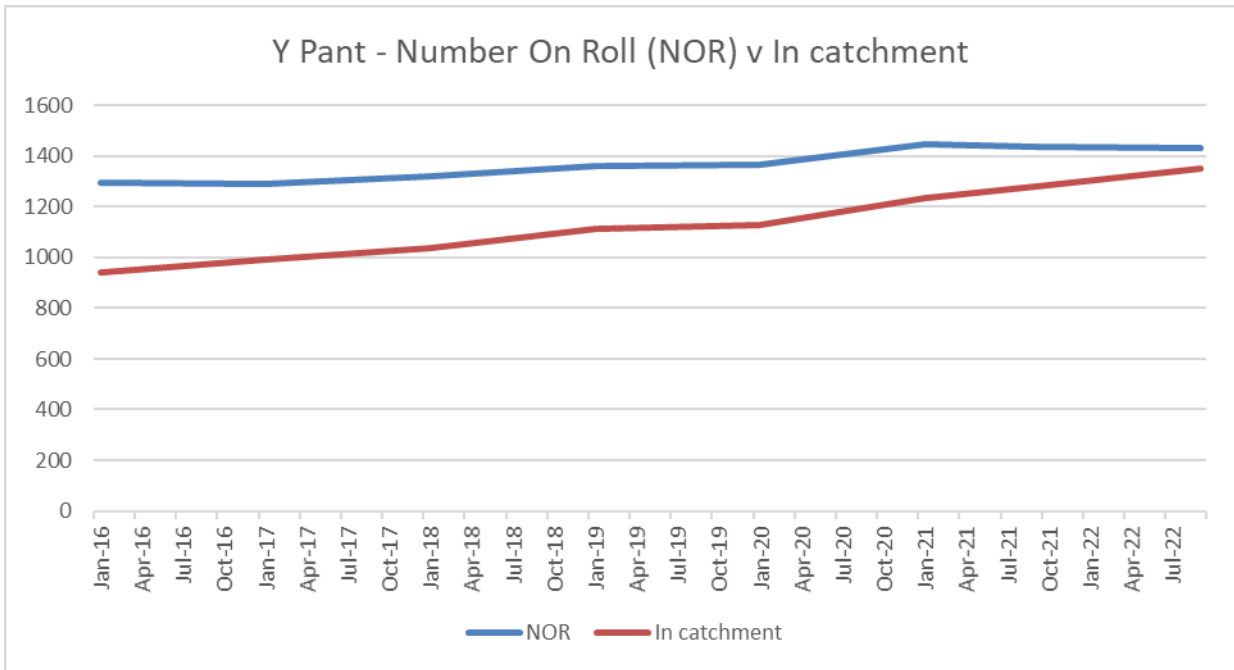
- 4.8 Pressures in this area are also being felt by Bridgend County Borough Council as they are experiencing capacity challenges in Pencoed Comprehensive School. A significant number of children from the Llanharan and Brynna area have traditionally attended Pencoed but, as capacity pressures in the school have increased, the number of successful applications of RCT pupils has significantly decreased in recent years which places even greater pressure on Y Pant.
- 4.9 The Admission Team have been working proactively with the schools in this area to ensure that out-of-catchment pupils attend their home school. If an application for a school place is unsuccessful then the parents/carers have the right to appeal that decision. As you can see from the table below, despite the best efforts of the Admissions Team, the Independent Appeals Panel uphold a significant number of appeals. In these circumstances, learners may well have exceptional and compelling social, emotional, medical or family reasons why a placement in Y Pant School is essential and should be agreed.

**Table 1: Number of Admission Appeals**

Year	Appeals held	Successful	Unsuccessful	Withdrawn
20/21	16	5	10	1
19/20	27	10	17	0
18/19	0	0	0	0
17/18	29	5	21	3
16/17	14	5	9	0
15/16	19	15	2	2
14/15	16	9	5	2
	121	49	64	8

- 4.10 Graph 1 provides a snapshot of the number of learners on roll plotted against the number of in-catchment learners. This highlights the positive impact of the work undertaken by the Admissions Team. The graph shows the gradual reduction in the number of out-of-catchment pupils and the number of in-catchment pupils attending Y Pant over the last 5 years. The projected trend indicates that the increased pressure on the school is primarily from in-catchment pupils.

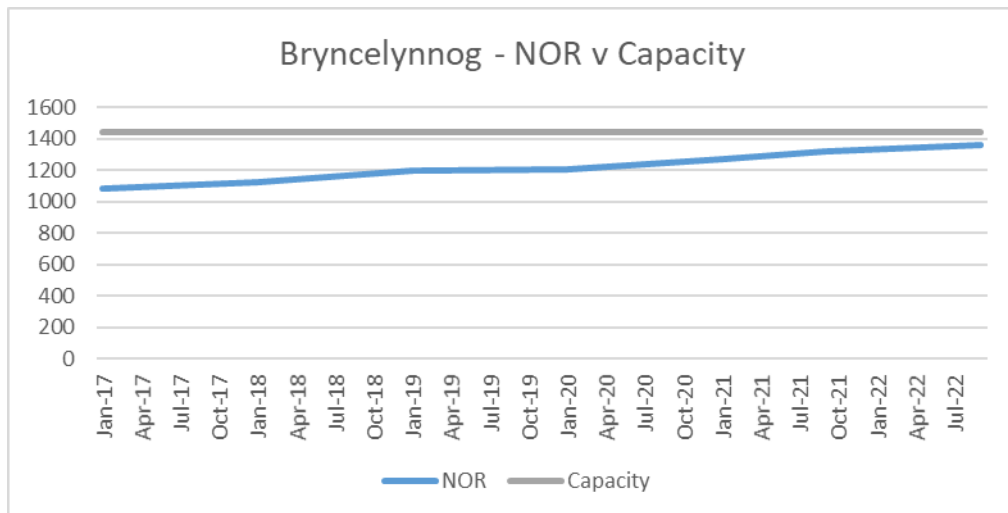
**Graph 1: Y Pant Pupil Numbers**



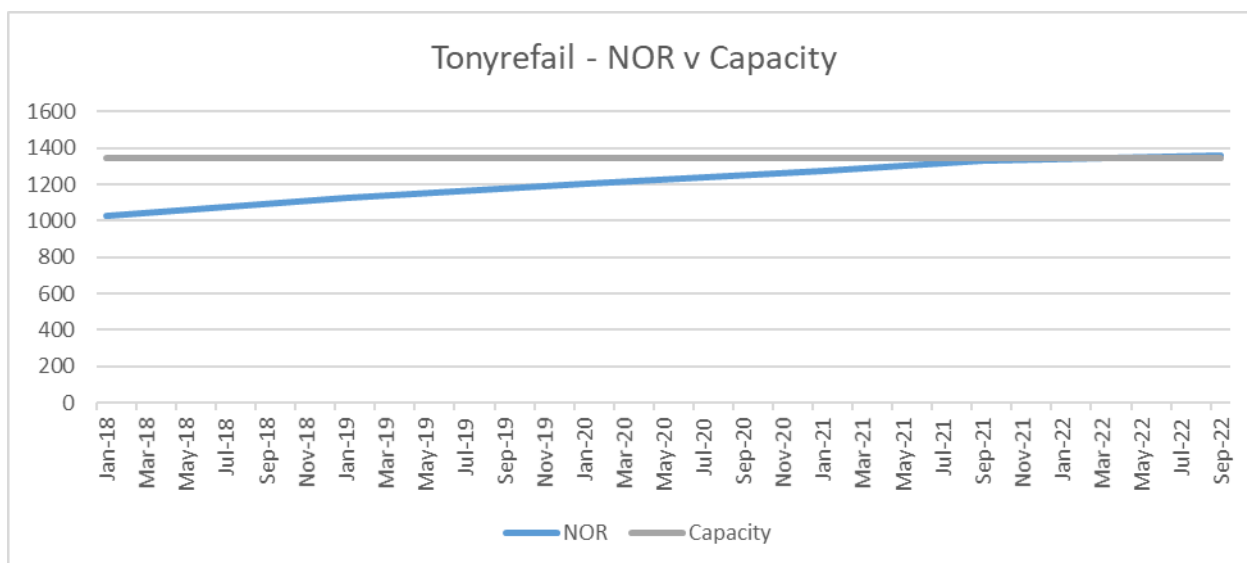
4.11 This data shows that in January 2016 there were 941 in-catchment pupils attending Y Pant. This number will increase to 1368 in September 2022. The admission number for Y Pant is 233, however the local authority had no option but to award places to 272 pupils this September. This takes the overall numbers on roll at the school to 1436 which is currently 34 places over their 1402 capacity.

4.12 The expansion of housing developments in the Taf-Ely Area is also impacting significantly on admissions in the wider area, including neighbouring secondary schools to Y Pant. This growth can be clearly seen in Graphs 2 and 3 below, depicting the growth in both Bryncelynnog Comprehensive School and Tonyrefail Community School.

**Graph 2: Bryncelynnog Pupil Numbers**



**Graph 3: Tonyrefail Pupil Numbers**



The data shows that in January 2017 there were 1088 pupils attending Bryncelynog Comprehensive School. This number will increase to 1361 in September 2022. Similarly, the numbers on roll in Tonyrefail Community School have increased from 1029 when the new school was created in 2018, to 1362 in September 2022. The pressure of the demand in housing developments in the south of the County Borough is being increasingly felt by all schools affected.

- 4.13 Cabinet will be aware that the project to increase the capacity and significantly enhance the learning environment and teaching facilities at Bryncelynog is progressing. This project will provide the school with 2 new teaching blocks providing additional provision to cater for anticipated growth in the area, as well as the sixth form students who will be transitioning from both Pontypridd High and Hawthorn High Schools.
- 4.14 Predicting the growth in pupil numbers at Y Pant has been very challenging given that the extent of proposed housing developments were not anticipated when the school was originally conceptualised. When Band A funding was secured for Y Pant in 2014, the Welsh Government did not permit the Council to build in considerable surplus capacity into the school. However, the Council was permitted to prudently add to the new building infrastructure in terms of providing additional facilities such as a larger hall, dining facilities, toilets, and play areas. This enabled the Council to future proof the school in terms of ancillary provision to accommodate additional classrooms should they be required to manage and cater for any emerging short-term pressure from housing developments in the catchment areas of the school. In light of this, steps now need to be taken to tackle this unprecedented growth in the numbers on roll to cater for this continued emerging demand.
- 4.15 Based on the current growth, compounded by the extensive new housing developments in the area, projections suggest that this trend will continue to increase. Approximately 170 dwellings were completed in the Llanharan, Llanharry

and Talbot Green/Pontyclun area in 2020-2021 within the Y Pant catchment. Major housing developments that are either underway or have a level of planning certainty, indicate that well over 100 units will be built a year up until 2024 in this area. With further sites on board, this is likely to increase to 200 units a year from 2025 up to 2030. If further housing allocations are to be identified in the catchment, in a future Development Plan; we are likely to see this level of growth (or more) per annum throughout the following decade. In view of this, it is proposed that a further 120 places be created within the school to meet local demand. This growth would meet the current short-term pressures but not account for pressures that may arise from any potential new housing developments identified under the emerging Local Development Plan. Potential future demand is likely to be significant and the Council will work in partnership with developers to ensure that the infrastructure in the local community adequately addresses this need. This will need to be robustly addressed in that part of the County Borough in the medium to long-term, and consideration given to building new schools to accommodate the potential future growth in the population.

- 4.16 An urgent solution is required to meet admission pressures in this area. There is a potential opportunity to increase the capacity at the school with relative ease, which would help alleviate pressures in the shorter term. Officers in Corporate Estates have advised that that a simple 4-classroom block can be constructed at the rear of the school site, subject to gaining the relevant statutory consents, at an estimated cost of £900k. It is also proposed that this block be designed and built to support the construction of another storey, at a later date, should demand for school places warrant this in the future. As such, the relevant statutory consents would be sought for a two-storey build to be constructed in two phases, this will future proof the capacity at Y Pant until a medium to long-term solution is found. This proposed expansion will create capacity for the short-term ensuring pupils within catchment can attend, thereby avoiding increased school admission appeals, higher school transport costs, increasing our carbon footprint and impacting on our pupils' wellbeing. Without the additional capacity the Council will face significant challenges in meeting its statutory duty for the sufficiency of school places.
- 4.17 If work were to commence shortly, and engagement with the relevant statutory authorities permitted to start, then this additional accommodation could potentially be put in place by the end of 2022. Given our current projections, these additional classrooms will provide the required accommodation at Y Pant for the next 4-5 years.
- 4.18 Officers will continue to work closely with Planning Department colleagues to ensure that all new housing development enquiries and applications are robustly scrutinised for the impact that they may have on our school places, and to ensure that appropriate measures are put in place. Further information and long-term options to manage this ongoing issue will be brought back to Cabinet for future consideration and approval if required.

## **5. EQUALITY AND DIVERSITY IMPLICATIONS/SOCIO-ECONOMIC DUTY**

- 5.1 The Council has to satisfy its public sector duties under the Equality Act 2010 (including specific Welsh public sector duties). Pursuant to these legal duties Councils must in making decisions, have due regard to the need to (1) eliminate



unlawful discrimination, (2) advance equality of opportunity and (3) foster good relations on the basis of protected characteristics.

- 5.2 All works carried out will be fully compliant with the Equality Act 2010 which will ensure that the new facilities are fully accessible.

## **6. WELSH LANGUAGE IMPLICATIONS**

- 6.1 A Welsh Impact Assessment is not required at this juncture. However, if further works are required which triggers a statutory school consultation, then an assessment will be required in accordance with the School Organisation Code (2018) as stated in paragraph 7.1 below.

## **7. CONSULTATION**

- 7.1 There are no formal consultation requirements arising from these proposals as the increase in pupil numbers are below the threshold required to trigger a statutory school organisation consultation. However, if Cabinet decide to proceed with any future options brought before them to build new schools, or significantly increase the capacity of schools, the Council will have to meet the requirements of the School Organisational Code and undertake the necessary statutory consultations.

## **8. FINANCIAL IMPLICATIONS**

- 8.1 As referenced at Section 4, the cost associated with this proposal is estimated at £900k.
- 8.2 This cost can be funded from resources already set aside for school modernisation and to support the ongoing Band B 21<sup>st</sup> Century School programme into the medium term.

## **9. LINKS TO THE COUNCIL'S CORPORATE PLAN/OTHER CORPORATE PRIORITIES AND THE WELL BEING OF FUTURE GENERATIONS ACT**

- 9.1 The Council's Corporate Plan commits to "Continue to invest in improving school buildings, to ensure the County Borough's pupils have the learning environment fit for the 21<sup>st</sup> Century."
- 9.2 The proposals considered in the report contribute to all 7 wellbeing goals within the Future Generation (Wales) Act 2015 and due regard has been made to the Five Ways of Working, as contained within the Wellbeing of Future Generations (Wales) Act 2015.

## **10. CONCLUSION**

- 10.1 Members will be aware of the rapid growth in housing along the M4 corridor in the south of the County Borough and the pressures that this puts on our school places. Members will also be aware of the Council's planned 21<sup>st</sup> Century Schools investment in a number of schools within this area to improve and increase our education provision in the long term.

- 10.2 The proposal to create additional teaching accommodation at Y Pant will alleviate the immediate pressure at this time and allow for a strategic approach to education provision to be developed over the next few years. This will coincide with the emerging Local Development Plan which is currently being developed. Officers from Education and Planning Policy will continue to work collaboratively on developing this strategic document which will help manage these pressures in the long term.
- 10.3 It is recommended therefore that Members agree to construct additional teaching accommodation at Y Pant and agree to receive further reports should further changes to capacity and catchment boundaries be required. We continue to strive to provide the best possible learning experiences in the best possible learning environments for the children of RCT.

**LOCAL GOVERNMENT ACT 1972**

**AS AMENDED BY**

**THE LOCAL GOVERNMENT (ACCESS TO INFORMATION) ACT 1985**

**RHONDDA CYNON TAF COUNTY BOROUGH LOCAL AUTHORITY**

**A DISCUSSION PAPER FOR A PRIVATE MEETING OF THE CABINET**

**29<sup>TH</sup> OF NOVEMBER 2021**

**REPORT OF THE DIRECTOR OF EDUCATION AND INCLUSION SERVICES IN DISCUSSIONS WITH THE RELEVANT PORTFOLIO HOLDER (COUNCILLOR MRS J ROSSER)**

**Item:**

**Background Papers:** None

**Officer to Contact:** Andrea Richards, Service Director, 21st Century Schools and Transformation

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## RHONDDA CYNON TAF COUNTY BOROUGH COUNCIL

### CABINET

13<sup>TH</sup> DECEMBER 2021

#### **21<sup>ST</sup> CENTURY SCHOOLS PROGRAMME – PROPOSALS TO IMPROVE ENGLISH MEDIUM PRIMARY EDUCATION PROVISION FOR GLYNCOCH, TONYSGUBORIAU AND MAESYBRYN**

#### **REPORT OF THE DIRECTOR OF EDUCATION AND INCLUSION SERVICES IN DISCUSSION WITH THE CABINET MEMBER FOR EDUCATION AND INCLUSION SERVICES (COUNCILLOR JOY ROSSER)**

**Author(s):** Gaynor Davies, Director of Education and Inclusion Services  
Andrea Richards, Service Director of 21<sup>st</sup> Century Schools and Transformation

#### **1. PURPOSE OF THE REPORT**

The purpose of the report is to:

- 1.1 Seek Members' approval to begin the relevant and required statutory consultation for the proposal to amalgamate the currently federated Cefn Primary and Craig-yr-Hesg Primary Schools by:
  - Closing Cefn Primary and Craig-yr-Hesg Primary Schools.
  - Opening a new maintained community primary school on a new site.
- 1.2 Request approval to submit a Strategic Outline Business Case for three Mutual Investment Model (MIM Projects) to the Welsh Government. The three projects are - a new community primary school for Glyncoch (replacing Cefn and Craig-yr-Hesg Primary Schools); a replacement community primary school for Maesybryn Primary School and a replacement community primary school for Tonysguboriau Primary School. Submission of the Strategic Outline Business Case to be subject to the outcome of the statutory consultation in relation to the new community primary school proposed for Glyncoch.
- 1.3 To note that that agreeing to submit the Strategic Outline Business Case does not commit the Council to enter into contractual arrangements in relation to any projects and approval to enter into a

Project Agreement for any of these MIM projects will be brought back to Cabinet in future for determination.

## **2. RECOMMENDATIONS**

It is recommended that the Cabinet:

- 2.1 Note the content of this report;
- 2.2 Give formal approval to commence consultation with relevant stakeholders on the proposal to close Cefn Primary and Craig-yr-Hesg Primary Schools and open a new community primary school on a new site to serve the combined existing catchment areas of Cefn Primary and Craig-yr-Hesg Primary Schools;
- 2.3 Note any proposal, should it be approved following completion of the required statutory processes, would be implemented by September 2026;
- 2.4 Subject to 2.2 above, give delegated authority to the Director of Education to make any minor changes that are required to the proposed consultation document (attached at Appendix B to the report) prior to its publication and the consultation commencing;
- 2.5 Agree to a Strategic Outline Business Case for three proposed MIM Projects being submitted to the Welsh Government – the projects being a new community primary school for Glyncoch; a replacement community primary school for Maesybryn Primary School and a replacement community primary school for Tonysguboriau Primary School. Such submission to be subject to the outcome of the statutory consultation in relation to the new community primary school proposed for Glyncoch, noting that any that formal approval to proceed to deliver any new project will be brought back to Cabinet for further determination.

## **3. REASONS FOR RECOMMENDATIONS**

- 3.1 To increase capacity and improve the quality of the English medium primary education provision available to learners in the Glyncoch area of Rhondda Cynon Taf.
- 3.2 To continue the Council's ambitious school modernisation agenda. These recommendations for three new school buildings at Glyncoch, Maesybryn and Tonysguboriau being aligned with the Welsh Government's 21<sup>st</sup> Century Schools and Colleges Programme funding criteria and seeking funding via the MIM. (MIM is Welsh Government's revenue funding route which enables investment up to a capital value of £500 million across the whole of Wales).

#### **4. BACKGROUND**

- 4.1 The Council's school modernisation programme has been successfully making excellent progress in modernising our school estate, meeting demand for places and expanding pupil places where required including early years. The Council has been building new schools, remodelling and redeveloping schools across the County Borough providing 21<sup>st</sup> Century learning environments for our pupils, staff, parents and the wider community.

As part of the continuation of the programme, urgent investment is needed to amalgamate Cefn Primary and Craig-yr-Hesg Primary Schools, which are amongst the poorest buildings in the education portfolio. The rationale for bringing this proposal is set out in detail in the draft consultation document attached at Appendix B to this report.

Also, there is an urgent need to provide replacement school buildings for both Maesybryn Primary School and Tonysguboriau Primary School. To note, no consultations are required for these schools as the project parameters don't meet the threshold required to trigger a statutory consultation in accordance with the School Organisation Code.

- 4.2 Members will recall on 18<sup>th</sup> July 2017, a report was put before Cabinet where members approved the submission of the Strategic Outline Programme (SOP) for Band B of the Welsh Government's 21<sup>st</sup> Century Schools and Colleges Programme. Band B has two different funding routes – a capital funding route and a revenue (MIM) funding route.
- 4.3 The Mutual Investment Model (MIM) is intended to support additional investment in social and economic infrastructure projects and help to improve public services in Wales. Under the MIM, the private sector partners will build and maintain public assets, and in return the Council supported by funding from the Welsh Government will pay a fee to the private partner, which will cover the cost of construction, building maintenance and financing the project. At the end of the contract the asset reverts to the Council.
- 4.4 Three primary schools (for Glyncoch, Maesybryn and Tonysguboriau) are collated as one MIM funding bid to drive financial and construction efficiencies and economies of scale.
- 4.5 The submission of the Strategic Outline Business Case is the first stage of the MIM funding process and is being run alongside the statutory consultation which relates to the Glyncoch school proposal to expedite the targeted delivery date for the three school buildings proposed at Glyncoch, Maesybryn and Tonysguboriau. Any submission

of the Strategic Outline Business Case (SOC) will be made strictly subject to the outcome of the statutory consultation in relation to the new community primary school proposed for Glyncoch. Submission of the SOC is just the initial stage of a lengthy funding process and does not pre-determine any decision in relation to the statutory consultation.

### **Glyncoch Statutory Proposals**

- 4.6 Cefn and Craig-yr-Hesg Primary Schools formed a federation in September 2012 under a single Executive Headteacher and a federated governing body. The schools are known collectively as the 'Fern Federation'. The schools are located just 0.7 miles apart in the village of Glyncoch.

### **The Schools - Glyncoch**

- 4.7 Cefn Primary School is a 1970's single storey steel frame building, set over two levels due to the sloping topography of the site. A site condition survey conducted in 2020, indicated a grading of 'D' for condition and 'D' for suitability (where 'A' is the highest and 'D' is the lowest performing).
- 4.8 The current school is not accessible and as such not compliant with the Equality Act 2010. Given the restrictions of the site, there is little that can be done to remedy this. The low-level perimeter fence to the front of the school site is insufficient to stop individuals accessing the school grounds out of school hours, which gives rise to security and anti-social behaviour concerns. The location of the school, in a residential cul-de-sac, makes drop off and pick up times challenging, with inadequate parking and turning arrangements available for parents.
- 4.9 Cefn Primary School currently has a maintenance backlog of £587k.
- 4.10 By 2025/26, Cefn Primary School is projected to have surplus places of 34.8%.
- 4.11 Craig-yr-Hesg Primary School is a 1950's single-storey flat roof building of brick and block construction, which was extended during the 1990s. A site condition survey conducted in 2019, indicated a grading of 'C' for condition and 'C' for suitability (where 'A' is the highest and 'D' is the lowest performing).
- 4.12 The current school site requires improvement to comply with the Equality Act 2010. The low-level perimeter fence to the front of the school site is insufficient to stop individuals accessing the school grounds out of school hours, which gives rise to security and anti-social behaviour concerns.
- 4.13 Craig-yr-Hesg Primary School currently has a maintenance backlog of £196k.



- 4.14 Craig-yr-Hesg Primary School is projected to consistently exceed its capacity over the next five years.
- 4.15 The Estyn reviews carried out in January 2020 judged that both federated schools had made insufficient progress in relation to the recommendations set out following their core inspections undertaken in September 2018. As a result, both schools were placed in the reported category of 'Significant Improvement'.
- 4.16 Since being placed in the reported category of 'Significant Improvement', both schools have been regularly monitored by the school improvement service (Central South Consortium - CSC). All the progress reports prepared by CSC have shown how the schools have, over time, made improvements and subsequent progress against the recommendations from the original core inspections. The schools are now awaiting their inspection re-visit from Estyn (due 15<sup>th</sup>-17<sup>th</sup> November 2021) who will examine all the evidence collated to date and decide whether the schools have made sufficient progress to be removed from the reported category of 'Significant Improvement'.
- 4.17 Therefore, to address these issues, it is proposed that the two existing schools are amalgamated, and a new English medium primary school be created on a new site, with a capital investment value of £9M to improve and expand facilities.
- 4.18 This investment would include:
- modern, flexible learning environments for all learners, a hall/dining area, and a multi-purpose learning resource area;
  - accessible internal and external facilities for wider community use;
  - enhanced outdoor spaces to support the full range of curriculum activities, including an outdoor classroom and a 'forest schools' area; and,
  - improved traffic management including consideration of an on-site drop off facility (subject to further surveys and the transport and traffic assessment) and on-site staff parking.
- 4.19 The new school would be built in accordance with Building Bulletin 99 and would be fully accessible and compliant with the Equality Act 2010.
- 4.20 The only pupils attending Cefn Primary or Craig-yr-Hesg Primary Schools who use Home to School Transport are pupils who attend the Learning Support Class provision at Cefn Primary School. Currently 10 pupils access Home to School Transport for this purpose. Given the close proximity of the existing schools and the proposed new site, it is not anticipated that this will change should the proposal be

implemented. To confirm, both Learning Support Classes will be transferred to the new school.

- 4.21 The investment would also include a review of safe routes to school and, if required, an investment in improvements to walkways, road crossings and traffic calming measures will be introduced to ensure the required safety standards are met. This is the approach the Council has implemented in other communities through delivering the 21<sup>st</sup> Century Schools Programme with significant improvements being made.
- 4.22 To achieve these proposals, the Council is seeking to close Cefn Primary and Craig-yr-Hesg Primary Schools and transfer all pupils to a new community primary school on a new site. The catchment area for the new school would be an amalgamation of the catchment areas of the existing schools.

#### **The Proposed Site - Glyncoch**

- 4.23 The new school building is proposed to be built on a new site which includes the existing Craig-yr-Hesg Primary School site and land adjacent to it (the former site of the Ty Gwyn Pupil Referral Unit). Given the limitations of both existing school sites, and the challenging topography of the catchment areas, the number of alternative options available for consideration were limited.

Searches of the catchment areas of Cefn Primary and Craig-yr-Hesg Primary Schools were undertaken to identify a suitable site which met the following criteria:

- Have an adequate site area.
- Have satisfactory access which is capable of being improved.
- Be free from any visual incumbents.
- Be in close proximity to the current schools.
- Be a viable development opportunity subject to a detailed feasibility study.

Following the site assessment, a new site which includes the existing Craig-yr-Hesg Primary School site and land adjacent to it (the former site of the Ty Gwyn Pupil Referral Unit) was chosen as the preferred location for the new school. It is felt that this combined site, which is in Council ownership, is of a suitable size to accommodate a larger school building with appropriate external space and facilities, has good access arrangements that could be improved further through the consideration of a dedicated drop off facility (subject to further surveys and the transport and traffic assessment), has good existing infrastructure, and is in a prominent position in the village, close to both existing schools.

A map showing the locations of the existing school and the preferred site is included at Appendix A.

#### **The School and Site – Maesybryn**

- 4.24 Maesybryn Primary School comprises an original school building constructed in the late 1960s, surrounded by a number of modular buildings added from the 1980s onwards. The main school building is of steel frame construction with a mineral felt flat roof and an elevated section above the hall with a pitched roof. A site condition survey conducted in February 2019, indicated a grading of 'C' for condition and 'C' for suitability (where 'A' is the highest and 'D' is the lowest performing).
- 4.25 The current school requires considerable improvement to comply with the Equality Act 2010. A segment of low-level perimeter fence adjacent to the front entrance of the school site is insufficient to stop individuals accessing the school grounds out of school hours, which gives rise to security and anti-social behaviour concerns. The school is located in a residential cul-de-sac, making drop off and pick up times challenging with inadequate parking and turning arrangements available for parents.
- 4.26 Maesybryn Primary School currently has a maintenance backlog of £429k.
- 4.27 An Estyn core inspection of the school carried out in May 2018 judged that the school was performing well and as such was assigned ratings of 'good' across all five inspection areas.
- 4.28 It is proposed that a new English medium primary school be created on the current site, with a capital investment value of £9 Million to improve and expand facilities, providing a 21<sup>st</sup> Century school constructed to Building Bulletin 99 and being fully accessible and compliant with the Equality Act 2010.

#### **The School and Site – Tonysguboriau**

- 4.29 Tonysguboriau Primary School consists of a main teaching block constructed prior to 1919 with a 1960s timber frame extension. The two buildings are connected by the main hall. The extension is a single storey timber frame structure with external timber cladding and a flat roof. The hall section is also single storey timber frame structure with external timber cladding and shallow pitched roof with a felt covering. A site condition survey conducted in February 2019, indicated a grading of 'D' for condition and 'D' for suitability (where 'A' is the highest and 'D' is the lowest performing). The condition survey also noted that the roof of the original school building is potentially covered in asbestos man-made slate that will need to be replaced in the near future.

- 4.30 The current school site requires improvement to comply with the Equality Act 2010. The main vehicular and pedestrian site entrances are located on a busy residential street within a housing estate, making pick up and drop off times challenging, with inadequate parking arrangements for parents.
- 4.31 Tonysguboriau Primary School currently has a maintenance backlog of £990,919.
- 4.32 An Estyn core inspection of Tonysguboriau Primary School was carried out in April 2015 using the old inspection template. The report judged the school's current performance as 'good' with 'good' prospects for improvement.
- 4.33 It is proposed that a new English medium primary school be created on the current site, with a capital investment value of £9M to improve and expand facilities, providing a 21<sup>st</sup> Century school constructed to Building Bulletin 99 and being fully accessible and compliant with the Equality Act 2010.

## **5. EQUALITY AND DIVERSITY IMPLICATIONS/SOCIO-ECONOMIC DUTY**

- 5.1 The Council has to satisfy its public sector duties under the Equalities Act 2010 (including specific Welsh public sector duties). Pursuant to these legal duties Councils must in making decisions have due regard to the need to (1) eliminate unlawful discrimination, (2) advance equality of opportunity and (3) foster good relations on the basis of protected characteristics.
- 5.2 Equality, Welsh Language and Community Impact Assessments are being prepared in respect of these proposals. For the proposal that relates specifically to the new school for Glyncoch, this will be published on the Council's website in accordance with the requirements of Welsh Government's School Organisation Code (2<sup>nd</sup> Edition) (011/2018) (the "Code").

## **6. WELSH LANGUAGE IMPLICATIONS**

- 6.1 Welsh Impact Assessments will be prepared for each proposal and will be shared with the Review Panel at the appropriate time. For the proposal that relates specifically to the new school for Glyncoch, this assessment will be published on the Council's website in accordance with the requirements of Welsh Government's School Organisation Code (2<sup>nd</sup> Edition) (011/2018) (the "Code").

## **7. CONSULTATION/INVOLVEMENT**

- 7.1 The consultation processes in respect of this proposal in relation to Glyncoch would be undertaken under the arrangements outlined in the Code and the 'Changes to the School Organisation Code in response to the coronavirus outbreak' which were updated on 8<sup>th</sup> January 2021. These arrangements stipulate that consultation must be undertaken when the proposals are at a formative stage and that consultation documents must be prepared and circulated to prescribed consultees, as well as being published on the Council website.
- 7.2 The draft consultation document for the Glyncoch proposal outlined in this report is attached at Appendix B to this report, although it should be noted that this remains a working document which may be subject to some minor changes before the consultation document is formally published and the consultation process commences.
- 7.3 The proposed consultation period, if it is agreed to progress this matter, would run from 5<sup>th</sup> January 2022 to 18<sup>th</sup> February 2022. Details regarding engagement opportunities would be added to the consultation documents before the formal consultation begins, and would be carried out in line with the latest COVID guidance available at that time.
- 7.4 The proposed potential timetable for completion of each statutory process is set out in the table below:

<b>Cefn &amp; Craig-yr-Hesg Primary Schools Amalgamation – Proposed Consultation Timeline</b>		
<b>Action</b>	<b>Detail</b>	<b>Dates</b>
Cabinet permission to consult	Cabinet to consider this proposal and give approval to commence consultation.	9 <sup>th</sup> December 2021
Statutory public consultation	Consultation document to be published on the Council website for a minimum of 6 weeks.	5 <sup>th</sup> January 2022
Report back to Cabinet	Cabinet to consider the consultation response report and determine whether to publish the report and approve the publication of the proposal in the form of a statutory notice.	March 2022
Publish Statutory Notice	Statutory notice to be published for a 28-day period (if approved by Cabinet).	March 2022
Decision by Cabinet	Cabinet to consider report on outcome of statutory notice period including details of objections received, and an appropriate recommendation.	June 2022
Implementation	In accordance with Cabinet decision, continue with status quo or implement proposal.	Status Quo: June 2022 New school: September 2026

## **8. FINANCIAL IMPLICATION(S)**

8.1 There would be no significant financial implications for school budgets as a result of the recommendations in this report. Some savings would be achieved, for example because the new schools would be maintenance-free and Net Zero Carbon in operation, however other costs, such as business rates, are likely to increase for individual school budgets.

8.2 However, should the proposals go ahead, significant investment will be required. The estimated cost of constructing the three new schools is £27M. If the proposals proceed they will be funded by the 21<sup>st</sup> Century Schools and Colleges Programme, through its MIM model of funding. This is a revenue model of investment whereby payments are made on a monthly basis and include a contribution of up to 81% from Welsh Government. The remaining 19% will be funded by the Council.

There are also some capital elements payable in relation to the MIM schemes and these will be funded 65% by Welsh Government and 35% by the Council, including:-

- loose furniture (FF&E) and ICT:  
Welsh Government's FF&E and ICT rates are currently £1221 per pupil and £555 per pupil respectively, which, based on 1165 pupils, totals £2,069,040, of which Welsh Government will fund 65% (£1,344,876) and the Council will fund 35% (£724,164).
- WEPCo's Stage 1 development fee.

8.3 This funding is subject to approval by Cabinet and by the Welsh Government following the submission of the relevant Business Cases and the receipt of finalised detailed costs which would be brought back to Cabinet in due course, should the proposals proceed.

## **9. LEGAL IMPLICATIONS OR LEGISLATION CONSIDERED**

9.1 Part 1 of the Education Act 1996 ("the 1996 Act") imposes a number of general duties on all local authorities in Wales. The general duty in section 13 of the 1996 Act is to contribute (so far as the Council's powers enable them to do so) towards the spiritual, moral, mental and physical development of the community by securing that efficient primary education and secondary education are available to meet the needs of the population of their area.

9.2 Section 13A (3) of the 1996 Act states that a local authority in Wales must ensure that their relevant education functions and their relevant training functions are exercised by the authority with a view to promoting high standards, and promoting the fulfilment of learning potential by every person to whom the subsection applies, including

those who are of compulsory school age or are below school age and are registered as pupils at schools maintained by the authority.

- 9.3 Section 14 of the 1996 Act then provides that the Council shall secure that sufficient schools for providing primary education and secondary education are available in the Council's area. Schools available for an area shall not be regarded as sufficient unless they are sufficient in number, character and equipment to provide for all pupils the opportunity for appropriate education.
- 9.4 Appropriate education means education which offers such variety of instruction and training as may be desirable in view of (a) the pupils' different ages, abilities and aptitudes; and (b) the different periods for which they may be expected to remain at school, including practical instruction and training appropriate to their different needs.
- 9.5 Powers for councils to develop school organisation proposals are governed by the School Standards and Organisation (Wales) Act 2013 and the Code. Local authorities must, when exercising functions under Part 3 of the 2013 Act, act in accordance with any relevant requirements contained in the Code and must have regard to any relevant guidelines contained in it. A copy of the Code is found here: <https://gov.wales/sites/default/files/publications/2018-10/school-organisation-code-second-edition.pdf>

## **10. LINKS TO THE CORPORATE AND NATIONAL PRIORITIES AND THE WELL-BEING OF FUTURE GENERATIONS ACT**

- 10.1 There are links to RCTCBC's Corporate Plan for the period between 2020 to 2024, 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.
- 10.2 Due regard has been made to all seven well-being goals and the Five Ways of Working, as contained within the Wellbeing of Future Generations (Wales) Act 2015 which requires the Council to think about the long-term impact of decisions, on communities to prevent consistent issues such as poverty, health inequalities and climate change.

This proposal would contribute to achieving the wellbeing goals by:

- Improving sustainability of school buildings in the Council portfolio through a commitment to achieving a Net Zero Carbon in operation school with a BREEAM rating of 'Excellent'.

- Providing new community facilities that can be used by local people.

This proposal would achieve the five ways of working by:

- Creating a new school environment that can deliver the new curriculum for Wales as set out in the national mission statement.
- Provide first class learning facilities for pupils and the wider community and contribute towards a healthier Wales by providing additional outdoor sport facilities for pupils.
- Contributing towards a prosperous Wales by committing to opportunities for local tradespeople and to use local resources, wherever possible to build the new school.
- Engaging with the community on a thorough consultation with opportunities for all stakeholders in the community to engage throughout the process.

10.3 An Equality Impact Assessment which would include further detail on the contribution of the proposal to the Wellbeing of Future Generations Act would form an integral part of the consultation document in relation to the Glyncoch school proposals. This would be available for all stakeholders to view and comment upon as a part of the consultation process. A Welsh Language Impact Assessment will also be undertaken as part of the consultation.

10.4 An Equality Impact Assessment, a Children's Rights Impact Assessment and a Welsh Language Impact Assessment will also be completed for each project as a part of the Business Case submission process.

## **11. CONCLUSION**

11.1 The proposal to amalgamate Cefn Primary and Craig-yr-Hesg Primary Schools through the creation of a new community primary school will significantly improve English medium primary education in Glyncoch. A new 21<sup>st</sup> Century school with first class facilities, and of appropriate size, will create a learning environment which nurtures and supports pupils and staff and will have a positive impact on the local community.

11.2 It is recommended therefore, that Members give approval to officers to commence the consultation processes necessary, in accordance with the School Organisation Code 2018, to achieve the proposal for Glyncoch outlined in this report.

11.3 The Council is responsible for delivering high educational standards and efficient education provision that serves our local communities. This is achieved by ensuring that modern schools are delivered which



are of a suitable size and provide learners with 21<sup>st</sup> Century learning facilities and the best possible educational opportunities. It is recommended therefore that Members give approval for the submission of a Strategic Outline Business Case to Welsh Government to commence the funding process for new school buildings at Glyncoch, Maesybryn and Tonysguboriau, it being made clear in the submission that the submission is subject to the outcome of the statutory consultation at Glyncoch.

**LOCAL GOVERNMENT ACT 1972**

**AS AMENDED BY**

**THE LOCAL GOVERNMENT (ACCESS TO INFORMATION) ACT 1985**

**RHONDDA CYNON TAF COUNTY BOROUGH COUNCIL**

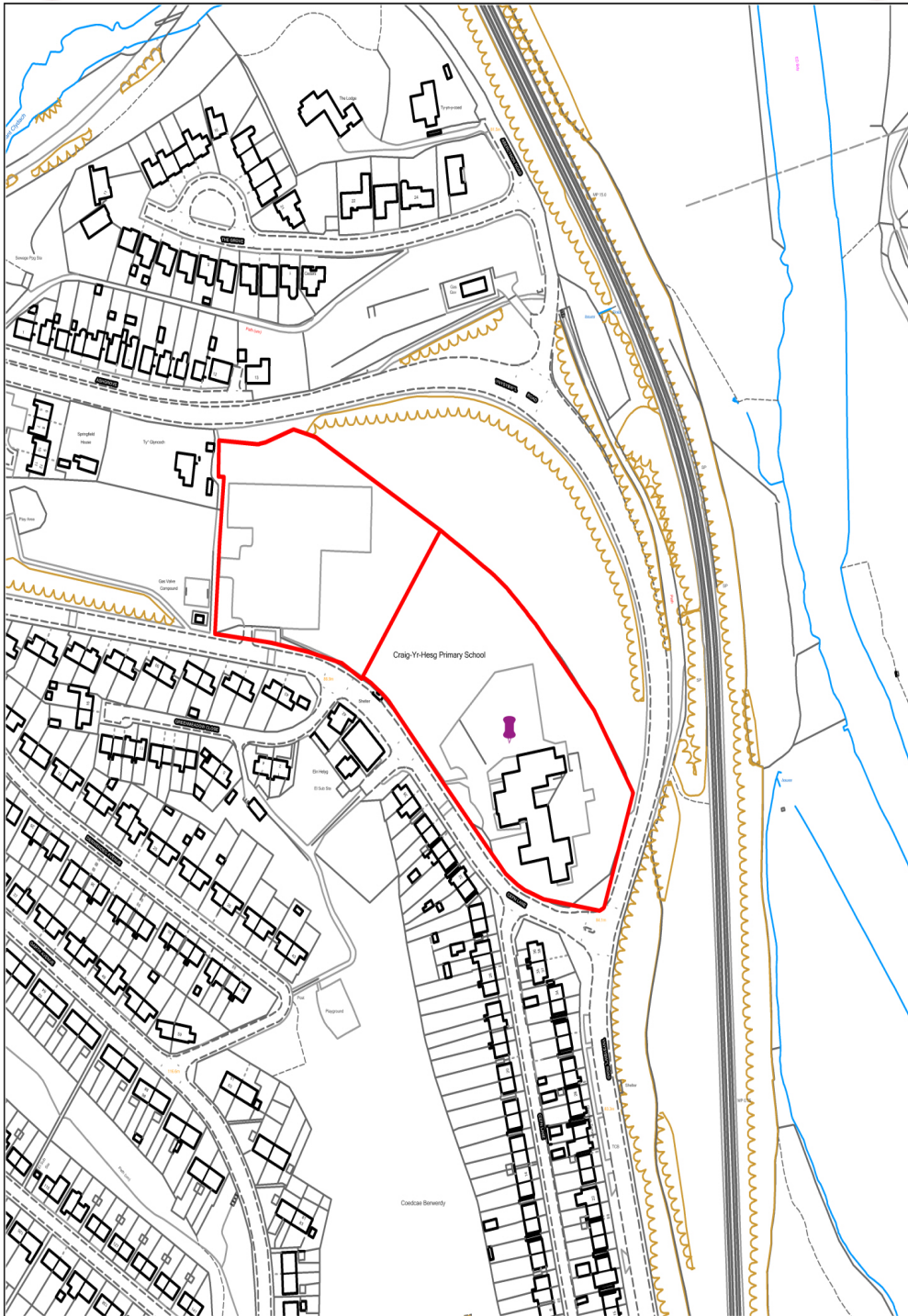
**A DISCUSSION PAPER FOR A PRIVATE MEETING OF THE CABINET**


**29<sup>TH</sup> NOVEMBER 2021**

**REPORT OF THE DIRECTOR OF EDUCATION AND INCLUSION SERVICES IN DISCUSSION WITH THE CABINET MEMBER FOR EDUCATION AND INCLUSION SERVICES (COUNCILLOR JOY ROSSER)**

**Officer(s) to contact:**

Gaynor Davies, Director of Education and Inclusion Services  
Andrea Richards, Service Director of 21<sup>st</sup> Century Schools and Transformation



<b>Teitl/Title:</b> Craig Yr Hesg Primary School		<b>Graddfa ar A4/</b> 1:2,500 <b>Scale at A4:</b> 1:2,500 <b>Lleoliad/</b> 308091N <b>Location:</b> 192402E <b>Dyddiad/</b> <b>Date:</b> 12/11/2021
Sylwadau/ Comments << >>		

Mae'r wybodaeth sydd wedi'i chynnwys ar y map yma yn gywir ar adeg ei argraffu yn unig. Dylid gwirio manylion perchnogaeth y Cynnyr gyda'r Garfan Rheoli Aseidau a Gwybodaeth Eiddo, sydd wedi'i lleoli yng Ty Trevithick Ffônwech Eiddo'r Cynnyr ar 01443 281189. Mae'r cynllun yma'n dangos y safon ffras, ac nid union lleoli y ffras. Mae'n bosibl nad yw'r nodweddau gwelir yn union fel y cyflwynir ym cyfnewidiadau mwy ym un manau ar lawr.

Information contained on this map is correct only at the time of printing. Exact extent of Council ownership details should be checked with the Asset Management and Property Information Team based at Ty Trevithick by contacting Corporate Estates on 01443 281189. This plan shows the general position, not the exact line of the boundaries. It may be subject to distortions in scale. Measurements scaled from this plan may not match measurements between the same points on the ground.

Tudalen wag

# 21ST CENTURY SCHOOLS



CONSULTATION ON A PROPOSAL TO AMALGAMATE CEFN AND  
CRAIG-YR-HESG PRIMARY SCHOOLS TO CREATE A NEW  
COMMUNITY PRIMARY SCHOOL ON A NEW SITE

This consultation document and appendices are also available on the 'Get Involved' page on the Council website.

Mae'r ddogfen yma ar gael yn y Gymraeg / This document is available in Welsh.

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## Introduction

The Council wishes to seek the views of stakeholders on the proposal to amalgamate Cefn Primary and Craig yr Hesg Primary Schools. The amalgamation will be achieved by closing the two existing primary schools and opening a new, bigger community primary school to replace them.

The new school building will be built on the existing Craig yr Hesg Primary School site and the land adjacent to it (the former site of the Ty Gwyn Pupil Referral Unit). It is proposed that the two existing schools will close with the pupils transferring to the new school no later than **September 2026**.

This proposal is made in accordance with the School Organisation Code – 2018 (011/2018). Section 2.1 of the School Organisation Code – 2018 refers to elements of school reorganisation that require the publication of proposals, including:

- The opening of a maintained school.
- The closing of a maintained school.

### Who will we consult with?

We are seeking the views of the following stakeholders:

- |  |  |
|--|--|
| <ul style="list-style-type: none"><li>• The federated Governing Body of Cefn Primary School and Craig yr Hesg Primary School.</li><li>• Parents/carers, prospective parents/carers where possible, and staff members of Cefn Primary School and Craig yr Hesg Primary School.</li><li>• Pupils of Cefn Primary School and Craig yr Hesg Primary School.</li><li>• Other governing bodies of neighbouring primary schools.</li><li>• Neighbouring local authorities.</li><li>• The Church in Wales and Roman Catholic Diocesan Authorities.</li><li>• Welsh Ministers.</li><li>• Members of the Senedd for the Rhondda, Cynon and Taf constituencies and regional Members of the Senedd for the area.</li></ul> | <ul style="list-style-type: none"><li>• Members of Parliament for the Rhondda, Cynon and Taf constituencies.</li><li>• Estyn.</li><li>• Teaching and staff trade unions.</li><li>• Central South Consortium Joint Education Service.</li><li>• Police and Crime Commissioner for the area.</li><li>• Childcare providers.</li><li>• Mudiad Meithrin.</li><li>• Menter Iaith.</li><li>• Early Years Development and Childcare Partnership.</li><li>• Children and Young People's Partnership.</li><li>• Cwm Taf Morgannwg University Health Board.</li><li>• Welsh Language Commissioner.</li></ul> |
|--|--|

## What will the consultation process entail?

The consultation will start on Wednesday 5<sup>th</sup> January 2022 and will be completed at 5pm on Friday 18<sup>th</sup> February 2022. The feedback from the consultation will be collated and summarised, and a report presented to the Council's Cabinet during March 2022. This consultation report will be available for all persons to view on the Council's website and copies can be obtained on request from the addresses detailed on page 4 of this document.

The Council's Cabinet will consider the report and will decide, based on the feedback, whether to proceed with the proposal, make changes to the proposal or not to proceed with the proposal. If the Cabinet decides not to proceed, that will be the end of this proposal.

If the Cabinet decides to proceed with the proposal, a statutory notice will be published providing a 28-day notice period for objections. The School Standards and Organisation (Wales) Act 2018 requires that anyone wishing to make objections to a school organisation proposal has the opportunity to do so. To be considered as statutory objections, objections **must** be made in writing or by email, and sent to the Council within 28 days of the date on which the proposal was published.

The Council's Cabinet will consider the outcome of the statutory notice at the next available Cabinet meeting and determine whether to implement the proposal.

If there are objections, the Council's Director of Education and Inclusion Services will publish an objection report providing a summary of the objections and their response to them within 7 days of the day of the determination of the proposal. This report will also be available for all persons to view on the Council's website and copies can be obtained on request from the addresses detailed on page 4 of this document.

If the Council's Cabinet approve the proposal, the proposal will be implemented in accordance with the date given in the statutory notice or any subsequently modified date. In the case of this proposal, the implementation date will be no later than **September 2026**.

## What do you have to consider?

The remainder of the consultation document sets out the rationale for the proposed change to primary education in Glyncoch. We would like you to consider the information contained within this document and to hear your views as to whether you support the proposal to amalgamate Cefn Primary and Craig yr Hesg Primary Schools. A new school building to accommodate all children from the village who require a place at the new school will be built on a new site, to include the existing Craig yr Hesg Primary School site and land adjacent to it (the former site of the former Ty Gwyn Pupil Referral Unit).



## How do you make your views known?

Consultation events will be held, and you are welcome to attend the appropriate face-to-face meeting.

School(s) Affected	Group	Time/Date	Venue
Cefn Primary and Craig yr Hesg Primary Schools	Federated Governing Body and Staff	XXXXXXXXXX	XXXXXXXXXX
Cefn Primary School	School Council	XXXXXXXXXX	XXXXXXXXXX
Craig yr Hesg Primary School	School Council	XXXXXXXXXX	XXXXXXXXXX
Both schools and members of the local community	Parents and public drop-in session and exhibition	XXXXXXXXXX	XXXXXXXXXX

A consultation questionnaire is attached on page 28 of this document. The questionnaire will also be available at the drop-in session detailed above, and on the Council's website on the 'Get Involved' page.

The questionnaire also enables consultees to indicate if they wish to be notified of the publication of the consultation report once presented to the Council's Cabinet.

You are also welcome to put your views, comments and any questions you may have in writing to:

Director of Education and Inclusion Services  
21<sup>st</sup> Century Schools  
Ty Trevithick  
Abercynon  
Mountain Ash  
CF45 4UQ

E-mail: [schoolplanning@rctcbc.gov.uk](mailto:schoolplanning@rctcbc.gov.uk)

**All correspondence should be received no later than 5pm on Friday 18th February 2022.**

Please note that responses to the consultation will not be counted as objections to the proposal unless expressly requested. Objections can only be forwarded following the publication of the statutory notice.

## **The views of children and young people**

The Council has acknowledged that the voice of young people is about involving them as active participants in the development, delivery, management, and improvement of their educational and student experience.

Young people have a right to express their views in all matters affecting them and for their views to be heard and given due consideration in accordance with their age and maturity. As such, the 21st Century Schools Team will ensure that suitable arrangements are made to involve pupils as active participants throughout this consultation process, and if a decision is made to progress the proposal, throughout the implementation process.

The Council will consult with pupils who attend Cefn Primary and Craig yr Hesg Primary Schools by producing a children and young people's version of the consultation document and consultation response form. As detailed in the table on page 4 of this document, we will hold a meeting with both school councils to discuss the proposal with pupils at the school and guide them through the child friendly version of the consultation document. Notes from this discussion will be included in the documentation forwarded to the Council's Cabinet for consideration once the consultation period has ended.

## **Community, Equality and Welsh Language Impact Assessments**

As set out in the Welsh Government School Organisation Code 2018, it is a requirement to publish Community Impact, Welsh Language Impact and Equality Impact Assessments. These have been produced as an annex to this document and are also available on the Council's website.

## Background to the proposal

### **Cefn Primary School – Where we are now...**

Cefn Primary School is an English medium community primary school located at Greenfield Avenue, Glyncoch. The school site includes a 1970s single storey steel frame school building, split over two levels due to the sloping topography of the site. The school is in an enclosed area, surrounded by boundaries consisting of natural vegetation, fencing and brick walls.

The exterior of the building is precast concrete panels finished in pebble dash. Over time, areas have been over-clad in plastic coated chipboard, metal profile sheeting, vertical UPVC and timber strips. The mixture of materials visible on the external views of the building indicate that frequent incidental repairs have been required to enable the school building to continue to function.

According to the condition survey of the school carried out by the Council in 2020, Cefn Primary School is graded D for condition and D for suitability, where A is the highest and D is the lowest performing building respectively. The building is in extremely poor condition with many elements adjudged to be beyond life cycle and past economical repair. Major refurbishment is required to the walls, roof, doors, and windows. The backlog maintenance figure for the school is circa £588,000. This figure represents the total cost of all maintenance work identified as being required at the school. It does not include costs of further improvements to enable the school to meet 21<sup>st</sup> Century Schools standards. The condition survey also notes the presence of asbestos within the fabric of the building. It is acknowledged that Cefn Primary School is amongst the worst schools in the Council's education portfolio in terms of condition and suitability.

The site itself and the school building is not accessible and does not comply with the Equality Act 2010. The low-level perimeter fence to the front of the school site is insufficient to stop individuals accessing the school grounds out of school hours. The location of the school, in a residential cul-de-sac, makes drop off and pick up times challenging, with inadequate parking and turning arrangements available for parents.



The main sloping entrance to Cefn Primary School.



View of the school building from the Junior yard.

The pupil numbers in Cefn Primary School over the past five years are shown in the following table. They were obtained from the statutory Pupil Level Annual School Census (PLASC) which must be undertaken in January each year. The number of nursery age pupils for each year is shown separately, as required by the Welsh Government's statutory School Organisation Code (2018).

<b>Cefn Primary School – Pupil Numbers</b>					
	<b>2017</b>	<b>2018</b>	<b>2019</b>	<b>2020</b>	<b>2021</b>
<b>Total statutory aged pupils</b>	108	113	127	126	125
<b>Total nursery pupils</b>	24	26	19	21	21

Over the next five years, the pupil forecasts for Cefn Primary School, which are calculated in accordance with guidance issued by Welsh Government, are provided below. As the table shows, pupil numbers are expected to fall quite considerably over this period.

<b>Cefn Primary School – Pupil Forecasts</b>								
	<b>Capacity</b>	<b>2020/21 Actual</b>	<b>2021/22</b>	<b>2022/23</b>	<b>2023/24</b>	<b>2024/25</b>	<b>2025/26</b>	<b>% surplus places in 2025/26</b>
<b>Statutory aged pupils</b>	141	125	118	112	112	106	92	34.8%
<b>Nursery pupils</b>	20	21	19	18	17	18	17	15%

## Craig yr Hesg Primary School – Where we are now...

Craig yr Hesg Primary School is an English medium community primary school located at Cefn Lane, Glyncoch. The school site consists of a 1950s single storey flat roof building of brick and block construction, which was extended during the 1990s. The school building is surrounded by level grassed areas and tarmac play areas. The site is enclosed by galvanised metal railing boundary fencing, which is of low level to the front of the site.

According to the condition survey of the school carried out by the Council in 2019, Craig yr Hesg Primary School is graded C for condition and C for suitability, where A is the highest and D is the lowest performing building respectively. Significant investment is required to replace the roof covering in its entirety and to replace the boiler system. The backlog maintenance figure for the school is circa £196,000. This figure represents the total cost of all maintenance work identified as being required at the school. It does not include costs of further improvements to enable the school to meet 21<sup>st</sup> Century Schools standards. The condition survey also noted the presence of asbestos within the fabric of the building.

The accessibility of the site itself and the school building requires improvement to comply with the Equality Act 2010. The low-level perimeter fence to the front of the school site is insufficient to stop individuals accessing the site outside of school hours.



The main entrance to Craig yr Hesg Primary School



View of school building from rear of site.

The pupil numbers in Craig yr Hesg Primary School over the past five years are shown in the following table. They were obtained from the statutory Pupil Level Annual School Census (PLASC) which must be undertaken in January each year. The number of nursery age pupils for each year is shown separately, as required by the Welsh Government’s statutory School Organisation Code (2018).

<b>Craig yr Hesg Primary School – Pupil Numbers</b>					
	<b>2017</b>	<b>2018</b>	<b>2019</b>	<b>2020</b>	<b>2021</b>
<b>Total statutory aged pupils</b>	124	122	125	144	149
<b>Total nursery pupils</b>	22	29	36	23	29

Over the next five years, the pupil forecasts for Craig yr Hesg Primary School, which are calculated in accordance with guidance issued by Welsh Government, are provided below. As the table shows, pupil numbers are forecast to consistently exceed capacity over this period.

**Craig yr Hesg Primary School – Pupil Forecasts**

	Capacity	2020/21 Actual	2021/22	2022/23	2023/24	2024/25	2025/26	% surplus places in 2025/26
Statutory aged pupils	150	149	158	157	156	156	153	-2%
Nursery pupils	21	29	17	20	18	18	19	9.5%

**What is the basis for this proposal?**

Cefn and Craig yr Hesg Primary schools formed a federation in September 2012 under a single Executive Headteacher and a federated governing body. The schools are known collectively as the ‘Fern Federation’. Estyn noted in its most recent reports that the Federation is beginning to operate more effectively, with both schools working collaboratively to establish a consistent approach to, and strengthen the quality of, teaching and leadership across the Federation. This proposal seeks to build on this positive work and enable the Federation to achieve its vision of meeting the wellbeing and educational needs of pupils and developing the professional learning of staff, through amalgamating the existing schools and providing a single English medium community primary school for the village of Glyncoch.

The current split of English medium primary education provision in Glyncoch between two schools, situated just 0.7 miles apart, is unsustainable. This is evidenced by the pupil number projections, which show Cefn Primary School having a significant percentage of surplus places (34.8%) by the 2025/26 academic year. Reducing surplus places is a key priority for the Council, with schools with surplus places of more than 25% being prioritised for review. Conversely, Craig yr Hesg Primary School is projected to consistently exceed its current capacity of 150 pupil places from the 2021/22 academic year onwards. This demonstrates that, separately, the schools are not suitable to meet projected local demand for English medium primary education in the coming years and supports the case to replace with a larger, more educationally viable primary school of appropriate size.

The existing school buildings at Cefn and Craig yr Hesg Primary Schools require significant repairs and are no longer fit-for-purpose, with collective outstanding maintenance costs of more than £783,000. The age and construction of the buildings prevent either school from receiving any significant upgrades which would allow them to be deemed a 21st Century Schools’ provision.

It is the Council’s view that a new, purpose-built 21<sup>st</sup> Century School building will help the new school to cultivate a learning environment which nurtures and supports pupils and staff and will have a positive impact on the local community. Due to the limitations of the existing school sites, neither site is suitable to accommodate the new school in its current format. A new school is therefore required for Glyncoch which must be built on a new site.



The Council believes that this proposal represents the best opportunity to safeguard educational standards for the future and provides a platform for improvement through significant investment in permanent and fit-for-purpose facilities. This investment will create a stimulating teaching and learning environment with 21st Century facilities including improved ICT provision, creative outdoor play areas and access to community facilities. The design will be focused on creating a flexible environment that fosters pupils' personal growth in communication, collaboration, creativity, and leadership skills.

Improved school buildings and improved school performance will potentially lead to pupils who currently access provision out of catchment returning to their in-catchment school, increasing the critical mass and providing more professional teaching opportunities for teachers. A new 21<sup>st</sup> Century school environment will have a positive impact on both pupil and staff wellbeing and will provide strengthened opportunities for developing a community-focused school.

### **What alternative options have been considered?**

Given the limitations of both existing school sites, and the challenging topography of the catchment areas, the number of alternative options available for consideration were limited.

Searches of the catchment areas of Cefn Primary and Craig yr Hesg Primary Schools were undertaken to identify a suitable site which met the following criteria:

- Have an adequate site area.
- Have satisfactory access which is capable of being improved.
- Be free from any visual incumbents.
- Be in close proximity to the current schools.
- Be a viable development opportunity subject to a detailed feasibility study.

Following this assessment, the existing Craig yr Hesg Primary School site and the land adjacent to it (the former site of the Ty Gwyn Pupil Referral Unit) was identified as the only suitable location for the new school. It is felt that this combined site, which is in Council ownership, is of a suitable size to accommodate a larger school building with appropriate external space and facilities, has good access arrangements that could be improved further through the consideration of a dedicated drop off facility (subject to further surveys and the transport and traffic assessment), has good existing infrastructure, and is in a prominent position in the village, close to both existing schools.



Land adjacent to Craig yr Hesg Primary School - former site of Ty Gwyn Pupil Referral Unit



View of adjacent land from the Craig yr Hesg Primary School site

In accordance with the School Organisation Code 2018, further alternative options were also identified and consciously considered. Some of the benefits and disadvantages of each of the discounted options are listed in the table that follows:

Option	Benefits	Disadvantages
Retain the status quo.	<p>No 21<sup>st</sup> Century Schools &amp; Colleges Programme investment required.</p> <p>No disruption to the pupils, parents/carers and staff.</p> <p>No impact on home to school transport.</p>	<p>Aspects of both school buildings have reached the end of their usable life and are now beyond economic repair.</p> <p>The school buildings are not of a 21<sup>st</sup> Century schools standard. As such, delivering the New Curriculum for Wales would be a challenge.</p> <p>Cefn Primary would remain an inaccessible site that is not compliant with the Equality Act 2010.</p> <p>Backlog maintenance of £783,000 across both schools would remain.</p> <p>Parking issues at Cefn Primary would not be resolved.</p> <p>Surplus places at Cefn Primary and lack of places at Craig yr Hesg Primary would not be addressed.</p> <p>The benefits of creating a single, larger more educationally viable primary school would not be realised.</p>
Continue with the Federation and build two separate new schools on the Cefn and Craig yr Hesg Primary School sites	<p>No long-term change for pupils, parents/carers and staff.</p>	<p>Significant 21<sup>st</sup> Century Schools &amp; Colleges Programme investment would be required, that would be unaffordable and not achieve best value for public money.</p> <p>The limitations of the existing sites would be challenging and possibly prohibitive.</p> <p>Access and parking issues at Cefn Primary would not be addressed.</p> <p>The benefits of creating a single, larger more educationally viable primary school would not be realised.</p>

<p>Build a single new school on the Cefn Primary School site.</p>	<p>No impact on Cefn Primary pupils in terms of travel distances.</p> <p>The benefits of creating a single, larger more educationally viable primary school would be realised.</p>	<p>Significant 21<sup>st</sup> Century Schools and Colleges Programme investment would be required.</p> <p>The site is inaccessible and is not compliant with the Equality Act 2010.</p> <p>The topography of the site would restrict the potential size and location of the school building.</p> <p>Temporary classrooms would need to be utilised for the duration of the construction and given the site restrictions, may need to be located elsewhere.</p> <p>The topography of the site would restrict the ability to build a fully accessible school fit for the 21<sup>st</sup> Century, with appropriate outdoor facilities.</p> <p>Access to the site, in a residential location, is unsatisfactory. Existing parking issues would be exacerbated.</p> <p>Some Craig yr Hesg Primary pupils may have further to travel to school.</p>
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<p>Build a single new school on the Craig yr Hesg Primary School site.</p>	<p>No impact on Craig yr Hesg Primary pupils in terms of travel distances.</p> <p>The benefits of creating a single, larger more educationally viable primary school would be realised.</p>	<p>Significant 21<sup>st</sup> Century Schools and Colleges Programme investment would be required.</p> <p>Temporary classrooms may need to be utilised for the duration of the construction and given the site restrictions, may need to be located elsewhere.</p> <p>The size of the existing site would be insufficient to accommodate a larger school building and appropriate external space/facilities.</p> <p>Increased vehicular traffic to the existing site, without the capacity to provide a drop off facility, would increase parking issues.</p> <p>Some Cefn Primary pupils may have further to travel to school.</p>
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DRAFT

## Benefits and Disadvantages, Risks and Mitigation Factors

Any proposals involving school reorganisation will inevitably cause some disruption and uncertainty, although experience shows that this can be kept to a minimum through meaningful engagement throughout the consultation process, and if a decision is made to progress with the proposal, during the implementation phase.

The benefits and disadvantages of the proposal are highlighted below, along with information on how any identified risks can be managed by the Council and the school.

<b>Benefits</b>
A new 21 <sup>st</sup> Century standard school will deliver a significant improvement in the quality of the educational provision in Glyncoch, having a significant positive impact upon the educational performance of the pupils and staff morale.
Building on progress made by the Fern Federation, a single larger, more educationally viable community primary school will offer enhanced and consistent educational opportunities for staff and pupils in Glyncoch.
The school will be designed to be energy efficient and will include renewable energy systems including photovoltaic panels and rainwater harvesting. The school will be built to BREEAM Excellent standards, and will be Net Zero Carbon in operation, contributing to the delivery of the Council's emerging Tackling Climate Change Strategy for 2021-2025 and the ambitious goal of being a carbon neutral Council by 2030, and as close as possible to being carbon neutral as a County Borough by 2030. This proposal will also support Welsh Government's Delivery Plan for a Low Carbon Wales and its 'Route Map' to decarbonise the public sector in Wales.
Traffic arrangements, particularly for current Cefn Primary School pupils, will be improved, with consideration also given to a dedicated on-site drop off area on the new school site (subject to further surveys and the transport and traffic assessment).
The school will be designed to be a fully accessible and fully integrated community school. A dedicated area will be included within the school, enabling the local community to safely utilise the facilities at the school, both during and after the school day.
The new school will meet 'Secured by Design' standards. The site will be enclosed by perimeter fencing over 2 metres in height, deterring antisocial behaviour and preventing unauthorised individuals from accessing the site out of school hours.
The 21 <sup>st</sup> Century Schools external facilities, including a Multi-Use Games Area, will allow staff, pupils, and the community to benefit from a greater breadth of teaching and learning experiences.

Given the proposed location of the new school, it is anticipated that there will be no additional transport costs. These costs are in relation to the Learning Support Class provision currently based at Cefn Primary School.

The proposed site is in a prominent position at the heart of the community. There will be very little location change for current Craig yr Hesg pupils, staff and parents/carers, whilst changes for current Cefn Primary pupils, staff and parent/carers should be kept to a minimum given the close proximity of the new site.

### Disadvantages

The cost of the new school, to be funded via the 21<sup>st</sup> Century Schools & Colleges Programme, will be significant.

Some current Cefn Primary pupils and staff will inevitably live further from the new school site.

Moving to a new school site could cause some anxiety for some pupils, staff, and parents/carers.

There may be staffing implications in that, for example certain roles that are currently replicated in the existing schools will only require one post in the new school's staffing structure. Staff will be concerned about the security of their jobs which is why the temporary governing body will, as soon as possible, and once the statutory processes are complete, address the staffing issues.

Risks	Likelihood	Impact	Mitigating Actions
Parents choose to send their children to another school	Low	Low	Engagement with parents/carers will continue throughout the consultation period, and if a decision is taken by Cabinet to implement the proposal, this engagement will continue as the proposal progresses.

### New Community Primary School – Where we'd like to be...

It is being proposed that Cefn and Craig yr Hesg Primary Schools are amalgamated. The amalgamation will be achieved by closing the two existing schools and opening a new community primary school to replace them. The new school will be built on Craig yr Hesg Primary School site and the land adjacent to it (the former site of the Ty Gwyn Pupil Referral Unit). The new school will cater for children aged between 3 and 11 years of age who require English medium education. It will have a proposed admissions number of 51 pupils per year group, and an overall capacity of 360 (plus nursery).

The new school will be built in accordance with Building Bulletin 99 and will be fully accessible and compliant with the Equality Act 2010.

The accommodation will consist of:

- Modern, flexible learning environments for all pupils, a large hall/dining area, a multi-purpose learning resource area and fully accessible facilities.
- Internal and external areas for use by the local community.
- Some additional capacity and space for additional learning needs interventions.
- Enhanced outdoor spaces to support the full range of curriculum activities, including an outdoor classroom and a 'forest schools' area.
- Improved traffic management.







Typical junior classroom in a 21<sup>st</sup> Century School delivered by the Council.



Typical foundation phase classroom in a 21<sup>st</sup> Century School delivered by the Council.

The school will be built in accordance with Building Bulletin 99 which requires new primary schools to include provision for team sports, including a playing field area suitable for team games for pupils aged 8 and over and a Multi-Use Games Area (MUGA) for sports such as basketball and netball. New schools are also required to include soft play areas, commonly made up of grassed space for pupils to sit and socialise, alongside hard surfaced playgrounds and sheltered space to complement the soft play areas around the school site. The new school will also include a habitat area which will act as a space for outdoor learning and provide a valuable teaching and learning resource.



External view of Cwmaman Primary School opened by the Council in 2018.



Example of Multi-Use Games Area (MUGA) at Tonyrefail Community School.



Example of outdoor learning area at Cwmaman Primary School.

There will be on-site provision for staff parking as well as consideration of an on-site drop-off facility for pupils (subject to further surveys and the transport and traffic assessment).

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## Special Educational Needs (SEN) provision

Two local authority resourced Learning Support Classes for pupils with social and emotional needs and behavioural difficulties are currently based at Cefn Primary School. This provision will transfer to the new school and will be enhanced by the state-of-the-art facilities and additional resources available in the new school.

## The Welsh in Education Strategic Plan (WESP)

All Local Authorities in Wales must produce a Welsh in Education Strategic Plan (WESP). The WESP is a long-term language planning tool which sets the direction for the strategic planning, delivery and growth in Welsh medium and Welsh language education. Through the WESP, and effective strategic planning and investment, the Council aims to contribute significantly to achieving the vision of one million people in Wales being Welsh speakers by 2050 as set out in Cymraeg 2050. The Council's current WESP can be viewed and downloaded from the Council website via the following link:

<https://www.rctcbc.gov.uk/EN/Council/WelshServices/Relateddocs/WelshinEducationStrategicPlan201720.pdf>

A statutory consultation on the new ten-year WESP for the period between 2022 to 2032 was undertaken in 2021 and is now complete. The Council will be submitting the new WESP to the Welsh Government for consideration at the end of January 2022.

Included amongst the list of strategic developments, actions and outcomes the Council will undertake to help achieve the targets set out in the current WESP is a commitment to:

- Provide more opportunities for learners to use Welsh in different contexts in school.

The Council aims to embed positive habits and attitudes towards the Welsh language through purposeful planning to promote the informal use the Welsh language amongst learners inside and outside school. Both existing schools currently support this aim by using incidental Welsh wherever possible and employing initiatives such as 'Helpwr Heddiw', 'Seren yr Wythnos' and 'Criw Cymraeg'. The new school will continue to do so and will build upon this by committing to achieve the 'Cymraeg Campus' Language Charter, a framework to promote and increase the use of Welsh across the school.

## Admission arrangements

The catchment area for the new school will be an amalgamation of the current catchment areas for Cefn Primary and Craig yr Hesg Primary Schools. The school will cater for children aged between 3 to 11 years of age requiring English medium primary education. It will have a proposed admissions number of 51 pupils per year group, and an overall pupil capacity of 360 (plus nursery).

In the case of oversubscription at any school, published admissions criteria are applied to all applications received for places, to determine which pupils are successful in obtaining the places available. These criteria, which are outlined in our school admission policy booklet entitled 'Starting School' are listed in priority order below:

- Category One – 'Looked after' children (children in public care) and previously 'looked after' children.
- Category Two – Children whose home is inside the school's catchment area and have an older sibling attending the school from the same address, who will continue to attend that school on the expected date of admission of the younger child.
- Category Three – Children whose home is inside the school's catchment area who do not have an older sibling attending the school.
- Category Four – Children whose home is outside the school's catchment area and have an older sibling attending the school from the same address, who will continue to attend that school on the expected date of admission of the younger child.
- Category Five – Children whose home is outside the school's catchment area who do not have an older sibling attending the school.

The term 'home' in the categories above refers to the actual location of the residential dwelling in which the child lives.

Children will be admitted up to the Published Admission Number in the order of priority as outlined above. If, within any one of the priority categories listed, all applicants cannot be offered a place, preference will be given to children living nearest to the school. Distance will be measured using the shortest, safe walking route between the home address and the nearest open school gate. In areas where no safe walking route has been identified, the shortest driving route between the home address and the nearest open school gate will be used. This distance will be measured using the 'MapInfo System' only. Measurements calculated by any other system will not be considered. The home address in instances where parents/carers have shared responsibility for children, will be the address to which Child Benefit is paid.

## The likely impact of the proposal

### The educational case for the proposal

This proposal forms a part of the Council's wider 21<sup>st</sup> Century Schools Investment Programme and contributes to the delivery of sustainable schools fit for the 21<sup>st</sup> Century and supports the better strategic management of the Council's education estate.

In addition to this objective, school organisational proposals should highlight the educational benefits that any change will offer, particularly in relation to overall improvements in standards, but also in terms of the social and emotional development of children, which would usually impact beneficially on their overall achievement and outcomes.

Both Cefn and Craig yr Hesg Primary Schools were inspected by Estyn in September 2018.

Cefn Primary School's performance in the five inspection areas was as follows:

Inspection area	Judgement
Standards	Adequate and needs improvement
Wellbeing and Attitudes to Learning	Adequate and needs improvement
Teaching and Learning Experiences	Adequate and needs improvement
Care, Support and Guidance	Adequate and needs improvement
Leadership and Management	Adequate and needs improvement

Estyn also set out recommendations for the school to implement in order to make improvements to the quality of education provision on offer. Estyn's recommendations were as follows:

- R1** Establish stable and effective leadership and teaching teams.
- R2** Improve monitoring and school improvement processes to ensure they focus on raising standards for pupils.
- R3** Improve the quality of teaching and ensure any grouping arrangements across classes enable pupils of all abilities to make effective progress.
- R4** Raise standards in writing.
- R5** Ensure all teachers give pupils appropriate opportunities to apply their literacy, numeracy and information and communication technology (ICT) skills effectively across the curriculum.
- R6** Improve pupils' attendance.

Craig yr Hesg Primary School's performance in the five inspection areas was as follows:

Inspection area	Judgement
Standards	Adequate and needs improvement
Wellbeing and Attitudes to Learning	Adequate and needs improvement
Teaching and Learning Experiences	Adequate and needs improvement
Care, Support and Guidance	Good
Leadership and Management	Adequate and needs improvement

Estyn also set out recommendations for the school to implement in order to make improvements to the quality of education provision on offer. Estyn's recommendations for Craig yr Hesg Primary School reflected those for Cefn Primary School, with the exception of **R6** – Improve pupils' attendance, which was omitted from the recommendation list for Cefn Primary School.

In response to the outcome of the core inspections of Cefn and Craig yr Hesg Primary Schools, the Fern Federation was required to draw up an action plan to address the recommendations, subject to review by Estyn. In January 2020, a follow up visit was undertaken which judged that insufficient progress had been made in relation to the recommendations. As a result, Estyn placed both schools in the reported category of 'Significant Improvement', which requires increased follow-up activity.

Since being placed in the reported category of 'Significant Improvement', both schools have been regularly monitored, each half term, by the school improvement service (Central South Consortium). All the progress reports prepared and produced by the Improvement Partner from CSC have shown how the schools have, over time, made improvements and subsequent progress against the recommendations from the original core inspections. The schools are now at a point where they are awaiting their inspection re-visit from Estyn (due 15-17 Nov) who will examine all the evidence collated to date and decide whether the schools have made sufficient progress to be removed from the reported category of 'Significant Improvement'. Hopefully we can update following the results of the re-visit.

It is the Council's view that the closure of both schools and the opening of a single new, purpose-built school fit for the 21<sup>st</sup> Century on a new site will have a major positive impact on all five Estyn inspection areas, as detailed below:

1. **Standards** – Bringing all teachers and pupils together by creating one school on a single site will build upon the emerging effective cross-school working and collaboration noted by Estyn and facilitate consistency and further improvements in standards. A new school building fit for the 21<sup>st</sup> Century will provide staff and pupils with enhanced teaching spaces, dedicated resource areas, stimulating learning environments and state-of-the-art information and communication technology equipment, all of which will support the school to raise standards, and make progress against Estyn's recommendations.
2. **Wellbeing and Attitudes to Learning** – A new school site with first class facilities will have a positive impact on both pupil and staff wellbeing. Extensive outdoor space will provide a diverse and engaging environment for pupils to learn and play in. A single new school with an engaging vision and ethos will inspire pupils and staff and have a positive effect on

attitudes to learning. A larger school, with more competition, will encourage pupils to stretch themselves and fulfil their potential.

3. **Teaching and Learning Experiences** – Estyn recognised that collaborative work across the federation, including the use of an agreed planning format, is beginning to establish a consistent approach to teaching. Further, movement of staff between schools was noted as having strengthened the quality of teaching. Amalgamating both schools to create one larger staff team on a single site will increase opportunities for interaction, coordination and the sharing of expertise and experience, and ultimately improve the quality and consistency of teaching. A fit-for-purpose school building will ensure that staff are able to provide a balanced curriculum at all key stages in line with the new Curriculum for Wales – 2022, whilst a 21<sup>st</sup> Century learning environment will provide greater flexibility and therefore greater choice and variety in pupils’ learning experiences.
4. **Care, Support and Guidance** – The existing schools are recognised as inclusive communities who support pupils’ wellbeing effectively. A new 21<sup>st</sup> Century school building will enable the new school to build upon the good working practices and initiatives that the existing schools have in place. The 21<sup>st</sup> Century environment will provide opportunities to further develop a wide range of extra-curricular activities to encourage healthy lifestyles and nurture pupils. A fully accessible building and the provision of flexible spaces will allow the school to extend its good practice and facilitate further interventions and engagement with families and the local community.
5. **Leadership and Management** – Replacing two federated schools with a single new school on one site will build upon the progress already made by the Fern Federation and enable the governing body and senior management team to implement consistent policies and practices more seamlessly. Since taking up post, the Executive Headteacher has provided stable leadership across both schools. Replacing two separate schools in poor condition with a single state-of-the-art school on a new site will enable the Headteacher and senior management team to be more efficient and effective and focus fully on working towards achieving Estyn’s recommendations.

### **What is the likely impact of the proposals on pupils?**

It is anticipated that the proposed changes will not adversely impact upon pupils. Some pupils may initially be daunted at the prospect of moving to a new, larger school on a new site, however the Headteacher and staff team will ensure they are appropriately supported through this transition period. Whilst there may be some staff changes, provided that pupil numbers remain at current levels, it is anticipated that the large majority of staff currently employed at Cefn and Craig-yr-Hesg Primary Schools will ‘slot’ into similar positions in the new school if they wish to do so.

The proposed changes will have many benefits for all pupils. Being taught in a new, state of the art, purpose-built school building with first class facilities should have a significant impact on the quality and variety of the learning experience and the educational performance of pupils.

11 children currently attend the Learning Support Classes in Cefn Primary School and both classes will be moved to the new school and all pupils will experience the benefits that a new 21<sup>st</sup> century School will bring.



Being part of a larger school will mean that pupils are more likely to be taught in classes with predominantly their own age group, enabling teachers to offer pupils a wider and more varied curriculum to support all learners, including the least and most able. It will also provide pupils with more competition, which improves educational outcomes, and the opportunity to engage in a wider range of extra-curricular activities.

The catchment area of the new school will combine the current catchment areas for Cefn and Craig yr Hesg Primary Schools. Whilst inevitably some pupils who currently attend Cefn Primary School will live further away from the new site, others will, in fact live, closer to it. Overall, the impact on pupil travel arrangements is considered to be minimal.

The Welsh Government and the Council has adopted the UN Convention on the Rights of the Child which is expressed in seven core aims that all children and young people:

1. Have a flying start in life.
2. Have a comprehensive range of education and learning opportunities.
3. Enjoy the best possible health and are free from abuse, victimisation, and exploitation.
4. Have access to play, leisure, sporting, and cultural activities.
5. Are listened to, treated with respect, and have their race and cultural identity recognised.
6. Have a safe home and a community which supports physical and emotional wellbeing.
7. Are not disadvantaged by poverty.

The Council considers that this proposal benefits the pupils currently attending Cefn and Craig yr Hesg Primary Schools in accordance with the seven core aims set out above.

Further information relating to the likely impact of the proposals on pupils, including how the proposal contributes to all seven goals of the Well-Being of Future Generations Act 2015 and an assessment of the proposal on the Five Ways of Working, can be found in the Equality Impact Assessment included at Appendix B.

### **What is the likely impact of the proposal on staff?**

As with any major change, there could be some short term and possibly longer-term changes in the staffing structure. As this will be a new school provision, a temporary governing body will be established if a decision to proceed with the amalgamation is agreed. The current federated governing body could fulfil this function. The main role of this temporary governing body will be to establish a staffing structure for the new school, appoint its senior management team and make decisions about the method of 'slotting in' of all other staff to the posts that are available in the new school. The Council has well established Human Resource policies and procedures that give reassurance to staff and employers about the management of organisational change.

A new permanent governing body will be appointed for the new school when it opens no later than **September 2026**. The temporary governing body will remain in place until all governor appointments are made. The existing federated governing body of the two schools will also remain in office until the new school opens.

There will be many benefits for teaching staff, which should improve teaching standards within the school. A larger staff team will increase opportunities for interaction, coordination and the

sharing of expertise and experience, and ultimately improve the quality and consistency of teaching. Further, many pupils are currently taught in mixed age groups. If the proposal proceeds and a larger school is created, pupils are more likely to be taught in classes with predominantly their own age group, which makes it considerably easier for the class teacher to provide an appropriate curriculum and support for all pupils, including the least and most able. This should result in higher standards of teaching and learning and better educational outcomes.

Teaching and support staff will also benefit from improved opportunities for staff development in the new school. The creation of a larger school will also provide staff with the opportunity to specialise in specific areas of the curriculum. Smaller schools with fewer staff require staff to take on multiple roles, which can lead to greater workloads and less opportunities to specialise. A larger school with more staff provides the opportunity for such specialism, with the ability to share workload more effectively, giving staff more opportunities to progress their careers.

The state-of-the-art new school will provide staff and pupils with enhanced teaching spaces, dedicated resource areas, stimulating learning environments and first-class outdoor facilities. Such improvements in the quality of the educational setting and the working environment will have a huge impact on the quality and variety of learning experiences teachers are able to offer pupils and is likely to have a significant positive impact on staff morale, wellbeing and retention.

## Financial implications of the proposal

The proposal to amalgamate Cefn and Craig yr Hesg Primary Schools will have significant financial implications. A move from a position of two separate schools with two separate budgets to a single school with a single budget will result in some budget lines being removed or reduced. However, as the schools are already federated and share an Executive Headteacher, the impact on staffing costs would be minimised. It is anticipated that some savings would be achieved as the new school would be maintenance-free and Net Zero Carbon in operation, however other costs are likely to increase, for example, the rates payable for the new school building.

Although it is not possible to be precise about future revenue costs or savings, as much will depend upon the future decisions of the Governing Body, a summary of the known budgetary impacts is set out below.

	Cefn Primary (Current)	Craig y Hesg Primary (Current)	New Primary (Future)	Revenue Savings
	£'000	£'000	£'000	£'000
Annual Revenue Budget based on 2021/22	699	562	1261	78

In addition, the proposal will remove a significant backlog maintenance figure of more than £783k and eliminate day-to-day costs associated with the failing buildings. It is not anticipated that the proposal will lead to increased home to school transport costs.

This proposal will replace Cefn and Craig yr Hesg Primary Schools with a single newly constructed school at an estimated cost of £9 million. The new school will be funded by the Council and Welsh Government via the 21<sup>st</sup> Century Schools and Colleges Programme. Project costs will be developed alongside the consultation process and approvals sought in line with the Council's decision-making procedures.

## Home to School Transport provision

There is a statutory duty placed upon all Local Authorities in Wales to provide pupils with free transport to their nearest suitable school if they reside beyond safe 'walking distance' to that school. The term suitable school applies to the catchment area English, Welsh, dual language or voluntary aided (faith) mainstream school or special school/class as appropriate. The law relating to safe 'walking distance' is defined as two miles for pupils of compulsory school age receiving primary education and three miles for pupils of compulsory school age receiving secondary education.

The Council has exercised the discretionary powers afforded to it under the provisions of the Learner Travel (Wales) Measure 2008 to make a more generous provision to pupils. The relevant information in relation to Cefn and Craig yr Hesg Primary Schools, which will also apply to the new school, is set out below:

- The eligibility criterion for walking distance for pupils receiving compulsory primary education at their nearest suitable school has been set at 1½ miles, instead of 2 miles as required by the Measure.
- Free transport to their nearest suitable school, where places are available, is provided to pupils who meet the 1½ mile eligibility criterion from the start of Foundation Phase (the start of the school term after their third birthday), rather than from the start of compulsory education (the start of the school term after their fifth birthday) as required by the Measure.
- The term suitable school applies to the catchment area English, Welsh, dual language or voluntary aided (faith) mainstream school or special school/class as appropriate.

The full information in relation to the Council's Home to School transport provision viewed and downloaded from the Council website via:

<https://www.rctcbc.gov.uk/EN/Resident/ParkingRoadsandTravel/Travel/SchoolandCollegeTransport/SchoolandCollegeTransport.aspx>

Currently, the only pupils attending either of the existing schools who access Home to School Transport provision attend the Learning Support Class provision at Cefn Primary School. At present, 10 pupils access Home to School Transport provision for this purpose.

## Land and buildings information

If the proposals outlined in this document are implemented, the existing Cefn Primary School site will become redundant. As this is an initial consultation process, no decisions have yet been made in respect of the future of this site and building. This issue will be managed in accordance with the agreed Council Policy on Surplus Land and Buildings.

In order to comply with its legal duty under the School Standards and Organisation (Wales) Act 2013, and help the Council reach a decision on the proposal below, it would be very helpful if you could answer the following questions. Please note, any personal information given by you will not be shared and only used to provide you with feedback, should you request it. Any comments that could identify you will be anonymised in the consultation report produced. Completed questionnaires should be returned to:

Director of Education and Inclusion Services  
21st Century Schools Team  
Ty Trevithick  
Abercynon  
CF45 4UQ

Or

Email: [schoolplanning@rctcbc.gov.uk](mailto:schoolplanning@rctcbc.gov.uk)

## The Proposal

To close Cefn Primary and Craig yr Hesg Primary Schools and transfer all pupils to a new English medium community primary school for Glyncoch. The new school will be built on a new site, to include the existing Craig yr Hesg Primary School site and land adjacent to it (the former site of the Ty Gwyn Pupil Referral Unit).

Do you agree with the proposal?      Yes      No      Not sure

Please let us know the reasons for your choice

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Do you think the proposal could impact opportunities for people to use and promote the Welsh language (positive or negative)?

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Do you think the proposal in any way treats the Welsh language less favourably than the English language?

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How do you think positive effects on the Welsh language could be increased, or negative effects decreased?

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Please provide contact details if you wish to be notified of publication of the consultation report.

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Please forward completed questionnaires to the above address no later than Friday 18<sup>th</sup> February 2022.

The Council is committed to keeping your personal information safe and secure and keeping you informed about how we use your information. To learn about how your privacy is protected and how and why we use your personal information to provide you with services, please visit our Consultation privacy notice:

<https://www.rctcbc.gov.uk/EN/Council/DataProtectionandFreedomofInformation/DataProtection/serviceprivacynotices/ChiefExecutives/ConsultationPrivacyNotice.aspx>

And

<https://www.rctcbc.gov.uk/EN/Council/DataProtectionandFreedomofInformation/DataProtection/DataProtection.aspx>





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## RHONDDA CYNON TAF COUNTY BOROUGH COUNCIL

### CABINET

13<sup>TH</sup> DECEMBER 2021

## STATUTORY CONSULTATION REPORT – PROPOSED WELSH IN EDUCATION STRATEGIC PLAN

### REPORT OF THE DIRECTOR OF EDUCATION AND INCLUSION SERVICES

**Report Author: Gaynor Davies, Director of Education and Inclusion  
Services**

#### **1. PURPOSE OF THE REPORT**

The purpose of this report is to:

- 1.1 Present the proposed Welsh in Education Strategic Plan (WESP) following the feedback received through the statutory consultation.
- 1.2 Provide Members with the opportunity to adopt the proposed WESP for the forthcoming ten years, up to and including 2032.

#### **2. RECOMMENDATIONS**

It is recommended that Members:

- 2.1 Consider the comments of the statutory consultation and determine if any amendments are required to the proposed WESP, in addition to the amendments undertaken to original draft WESP.
- 2.2 Note the comments and observations of the Welsh Language Cabinet Steering Group which considered the draft WESP on [19<sup>th</sup> July 2021](#) and the proposed WESP on the [8<sup>th</sup> December 2021](#), following the statutory consultation.
- 2.3 Note the comments and observations of the Children and Young People Scrutiny Committee which provided feedback as part of the statutory consultation of the draft WESP on the [13<sup>th</sup> October 2021](#) and pre-scrutiny of the proposed WESP on the [8<sup>th</sup> December 2021](#), following the statutory consultation.

- 2.4 Subject to 2.1 to 2.3 above, adopt the proposed WESP as the strategy that underpins the Local Authority's approach to achieve the ambitious target to increase the percentage of year one learners in Welsh medium education over the duration of the proposed WESP for the forthcoming ten years, up to and including 2032.

### **3. REASONS FOR RECOMMENDATIONS**

- 3.1 Following the Cabinet meeting of the [20<sup>th</sup> July 2021](#), the need to provide Members with the statutory consultation findings undertaken in respect of the draft WESP and to provide feedback from the pre-scrutiny undertaken by the Children and Young People Scrutiny Committee and the comments and consideration of the Welsh Language Cabinet Steering Group.
- 3.2 To adopt the proposed WESP as the official strategy that underpins the Local Authority's approach to achieve the ambitious target to increase the percentage of year one learners in Welsh medium education over the duration of the proposed WESP for the forthcoming ten years, up to and including 2032.

### **4. BACKGROUND**

- 4.1 Members will be aware that the Local Authority has set an ambitious target to increase the percentage of year one learners in Welsh medium education. The Proposed WESP, attached as Appendix Two, sets out the actions the Local Authority will take over the forthcoming ten years, up to and including 2032, to make progress towards the achievement of this target.
- 4.2 In order to meet this target by 2032, the Local Authority, along with officers from a number of external groups and organisations who form the WESP Strategic Group need to work collectively. The Local Authority, therefore, welcomed the opportunity to consult and engage with a wide range of stakeholders to seek their views on the achievement of this ambitious target.
- 4.3 At the Cabinet meeting on the [20<sup>th</sup> July 2021](#), Cabinet endorsed the proposal to undertake a statutory consultation in respect of the draft WESP and to receive the results of the statutory consultation prior to adoption of the WESP.
- 4.4 The statutory consultation provided the Local Authority's stakeholders with an opportunity to give their feedback on the draft WESP. A comprehensive public statutory consultation was undertaken with a wide range of stakeholders for an eight week period between Monday 13<sup>th</sup> September 2021 to Monday 8<sup>th</sup> November 2021.
- 4.5 The Children and Young People Scrutiny Committee also formed part of the consultation process, following consideration of the draft WESP at its meeting on the [13<sup>th</sup> October 2021](#). In addition, the draft WESP was

considered by the Welsh Language Cabinet Steering Group on [19<sup>th</sup> July 2021](#).

- 4.6 An overview of the feedback provided via the statutory consultation is incorporated into a Statutory Consultation Report, attached as Appendix One, alongside the Proposed WESP, attached as Appendix Two, which is presented to Cabinet for adoption as the official strategy that underpins the Local Authority's approach to achieve the ambitious target to increase the percentage of year one learners in Welsh medium education over the duration of the proposed WESP for the forthcoming ten years, up to and including 2032.
- 4.7 Prior to formal consideration by the Cabinet (as per point 4.5), the Local Authority's Cabinet Welsh Language Steering Group and Children and Young People Scrutiny Committee undertook pre-scrutiny on the proposed WESP, both meetings were held on 8<sup>th</sup> December 2021. These comments and observations will be presented to the Cabinet by the Director of Education and Inclusion Services in advance of Cabinet's determination.

## **5. EQUALITY AND DIVERSITY IMPLICATIONS / SOCIO-ECONOMIC DUTY**

- 5.1 An Equality Impact Assessment (with Social-Economic Duty) for the proposed WESP is attached as Appendix Three to the Cabinet Report.
- 5.2 The Review Panel meeting, held on 17<sup>th</sup> November 2021, agreed the information contained within the Equality Impact Assessment (with Social-Economic Duty) for the proposed WESP. The text in the paragraphs that follows is the Stage Six – Summary of Impacts for the proposed WESP.
- 5.3 In summary, this Equality and Socio Economic Impact Assessment identifies both positive and neutral impacts, and no negative impacts upon the protected characteristics.
- 5.4 The proposal will have a positive impact on children and young people of all ages, parents / carers and the workforce. As a result of the WESP, the Council is expected to improve Welsh medium and Welsh language education and increase the number of learners in Welsh medium education, which in turn could provide increased choice for parents / carers and more opportunities for the workforce.
- 5.5 The Council will show clear leadership and commitment in its vision for Welsh medium education and, as such, our target is to:

*Increase the percentage of year one learners in Welsh medium education by between 8.0% to 12.0% during the ten year lifespan of this WESP. This equates to an increase from 506 year one learners in Welsh medium education to between 720 and 825 year one learners in Welsh medium education.*

- 5.6 Under the ‘Socio-economic Disadvantage’ category of Section 3, information has been provided about Lower Super Output Areas (LSOAs) demonstrating the positive impact the work of the WESP will have on learners residing within these areas. The Council’s ambitious Band B 21<sup>st</sup> Century Schools and Colleges Programme, alongside funding directly from the Council, will invest in Welsh medium primary and secondary schools located in some of the most deprived areas in Wales, according to the most deprived 10.0% of LSOA in Wales. These projects will create additional learner places, increasing the capacity of Welsh medium primary schools and improving the quality of the learning environment.
- 5.7 In addition, information has been provided about programmes targeted at disadvantaged children, families and communities that can make a vital and positive contribution to the tackling poverty agenda, and ensure all children across Wales, regardless of their background or where they live, have the opportunity to become confident Welsh speakers through the Local Authority’s Flying Start Programme (FSP). One of the aims of the FSP is to provide at least 25.0% of all FSP childcare places through the medium of Welsh. In addition, enhanced marketing of Welsh medium FSP childcare and early years settings will be used to actively encourage parents / carers to consider them as an option for their child.
- 5.8 The achievement of this target will require a multifaceted approach. Ensuring the availability of Welsh medium education in the right location 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 contributing towards the vision of one million people in Wales being Welsh speakers by 2050.
- 5.9 Recognising the importance of Cymraeg 2050, and how essential the education system is to achieve its vision, the WESP sets out the Council’s ten year plan for increasing and improving the planning of the provision of Welsh medium and Welsh language education. It builds on the work of the previous WESP for the period between 2017 to 2022 and sets out a workplan which demonstrates how the Council intends to achieve its ten year vision.
- 5.10 In developing this WESP, 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 long term growth in Welsh medium and Welsh language education, including the Equality Act 2010 (Statutory Duties) (Wales) Regulations 2011 and the Socioeconomic Duty – Sections 1 to 3 of the Equality Act 2010. The Council has and will continue to ensure there is a clear alignment with all current and relevant local, regional and national legislation, strategies, policies and action plans that impact upon Welsh medium and Welsh language education.



## **6. WELSH LANGUAGE IMPLICATIONS**

- 6.1 A Welsh Language Impact Assessment for the proposed WESP is attached as Appendix Four to the Cabinet Report.
- 6.2 The Review Panel meeting, held on 17<sup>th</sup> November 2021, agreed the information contained within the Welsh Language Impact Assessment for the proposed WESP. The text in the paragraphs that follows is the Stage Six – Summary of Impacts for the proposed WESP.
- 6.3 As the Council looks to the future, it wants to build on what it has achieved to date and make sure that every town and community in the County Borough is a great place to live, work and play. The Council's ambition is for everyone to be as healthy, independent and prosperous as possible throughout their lives. Enabling access to a good education, developing skills and decent employment opportunities are all priority areas.
- 6.4 Integral to achieving this ambition is the 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'.*
- 6.5 The Council will deliver this vision by supporting children to have the best start in life and be ready for learning through an improved early years' system, supporting families through the childcare offer and by investing in new and significantly improved school and community facilities through the 21<sup>st</sup> Century Schools and Colleges Programme.
- 6.6 The Council will show clear leadership and commitment in its vision for Welsh medium education and, as such, our target is to:
- Increase the percentage of year one learners in Welsh medium education by between 8.0% to 12.0% during the ten year lifespan of this WESP. This equates to an increase from 506 year one learners in Welsh medium education to between 720 and 825 year one learners in Welsh medium education.*
- 6.7 The achievement of this target will require a multifaceted approach. Ensuring the availability of Welsh medium education in the right location 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 contributing towards the vision of one million people in Wales being Welsh speakers by 2050.
- 6.8 Recognising the importance of Cymraeg 2050, and how essential the education system is to achieving its vision, the WESP sets out the Council's ten year plan for increasing and improving the planning of the provision of Welsh medium and Welsh language education. It builds on the work of the previous WESP for the period between 2017 to 2022 and

sets out a workplan which demonstrates how the Council intends to achieve its ten year vision.

## **7. CONSULTATION / INVOLVEMENT**

- 7.1 The proposed WESP was subject to a comprehensive public statutory consultation with a wide range of stakeholders for an eight week period between Monday 13<sup>th</sup> September 2021 to Monday 8<sup>th</sup> November 2021 in line with guidance outlined with in the Welsh Government Guidance on Welsh in Education Strategic Plans (WESP Guidance).
- 7.2 Of the statutory consultees listed within the WESP Guidance, the following organisations submitted timely responses. Their full responses (English and Welsh) are attached as annexes to the Statutory Consultation Report:
- Coleg Cymraeg Cenedlaethol.
  - Estyn.
  - Rhieni dros Addysg Gymraeg (RhAG).
  - Undeb Cenedlaethol Athrawon Cymru.
  - Welsh Language Commissioner.
- 7.3 These organisations responded generally to the draft WESP consultation process and, where applicable, their responses are included in the Statutory Consultation Report. Their responses have also been incorporated into the proposed WESP and will form part of the proposed WESPs Annual Work Plan, which is intended to be a practical working document to help keep track of progress in the short term and will be utilised by the WESP Strategic Group to track progress of the proposed WESP.
- 7.4 In addition, the draft and proposed WESP was considered by the Welsh Language Cabinet Steering Group on [19<sup>th</sup> July 2021](#) and the [8<sup>th</sup> December 2021](#). The Children and Young People Scrutiny Committee provided a Committee response to the Consultation at its meeting on the [13<sup>th</sup> October 2021](#) and undertook pre-scrutiny of the proposed WESP at its meeting on the [8<sup>th</sup> December 2021](#).
- 7.5 An online survey was designed and made available via the Local Authority's consultation webpage.
- 7.6 Current circumstances inevitably limited the opportunity for face to face engagement, however, the Local Authority made the best use of the variety of social media, remote meetings and digital tools to engage with stakeholders.
- 7.7 In total, 38 responses to the online survey were received. The results are outlined in this Statutory Consultation Report.
- 7.8 39.5% (15) responses were submitted through the medium of Welsh and 60.5% (23) responses were submitted through the medium of English.

## 8. **FINDINGS**

8.1 The feedback provided via the statutory consultation is incorporated into a Statutory Consultation Report, attached as Appendix One. The findings outlined in the following text provide a brief summary of the feedback received along with action the Local Authority is currently taking.

8.2 Respondents were asked to give their views on how the Local Authority and its partners aim to achieve the WESP target and each of the seven outcomes.

### **OUTCOME 1: MORE NURSERY / THREE YEAR OLD LEARNERS RECEIVE THEIR EDUCATION THROUGH THE MEDIUM OF WELSH**

8.3 Of the responses received, 73.7% agreed, 7.9% disagreed and 18.4% gave no response on how the Local Authority and its partners aim to achieve this outcome.

8.4 The top three responses received (other than *no response* and *I agree with this outcome*) were, *we must ensure that the quality and the facilities in Welsh medium schools are of the highest standard* (21.6%), *must create an ambitious Marketing Strategy to raise awareness of the benefits of the Welsh language* (15.7%) and *provision must be local* (11.8%).

8.5 Investment has been made across a number Welsh medium primary schools over the previous three years up to and including the years 2019 / 2020. This has provided additional Welsh medium primary school learner places, creating improved accommodation for learners. This has been achieved through the Local Authority's Capital Programme which includes a combination of refurbishments, remodels, demolitions and new builds. Over the same timeframe, the Local Authority's Planned Minor Capital Works Programme, which includes an on-going rolling programme of investment in schools, has invested approximately £1.2 million in Welsh medium primary schools.

8.6 The Local Authority's ambitious Band B 21<sup>st</sup> Century Schools and Colleges Programme comprises a range of projects, with the inclusion of a number of projects that propose to increase the capacity of Welsh medium primary schools. During the first five years of this WESP, the Local Authority's ambitious Band B 21<sup>st</sup> Century Schools and Colleges Programme will have been completed. This, alongside funding directly from the Local Authority, will:

- 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.
- Deliver an extension to Ysgol Gynradd Gymraeg Aberdar.

- Deliver a new Welsh medium primary school for Ysgol Gynradd Gymraeg Llyn y Forwyn.
  - Deliver a new Welsh medium primary school in the Rhydyfelin area, to accommodate learners currently attending Ysgol Gynradd Gymraeg Pont Sion Norton and the Welsh medium learners attending the dual language Heol y Celyn Primary School.
  - Deliver a new all through Welsh medium school for the Rhondda area.
  - Deliver significant investment to improve the facilities in Ysgol Llanhari. It is considered that this will have a positive impact in attracting parents / carers to this significantly improved all through Welsh medium school. (We haven't decided what the scope of this project will be yet).
  - 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.
- 8.7 These projects will create additional learner places, increasing the capacity of Welsh medium primary schools and improving the quality of the learning environment.
- 8.8 The Local Authority will establish a Marketing and Promotion Sub Group, comprised of officers from the Local Authority, along with officers from a number of external groups and organisations. The Sub Group will develop a Marketing Strategy to raise awareness of the benefits of the Welsh language. Alongside this, the Local Authority will utilise national and regional marketing and promotion strategies developed and provided by the Welsh Government and the Central South Consortium Joint Education Service to promote Welsh medium and Welsh language education. In addition, the Local Authority will develop local marketing and promotion strategies to promote Welsh medium and Welsh language education.
- 8.9 The Local Authority will continue to work in partnership with Mudiad Meithrin to ensure Welsh medium childcare and early years settings are available and are easily accessible, whilst ensuring a continuum of Welsh language education provision. In addition, the Local Authority will continue to progress and deliver the remaining projects funded via the Welsh Government Childcare Offer Capital Grant Scheme and Welsh Medium Capital Grant Scheme and where and when possible, we will submit further expression of interests / bids to maximise the grant funding available to deliver additional projects.
- 8.10 In recent years, the Local Authority has committed to increasing the quality and availability of early years Welsh medium provision co-located on primary school sites by securing £4 million of Welsh Government investment to spend on the projects listed below. A further bid for investment to continue the growth in this area has been submitted to the Welsh Government, the outcome of which is still awaited:

- Ysgol Gynradd Gymraeg Abercynon – Creation and establishment of a new childcare setting into dedicated premises on the school site to expand identified need in the community.
- Ysgol Gynradd Gymraeg Aberdar – Construction of a four classroom extension to increase capacity, car parking provision and the creation of a dedicated Cylch Meithrin, to expand identified need in the community delivering additional fee paying childcare services for the area.
- Ysgol Llanhari – Location of a modular building on the school site to provide dedicated, suitable premises for Flying Start and fee paying childcare services.
- Ysgol Gynradd Gymraeg Evan James – Refurbish and remodel the interior layout to create dedicated, suitable premises for fee paying childcare services
- Ysgol Gynradd Gymraeg Ynyswen – Location of a modular building on the school site to provide dedicated, suitable premises for fee paying childcare services.
- Ysgol Gynradd Dolau/Dolau Primary School – Creation and establishment of a dedicated childcare facility on the school site to expand identified need in the community.
- Ysgol Gynradd Gymraeg Llantrisant – Location of a modular building on the school site to provide additional capacity for early years and childcare.

## **OUTCOME 2: MORE RECEPTION / FIVE YEAR OLD LEARNERS RECEIVE THEIR EDUCATION THROUGH THE MEDIUM OF WELSH**

- 8.11 Of the responses received, 68.4% agreed, 7.9% disagreed and 23.7% gave no response on how the Local Authority and its partners aim to achieve this outcome.
- 8.12 The top three responses received (other than *no response* and *I agree with this outcome*) were, *provision must be local* (16.3%), *a Welsh Language Immersion Class would assist in the transition for some learners* (9.3%) and *must create an ambitious Marketing Strategy to raise awareness of the benefits of the Welsh language* (7.0%).
- 8.13 Information in relation to the top response received can be seen in paragraphs 8.5 to 8.7 of this report.
- 8.14 The Local Authority recognises that we must demonstrate to parents / carers that it is never too late to be educated through the medium of Welsh with the use of Welsh language immersion classes to support learners who are late comers to Welsh medium education. The Local Authority recognises the importance of immersion in the Welsh language for learners who wish to transition from English to Welsh medium education, so as to further encourage the uptake of Welsh medium education. Although the Local Authority has no Welsh language immersion support classes for late comers in any of our schools at present, schools are encouraged to support learners who are late comers to Welsh medium education as and when the need arises. This

is considered to be working effectively, however, in order to support learners who are late comers to Welsh medium education, the Local Authority has recently successfully obtained funding via the Welsh Government Welsh Language Immersion Support Grant, to pilot the creation of Welsh language immersion support classes for late comers or those learners who require additional support in two Welsh medium primary schools in the County Brough as well as piloting a peripatetic model of Welsh language immersion support across all Welsh medium primary schools in the County Borough. Following this pilot, a report will be submitted to Cabinet in 2022 so that a proposal to establish a permanent Welsh language immersion class in the Local Authority can be given due consideration.

- 8.15 Information in relation to the top third response received can be seen in paragraph 8.8 of this report.

**OUTCOME 3: MORE LEARNERS CONTINUE TO IMPROVE THEIR WELSH LANGUAGE SKILLS WHEN TRANSFERRING FROM ONE STAGE OF THEIR STATUTORY EDUCATION TO ANOTHER**

- 8.16 Of the responses received, 65.8% agreed, 5.3% disagreed and 28.9% gave no response on how the Local Authority and its partners aim to achieve this outcome.

- 8.17 The top three responses received (other than *no response* and *I agree with this outcome*) were, *provision must be local* (13.3%), *progression routes to Sixth Form / Further Education and thereafter to universities and the world of work need to be addressed* (8.9%) and *there is not enough provision in the north Pontypridd area for this* (6.7%).

- 8.18 Information in relation to the top response received can be seen in paragraphs 8.5 to 8.7 of this report.

- 8.19 In addition, Investment has been made across a number Welsh medium secondary schools over the previous three years up to and including the years 2019 / 2020 providing additional Welsh medium secondary school learner places and creating improved accommodation for learners. This has been achieved through the Local Authority's Capital Programme which includes a combination of refurbishments, remodels, demolitions and new builds. Over the same timeframe, the Local Authority's Planned Minor Capital Works Programme, which includes an on-going rolling programme of investment in schools, has invested approximately £3.5 million in Welsh medium secondary schools.

- 8.20 The Local Authority's ambitious Band B 21<sup>st</sup> Century Schools and Colleges Programme comprises a range of projects, with the inclusion of a number of projects that propose to increase the capacity of Welsh medium secondary schools. During the first five years of this WESP, the Local Authority's ambitious Band B 21<sup>st</sup> Century Schools and Colleges Programme will have been completed. This, alongside funding directly from the Local Authority, will deliver:

- Ysgol Gyfun Rhydywaun – Due for completion in September 2022, this investment will create improved and extended accommodation by adding additional teaching accommodation along with a new sports facility to compliment the recently completed 3G sports pitch and will provide an additional 187 Welsh medium secondary school learner places. These additions will provide state of the art facilities for both Ysgol Gyfun Rhydywaun and the local community, increasing opportunities for participation in the wider community.
  - All through school for the Rhondda area – A consultation on the development of a new Welsh all through school for the Rhondda area will be undertaken.
  - Ysgol Llanhari – modernisation and construction of new teaching blocks to replace the majority of the existing buildings.
- 8.21 These projects will create additional learner places, increase the capacity of Welsh medium secondary schools, improve the quality of the learning environment, and deliver new community facilities.
- 8.22 All Welsh medium secondary schools work collaboratively with one another and other providers, including Coleg Y Cymoedd, to provide GCSE, AS and A Level provision. However, collaboration is difficult due to their locations and proximity to one another.
- 8.23 The Central South Consortium Joint Education Service has engaged significantly with Welsh medium secondary Headteachers across the region, the Welsh Government and Qualifications Wales regarding the significant disparity in the number of accessible qualifications, especially vocational qualifications available through the medium of Welsh in comparison to the offer available to English medium schools and colleges.
- 8.24 In addition, the Central South Consortium Joint Education Service has funded Gyda'n Gilydd (Welsh Medium Secondary Headteachers Association) £30,000 this financial year to develop bespoke provision for the sector. It would be possible for Gyda'n Gilydd to utilise this funding towards the above objective if they decided to do so. In addition, the Central South Consortium Joint Education Service is providing an additional £10,000 funding to Gyda'n Gilydd in order for them to work alongside the WJEC to develop Level Three Welsh medium vocational qualifications.
- 8.25 The Local Authority have recently been through a statutory school organisation process that covered Welsh medium provision in the Pontypridd area. The Statutory Consultation document and subsequent reports written as part of this process evidence that there is sufficient capacity in this area. Cabinet sought to approve these plans in 2019 and a new Welsh medium 21<sup>st</sup> Century School is being built in the Rhydyfelin area as a result of this positive outcome.

- 8.26 Further analysis and improvement in transition rates from key stage 4 and 5 is required. It is important that we also fully understand the destinations of school leavers from the Welsh medium sector and establish whether they pursue further Welsh medium study in further education and university settings on leaving school. The collation and analysis of this data will assist in informing key strategic developments in the WESP Annual Work Plan aimed at improving key stage 4 and 5 transition rates. Improved careers advice and guidance via the Gatsby model will also be important in ensuring that learners make informed decisions about their destinations and that they are fully aware of the Welsh medium options that are open to them.

#### **OUTCOME 4: MORE LEARNERS STUDY FOR ASSESSED QUALIFICATIONS IN WELSH (AS A SUBJECT) AND SUBJECTS THROUGH THE MEDIUM OF WELSH**

- 8.27 Of the responses received, 68.4% agreed, 5.3% disagreed and 26.3% gave no response on how the Local Authority and its partners aim to achieve this outcome.
- 8.28 The top three responses received (other than *no response* and *I agree with this outcome*) were, *must promote the Welsh medium opportunities available to learners and how this links to the world of work* (12.5%), *provision must be local* (10.0%) and *there is recognition that greater collaboration is needed in order to expand options* (10.0%).
- 8.29 The Local Authority will continue to utilise the Gatsby Good Career Benchmarks programme, which supports secondary schools to develop a wider range of learning pathways for 14 to 19 year old learners in preparation for the world of work, ensuring the early promotion of the professional learning pathway.
- 8.30 Information in relation to the second top response received can be seen in paragraphs 8.19 to 8.21 of this report. A full understanding of the Welsh medium curriculum offer across all secondary schools and in Coleg y Cymoedd will be gathered and opportunities for collaborative arrangements will be significantly strengthened to ensure a broad and balanced local collaborative curriculum offer is made available to learners

#### **OUTCOME 5: MORE OPPORTUNITIES FOR LEARNERS TO USE WELSH IN DIFFERENT CONTEXTS IN SCHOOL**

- 8.31 Of the responses received, 68.4% agreed, 2.6% disagreed and 28.9% gave no response on how the Local Authority and its partners aim to achieve this outcome.
- 8.32 The top three responses received (other than *no response* and *I agree with this outcome*) were, *we need more funding to fund enrichment projects for learners with organisations such as the Urdd and Menter Iaith* (15.4%), *Welsh medium youth workers are needed in the English*



*medium schools as well as in Welsh medium schools (2.6%) and if there is support, then the learner's confidence will grow and encourage the use of the language in wider contexts (2.6%).*

- 8.33 The Local Authority's Youth Engagement and Participation Service has a Service Level Agreement with Menter Iaith, to lead on the development of Welsh Language Youth Forums in each secondary school. The Welsh Language Youth Forums are expected to input into the County Youth Forum to ensure there is sufficient Welsh language representation.
- 8.34 The Urdd provide a range of opportunities for young people over the age of seventeen to gain employment, practical experience and professional qualifications, working alongside stakeholders to develop Welsh medium apprenticeships. Apprenticeships are available within the outdoor activity, sports and youth and community services. Apprentices get the opportunity to learn from experienced staff and lead high quality activities for children and young people whilst gaining accredited qualifications. The Local Authority will work to strengthen links with the Urdd, to provide learners with a wide range of activities through the medium of Welsh within their primary and secondary school.
- 8.35 The Local Authority's Youth Engagement and Participation Service employ Welsh speaking Youth Engagement Officers, located within each Welsh medium secondary school, whose role is to provide a range of activities for learners through the medium of Welsh in different contexts, therefore, normalising the Welsh language and encouraging its use outside of the classroom. The Local Authority's Youth Engagement and Participation Service Team will continue to offer a language choice of English or Welsh to learners. There will continue to be a Welsh speaking Youth Engagement Officer located within each Welsh medium secondary school, as well as a Welsh speaking Youth Engagement Officer in some English medium secondary schools. In addition, the Local Authority's Youth Engagement Officers will continue to offer additional activities to learners, with a Welsh language provider being sourced for learners attending Welsh medium secondary schools wherever possible, with the aim of increasing the number of external providers who can deliver activities through the medium of Welsh.
- 8.36 The school environment provides learners with the opportunity to use the Welsh language within different contexts. A lack of opportunity to use the Welsh language leads to a lack of confidence and the erosion of Welsh language skills. As such, learners, along with parents / carers and the wider community should be supported and encouraged to participate in a wide range of cultural, social and sporting activities through the medium of Welsh within their primary and secondary school in order to improve their confidence and retain their fluency in the Welsh language.
- 8.37 In recent years, support has been given to promote and increase learners' use of the Welsh language in primary and secondary schools and in social contexts. This has been done through the Welsh Language Charter (Siarter Iaith), developed by Gwynedd Council, and various other

projects, in partnership with the Central South Consortium Joint Education Service and the Urdd. These include but are not limited to:

- Implementing the Welsh Language Charter in all Welsh medium primary and secondary schools in order to develop learners' use of the Welsh language.
- Implementing Cymraeg Campus in a number of English medium primary schools and piloting it in some English medium secondary schools.
- Publishing a toolkit for Welsh medium secondary schools to use to embed learners' use of the Welsh language.
- Supporting Welsh medium secondary schools to develop activities to encourage the informal use of the Welsh language.
- Supporting English medium secondary schools to provide informal opportunities to use the Welsh language and intensive Welsh language learning opportunities through the Urdd's Cymraeg Bob Dydd project.

8.38 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. Facilitating the use of the Welsh language, across the curriculum and in wider contexts in primary and secondary 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.

#### **OUTCOME 6: AN INCREASE IN THE PROVISION OF WELSH MEDIUM EDUCATION FOR LEARNERS WITH ADDITIONAL LEARNING NEEDS**

8.39 Of the responses received, 65.8% agreed, 5.3% disagreed and 28.9% gave no response on how the Local Authority and its partners aim to achieve this outcome.

8.40 The top three responses received (other than *no response* and *I agree with this outcome*) were, *provision must be local* (5.1%), *yes, but sometimes English has to be priority* (2.6%), and *this is aspirational, there are not enough staff in the Welsh medium sector with the appropriate skills to assist the numbers of learners with Additional Learning Needs* (2.6%).

8.41 Currently, Welsh medium learners with additional learning needs, who experience difficulties within mainstream primary and secondary schools and require more specialist support, are supported by a specialist peripatetic team – the Welsh Complex Needs Team. The Welsh Complex Needs Team provide support through an inclusive delivery model, whereby learners are provided with specialist support within their mainstream primary and secondary school. Analysis suggests that learners accessing support from the Welsh Complex Needs Team make

progress that is comparable to that of their peers in equivalent English medium primary and secondary school settings. Further analysis suggests that this inclusive model adopted in Welsh medium primary and secondary schools has been very positive.

- 8.42 Following the recent consultation on The Welsh in Education Strategic Plans (Wales) Regulations 2019, which advocates an increase in Welsh medium education provision for learners with Additional Learning Needs, and in accordance with The Additional Learning Needs and Education Tribunal (Wales) Act 2018, the Local Authority will consult on establishing a Welsh medium Foundation Phase and Key Stage Two Additional Learning Needs provision in the new Welsh medium primary school in the Rhydyfelin area. In addition, there has been investment to establish a Welsh medium Key Stage Three and Key Stage Four Additional Learning Needs provision in Ysgol Garth Olwg for learners with complex needs.
- 8.43 Considerable changes are underway in relation to the statutory provision required to meet the needs of learners with Additional Learning Needs. The Additional Learning Needs and Education Tribunal (Wales) Act 2018 requires Local Authorities to keep the arrangements for supporting learners between the ages of 0 to 25 with Additional Learning Needs under review and consider whether these arrangements are sufficient. It includes a statutory requirement to take reasonable steps to create a Welsh medium and bilingual system of support for learners with Additional Learning Needs.
- 8.44 In developing the WESP, The Additional Learning Needs and Education Tribunal (Wales) Act 2018 has been taken into consideration. The Local Authority will endeavour to provide sufficient Additional Learning Needs provision for learners, who request it, through the medium of Welsh along with a workforce of sufficient size and capability.
- 8.45 The Additional Learning Needs and Education Tribunal (Wales) Act 2018, requires all Local Authorities to use a wide range of quantitative data and qualitative information in order to keep Additional Learning Needs provision under review. Such data and information to be utilised includes but is not limited to:
- The number of Welsh medium learners with Additional Learning Needs.
  - The different types and severity of Additional Learning Needs of Welsh medium learners.
  - The outcomes of Welsh medium learners with Additional Learning Needs.
  - Specialist workforce audits in relation to capacity in delivering support for Welsh medium learners with Additional Learning Needs.
  - Specialist placement capacity.
  - Any local, regional and national performance indicators relating to Additional Learning Needs.

- 8.46 The Local Authority has and will continue to work collaboratively with the Central South Consortium Joint Education Service to ensure a shared understanding of high quality, universal and effective Additional Learning Needs provision for learners and will use agreed quality assurance processes to monitor the quality of Welsh medium provision in both mainstream primary and secondary schools and special schools / classes.

**OUTCOME 7: INCREASE THE NUMBER OF TEACHING STAFF ABLE TO TEACH WELSH (AS A SUBJECT) AND THROUGH THE MEDIUM OF WELSH**

- 8.47 Of the responses received, 73.7% agreed, 5.3% disagreed and 21.1% gave no response on how the Local Authority and its partners aim to achieve this outcome.
- 8.48 The top three responses received (other than *no response* and *I agree with this outcome*) were, *dependent on national, as well as, to some extent, regional and local plans (7.7%)*, *we must use our influence in our political system to put pressure on the Welsh Government to prioritise this (7.7%)* and *this is key, as without teachers, the future is looking very fragile (5.1%)*.
- 8.49 Concerns in relation to workforce pressures in the Welsh medium sector have been raised with the Welsh Government. This is a national issue that requires a long term plan aimed at:
- Increasing the number of Welsh and Welsh medium teachers and those who support learning.
  - Supporting the workforce to develop their Welsh language skills to ensure that the Welsh language is used across the curriculum.
  - Develop Welsh medium leadership capacity and provide skills for all leaders to plan the development of the Welsh language strategically within a culture of schools as learning organisations.
- 8.50 The Local Authority will continue to work in partnership, regionally with the Central South Consortium Joint Education Service and nationally with the Welsh Government to deliver on these strategic aims.
- 8.51 The Local Authority continue to support the delivery of the Initial Teacher Education programme in alliance with the secondary schools that have formed a partnership with Cardiff Metropolitan University, whilst also continuing to support the progression of the current school based workforce in completing their Initial Teacher Education programme.

**UNDER THE EQUALITY ACT 2010 AND THE PUBLIC SECTOR EQUALITY DUTIES, THE COUNCIL HAS A LEGAL DUTY TO LOOK AT HOW ITS DECISIONS IMPACT ON PEOPLE BECAUSE THEY MAY HAVE PARTICULAR CHARACTERISTICS. HOW WOULD THE WESP AFFECT YOU?**

- 8.52 Of the responses received, 44.7% commented that the WESP would not affect them and 55.3% gave no response.

**WITH REGARDS TO THE WESP AND THE IMPACT IT MAY HAVE, PLEASE LET US KNOW IF YOU FEEL IT COULD IMPACT OPPORTUNITIES FOR PEOPLE TO USE AND PROMOTE THE WELSH LANGUAGE (POSITIVE OR NEGATIVE) AND IF IN ANY WAY, IT TREATS THE WELSH LANGUAGE LESS FAVOURABLY THAN THE ENGLISH LANGUAGE?**

- 8.53 Of the responses received, the table that follows outlines the results to the questions relating to how the WESP could impact opportunities for people to use and promote the Welsh language.

<b>HOW THE WESP COULD IMPACT UPON OPPORTUNITIES FOR PEOPLE TO USE AND PROMOTE THE WELSH LANGUAGE</b>	
<b>IMPACT</b>	<b>PERCENTAGE</b>
Positive	42.1%
Negative	5.3%
No Response	52.6%

## **9. FINANCIAL IMPLICATION(S)**

- 9.1 There are no financial implications aligned to this report.

## **10. LEGAL IMPLICATIONS OR LEGISLATION CONSIDERED**

- 10.1 The following legislation / regulations are aligned to this report:

1. Section 84 of The School Standards and Organisation (Wales) Act 2013.
2. The WESP (Wales) Regulations 2019.
3. The WESP (Wales) (Amendment) (Coronavirus) Regulations 2020.

## **11. LINKS TO THE CORPORATE AND NATIONAL PRIORITIES AND THE WELL-BEING OF FUTURE GENERATIONS ACT.**

- 11.1 The proposed WESP links to the Local Authorities Corporate Plan for the period between 2020 to 2024, 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.

- 11.2 The delivery of the WESP will contribute 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.

## **12. CONCLUSION**

- 12.1 The Local Authority has set an ambitious target to increase the percentage of year one learners in Welsh medium education. The proposed WESP sets out the action the Local Authority will take over the forthcoming ten years, by 2032, to make progress towards the achievement of this target.
- 12.2 In order to meet the target by 2032, the Local Authority, along with officers from a number of external groups and organisations who form the WESP Strategic Group, need to work collectively. The Local Authority remains committed to ensuring the availability of Welsh medium education, from the initial early years through to primary and secondary education before progressing through to higher and further education, so that all learners whatever their learning needs are able to access Welsh medium provision. This is in line with Welsh Government's vision for one million Welsh speakers in Wales by 2050 as set out in Cymraeg 2050.
- 12.3 The feedback provided via this statutory consultation has been incorporated into the Local Authority's final WESP, and a WESP Annual Work Plan will be developed.
- 12.4 Members are asked to formalise the proposed WESP as the official strategy that underpins the Local Authority's approach to achieve the ambitious target to increase the percentage of year one learners in Welsh medium education over the duration of the WESP.

**LOCAL GOVERNMENT ACT 1972**

**AS AMENDED BY**

**THE LOCAL GOVERNMENT (ACCESS TO INFORMATION) ACT 1985**

**RHONDDA CYNON TAF COUNTY BOROUGH LOCAL AUTHORITY**

**CABINET**

**13<sup>TH</sup> DECEMBER 2021**

**STATUTORY CONSULTATION REPORT – PROPOSED WELSH IN  
EDUCATION STRATEGIC PLAN**

**REPORT OF THE DIRECTOR OF EDUCATION AND INCLUSION SERVICES**

**Contact Officer:** Grace Zecca-Hanagan.

Background Papers:

1. Appendix One – Statutory Consultation Report
2. Appendix Two A – Proposed WESP (English).
3. Appendix Two B – Proposed WESP (Welsh).
4. Appendix Three – Equality Impact Assessment (with Social-Economic Duty).
5. Appendix Four – Welsh Language Impact Assessment.

**Officer to Contact:**

Grace Zecca-Hanagan, 21<sup>ST</sup> Century Schools Officer.

Tudalen wag



RHONDDA CYNON TAF COUNTY BOROUGH COUNCIL

# Draft WESP

WELSH in EDUCATION STRATEGIC PLAN

## Statutory Consultation Report



November 2021



**STATUTORY CONSULTATION REPORT: DRAFT WELSH IN EDUCATION STRATEGIC PLAN**

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## **1. INTRODUCTION**

- 1.1 This Statutory Consultation Report presents the findings of the statutory consultation on the draft Welsh in Education Strategic Plan (WESP).
- 1.2 Section Three, Background, outlines the background.
- 1.3 Section Four, Methodology, details the method used to undertake this statutory consultation.
- 1.4 Section Five, Consultation Results, presents an analysis of the responses to the statutory consultation.
- 1.5 Section Six, Conclusions, concludes this Statutory Consultation Report.

## **2. BACKGROUND**

- 2.1 Section 84 of The School Standards and Organisation Act 2013<sup>1</sup> requires Local Authorities to prepare a WESP. The WESP must contain proposals and targets to improve the:
  - Planning and standards of Welsh medium education and teaching; and
  - Report on progress made to meet the targets of the previous WESP.
- 2.2 Since our first WESP was submitted to the Welsh Government in 2016, there have been significant changes in the Welsh medium education sector at both local and national levels. These changes have been mainly influenced by Welsh Government legislation, in particular the Welsh in Education Action Plan<sup>2</sup> and further implementation of the 21<sup>st</sup> Century Schools and Colleges Programme<sup>3</sup>.
- 2.3 The Welsh Government has also updated the regulations regarding WESPs, with the WESP (Wales) Regulations 2019<sup>4</sup> and the WESP (Wales) (Amendment) (Coronavirus) Regulations 2020<sup>5</sup> focusing on four key proposals. The principal two being:
  - Extending the duration of the WESP from its current three-year implementation cycle to a ten-year implementation cycle.
  - The removal of the current duty on Local Authorities to plan their provision of Welsh medium education based on demand, with the requirement that Local Authorities achieve targets set by the Welsh Government which aim to increase the percentage of year one learners in Welsh medium education over the duration of the WESP.

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<sup>1</sup> [School Standards and Organisation \(Wales\) Act 2013](#)

<sup>2</sup> [Welsh in Education Action Plan](#)

<sup>3</sup> [21<sup>st</sup> Century Schools and Colleges Programme](#)

<sup>4</sup> [The Welsh in Education Strategic Plan \(Wales\) Regulations 2019](#)

<sup>5</sup> [The Welsh in Education Strategic Plan \(Wales\) \(Amendment\) \(Coronavirus\) Regulations 2020](#)

- 2.4 Our target, during the ten year lifespan of this WESP, that has been set by the Welsh Government, is to:

*Increase the percentage of year one learners in Welsh medium education by between 8.0% to 12.0% during the ten year lifespan of this WESP. This equates to an increase from 506 year one learners in Welsh medium education to between 720 and 825 year one learners in Welsh medium education.*

- 2.5 This target is based on contributing to the overall long term target, set out in Cymraeg 2050 – A Million Welsh Speakers<sup>6</sup> of one million people in Wales being Welsh speakers by 2050.

- 2.6 As well as the target to increase the percentage of year one learners in Welsh medium education, the WESP includes seven outcomes or areas setting out how Local Authorities are expected to improve Welsh medium and Welsh language education in their locality. The priorities are:

1. **Outcome 1:** More nursery / three year old learners receive their education through the medium of Welsh.
2. **Outcome 2:** More reception / five year old learners receive their education through the medium of Welsh.
3. **Outcome 3:** More learners continue to improve their Welsh language skills when transferring from one stage of their statutory education to another.
4. **Outcome 4:** More learners study for assessed qualifications in Welsh (as a subject) and subjects through the medium of Welsh.
5. **Outcome 5:** More opportunities for learners to use Welsh in different contexts in school.
6. **Outcome 6:** An increase in the provision of Welsh medium education for learners with additional learning needs.
7. **Outcome 7:** Increase the number of teaching staff able to teach Welsh (as a subject) and through the medium of Welsh.

- 2.7 Although the statutory responsibility for the WESP sits with Local Authorities, several other external groups and organisations have a role in contributing to formulating, implementing and evaluating it. These include, but are not limited to:

- Central South Consortium Joint Education Service.
- Coleg y Cymoedd.
- Cwm Taf Morgannwg University Health Board.
- Menter Iaith.
- Mudiad Meithrin.
- RhaG.
- The Urdd.
- University of South Wales.
- Welsh Government.

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<sup>6</sup> [Cymraeg 2050 – A Million Welsh Speakers](#)

- 2.8 A WESP Strategic Group will be established, in partnership with external groups and organisations, to assist in the formulation, implementation and ongoing evaluation of the new WESP. To ensure effective governance arrangements are in place, members of the WESP Strategic Group will be asked to agree to a Terms of Reference.

### **3. METHODOLOGY**

- 3.1 The purpose of this statutory consultation was to gather views on the draft WESP.
- 3.2 The draft WESP was subject to a comprehensive public statutory consultation with a wide range of stakeholders for no less than an eight week period, in line with guidance outlined with in the Welsh Government Guidance on Welsh in Education Strategic Plans<sup>7</sup> (WESP Guidance). The statutory consultation period ran from Monday 13<sup>th</sup> September 2021 to Monday 8<sup>th</sup> November 2021.
- 3.3 Of the statutory consultees listed within the WESP Guidance, the following organisations submitted timely responses. Their responses are attached as annexes:
- Coleg Cymraeg Cenedlaethol (Annex 1A (English) Annex 1B (Welsh)).
  - Estyn (Annex 2A (English) Annex 2B (Welsh)).
  - Rhieni dros Addysg Gymraeg (RhAG) (Annex 3A (English) Annex 3B (Welsh)).
  - Undeb Cenedlaethol Athrawon Cymru (Annex 4A (English) Annex 4B (Welsh)).
  - Welsh Language Commissioner (Annex 5A (English) Annex 5B (Welsh)).
- 3.4 These organisations responded generally to the draft WESP consultation process and, where applicable, their responses are included in this Statutory Consultation Report. Their responses have also been incorporated into the proposed WESP and will form part of the proposed WESP's Annual Work Plan, which is intended to be a practical working document to help keep track of progress in the short term and will be utilised by the WESP Strategic Group to track progress of the proposed WESP.
- 3.5 In addition, the draft WESP was scrutinised by the Welsh Language Cabinet Steering Group on [19<sup>th</sup> July 2021](#) and the Children and Young People Scrutiny Committee on the [13<sup>th</sup> October 2021](#).
- 3.6 An online survey was designed and made available via the Local Authority's consultation webpage.
- 3.7 Current circumstances inevitably limited the opportunity for face to face engagement, however, the Local Authority made the best use of the variety

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<sup>7</sup> [Welsh Government Guidance on Welsh in Education Strategic Plans.](#)

of social media, remote meetings and digital tools to engage with stakeholders.

3.8 In total, 38 responses to the online survey were received. The results are outlined in this Statutory Consultation Report.

3.9 39.5% (15) responses were submitted through the medium of Welsh and 60.5% (23) responses were submitted through the medium of English.

#### **4. CONSULTATION RESULTS**

4.1 Respondents were asked to give their views on how the Local Authority and its partners aim to achieve the WESP target and each of the seven outcomes.

#### **OUTCOME 1: MORE NURSERY / THREE YEAR OLD LEARNERS RECEIVE THEIR EDUCATION THROUGH THE MEDIUM OF WELSH**

4.2 The table that follows outlines a summary of the responses received for this outcome, along with percentage of responses received – where more than one response has been submitted by a respondee, it has been recorded.

<b>OUTCOME 1: MORE NURSERY / THREE YEAR OLD LEARNERS RECEIVE THEIR EDUCATION THROUGH THE MEDIUM OF WELSH</b>	
<b>RESPONSE</b>	<b>PERCENTAGE</b>
We must ensure that the quality and the facilities in Welsh medium schools are of the highest standard.	21.6%
Must create an ambitious Marketing Strategy to raise awareness of the benefits of the Welsh language.	15.7%
No response.	13.7%
Provision must be local.	11.8%
More Ti a Fi, Cylch Meithrin and childcare is needed.	9.8%
All younger children should have the opportunity to be at least exposed to the Welsh Language.	5.9%
I agree with this outcome.	3.9%
More financial support should be made available from the Welsh Government.	3.9%
I believe in incidental Welsh but there are so many English speaking families that I fear this proposal is enforcing Welsh as the choice the Welsh Government choses and not the choice of parents.	2.0%
Importance of parent / carer choice.	2.0%
Important to provide a continuum of Welsh language education provision.	2.0%
More interested in my child having a good basis of English and Maths.	2.0%

More support should be made available to parents / carers.	2.0%
The benefits of the Welsh language should be promoted through ante and post-natal period via midwives and Health Visitors more.	2.0%
We focus too much on pushing Welsh in Wales.	2.0%

4.3 Of the responses received, 73.7% agreed, 7.9% disagreed and 18.4% gave no response on how the Local Authority and its partners aim to achieve this outcome.

4.4 The top three responses received (other than *no response* and *I agree with this outcome*) were, *we must ensure that the quality and the facilities in Welsh medium schools are of the highest standard* (21.6%), *must create an ambitious Marketing Strategy to raise awareness of the benefits of the Welsh language* (15.7%) and *provision must be local* (11.8%).

#### **OUTCOME 2: MORE RECEPTION / FIVE YEAR OLD LEARNERS RECEIVE THEIR EDUCATION THROUGH THE MEDIUM OF WELSH**

4.5 The table that follows outlines a summary of the responses received for this outcome, along with percentage of responses received – where more than one response has been submitted by a respondee, it has been recorded.

<b>OUTCOME 2: MORE RECEPTION / FIVE YEAR OLD LEARNERS RECEIVE THEIR EDUCATION THROUGH THE MEDIUM OF WELSH</b>	
<b>RESPONSE</b>	<b>PERCENTAGE</b>
No response.	20.9%
<b>Provision must be local.</b>	<b>16.3%</b>
<b>A Welsh Language Immersion Class would assist in the transition for some learners.</b>	<b>9.3%</b>
<b>Must create an ambitious Marketing Strategy to raise awareness of the benefits of the Welsh language.</b>	<b>7.0%</b>
More support should be made available to parents / carers.	7.0%
I agree with this outcome.	7.0%
There is not enough provision in the north Pontypridd area for this.	4.7%
Need for more Welsh medium primary schools.	4.7%
More financial support should be made available from the Welsh Government.	4.7%
All younger children should have the opportunity to be at least exposed to the Welsh Language.	4.7%
We must ensure that the quality and the facilities in Welsh medium schools are of the highest standard.	2.3%

We focus too much on pushing Welsh in Wales.	2.3%
More interested in my child having a good basis of English and Maths.	2.3%
Important to provide a continuum of Welsh language education provision.	2.3%
Importance of parent / carer choice.	2.3%
I believe in incidental Welsh but there are so many English speaking families that I fear this proposal is enforcing Welsh as the choice the Welsh Government chooses and not the choice of parents.	2.3%

4.6 Of the responses received, 68.4% agreed, 7.9% disagreed and 23.7% gave no response on how the Local Authority and its partners aim to achieve this outcome.

4.7 The top three responses received (other than *no response* and *I agree with this outcome*) were, *provision must be local* (16.3%), *a Welsh Language Immersion Class would assist in the transition for some learners* (9.3%) and *must create an ambitious Marketing Strategy to raise awareness of the benefits of the Welsh language* (7.0%).

### **OUTCOME 3: MORE LEARNERS CONTINUE TO IMPROVE THEIR WELSH LANGUAGE SKILLS WHEN TRANSFERRING FROM ONE STAGE OF THEIR STATUTORY EDUCATION TO ANOTHER**

4.8 The table that follows outlines a summary of the responses received for this outcome, along with percentage of responses received – where more than one response has been submitted by a respondent, it has been recorded.

<b>OUTCOME 3: MORE LEARNERS CONTINUE TO IMPROVE THEIR WELSH LANGUAGE SKILLS WHEN TRANSFERRING FROM ONE STAGE OF THEIR STATUTORY EDUCATION TO ANOTHER</b>	
<b>RESPONSE</b>	<b>PERCENTAGE</b>
No response.	24.4%
<i>Provision must be local.</i>	<b>13.3%</b>
<i>Progression routes to Sixth Form / Further Education and thereafter to universities and the world of work need to be addressed.</i>	<b>8.9%</b>
I agree with this outcome.	6.7%
<i>There is not enough provision in the north Pontypridd area for this.</i>	<b>6.7%</b>
All younger children should have the opportunity to be at least exposed to the Welsh Language.	4.4%
A Welsh Language Immersion Class would assist in the transition for some learners.	2.2%



If the amount of time given to Welsh increases, then this outcome will be automatic. However, do learners and parents / carers lose their choice.	2.2%
Importance of parent / carer choice.	2.2%
Important that schools work at transition and establish improved partnership working.	2.2%
Important to provide a continuum of Welsh language education provision.	2.2%
More interested in my child having a good basis of English and Maths.	2.2%
More support should be made available to parents / carers.	2.2%
Must create an ambitious Marketing Strategy to raise awareness of the benefits of the Welsh language.	2.2%
The CSC JES should fund projects to improve transition.	2.2%
Transition from Welsh medium childcare needs to be improved.	2.2%
We focus too much on pushing Welsh in Wales.	2.2%
We must ensure that the quality and the facilities in Welsh medium schools are of the highest standard.	2.2%

4.9 Of the responses received, 65.8% agreed, 5.3% disagreed and 28.9% gave no response on how the Local Authority and its partners aim to achieve this outcome.

4.10 The top three responses received (other than *no response* and *I agree with this outcome*) were, *provision must be local* (13.3%), *progression routes to Sixth Form / Further Education and thereafter to universities and the world of work need to be addressed* (8.9%) and *there is not enough provision in the north Pontypridd area for this* (6.7%).

#### **OUTCOME 4: MORE LEARNERS STUDY FOR ASSESSED QUALIFICATIONS IN WELSH (AS A SUBJECT) AND SUBJECTS THROUGH THE MEDIUM OF WELSH**

4.11 The table that follows outlines a summary of the responses received for this outcome, along with percentage of responses received – where more than one response has been submitted by a respondent, it has been recorded.

<b>OUTCOME 4: MORE LEARNERS STUDY FOR ASSESSED QUALIFICATIONS IN WELSH (AS A SUBJECT) AN SUBJECTS THROUGH THE MEDIUM OF WELSH</b>	
<b>RESPONSE</b>	<b>PERCENTAGE</b>
No response.	25.0%
I agree with this outcome.	20.0%

Must promote the Welsh medium opportunities available to learners and how this links to the world of work.	12.5%
Provision must be local.	10.0%
There is recognition that greater collaboration is needed in order to expand options.	10.0%
Need to support and develop the Welsh language as a subject. Any learners who wish to study the subject at GCSE / A Level must have the opportunity to do so.	7.5%
A larger number of learners studying in Welsh now will benefit the learners of the future.	2.5%
Importance of parent / carer choice.	2.5%
More financial support should be made available from the Welsh Government.	2.5%
More interested in my child having a good basis of English and Maths.	2.5%
We focus too much on pushing Welsh in Wales.	2.5%
We need to have the qualified teachers in place to take Welsh language forward.	2.5%

4.12 Of the responses received, 68.4% agreed, 5.3% disagreed and 26.3% gave no response on how the Local Authority and its partners aim to achieve this outcome.

4.13 The top three responses received (other than *no response* and *I agree with this outcome*) were, *must promote the Welsh medium opportunities available to learners and how this links to the world of work* (12.5%), *provision must be local* (10.0%) and *there is recognition that greater collaboration is needed in order to expand options* (10.0%).

#### **OUTCOME 5: MORE OPPORTUNITIES FOR LEARNERS TO USE WELSH IN DIFFERENT CONTEXTS IN SCHOOL**

4.14 The table that follows outlines a summary of the responses received for this outcome, along with percentage of responses received – where more than one response has been submitted by a respondee, it has been recorded.

<b>OUTCOME 5: MORE OPPORTUNITIES FOR LEARNERS TO USE WELSH IN DIFFERENT CONTEXTS IN SCHOOL</b>	
<b>RESPONSE</b>	<b>PERCENTAGE</b>
I agree with this outcome.	33.3%
No response.	28.2%
We need more funding to fund enrichment projects for learners with organisations such as the Urdd and Menter Iaith.	15.4%
Importance of parent / carer choice.	2.6%

More financial support should be made available from the Welsh Government.	2.6%
More interested in my child having a good basis of English and Maths.	2.6%
Provision must be local.	2.6%
If there is support, then the learner's confidence will grow and encourage the use of the language in wider contexts.	2.6%
It essential to ensure that as many subjects as possible can be studied through the medium of Welsh.	2.6%
More support should be provided for primary school aged learners.	2.6%
This is not encouraged enough.	2.6%
Welsh medium youth workers are needed in the English medium schools as well as in Welsh medium schools.	2.6%

4.15 Of the responses received, 68.4% agreed, 2.6% disagreed and 28.9% gave no response on how the Local Authority and its partners aim to achieve this outcome.

4.16 The top three responses received (other than *no response* and *I agree with this outcome*) were, *we need more funding to fun enrichment projects for learners with organisations such as the Urdd and Menter Iaith* (15.4%), *Welsh medium youth workers are needed in the English medium schools as well as in Welsh medium schools* (2.6%) and *if there is support, then the learner's confidence will grow and encourage the use of the language in wider contexts* (2.6%).

#### **OUTCOME 6: AN INCREASE IN THE PROVISION OF WELSH MEDIUM EDUCATION FOR LEARNERS WITH ADDITIONAL LEARNING NEEDS**

4.17 The table that follows outlines a summary of the responses received for this outcome, along with percentage of responses received – where more than one response has been submitted by a respondee, it has been recorded.

<b>OUTCOME 6: AN INCREASE IN THE PROVISION OF WELSH MEDIUM EDUCATION FOR LEARNERS WITH ADDITIONAL LEARNING NEEDS</b>	
<b>RESPONSE</b>	<b>PERCENTAGE</b>
I agree with this outcome.	43.6%
No response.	28.2%
Provision must be local.	5.1%
Excellent work has been undertaken by the ALN department.	2.6%
I haven't seen evidence of this, and I don't feel a good job is done of making this known to the general public.	2.6%
Importance of parent / carer choice.	2.6%
More financial support should be made available from the Welsh Government.	2.6%

More interested in my child having a good basis of English and Maths.	2.6%
This is aspirational, there are not enough staff in the Welsh medium sector with the appropriate skills to assist the numbers of learners with Additional Learning Needs	2.6%
This will need to be handled carefully as change affects these learners far more and can make management of the learners more difficult and will increase the need for support.	2.6%
We focus too much on pushing Welsh in Wales.	2.6%
Yes, but sometimes English has to be priority.	2.6%

4.18 Of the responses received, 65.8% agreed, 5.3% disagreed and 28.9% gave no response on how the Local Authority and its partners aim to achieve this outcome.

4.19 The top three responses received (other than *no response* and *I agree with this outcome*) were, *provision must be local* (5.1%), *yes, but sometimes English has to be priority* (2.6%), and *this is aspirational, there are not enough staff in the Welsh medium sector with the appropriate skills to assist the numbers of learners with Additional Learning Needs* (2.6%).

#### **OUTCOME 7: INCREASE THE NUMBER OF TEACHING STAFF ABLE TO TEACH WELSH (AS A SUBJECT) AND THROUGH THE MEDIUM OF WELSH**

4.20 The table that follows outlines a summary of the responses received for this outcome, along with percentage of responses received – where more than one response has been submitted by a respondee, it has been recorded.

<b>OUTCOME 7: INCREASE THE NUMBER OF TEACHING STAFF ABLE TO TEACH WELSH (AS A SUBJECT) AND THROUGH THE MEDIUM OF WELSH</b>	
<b>RESPONSE</b>	<b>PERCENTAGE</b>
I agree with this outcome.	35.9%
No response.	20.5%
Dependent on national, as well as, to some extent, regional and local plans.	7.7%
We must use our influence in our political system to put pressure on the Welsh Government to prioritise this.	7.7%
This is key, as without teachers, the future is looking very fragile.	5.1%
Consideration must be given to experienced staff, ensuring that teachers do not leave the profession as well as recruiting more teachers.	2.6%
English is more important.	2.6%
Importance of parent / carer choice.	2.6%

In English medium schools a Welsh first language teacher should teach the Welsh lessons as children in English medium schools are not getting a fair chance to learn Welsh from teachers that can barely speak it themselves.	2.6%
Lessons must be interesting in order to spark more interest and inspire.	2.6%
More financial support should be made available from the Welsh Government.	2.6%
More interested in my child having a good basis of English and Maths.	2.6%
Must create an ambitious Marketing Strategy to raise awareness of the benefits of the Welsh language.	2.6%
There are a lot of teachers who can speak Welsh or just need a little further training, who are already in the education system. Maybe offer them some sort of mentorship or the opportunity to work for a short period of time in a Welsh medium school to improve their skills and confidence.	2.6%

4.21 Of the responses received, 73.7% agreed, 5.3% disagreed and 21.1% gave no response on how the Local Authority and its partners aim to achieve this outcome.

4.22 The top three responses received (other than *no response* and *I agree with this outcome*) were, *dependent on national, as well as, to some extent, regional and local plans* (7.7%), *we must use our influence in our political system to put pressure on the Welsh Government to prioritise this* (7.7%) and *this is key, as without teachers, the future is looking very fragile* (5.1%).

**UNDER THE EQUALITY ACT 2010 AND THE PUBLIC SECTOR EQUALITY DUTIES, THE LOCAL AUTHORITY HAS A LEGAL DUTY TO LOOK AT HOW ITS DECISIONS IMPACT ON PEOPLE BECAUSE THEY MAY HAVE PARTICULAR CHARACTERISTICS. HOW WOULD THE WESP AFFECT YOU?**

4.23 Of the responses received, 44.7% commented that the WESP would not affect them and 55.3% gave no response.

**WITH REGARDS TO THE WESP AND THE IMPACT IT MAY HAVE, PLEASE LET US KNOW IF YOU FEEL IT COULD IMPACT OPPORTUNITIES FOR PEOPLE TO USE AND PROMOTE THE WELSH LANGUAGE (POSITIVE OR NEGATIVE) AND IF IN ANY WAY, IT TREATS THE WELSH LANGUAGE LESS FAVOURABLY THAN THE ENGLISH LANGUAGE?**

4.24 Of the responses received, the table that follows outlines how the WESP could impact opportunities for people to use and promote the Welsh language.

<b>IMPACT</b>	<b>PERCENTAGE</b>
Positive	42.1%
Negative	5.3%
No Response	52.6%

## **5. CONCLUSION**

- 5.1 The Local Authority has set an ambitious target to increase the percentage of year one learners in Welsh medium education. The proposed WESP sets out the action the Local Authority will take over the forthcoming ten years, by 2032, to make progress towards the achievement of this target.
- 5.2 In order to meet the target by 2032, the Local Authority, along with officers from a number of external groups and organisations who form the WESP Strategic Group need to work collectively. The Local Authority remains committed to ensuring the availability of Welsh medium education, from the initial early years through to primary and secondary education before progressing through to higher and further education, so that all learners whatever their learning needs are able to access Welsh medium provision. This is in line with Welsh Government's vision for one million Welsh speakers in Wales by 2050 as set out in Cymraeg 2050.
- 5.3 The feedback provided via this statutory consultation process will be incorporated into the Local Authority's final WESP. The final WESP will inform the WESP Annual Work Plan, which will have very clear performance measures for evaluating progress. This will be monitored by the WESP Strategic Group, with regular updates provided to the Children and Young People Scrutiny Committee.

**8<sup>th</sup> November 2021**

Thank you for the opportunity to respond on behalf of the Coleg Cymraeg Cenedlaethol to the consultees on your county's Welsh in Education Strategic Plan. The Coleg Cymraeg leads the development of Welsh-medium and bilingual education and training in the post-compulsory sector in Wales, and achieves this by working in partnership with universities, further education institutions and apprenticeship providers to build a world-class inclusive Welsh-medium education and training system.

The college was established in 2011 and health provision has now been developed across all major subjects provided at Welsh universities. In 2018 the college accepted responsibility for further education and apprenticeships and we do not have ambitious plans to develop provision for learners in these sectors over the next few years.

The work of the college therefore depends very heavily on the success of the compulsory education sector to offer an attractive and audacious Welsh-medium education offer, thereby developing pupils' Welsh language skills so that they can benefit fully from the opportunities for them to continue and their post-16 studies are bilingual. It is therefore key that the county strategic plans are purposeful plans for the growth of Welsh-medium education and support that growth.

There are three elements that the college would like you to consider specifically:

### **Linguistic progression of 1 predominantly 3**

There is currently no significant discussion in your plan about the educational provision for a learner to see them leave the compulsory sector. In order to ensure that the scheme is complete we strongly believe that the progression routes forward to sixth form / further education colleges and thereafter, where relevant, to universities and the world of work need to be addressed.

The plans therefore need to take full account of the contribution of sixth forms, further education colleges and apprenticeship providers to the success of the strategic outcome and, where relevant, to set out clearly progression targets. There is little data that is collected in your plan, and it is suggested that you include quantitative target data showing the current situation and targets in the dngos of your plans to increase Welsh-medium and bilingual provision.

In terms of good practice, we believe that the Newport draft scheme offers a good example of the kind of quantitative data and targets that could be included in your final plan.

### **Welsh as a subject and qualifications through the medium of Welsh (outcome 4)**

There are few targets and plans in this section to support and develop the Welsh language as a subject. There is a need for purposeful and proactive planning to ensure

that any learners who wish to study the subject to the higher Standard have the opportunity to do so. Fair and consistent consideration of Welsh as a subject should be given when planning A-level options. There is a need to identify how pupils' interest in the subject is to be created and maintained. Full advantage should also be taken of the opportunities offered by the Coleg Cymraeg and other partners as part of a national scheme to promote the Welsh language as a subject (led by the Welsh Government).

That pattern is also reflected in the approach of how many pupils achieve qualifications through the medium of Welsh. There is a need for an intentional plan in this area and effective collaboration with Qualifications Wales to ensure the damping of qualifications particularly in vocational areas, which are offered to disciples from the age of 14 onwards.

### **Education Workforce (Outcome 7)**

The College has presented evidence to the Welsh Government about the challenges arising from a fall in the number of education trainees qualifying to teach through the medium of Welsh and Welsh as a subject. While your plan identifies the importance of building a suitable workforce for the existing (and new) schools developed as a result of these schemes, the discussion about this area is generally superficial. What is the current situation regarding the education workforce within your county? How many more teachers and support staff will you need to deliver the plans for the growth set out in your plan? What plans do you have to share these analyses with the Government and the Education Workforce Council to ensure that there is an ignon of supply of qualified staff to aten the demand?

The points about the education working groups in its wider sense are also relevant to outcome 1 and the development of nursery provision, and we as a College will work with further education and Mudiad Meithrin locks to expand the children's coflal provision so that there is a suitable supply of staff who will be able to provide first-class childcare and bilingual nursery education.

The College wishes you very well when considering the responses to this consultation. The WESPs are an absolutely key part of realising the national ambition of creating a million Welsh speakers by 2050. We look very much to make part I contribute to that aim and build on the success of the compulsory sector in developing accessible and attractive Welsh-medium education in all communities.

Yours sincerely,

Chief Executive

A handwritten signature in black ink that reads "Ioan Matthews". The signature is written in a cursive style with a large initial 'I'.

Dr Ioan Matthews



08/11/2021

Annwyl gyfaill,

## Cynllun Strategol Cymraeg mewn Addysg 2022-2032

Diolch am y cyfle i ymateb ar ran y Coleg Cymraeg Cenedlaethol i'r ymgynghoriad ar Gynllun Strategol Cymraeg mewn Addysg eich Sir. Mae'r Coleg Cymraeg yn arwain datblygiad addysg a hyfforddiant cyfrwng Cymraeg a dwyieithog yn y sector ôl-orfodol yng Nghymru, ac yn cyflawni hyn drwy weithio mewn partneriaeth â phrifysgolion, sefydliadau addysg bellach a darparwyr prentisiaethau er mwyn adeiladu cyfundrefn addysg a hyfforddiant cyfrwng Cymraeg cynhwysol o'r radd flaenaf.

Sefydlwyd y Coleg yn 2011 ac erbyn hyn mae darpariaeth helaeth yn y Gymraeg ac yn ddwyieithog wedi ei ddatblygu ar draws pob prif bwnc a ddarperir ym mhrifysgolion Cymru. Yn 2018 derbyniodd y Coleg gyfrifoldeb am Addysg Bellach a Phrentisiaethau ac mae gennym gynlluniau uchelgeisiol i ddatblygu'r darpariaeth i ddysgwyr yn y sectorau hyn dros y blynyddoedd nesaf.

Mae gwaith y Coleg felly yn dibynnu'n helaeth iawn ar lwyddiant y sector addysg orfodol i gynnig arlwy addysg Gymraeg deniadol a hygyrch, a thrwy hynny ddatblygu sgiliau Cymraeg disgyblion fel eu bod yn gallu elwa yn llawn ar y cyfleoedd sydd iddynt barhau a'u hastudiaethau ôl-16 yn ddwyieithog. Mae'n allweddol felly bod y Cynlluniau Strategol sirol yn cynllunio'n bwrpasol ar gyfer twf addysg Gymraeg a chefnogi'r twf hwnnw.

Mae tair elfen y byddai'r Coleg yn dymuno i chi ystyried yn benodol:

## Dilyniant leithyddol (deilliant 3 yn bennaf)

Ar hyn o bryd does dim trafodaeth sylweddol yn eich cynllun am y ddarpariaeth addysgiadol i ddysgwyr wedi iddynt adael y sector gorfodol. Er mwyn sicrhau bod y cynllun yn gyflawn credwn yn gryf bod angen sylw i'r llwybrau dilyniant ymlaen i'r chweched dosbarth / colegau Addysg Bellach ac wedi hynny, lle bo'n berthnasol, i brifysgolion a'r byd gwaith. Mae angen felly i'r cynlluniau roi ystyriaeth lawn i gyfraniad chweched dosbarth, colegau addysg bellach a darparwyr prentisiaethau at lwyddiant y Cynllun Strategol a, lle bo hynny'n berthnasol, nodi'n glir targedau dilyniant. Prin yw'r data a gyflwynir yn eich cynllun, ac awgrymir y dylech gynnwys data a thargedau meintiol sy'n dangos y sefyllfa gyfredol a thargedau yn dangos eich cynlluniau i gynyddu'r ddarpariaeth cyfrwng Cymraeg a dwyieithog. O ran arfer da, credwn bod [cynllun drafft Casnewydd](#) yn cynnig enghraifft dda o'r math o ddata a thargedau meintiol y gellid eu cynnwys yn eich cynllun terfynol.

## Cymraeg fel Pwnc a Chymwysterau drwy gyfrwng y Gymraeg (deilliant 4)

Prin yw'r targedau a'r cynlluniau a geir yn yr adran hon i gefnogi a datblygu'r Gymraeg fel pwnc. Mae angen cynllunio'n bwrpasol ac yn rhagweithiol i sicrhau bod unrhyw ddisgybl sy'n dymuno astudio'r pwnc at Safon Uwch yn cael y cyfle i wneud. Dylid rhoi ystyriaeth deg a chyson i'r Gymraeg fel pwnc wrth gynllunio opsiynau Safon Uwch. Mae angen nodi sut y bwriedir mynd ati i greu a chynnal diddordeb disgyblion yn y pwnc. Dylid hefyd gymryd mantais lawn o'r cyfleoedd mae'r Coleg Cymraeg a phartneriaid eraill yn eu cynnig fel rhan o gynllun cenedlaethol i hyrwyddo'r Gymraeg fel pwnc (dan arweiniad Llywodraeth Cymru).

Mae'r patrwm hynny hefyd yn cael ei adlewyrchu yn yr ymdriniaeth o faint o ddisgyblion sy'n cyflawni cymwysterau drwy gyfrwng y Gymraeg. Mae angen cynllun bwriadus yn y maes hwn a chydweithio effeithiol gyda Chymwysterau Cymru i sicrhau argaeledd cymwysterau yn enwedig mewn meysydd galwedigaethol, a gynhigir i ddisgyblion o 14 mlwydd oed ymlaen.

## Y Gweithlu Addysg (deilliant 7)

Mae'r Coleg wedi cyflwyno tystiolaeth i Lywodraeth Cymru am yr heriau sy'n deillio o gwmp yn nifer o hyfforddeion addysg sy'n cymhwysu i ddysgu drwy gyfrwng y Gymraeg a'r Gymraeg fel pwnc. Tra bod eich cynllun yn nodi pwysigrwydd sicrhau gweithlu addas ar gyfer yr ysgolion presennol (a newydd) a ddatblygir yn sgil y cynlluniau hyn, arwynebol ar y cyfan yw'r drafodaeth am y maes hwn. Beth yw'r sefyllfa o ran y gweithlu addysg o fewn eich sir ar hyn o bryd? Faint yn fwy o athrawon a staff cynorthwyol fydd eu hangen arnoch er mwyn gwireddu'r cynlluniau ar gyfer y twf a nodir yn eich cynllun? Pa gynlluniau sydd gennych i rannu'r dadansoddiad yma gyda'r Llywodraeth a'r Cyngor Gweithlu Addysg er mwyn sicrhau fod digon o gyflenwad o staff cymwys i ateb y galw?

Mae'r pwyntiau am y gweithlu addysg yn ei ystyr ehangach hefyd yn berthnasol i ddeilliant 1 a datblygiad darpariaeth feithrin, a byddwn fel Coleg yn cydweithio gyda cholegau addysg bellach a'r Mudiad Meithrin i ehangu'r ddarpariaeth gofal plant fel bod cyflenwad addas o staff fydd yn gallu darparu gofal plant ac addysg feithrin ddwyieithog o'r radd flaenaf.

Mae'r Coleg yn dymuno'n dda iawn i chi wrth ystyried yr ymatebion i'r ymgynghoriad hwn. Mae'r Cynlluniau Strategol yn rhan gwbl allweddol o wireddu'r uchelgais cenedlaethol o greu miliwn o siaradwyr Cymraeg erbyn 2050. Edrychwn ymlaen yn fawr at wneud ein rhan i gyfrannu at y nod hwnnw ac adeiladu ar lwyddiant y sector gorfodol wrth ddatblygu addysg Gymraeg hygyrch a deniadol ym mhob cymuned.

Yn gywir iawn,



Dr Ioan Matthews

Prif Weithredwr

Tudalen wag

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## Ymateb i Ymgynghoriad / Consultation Response

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<b>Enw / Name:</b>	Claire Morgan
<b>Rôl / Role:</b>	Her Majesty's Chief Inspector of Education and Training in Wales
<b>E-bost / Email:</b>	<a href="mailto:ChiefInspector@estyn.gov.uk">ChiefInspector@estyn.gov.uk</a>
<b>Rhif Ffôn / Tel No:</b>	029 2044 6446
<b>Dyddiad / Date:</b>	08.11.2021
<b>Pwnc / Subject:</b>	<b>Draft Welsh in Education Plan (WESP) Consultation - RCT</b>

### Background information about Estyn

Estyn is the Office of Her Majesty's Inspectorate for Education and Training in Wales. As a Crown body, Estyn is independent of the Welsh Government.

Estyn's principal aim is to raise the standards and quality education and training in Wales. This is primarily set out in the Learning and Skills Act 2000 and the Education Act 2005. In exercising its functions, Estyn must give regard to the:

- Quality of education and training in Wales;
- Extent to which education and training meets the needs of learners;
- Educational standards achieved by education and training providers in Wales;
- Quality of leadership and management of those education and training providers;
- Spiritual, moral, social and cultural development of learners; and,
- Contribution made to the well-being of learners.

Estyn's remit includes (but is not exclusive to) nurseries and non-maintained settings, primary schools, secondary schools, independent schools, pupil referrals units, further education, adult community learning, local government education services, work-based learning, and teacher education and training.

Estyn may give advice to the Assembly on any matter connected to education and training in Wales. To achieve excellence for learners, Estyn has set three strategic objectives:

- Provide accountability to service users on the quality and standards of education and training in Wales;
- Inform the development of national policy by the Welsh Government;
- Build capacity for improvement of the education and training system in Wales.

This response is not confidential.

## Response

### Introduction

This plan traces what the county has achieved in the past, in addition to its effect on learners' experiences as they pursue their journey through statutory education through the medium of Welsh. When planning goals to be achieved during the life of this plan, relevant ideas are included, alongside broad suggestions on the way in which provision can be expanded to have a positive effect on learners' Welsh experiences. For example, by using funding aimed specifically at developing or expanding Welsh-medium childcare and early years places that are co-located on the grounds of Welsh-medium primary schools. Previous plans have ensured stability rather than progress in the number of learners who follow their statutory education through the medium of Welsh. It is noted that 720 (26.9%) of Year 1 learners will receive their education through the medium of Welsh by 2032.

However, it appears that this Plan's aims are not ambitious enough to aim to achieve this target. For example, researching into various models of Welsh immersion classes is only an intention, rather than identifying purposeful provision clearly when sharing information and supporting parents/guardians to transfer their children to Welsh-medium education at different entry points to Welsh-medium education. It is also noted that the E-sgol scheme is mentioned as a means of extending Welsh provision, but the way in which it could be used actively in secondary schools in Rhondda Cynon Taf is not included. In outcome 6, it is noted 'the Council will strive to deliver sufficient Additional Learning Needs (ALN) provision for learners that request it through the medium of Welsh, in addition to a large enough workforce with sufficient ability.' However, the aims are not ambitious enough, for example by noting wording such as 'strive to', to ensure inclusive provision that will meet the needs of ALN learners through the medium of Welsh.

In summary, within the plan, there are relevant aims and suitable suggestions for the way in which the Welsh Government target can be achieved by 2050. Working with different partners, such as the regional consortium, Mudiad Meithrin and the Urdd are consistent examples of this. However, the plan does not set out aims that are ambitious and purposeful enough to achieve this on a practical level.

### Consultation questions

Our target, during the ten-year lifespan of this WESP, that has been set by the Welsh Government, is to:

**Increase the percentage of year one learners in Welsh medium education by between 8.0% to 12.0% during the ten-year lifespan of this WESP. This equates to an increase from 506\* year one learners in Welsh medium education to between 720 and 825 year one learners in Welsh medium education.**

*\*This target is based on 2019/2020 PLASC data.*

This target is based on contributing to the overall long-term target, set out in Cymraeg 2050 – A Million Welsh Speakers of one million people in Wales being Welsh speakers by 2050.

As well as the target to increase the percentage of year one learners in Welsh medium education, the WESP includes seven outcomes or areas setting out how local authorities are expected to improve Welsh medium and Welsh language education in their locality. These outcomes are set by the Welsh Government. They are:

1. **Outcome 1: More nursery/three-year-old learners receive their education through the medium of Welsh.**
2. **Outcome 2: More reception/five-year-old learners receive their education through the medium of Welsh.**
3. **Outcome 3: More learners continue to improve their Welsh language skills when transferring from one stage of their statutory education to another.**
4. **Outcome 4: More learners study for assessed qualifications in Welsh (as a subject) and subjects through the medium of Welsh.**
5. **Outcome 5: More opportunities for learners to use Welsh in different contexts in school.**
6. **Outcome 6: An increase in the provision of Welsh medium education for learners with additional learning needs.**
7. **Outcome 7: Increase the number of teaching staff able to teach Welsh (as a subject) and through the medium of Welsh.**

We would like to hear your views on how the Council and its partners aim to achieve the WESP target and each of the seven outcomes.

Outcome	Please provide your views:
1	<p>Through this Plan, the authority recognises the need to develop its strategy further to achieve the target of 720 Year 1 learners receiving their education through the medium of Welsh by 2032. It provides examples of the previous plan’s shortcomings; for example, there is a reference to the reduction in the number of Cylchoedd Meithrin in the county and the reduction in the number of children between 2 and 4 years old who attend Cylchoedd Meithrin and, of course, this is a cause for concern. It is also noted that the number of learners who are educated in the county’s 17 Welsh-medium primary schools, which include two all-through schools and three dual-stream primary schools, has remained stable rather than increased in the three academic years up to 2020. Although the Council recognises the challenges, it is difficult to see how this Plan’s aims will address these purposefully enough to respond ambitiously enough to address this concern.</p> <p>The Wellbeing and Resilience Service’s pilot Health Programme was launched in October 2020 to provide better Health Visitor services by sharing information with parents/guardians. Promoting Welsh-medium education and learning Welsh are not currently a part of this programme, although it is noted that it would be possible. It is stated that the Council’s Early Years, Childcare and Play Partnership</p>

Outcome	Please provide your views:
	<p>Group, which has been re-established recently, would be able to promote the benefits to parents/guardians of Welsh-medium provision for their children as part of the strategy to aim to achieve the target by 2032. However, there is no purposeful plan to develop increasingly proactive monitoring procedures to engage purposefully with parents/guardians in promoting Welsh-medium education. Scrutinising further information to discover whether parents/guardians understanding that Welsh-medium education is available to them as an equal choice for their children would strengthen the aims of this Outcome further.</p> <p>Evidence is provided on the Council's recent assessments that scrutinise a range of data and information to better understand the childcare and early years settings that were available, alongside the needs of parents/guardians. Twenty-four recommendations deriving from that assessment were prioritised to try to expand provision, for example by 'trying to recruit staff' and 'exploring the demand for additional Welsh-medium childcare and early years places in the Rhondda Valley and Upper Cynon Valley areas'. This updated plan yields relevant information that strives to use the Childcare Offer Capital Grant Programme and the Welsh-medium Education Capital Grant Scheme to support the development of Welsh-medium childcare and early years settings. The Flying Start programme is considered to be a means of promoting Welsh-medium provision, with the aim that 25% of commissioned childcare provision will be provided through the medium of Welsh. Currently, around 19.1% (126) of learners who attend the Flying Start programme's childcare settings attend Welsh-medium childcare and early years settings. It is stated that professional learning through relevant Welsh-medium training will be provided for staff, but the Plan identifies aims rather than purposeful plans.</p> <p>It is noted that the county already works with Mudiad Meithrin to use the 'Croesi'r Bont' scheme and implement the 'Clebran' programme to support the use of Welsh in English-medium childcare and early years settings that are registered education providers. Within the first milestone of operating within the first five years, it is noted that the county will continue to work with Mudiad Meithrin to encourage parents/guardians to register for a Clwb Cwtsh course and increase the numbers who attend. However, there are no details in the plan about purposeful action when working with external partners. For example, it is stated that 'the Childcare Development Team will continue to promote and raise awareness of the Welsh-medium childcare and early years settings that are available to parents/guardians', but there is no operational strategy to achieve this.</p> <p>It is noted that seven projects will be completed within the first five years of this plan, namely supporting capital work by facilitating</p>



Outcome	Please provide your views:
	<p>growth in Welsh-medium education. This will be done by using funding that is aimed specifically towards developing or expanding Welsh-medium childcare and early years settings that are co-located on the grounds of Welsh-medium primary schools. It is anticipated that there will be a 65% increase in the number of spaces available to nursery age or 3-year-old learners by implementing this plan.</p> <p>The Council's current travel policy states that learners who attend their nearest Welsh-medium or bilingual school will receive free transport, in line with the Council's policy on walking distance and safe routes. Information about this policy is vague in terms of whether pupils receive free transport to Welsh and English-medium schools. There is no intention to review this measure in the short-term. As a result, this will support parents/guardians to fulfil their wish for free transport for their children when choosing a seamless Welsh-medium journey through statutory education for their child.</p> <p>There is a vague reference to funding through various grants to implement this Plan's aims, but no long-term investment has been agreed to support the desire to expand provision to reach the target of 720 (26.9%) of Year 1 learners receiving Welsh-medium education by 2032.</p>
2	<p>The Plan states that there are 17 Welsh-medium primary schools, including two all-through schools that provide Welsh-medium education, in addition to three dual-stream schools for children aged 3 to 11 years old in the county. It is noted that the number of pupils who attend Welsh and English-medium settings is stable, but that there has been an increase in the number of learners who attend Reception provision or who are 5 years old in Welsh-medium primary schools. Although the number of spaces available in each school is reviewed annually, and there are 19.6% or surplus places in Welsh-medium primary schools, the strategy of promoting Welsh education within this Plan is ambiguous.</p> <p>The Plan identifies the actions that have already been taken to respond to the demand for Welsh-medium education by providing more places for learners. However, it is noted through projected estimates that there is likely to be 28.1% of surplus places in Welsh-medium primary schools over the last five years. There is no outline of strategic planning, for example through the Strategic Group, that strives to reduce these surplus places or indeed, more specifically, to increase the number of learners attending Welsh-medium primary schools within the next five and ten years.</p> <p>The Plan sets out investment through funding from Band B of the Welsh Government 21<sup>st</sup> Century Schools and Colleges Programme and a Minor Capital Works Programme. For example, to respond to the demand in particular areas of the county, the intention is to revise the language medium of one school, provide an extension and a new</p>

Outcome	Please provide your views:
	<p>site for two schools, and provide a new dual-stream primary school that is an extension to an already established school. The Plan does not identify the immediate and long-term investment specifically when promoting developments to the provision of Welsh-medium education.</p> <p>The Plan states that the Council recognises the importance of Welsh immersion for learners who wish to transfer from English-medium education to Welsh-medium education, to encourage individuals to take up Welsh-medium education. There is no immersion centre provision within the county as schools receive support and funding directly to support learners to acquire the Welsh language at different times of their statutory education journey. However, there is no evaluation of this support when tracking the progress of latecomers as they develop their Welsh language skills, as they 'consider that this is working effectively'. Researching into various models of Welsh immersion classes is also only an aim. Investigating the possibility of working with neighbouring local authorities when providing immersion education would strengthen the aim within this Outcome.</p>
3	<p>The Plan states that there has been an increase of 30% in the number of learners who move from Cychoedd Meithrin to Welsh-medium education between 2015-2016 and 2019-2020. The Plan states that there is a need to ensure that Welsh-medium childcare and early years settings are located on the grounds of Welsh-medium primary schools to promote wider access to Welsh-medium education, which has already been identified as part of Outcome 1.</p> <p>The County's mapping exercises also show that it appears that the transition rates for learners between key stages for Welsh-medium primary and secondary pupils are not a cause for concern, partly because pupils who attend the county's schools live outside the county borough. For example, pupils attend Ysgol Gyfun Rhydywaun because there is no Welsh-medium secondary provision in Merthyr Tydfil County Borough. It would be useful to include information about pupil transition rates within the authority to gain a clearer picture of the current situation. However, it is identified that pupil retention rates between key stage 4 and key stage 5 are a concern, but there is no specific plan to address this challenge. Of course, it must be considered that a number of pupils who attend this Welsh-medium secondary school live outside Rhondda Cynon Taf County Borough Council.</p> <p>The Plan outlines that the Strategic Plan's Strategic Group will need to work with other partners, but there are no details about what they intend to achieve. Currently, the plan does not identify purposeful enough aims or a strategic plan to respond to the challenge of keeping learners in key stage 4 and key stage 5 in Welsh-medium education. The statistics that are identified as transition rates between each key</p>

Outcome	Please provide your views:
	<p>stage reflect the lack of challenge in this outcome in terms of helping to ensure a continuous route and linguistic progression for learners in Welsh-medium education in general.</p>
4	<p>The Plan states that the number of places that are available in each school is reviewed annually by the Council's Education Directorate and Inclusion Services. Currently, based on 2019-2020 PLASC data, there are 23.1% surplus places in Welsh-medium secondary schools, and this is predicted to rise to 24.1% during the next five academic years. However, there are a few secondary schools where more places are needed, therefore there are actions in place to address these issues. For example, it is outlined that different grants, including a Band B grant from the Council's ambitious 21<sup>st</sup> Century Schools and Colleges Programme, to include a range of projects worth a total of £160 million, will be used to respond to this. This includes a number of projects that propose to increase the number of places in Welsh-medium secondary schools.</p> <p>It is identified that all Welsh-medium secondary schools in the county work together, as well as other providers, including Coleg y Cymoedd, to provide education for GCSE, AS and A-Level qualifications through the medium of Welsh. However, they have not addressed the challenge that it is more difficult for learners to access such providers because of the geographic location of the secondary schools. The E-sgol scheme is mentioned, but the way in which it could be used actively in secondary schools in Rhondda Cynon Taf has not been included. The Plan does not set out the range of subjects that are available through the medium of Welsh or provide a purposeful plan to broaden provision as part of the vision to support and enrich learners' educational experiences while studying Welsh as a subject or by studying subjects or other areas through the medium of Welsh. The Plan also does not address developing learners' second language Welsh skills in English-medium schools purposefully enough.</p> <p>The County has conducted a pilot of the Gatsby Good Career Benchmark Programme to develop a wider range of learning pathways for learners aged 14-19 when preparing for the world of work, training, and further education. This will be developed further in the future through the Gatsby Mentoring Model. However, there is no reference to increasing the number of learners who study for qualifications that are assessed through the medium of Welsh, or who follow their subjects through the medium of Welsh.</p>
5	<p>The Plan identifies the importance of the need to support learners, their parents/guardians, and the wider community to take part in a wide range of cultural, social, and sporting activities through the medium of Welsh. It is stated that it is important to achieve this in their primary and secondary school to improve their confidence and ensure</p>

Outcome	Please provide your views:
	<p>that they continue to be fluent in Welsh. We support the fact that the Welsh Language Charter and Cymraeg Campus activities are to be approved in schools, in addition to other proposed schemes such as the Urdd's Cymraeg Bob Dydd (Welsh Everyday) project to achieve this. The Plan currently identifies the aspiration that every school will achieve the Welsh Language Charter's aims by the end of the life of the Strategic Plan, which highlights the lack of ambition in the Council's intentions. Also, the Plan does not include any details about the way in which Rhondda Cynon Taf's Welsh Language Promotion Strategy will operate on a practical level to encourage and facilitate the growth of Welsh-medium education and the teaching of Welsh in the long term.</p> <p>The Cultural Services Team organises some Welsh language events for pupils with the Council's Youth Engagement and Participation Service and employs Welsh-speaking Youth Engagement Officers in different contexts to provide opportunities for learners to use their Welsh in less formal activities. It is stated that there will continue to be a Welsh-speaking Youth Engagement Officer in every Welsh-medium secondary school, in addition to in some English-medium secondary schools. This is an attempt to normalise the Welsh language and encourage learners to use it outside the classroom. No evidence is provided of the effect of current provision on wider opportunities for learners to use the Welsh language in informal situations. For example, there is no evidence that the Welsh language is represented appropriately in the county's Youth Forum. However, the Plan states that the Council will strengthen the existing links with the Urdd and the county's Welsh Language Initiative (Menter Iaith) to develop Welsh-medium provision in primary and secondary schools.</p> <p>The plan celebrates the fact that the County Borough will host the National Eisteddfod of Wales in 2024 and that this demonstrates the Council's commitment to contributing to the aim of a million Welsh speakers in Wales by 2050. It is trusted that there will be opportunities to promote the Welsh language and for learners to use the Welsh language in different contexts both inside and outside of school. It is too early for the Council to submit plans of the way in which it will take advantage of this and promote it among learners and their parents/guardians by promoting the Welsh language further as part of this outcome's aims. However, there is no information about purposeful plans for the way in which a national occasion such as this would be able to have a positive influence on learners' attitudes towards the Welsh language, in addition to the potential purposeful opportunities that would be beneficial to learners of all ages to use the Welsh language more proactively in a Welsh context.</p>
6	<p>The Plan identifies the current Additional Learning Needs (ALN) provision that is available to support the county's learners and identifies a funding allocation of £3.4 million of Additional Needs</p>

Outcome	Please provide your views:
	<p>Funding that is being invested to support ALN learners who attend primary and secondary schools in an inclusive manner. The Welsh Complex Needs Team, which provides peripatetic specialist support, which includes a Welsh-speaking specialist teacher and two learning support assistants, supports ALN learners through the medium of Welsh and provide learners with specialist support. The Council states that this inclusive service has been positive, but no evidence is provided to support this view.</p> <p>After scrutinising the number of exclusions and the increase in the number of applications for spaces for Social, Emotional and Behavioural Difficulties, the Plan identifies that provision for Learning Support Classes needs to be improved within the county. Following this, it was identified that different elements of provision need to be improved, for example by creating specialist learning support classes for Welsh-medium pupils in key stage 3 and key stage 4 with significant ALN. However, for various reasons, such as the effect of the pandemic on provision, these proposals have not yet been implemented. As a result, in September 2020, funding has been provided to establish in-house alternative provision in the county's Welsh-medium secondary schools to meet the needs of learners with social, emotional, and behavioural difficulties. The Plan does not identify how the Council intends to monitor and evaluate provision as a means of forward-planning provision purposefully in the short and medium term. Also, no strategic plan is included that provides a long-term vision to support learning with particular ALN in the county.</p> <p>The Council aims to develop a regional approach to supporting Welsh-medium provision and increase consistency and share best practice as part of developing Welsh-medium provision in line with the Regional ALN Transformation Plan 2020-2021. The Plan does not detail strategic plans for the way in which this will be implemented on a practical level or set out support for learners in the Welsh sector.</p> <p>Overall, the objectives of this outcome do not address ensuring inclusive or specialist provision for ALN learners who are pursuing their education through the medium of Welsh, overall. The vision does not ensure purposeful planning in supporting learners; for example, it is stated that 'the Council will strive to deliver sufficient ALN provision for learners who request it through the medium of Welsh, along with a workforce of adequate size and ability'. The aims are not ambitious enough to ensure inclusive provision that will meet the needs of ALN learners through the medium of Welsh.</p>
7	<p>The Plan identifies the County's current workforce situation, in addition to the responsibility of ensuring a Welsh-speaking workforce in early years settings and schools, for example that 17.3% of the school workforce have either fluent or fairly fluent Welsh language skills (level three, four or five Welsh skills). In addition, PLASC 2020</p>

Outcome	Please provide your views:
	<p>shows that 39% of the school workforce is able to speak Welsh to an intermediate, fluent or higher level. It is identified that 27.7% of the workforce teaches or works through the medium of Welsh, but 6.9% of the workforce are not doing so in their current jobs. Including more detailed information that responds to the aims of this outcome would be beneficial, for example whether the county scrutinises and responds proactively enough to challenges such as recruiting staff with robust Welsh language skills and ensuring inevitable progression as staff retire in the Welsh language sector.</p> <p>By implementing Welsh Government schemes and working with partners at a regional level, the County intends to implement strategies that include aims such as 'promoting a pathway to Welsh-medium education' and the 'Welsh Language Sabbatical Scheme', to aim to achieve the aims of this outcome. No details of purposeful and operational planning are included to achieve the targets that are set out in this Plan.</p> <p>The Plan states that co-operation between Welsh-medium secondary schools both inside and outside the county and Cardiff Metropolitan University is an example of collaboration by supporting 15 PGCE practitioners through the medium of Welsh in 2020-2021. It is also noted that the Urdd provides a range of opportunities for young people over the age of 17 to develop their career through the medium of Welsh, with the aim of strengthening links with the movement further in the future. No plans are provided that identify purposeful aims to ensure an increase in the county's workforce that is able to work with increasing confidence through the medium of Welsh.</p>

Under the Equality Act 2010 and the Public Sector Equality Duties, the Council has a legal duty to look at how its decisions impact on people because they may have particular characteristics.

**How would the WESP affect you because of your:**

Characteristic	How would the WESP affect you:
Gender	
Age	
Ethnicity	
Disability	
Sexuality	
Religion/Belief	
Gender identity	
Relationship status	
Pregnancy	
Preferred language	

With regards to the WESP and the impact it may have, please let us know if you feel it could impact opportunities for people to use and promote the Welsh language (positive or negative) and if in any way, it treats the Welsh language less favourably than the English language?

How positive effects could be increased, or negative effects be decreased?	
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Thank you for taking the time to provide us with feedback.

Tudalen wag



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## Ymateb i Ymgynghoriad / Consultation Response

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<b>Enw / Name:</b>	Claire Morgan
<b>Rôl / Role:</b>	Prif Arolygydd Ei Mawrhydi dros Addysg a Hyfforddiant yng Nghymru
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<b>Rhif Ffôn / Tel No:</b>	029 2044 6446
<b>Dyddiad / Date:</b>	08.11.2021
<b>Pwnc / Subject:</b>	<b>Ymgynghoriad - Cynllun Strategol Cymraeg mewn Addysg Drafft - RCT</b>

### Gwybodaeth gefndir am Estyn

Estyn yw Swyddfa Arolygiaeth Ei Mawrhydi dros Addysg a Hyfforddiant yng Nghymru. Fel corff y Goron, mae Estyn yn annibynnol ar Lywodraeth Cymru.

Prif nod Estyn yw codi safonau a gwella ansawdd addysg a hyfforddiant yng Nghymru. Caiff hyn ei nodi yn Neddf Dysgu a Sgiliau 2000 a Deddf Addysg 2005 yn bennaf. Wrth gyflawni ei swyddogaethau, mae'n rhaid i Estyn ystyried:

- Ansawdd addysg a hyfforddiant yng Nghymru;
- Y graddau y mae addysg a hyfforddiant yn bodloni anghenion dysgwyr;
- Y safonau addysgol a gyflawnir gan ddarparwyr addysg a hyfforddiant yng Nghymru;
- Ansawdd arweinyddiaeth a rheolaeth y darparwyr addysg a hyfforddiant hynny;
- Datblygiad ysbrydol, moesol, cymdeithasol a diwylliannol dysgwyr; a'r
- Cyfraniad a wneir at les dysgwyr.

Mae cylch gwaith Estyn yn cynnwys (ond nid yn unig) meithrinfeydd a lleoliadau nas cynhelir, ysgolion cynradd, ysgolion uwchradd, ysgolion annibynnol, unedau cyfeirio disgyblion, addysg bellach, dysgu oedolion yn y gymuned, gwasanaethau addysg llywodraeth leol, dysgu yn y gwaith, ac addysg a hyfforddiant athrawon.

Gall Estyn roi cyngor i'r Cynulliad ar unrhyw fater sy'n gysylltiedig ag addysg a hyfforddiant yng Nghymru. Er mwyn cyflawni rhagoriaeth i ddysgwyr, mae Estyn wedi pennu tri amcan strategol:

- Darparu atebolrwydd i ddefnyddwyr gwasanaeth ar ansawdd a safonau addysg a hyfforddiant yng Nghymru;
- Llywio datblygiad polisi cenedlaethol gan Lywodraeth Cymru;
- Meithrin gallu i wella'r system addysg a hyfforddiant yng Nghymru.

Nid yw'r ymateb hwn yn gyfrinachol.

## Ymateb

### Cyflwyniad

Mae'r Cynllun hwn yn olrhain yr hyn mae'r Sir wedi ei gyflawni yn y gorffennol ynghyd â'i effaith ar brofiadau dysgwyr wrth iddynt ddilyn taith addysg statudol trwy gyfrwng y Gymraeg. Wrth gynllunio nodau i'w cyflawni yn ystod oes y Cynllun hwn, cynhwysir syniadau perthnasol ac awgrymiadau bras o'r modd gellir ehangu'r ddarpariaeth er mwyn cael effaith cadarnhaol ar brofiadau Cymraeg dysgwyr. Er enghraifft, wrth ddefnyddio cyllid wedi'i anelu'n benodol at ddatblygu neu ehangu lleoliadau gofal plant a'r blynyddoedd cynnar cyfrwng Cymraeg sydd wedi'u cydleoli ar safleoedd ysgolion cynradd cyfrwng Cymraeg. Mae'r cynlluniau blaenorol wedi sicrhau sefydlogrwydd yn hytrach na chynydd yn nifer dysgwyr sy'n dilyn eu haddysg statudol yn y Gymraeg. Nodir y bydd 720 (26.9%) o ddysgwyr Blwyddyn 1 yn derbyn eu haddysg trwy gyfrwng y Gymraeg erbyn 2032.

Fodd bynnag, ymddengys nad yw nodau'r Cynllun hwn yn ddigon uchelgeisiol er mwyn anelu at gyrraedd y targed hwn. Er enghraifft, bwriad yn unig yw ymchwilio i fodolau amrywiol o ddsbarthiadau trochi yn y Gymraeg yn hytrach na nodi'n glir darpariaeth fwriadus wrth rannu gwybodaeth a chefnogi rhieni/gwarcheidwaid i drosglwyddo eu plant i addysg cyfrwng Cymraeg ar wahanol bwyntiau mynediad at addysg cyfrwng Cymraeg. Yn ogystal, nodir bod y cynllun E-sgol yn cael ei grybwyll fel cyfrwng i ymestyn y ddarpariaeth Gymraeg ond ni chynhwysir y modd y gellid ei ddefnyddio'n weithredol yn ysgolion uwchradd Rhondda Cynon Taf. Yn neilliant 6, nodir 'bydd y Cyngor yn ymdrechu i gyflenwi darpariaeth Addysg Dysgu Ychwanegol (ADY) ddigonol i ddysgwyr sy'n gofyn amdani trwy gyfrwng y Gymraeg ynghyd â gweithlu digon o faint ac â gallu digonol.' Fodd bynnag, nid yw'r nodau'n ddigon uchelgeisiol, er enghraifft wrth nodi geiriau fel 'ymdrechu i' yn mynd i sicrhau darpariaeth gynhwysol fydd yn diwallu anghenion dysgwyr ADY trwy gyfrwng y Gymraeg.

I grynhoi, o fewn y Cynllun hwn, cynhwysir nodau perthnasol ac awgrymiadau addas o'r modd gellir cyflawni targed Llywodraeth Cymru erbyn 2050. Mae cydweithio gyda gwahanol bartneriaid fel y consortia rhanbarthol, Mudiad Meithrin a Mudiad yr Urdd yn enghreifftiau cyson o hyn. Fodd bynnag, nid yw'r Cynllun yn amlinellu nodau sy'n ddigon uchelgeisiol a bwriadus er mwyn cyflawni hyn yn ymarferol.

### Cwestiynau'r ymgynghoriad

Ein targed yn ystod oes deng mlynedd y Cynllun Strategol yma, wedi'i osod gan Lywodraeth Cymru, yw:

**Cynyddu canran y disgyblion Blwyddyn Un mewn addysg cyfrwng Cymraeg rhwng 8.0% a 12.0% yn ystod oes deng mlynedd y Cynllun Strategol Cymraeg yma. Mae hyn yn cyfateb i gynnydd o 506\* o ddisgyblion Blwyddyn Un mewn addysg cyfrwng Cymraeg i rhwng 720 ac 825.**

*\*Mae'r targed yma'n seiliedig ar ddata CYBLD 2019/20.*

Mae'r targed yma'n seiliedig ar gyfrannu at y targed tymor hir cyffredinol o gael miliwn o siaradwyr Cymraeg yng Nghymru erbyn 2050, fel sydd wedi'i nodi yn strategaeth Cymraeg 2050: Miliwn o Siaradwyr.

Yn ogystal â'r targed i gynyddu canran y dysgwyr Blwyddyn Un mewn addysg cyfrwng Cymraeg, mae'r Cynllun Strategol yn cynnwys saith deilliant neu faes sy'n nodi sut y mae disgwyl i Awdurdodau Lleol wella addysg cyfrwng Cymraeg a chyfrwng Saesneg yn eu hardal. Y deilliannau, sydd wedi'u pennu gan Lywodraeth Cymru, yw:

1. **Deilliant 1:** **Mwy o ddisgyblion Meithrin / tair oed yn derbyn eu haddysg trwy gyfrwng y Gymraeg.**
2. **Deilliant 2:** **Mwy o ddisgyblion dosbarth Derbyn / pump oed yn derbyn eu haddysg trwy gyfrwng y Gymraeg.**
3. **Deilliant 3:** **Mwy o blant yn parhau i wella eu sgiliau iaith Gymraeg wrth bontio o un Cyfnod o'u haddysg statudol i un arall.**
4. **Deilliant 4:** **Mwy o ddisgyblion yn astudio ar gyfer cymwysterau wedi'u hasesu yn y Gymraeg (y pwnc) a phynciau trwy gyfrwng y Gymraeg.**
5. **Deilliant 5:** **Mwy o gyfleoedd i ddisgyblion ddefnyddio'r Gymraeg mewn cyd-destunau gwahanol yn yr ysgol.**
6. **Deilliant 6:** **Cynyddu darpariaeth cyfrwng Cymraeg ar gyfer disgyblion ag Anghenion Dysgu Ychwanegol.**
7. **Deilliant 7:** **Cynyddu nifer y staff addysgu sy'n gallu addysgu'r Gymraeg ac addysgu trwy gyfrwng y Gymraeg.**

Hoffen ni geisio'ch barn ar sut mae'r Cyngor a'i bartneriaid yn bwriadu cyflawni targed y Cynllun Strategol Cymraeg mewn Addysg a phob un o'r saith deilliant.

Deilliant	Rhowch eich barn:
1	<p>Trwy gyfrwng y Cynllun hwn, mae'r awdurdod yn cydnabod bod angen datblygu eu strategaeth ymhellach er mwyn cyrraedd y targed o 720 o ddysgwyr Blwyddyn 1 yn derbyn eu haddysg trwy gyfrwng y Gymraeg erbyn 2032. Maent yn enghreifftio diffygion y strategaeth flaenorol, er enghraifft mae cyfeiriad at y gostyngiad yn niferoedd y Cylchoedd Meithrin y Sir a gostyngiad yn nifer o blant rhwng 2 a 4 oed sy'n mynychu'r Cylchoedd Meithrin, ac wrth gwrs mae hyn yn destun pryder. Nodir hefyd mai sefydlog yn hytrach na chynnydd sydd yn nifer y dysgwyr sy'n derbyn eu haddysg yn yr 17 o ysgolion cynradd cyfrwng Cymraeg y Sir, sy'n cynnwys dwy ysgol pob oed a thair ysgol gynradd dwy iaith, yn y tair blynedd academiaidd flaenorol hyd at 2020. Er bod y Cyngor yn adnabod yr heriau, ar hyn o bryd mae'n anodd gweld sut y bydd nodau'r Cynllun hwn yn mynd i'r afael yn ddigon bwriadus i ymateb yn ddigon uchelgesiol er mwyn diwallu'r pryder hwn.</p> <p>Cafodd y cynllun peilot Rhaglen Iechyd y Gwasanaeth Lles a Chydnerth ei lansio ym mis Hydref 2020 er mwyn darparu gwell gwasanaethau ym maes Ymwelwyr Iechyd wrth rannu gwybodaeth gyda rheini/gwarcheidwaid. Ar hyn o bryd, nid yw hyrwyddo addysg cyfrwng Cymraeg a dysgu Cymraeg yn rhan o'r Rhaglen hon, er nodir y byddai hyn yn bosibl. Nodir byddai'r Grŵp Partneriaeth y</p>

Deiliant	Rhowch eich barn:
	<p>Blynyddoedd Cynnar, Gofal Plant a Chwarae y Cyngor sydd newydd ei ailsefydlu yn ddiweddar, yn gallu hyrwyddo'r budd i rieni/gwarcheidwaid o ddarpariaeth cyfrwng Cymraeg i'w plant fel rhan o'r strategaeth i anelu at gyrraedd y targed erbyn 2032. Fodd bynnag, nid oes cynllun bwriadus o'r modd mae datblygu gwetihdrefnau monitro sy'n fywfwy rhagweithiol er mwyn ymgyslltu'n fwiadus gyda rhieni/gwarcheidwaid wrth hyrwyddo addysg cyfrwng Cymraeg. Byddai craffu ar wybodaeth pellach er mwyn darganfod os ydy rhieni/gwarcheidwaid yn deall bod addysg Gymraeg ar gael iddynt fel dewis cydradd ar gyfer eu plant yn cryfhau nodau'r Deiliant hwn ymhellach.</p> <p>Darperir tystiolaeth o Asesiadau'r Cyngor yn ddiweddar sy'n craffu ar ystod o ddata a gwybodaeth er mwyn deall yn well y lleoliadau gofal plant a'r blynyddoedd cynnar a oedd ar gael, ochr yn ochr ag anghenion rhieni/gwarcheidwaid. Blaenoriaethwyd 24 o argymhellion yn deillio o'r asesiad hwn er mwyn ceisio ehangu'r ddarpariaeth, er enghraifft wrth 'geisio recriwtio staff' ac 'archwilio'r galw am leoliadau gofal plant a'r blynyddoedd cynnar cyfrwng Cymraeg ychwanegol yn ardaloedd Cwm Rhondda a Chwm Cynon Uchaf.' Mae'r cynllun hwn wedi ei ddiweddarau yn esgor ar wybodaeth berthnasol sy'n ymdrechu i ddefnyddio Cynllun Grant Cyfalaf y Cynnig Gofal Plant a'r Cynllun Grant Cyfalaf Addysg Cyfrwng Cymraeg ar gyfer cefnogi datblygiad lleoliadau gofal plant a'r blynyddoedd cynnar cyfrwng Cymraeg. Caiff y Rhaglen Dechrau'n Deg ei hystyried fel cyfrwng i hyrwyddo'r ddarpariaeth cyfrwng Cymraeg gan anelu y bydd 25% o ddarpariaeth gofal plant sydd wedi ei gomisiynu yn cael ei ddarparu trwy gyfrwng y Gymraeg. Ar hyn o bryd, mae tua 19.1% (126 o ddysgwyr) sy'n mynychu lleoliadau gofal plant Rhaglen Dechrau'n De gyn mynychu lleoliad gofal plant a'r blynyddoedd cynnar cyfrwng Cymraeg. Nodir y bydd dysgu proffesiynol trwy gyfrwng hyfforddiant cyfrwng Cymraeg perthnasol yn cael ei ddarparu ar gyfer staff ond bwriadau yn hytrach na chynlluniau bwriadus sy'n cael eu nodi'n y Cynllun.</p> <p>Nodir bod y Sir eisoes yn cydweithio gyda Mudiad Meithrin i defnyddio'r cynllun Croesi'r Bont a gweithredu'r rhaglen 'Clebran' i gefnogi defnyddio'r Gymraeg mewn lleoliadau gofal plant a blynyddoedd cynnar cyfrwng Saesneg sy'n Ddarparwyr Addysg Cofrestredig. O fewn y garreg filltir cyntaf o weithredu o fewn y pum mlynedd cyntaf, nodir bydd y Sir yn parhau i gydweithio gyda Mudiad Meithrin i annog rhieni/gwarcheidwaid i gofrestru ar gwrs Clwb Cwtsh a chynyddu'r niferoedd sy'n mynychu. Fodd bynnag, nid oes manylion yn y cynllun am weithredu bwriadus wrth gydweithio gyda phartneriaid allanol. Er enghraifft, nodir 'bydd Carfan Gofal Plant yn parhau i hyrwyddo a chodi ymwybyddiaeth o'r lleoliadau gofal plant a'r blynyddoedd cynnar cyfrwng Cymraeg sydd ar gael i rieni/gwarcheidwaid' ond nid oes strategaeth weithredol i gyflawni hyn.</p>

Deilliant	Rhowch eich barn:
	<p>Nodir y bydd saith o brosiectau'n cael eu cwblhau o fewn pum mlynedd cyntaf y cynllun hwn, sef cefnogi gwaith cyfalaf wrth hwyluso twf mewn addysg cyfrwng Cymraeg. Gwneir hyn trwy ddefnyddio cyllid wedi'i anelu'n benodol at ddatblygu neu ehangu lleoliadau gofal plant a'r blynyddoedd cynnar cyfrwng Cymraeg sydd wedi'u cydleoli ar safleoedd ysgolion cynradd cyfrwng Cymraeg. Proffwydir y bydd cynnydd o 65% yn nifer y lleoedd a fydd ar gael i ddysgwyr oedran meithrin neu dair oed wrth weithredu'r cynllun hwn.</p> <p>Mae polisi teithio cyfredol y Cyngor yn nodi bod dysgwyr sy'n mynychu'r ysgolion cyfrwng Cymraeg neu ddwyieithog agosaf yn cael gwasanaeth cludiant am ddim yn unol â pholisi'r Cyngor ynghylch pellter cerdded a llwybrau diogel. Mae'r wybodaeth am y polisi hwn yn amwys yn nhermau os ydy disgyblion yn cael cludiant am ddim i ysgolion cyfrwng Cymraeg a Saesneg. Nid oes bwriad i adolygu'r mesur hwn yn y tymor byr. O ganlyniad, bydd hyn yn cefnogi rhieni/gwarcheidwaid i gyflawni eu dymuniad am drafndiaeth am ddim i'w plant wrth iddynt ddewis taith addysg statudol eu plentyn yn ddi-dor trwy gyfrwng y Gymraeg i'w plentyn.</p> <p>Mae cyfeiriad amwys at gyllid trwy gyfrwng amryfal grantiau er mwyn gweithredu nodau'r Cynllun hwn ond nid oes buddsoddiad hir dymor wedi ei gytuno er mwyn cefnogi'r dymuniad i ehangu'r ddarpariaeth i gyrraedd y targed o 720 (26.9%) o ddysgwyr Blwyddyn 1 yn derbyn eu haddysg cyfrwng Cymraeg erbyn 2032.</p>
2	<p>Mae'r Cynllun yn nodi bod 17 o ysgolion cynradd cyfrwng Cymraeg, sy'n cynnwys dwy ysgol pob oed sy'n darparu addysg cyfrwng Cymraeg ynghyd â thair ysgol dwy iaith ar gyfer plant 3 i 11 oed yn y Sir. Nodir bod sefydlogrwydd yn niferoedd y disgyblion sy'n mynychu lleoliadau cyfrwng Cymraeg a Saesneg ond bod cynnydd yn nifer y dysgwyr sy'n mynychu darpariaeth Derbyn neu sy'n pump oed mewn ysgolion cynradd cyfrwng Cymraeg. Er bod nifer y lleoedd sydd ar gael ym mhob ysgol yn cael ei adolygu'n flynyddol a bod llefydd gweigion o 19.6% mewn ysgolion cynradd cyfrwng Cymraeg, mae'r strategaeth o hyrwyddo addysg Gymraeg o fewn y Cynllun hwn yn amwys.</p> <p>Mae'r Cynllun yn nodi'r camau gweithredu sydd wedi cymryd lle eisoes er mwyn ymateb i'r galw am addysg cyfrwng Cymraeg trwy ddarparu mwy o leoedd ar gyfer dysgwyr. Fodd bynnag, nodir trwy amcangyfrifon arfaethedig y bydd yn debygol bydd 28.1% o lefydd gweigion mewn ysgolion cynradd cyfrwng Cymraeg yn y pum mlynedd diwethaf. Nid oes amlinelliad o gynllunio strategol, er enghraifft trwy gyfrwng y Grŵp Strategol, sy'n ymdrechu i leihau'r llefydd gweigion hyn nac yn wir i gynyddu'r nifer o ddysgwyr yn fwyaf penodol fydd yn mynychu ysgolion cynradd cyfrwng Cymraeg o fewn y pum a'r deng mlynedd nesaf.</p>

Deilliant	Rhowch eich barn:
	<p>Mae'r Cynllun yn amlinellu buddsoddiad trwy gyfrwng cyllid gan Fand B Rhaglen Ysgolion a Cholegau'r 21ain Ganrif Llywodraeth Cymru a Rhaglen Gwaith Cyfalaf Mân. Er enghraifft, er mwyn ymateb i'r galw mewn ardaloedd penodol o'r Sir, mae'n fwriad diwygio cyfrwng iaith un ysgol, darparu estyniad a safle newydd i ddwy ysgol ynghyd â darparu ysgol gynradd dwy iaith newydd sy'n estyniad i ysgol sydd eisoes wedi ei sefydlu. Nid yw'r cynllun yn nodi'n benodol y buddsoddiad uniongyrchol a hir dymor wrth hyrwyddo datblygiadau'r ddarpariaeth addysg cyfrwng Cymraeg.</p> <p>Mae'r Cynllun yn nodi bod y Cyngor yn cydnabod pwysigrwydd trochi yn y Gymraeg i ddysgwyr sy'n dymuno pontio o addysg cyfrwng Saesneg i'r Gymraeg, er mwyn annog unigolion i dderbyn addysg Gymraeg. Nid oes darpariaeth canolfan trochi iaith yn y Sir gan bod ysgolion yn derbyn cefnogaeth a chyllid yn uniongyrchol er mwyn cefnogi dysgwyr i gaffael y Gymraeg ar wahanol adegau o'u taith addysg statudol. Serch hyn, nid oes gwerthusiad o'r gefnogaeth hon tra'n olrhain cynnydd hwyrdyfodiaid wrth iddynt ddatblygu eu medrau Cymraeg gan eu bod 'yn ystyried bod hyn yn gweithio'n effeithiol'. Yn ogystal, bwriad yn unig yw ymchwilio i fodolau amrywiol o ddsbarthiadau trochi yn y Gymraeg. Byddai ymchwilio i'r posibilrwydd o gydweithio gydag awdurdodau lleol cyfagos wrth ddarparu addysg drochi yn cryfhau'r nod o fewn y Deilliant hwn.</p>
3	<p>Mae'r Cynllun yn nodi bod cynnydd o 30% o ddysgwyr sy'n symud o Gylchoedd Meithrin i addysg cyfrwng Cymraeg rhwng 2015-2016 a 2019-2020. Mae'r Cynllun yn nodi bod angen sicrhau bod lleoliadau gofal plant a blynyddoedd cynnar cyfrwng Cymraeg wedi'u lleoli ar safleoedd ysgolion cynradd cyfrwng Cymraeg er mwyn hyrwyddo mynediad ehangach i addysg cyfrwng Cymraeg, sydd eisoes wedi ei nod fel rhan o ddeilliant 1.</p> <p>Dengys trwy ymarferion mapio y Sir hefyd, ei bod yn ymddangos nad yw'r cyfraddau pontio ar gyfer dysgwyr rhwng cyfnodau allweddol ar gyfer disgyblion cynradd ac uwchradd cyfrwng Cymraeg yn destun pryder, hyn yn rhannol gan bod disgyblion sy'n mynychu ysgolion y Sir yn byw tu hwnt i'r Bwrdeistref Sirol. Er enghraifft, mae disgyblion yn mynychu Ysgol Gyfun Rhydywaun gan nad oes darpariaeth uwchradd cyfrwng Cymraeg ym Mwrdeistref Sirol Merthyr Tudful. Byddai'n ddefnyddiol cynnwys gwybodaeth am gyfraddau trosglwyddo disgyblion o fewn yr awdurdod er mwyn cael darlun clirach o'r sefyllfa gyfredol. Fodd bynnag, nodir bod cyfraddau cadw disgyblion rhwng cyfnodau allweddol 4 a chyfnod allweddol 5 yn bryder ond nid oes cynllun penodol er mwyn mynd i'r afael â'r her hon. Mae'n rhaid ystyried wrth gwrs bod nifer o ddisgyblion sy'n mynychu'r ysgol uwchradd cyfrwng Cymraeg hon yn byw y tu hwnt i Gyngor Bwrdeistref Rhondda Cynon Taf.</p>

Deiliant	Rhowch eich barn:
	<p>Mae'r Cynllun yn amlinellu bod angen i'r Grŵp Strategol y Cynllun Strategol weithio ar y cyd gyda phartneriaid eraill ond nid oes manylion am yr hyn maent yn fwriadu ei gyflawni. Ar hyn o bryd, nid yw'r cynllun yn nodi nodau digon bwriadus na chynllun strategol er mwyn ymateb i'r her o gadw dysgwyr cyfnodau allweddol 4 a 5 mewn addysg cyfrwng Cymraeg. Mae'r ystadegau sy'n cael eu nodi fel cyfraddau pontio rhwng pob cyfnod allweddol yn adlewyrchiad o ddiffyg her y deiliant hwn o gefnogi sicrhau llwybr parhaus a dilyniant ieithyddol cyfrwng Cymraeg i ddysgwyr yn gyffredinol.</p>
4	<p>Mae'r Cynllun yn nodi bod nifer y lleoedd sydd ar gael ym mhob ysgol yn cael ei adolygu'n flynyddol gan Gyfarwyddiaeth Addysg a Gwasanaethau Cynhwysiant y Cyngor. Ar hyn o bryd, yn seiliedig ar ddata CYBLD 2019-2020, roedd 23.1% o leoedd dros ben mewn ysgolion uwchradd cyfrwng Cymraeg gan ragweld y bydd hyn yn codi i 24.1% yn ystod y pum mlynedd academaidd nesaf. Fodd bynnag, mae yna ychydig o ysgolion uwchradd lle mae angen rhagor o leoedd, felly mae camau gweithredu ar waith i fynd i'r afael â'r materion hyn. Er enghraifft, amlinellir y bydd grantiau gwahanol, gan gynnwys grant Band B Rhaglen uchelgeisiol Ysgolion a Cholegau'r 21ain Garrif y Cyngor, yn cynnwys ystod o brosiectau gwerth cyfanswm o £160 miliwn yn cael eu defnyddio er mwyn ymateb i hyn. Mae hyn yn cynnwys nifer o brosiectau sy'n cynnig cynyddu nifer y lleoedd mewn ysgolion uwchradd cyfrwng Cymraeg.</p> <p>Nodir bod pob ysgol uwchradd cyfrwng Cymraeg y Sir yn gweithio ar y cyd, yn ogystal â chyda darparwyr eraill, gan gynnwys Coleg Y Cymoedd, i ddarparu addysg ar gyfer cymwysterau TGAU, Uwch Gyfrannol a Safon Uwch trwy gyfrwng y Gymraeg. Serch hynny, nid ydynt yn mynd i'r afael â'r her ei bod yn anos i ddysgwyr gyrraedd darparwyr o'r fath oherwydd lleoliad daearyddol yr ysgolion uwchradd. Mae'r cynllun E-sgol yn cael ei grybwyll ond ni chynhwysir y modd y gellid ei ddefnyddio'n weithredol yn ysgolion uwchradd Rhondda Cynon Taf. Nid yw'r Cynllun hwn yn amlinellu'r arlwy o bynciau sydd ar gael trwy gyfrwng y Gymraeg nac yn darparu cynllun bwriadus i ehangu'r ddarpariaeth fel rhan o'r weledgiaeth i gefnogi a chyfoethogi profiad addysgol dysgwyr wrth iddynt astudio'r Gymraeg fel pwnc neu drwy astudio pynciau neu feysydd eraill drwy gyfrwng y Gymraeg. Yn ogystal, nid yw'r Cynllun yn mynd i'r afael â datblygu medrau Cymraeg dysgwyr fel ail iaith mewn ysgolion cyfrwng Saesneg yn ddigon bwriadus.</p> <p>Mae'r Sir wedi cynnal cynllun peilot Rhaglen Meincnodau Gyrfaoedd Da Gatsby i ddatblygu ystod ehangach o lwybrau dysgu ar gyfer dygwyr 14-19 oed wrth baratoi ar gyfer byd gwaith, hyfforddiant ac addysg bellach. Bydd hyn yn cael ei ddatblygu ymhellach trwy gyfrwng Model Mentora Gatsby yn y dyfodol. Serch hyn, nid oes unrhyw gyfeiriad at gynyddu nifer y dysgwyr sy'n astudio ar gyfer</p>

Deiliant	Rhowch eich barn:
	cymwysterau wedi eu hasesu yn y Gymraeg nac wrth iddynt ddilyn pynciau trwy gyfrwng y Gymraeg.
5	<p>Mae'r Cynllun yn nodi'r pwysigrwydd o'r angen i gefnogi dysgwyr ynghyd â'u rhieni/gwarcheidwaid a'r gymuned ehangach, i gymryd rhan mewn ystod eang o weithgareddau diwylliannol, cymdeithasol a chwaraeon trwy gyfrwng y Gymraeg. Nodir ei bod yn bwysig cyflawni hyn yn eu hysgol gynradd ac uwchradd er mwyn gwella eu hyder a sicrhau eu bod yn parhau i fod yn rhugl yn y Gymraeg. Cefnogwn y ffaith bod gweithgareddau'r Siarter Iaith a Cymraeg Campus i'w gymeradwyo yn yr ysgolion ynghyd â chynlluniau arfaethedig eraill fel prosiect Cymraeg Bob Dydd yr Urdd er mwyn cyflawni hyn. Ar hyn o bryd, mae'r cynllun yn nodi'r dyhead bod pob ysgol yn cyflawni nodau'r Siarter Iaith erbyn diwedd oes y Cynllun Strategol, sy'n amlygu diffyg uchelgais ym mwriadau'r Cyngor. Hefyd, nid oes manylion yn y cynllun am y modd y bydd Strategaeth Hybu'r Gymraeg Rhondda Cynon Taf yn gweithredu'n ymarferol er mwyn annog a hwyluso'r twf mewn addysg cyfrwng Cymraeg ac addysgu'r Gymraeg yn y tymor hir.</p> <p>Mae Carfan Gwasanaethau Diwylliannol yn trefnu rhai digwyddiadau Cymraeg ar gyfer disgyblion, a'r Gwasanaeth Ymgysylltu a Chyfranogiad leuenctid y Cyngor ac yn cyflogi Swyddogion Ymgysylltu ag leuenctid sy'n siarad Cymraeg mewn gwahanol gyd-destunau er mwyn darparu cyfleodd i ddysgwyr ddefnyddio'u Cymraeg mewn gweithgareddau llai ffurfiol. Nodir bydd Swyddog Ymgysylltu ag leuenctid sy'n siarad Cymraeg ym mhob ysgol uwchradd Gymraeg o hyd, yn ogystal â mewn rhai ysgolion uwchradd cyfrwng Saesneg hefyd. Mae hyn yn ymdrech i normaleiddio'r Gymraeg ac yn annog dysgwyr i'w defnyddio y tu allan i'r ystafell ddosbarth. Ni ddarperir tystiolaeth o effaith y ddarpariaeth gyfredol ar gyfleoedd ehangach i ddysgwyr ddefnyddio'r Gymraeg mewn sefyllfaoedd anffurfiol. Er enghraifft, nid oes tystiolaeth bod y Gymraeg yn cael ei chynrychioli'n briodol yn Fforwm leuenctid y Sir. Fodd bynnag, mae'r cynllun yn nodi bydd y Cyngor yn cryfhau cysylltiadau cyfredol gyda Mudiad yr Urdd a Menter Iaith y Sir er mwyn datblygu'r ddarpariaeth trwy gyfrwng y Gymraeg yn yr ysgolion cynradd ac uwchradd.</p> <p>Mae'r cynllun yn dathlu'r ffaith bydd y Bwrdeistref Sirol yn gartref i Eisteddfod Genedlaethol Cymru yn 2024 a bod hyn yn dangos ymrwymiad y Cyngor i gyfrannu at y nod o gael miliwn o siaradwyr Cymraeg yng Nghymru erbyn 2050. Hyderir y bydd cyfleoedd i hyrwyddo'r Gymraeg ac i ddysgwyr ddefnyddio'r Gymraeg mewn gwahanol gyd-destunau yn yr ysgol a thu hwnt. Mae'n rhy fuan iddynt gyflwyno cynlluniau o'r modd y bydd yn manteisio ac yn hyrwyddo hyn ymysg dysgwyr a'u rhieni/gwarcheidwad wrth hyrwyddo'r Gymraeg ymhellach fel rhan o nodau'r deiliant hwn. Serch hyn, nid oes gwybodaeth am gynlluniau bwriadus o'r modd y byddai achlysur</p>



Deiliant	Rhowch eich barn:
	<p>cededlaethol o'r fath yn gallu dylanwadu'n gadarnhaol ar agweddau dysgwyr at y Gymraeg ynghyd â'r cyfleodd bwriadus posibl a fyddai'n fanteisiol i ddysgwr o bob oed i ddefnyddio'r Gymraeg yn fwyfwy rhagweithiol mewn cyd-destun Cymreig ei naws.</p>
6	<p>Mae'r Cynllun yn nodi'r ddarpariaeth Addysg Dysgu Ychwanegol (ADY) gyfredol sydd ar gael er mwyn cefnogi dysgwyr y Sir gan nodi dyraniad cyllid o £3.4 miliwn o Gyllid Anghenion Ychwanegol sy'n cael ei fuddsoddi ar gyfer cefnogi dysgwyr ADY mewn modd gynhwysol sy'n mynychu ysgolion cynradd ac uwchradd. Mae Carfan Anghenion Cymhleth Cymru, sef carfan o gefnogaeth arbenigol peripatetig sy'n cynnwys athro arbenigol Cymraeg ei iaith a dau gynorthwy-ydd cynnal dysgu, yn cefnogi dysgwyr ADY trwy gyfrwng y Gymraeg, yn darparu cefnogaeth arbenigol i ddysgwyr. Mae'r Cyngor yn nodi bod y gwasanaeth cynhwysol hwn wedi bod yn gadarnhaol ond ni ddarperir tystiolaeth i gefnogi'r safbwynt hwn.</p> <p>Yn dilyn craffu ar nifer y gwaharddiadau a chynnydd yn nifer y ceisiadau am leoliadau Anawsterau Cymdeithasol, Emosiynol ac Ymddygiadol, nodir yn y Cynllun bod angen gwella'r ddarpariaeth Dosbarthiadau Cynnal Dysgu o fewn y Sir. Yn dilyn hyn, amlinellwyd bod angen newid gwahanol elfennau o'r ddarpariaeth, er enghraifft wrth greu dosbarthiadau cynnal dysgu arbenigol ar gyfer disgyblion cyfrwng Cymraeg cyfnod allweddol 3 a 4 sydd ag anghenion ADY sylweddol. Fodd bynnag, am amryfal resymau fel effaith y pandemig ar y ddarpariaeth, nid yw'r cynigion hyn wedi eu gweithredu eto. O ganlyniad i hyn, ym Medi 2020, mae cyllid wedi ei ddarparu i sefydlu darpariaeth amgen fewnol mewn ysgolion uwchradd cyfrwng Cymraeg y Sir er mwyn diwallu anghenion dysgwyr sydd ag anawsterau cymdeithasol, emosiynol ac ymddygiadol yn yr ysgolion hynny. Nid yw'r Cynllun yn nodi y modd maent yn bwriadu monitro a gwerthuso'r ddarpariaeth fel cyfrwng i flaengynllunio'r ddarpariaeth yn fwriadus yn y tymor byr a chanolig. Yn ogystal, ni chynhwysir cynllun strategol sy'n darparu gweledigaeth hir dymor fydd yn cefnogi dysgwyr sydd ag anghenion ADY penodol yn y Sir.</p> <p>Mae'r Cyngor yn anelu at ddatblygu dull rhanbarthol i gefnogi darpariaeth cyfrwng Cymraeg a chynyddu cysondeb a rhannu arferion gorau fel rhan o datblygu darpariaeth cyfrwng Cymraeg yn unol â'r Cynllun Trawsnewid ADY Rhanbarthol 2020-2021. Nid yw'r Cynllun yn manylu ar gynlluniau strategol o'r modd bydd hyn yn cael ei weithredu'n ymarferol nac yn amlinellu'r gefnogaeth i ddysgwyr yn y sector Cymraeg.</p> <p>At ei gilydd, nid yw amcanion y deiliant hwn yn mynd i'r afael â sicrhau darpariaeth gynhwysol nac arbenigol i ddysgwyr ADY sy'n dilyn eu llwybr addysg trwy gyfrwng y Gymraeg, yn gyffredinol. Nid yw'r weledigaeth yn sicrhau cynllunio bwriadus wrth gefnogi'r dysgwyr, er enghraifft, nodir 'bydd y Cyngor yn ymdrechu i gyflenwi darpariaeth</p>

Deilliant	Rhowch eich barn:
	ADY ddigonol i ddysgwyr sy'n gofyn amdani trwy gyfrwng y Gymraeg ynghyd â gweithlu digon o faint ac â gallu digonol.' Nid yw'r nodau'n ddigon uchelgeisiol i sicrhau darpariaeth gynhwysol fydd yn diwallu anghenion dysgwyr ADY trwy gyfrwng y Gymraeg.
7	<p>Mae'r Cynllun yn nodi sefyllfa gweithlu cyfredol y Sir ynghyd â'r cyfrifoldeb o sicrhau gweithlu sy'n medru'r Gymraeg mewn lleoliadau blynyddoedd cynnar ac ysgolion, er enghraifft bod 17.3% o weithlu'r ysgolion yn meddu sgiliau iaith rhugl neu weddol rugl (sgiliau Cymraeg lefel tri, pedwar neu bump). Yn ogystal, dengys CYBLD 2020 bod 39% o weithlu ysgolion yn medru'r Gymraeg i lefel canolradd, rhugl neu uwch. Nodir bod 27.7% o'r gweithlu yn addysgu neu'n gweithio trwy gyfrwng y Gymraeg ond nid yw 6.9% o'r gweithlu yn gwneud hyn yn eu swyddi presennol ar hyn y o bryd. Byddai cynnwys gwybodaeth fanylach sy'n ymateb i nodau'r deilliant hwn yn fuddiol, er enghraifft os ydy'r Sir yn craffu ac yn ymateb yn ddigon rhagweithiol i heriau fel recriwtio staff sy'n meddu ar sgiliau Cymraeg cadarn a sicrhau dilyniant anochel wrth i staff ymdeol yn y sector Gymraeg.</p> <p>Trwy weithredu cynlluniau Llywodraeth Cymru a chyd-weithio gyda phartneriaid ar lefel rhanbarthol, mae'n fwriad gan y Sir i weithredu strategaethau sy'n cynnwys nodau fel 'hyrwyddo llwybr i addysg Gymraeg' a'r 'Cynllun Sabothol y Gymraeg' er mwyn anelu at gyrraedd nodau'r deilliant hwn. Nid oes manylion am gynllunio bwriadus a gweithredol yn cael eu cynnwys er mwyn cyrraedd y targedau sy'n cael eu hamlinellu yn y Cynllun hwn.</p> <p>Mae'r Cynllun yn nodi bod cydweithio rhwng ysgolion uwchradd cyfrwng Cymraeg o fewn a thu hwnt i'r Sir gyda Phrifysgol Metropolitan Caerdydd yn enghraifft o gydweithio wrth gefnogi 15 o ymarferwyr TAR trwy gyfrwng y Gymraeg yn 2020-2021. Yn ogystal, nodir bod Mudiad yr Urdd yn darparu ystod o gyfleoedd i bobl ifanc dros 17 oed i ddatblygu eu gyrfa trwy gyfrwng y Gymraeg gyda'r nod o gryfhau'r cysylltiadau gyda'r Mudiad ymhellach yn y dyfodol. Ni ddarperir cynlluniau sy'n nodi nodau bwriadus er mwyn sicrhau cynnydd yng ngweithlu'r Sir sy'n gallu gweithio'n gynyddol hyderus yn y Gymraeg.</p>

O dan Ddeddf Cydraddoldeb 2010 a Dyletswyddau Cydraddoldeb y Sector Cyhoeddus, mae gan y Cyngor ddyletswydd gyfreithiol i ystyried sut mae ei benderfyniadau yn effeithio ar bobl oherwydd efallai bod nodweddion penodol gyda nhw.

Sut byddai'r Cynllun Strategol Cymraeg mewn Addysg yn effeithio arnoch chi o safbwynt y canlynol?

Nodwedd	Sut byddai'r Cynllun Strategol yn effeithio arnoch chi?
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Rhywedd	
Oed	
Ethnigrwydd	
Anabledd	
Rhywioldeb	
Crefydd neu Gred	
Hunaniaeth Rywedd	
Statws perthynas	
Beichiogrwydd	
Iaith o ddewis	

O ran Cynllun Strategol Cymraeg mewn Addysg a'r effaith y gallai ei gael, rhowch wybod i ni sut byddai'r cynnig yn effeithio (yn gadarnhaol neu'n negyddol) ar gyfleoedd i bobl ddefnyddio'r Gymraeg a'i hybu, ac a fyddai'n trin y Gymraeg yn llai ffafriol na'r Saesneg mewn unrhyw ffordd?

Sut byddai modd estyn effeithiau cadarnhaol, neu leihau effeithiau negyddol?	
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Diolch i chi am roi adborth i ni.

Tudalen wag



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**Comments on  
Rhondda Cynon Taf County Borough Council  
Welsh Education Strategic Plan 2022 – 2031**

**Contact:**

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**November 2021**

Parents for Welsh Medium Education is an organization that represents parents with children in Welsh medium schools.

RhAG as an organization aims to support the development of Welsh-medium education throughout Wales.

RhAG appreciates the opportunity to contribute these comments as part of Rhondda Cynon Taf County Borough Council's preparation of the Welsh Education Strategic Plan 2022 – 2031.

### Comments on Rhondda Cynon Taf's Welsh Education Strategic Plan

<p><b>Vision</b></p>	<ul style="list-style-type: none"> <li>• We broadly welcome the vision statement. Ensuring excellent quality in schools for all learners through English and Welsh is commendable and this availability is an important factor.</li> <li>• What we don't see in the vision are the top-line targets on how to achieve this vision - the lack of targets makes the commentary less meaningful.</li> <li>• It would be helpful to see how the increase of between 720 and 825 learners in year one in Welsh medium education will be achieved broadly over the 10 years.</li> <li>• A question we have is why does Rhondda Cynon Taf not want to set the highest target to achieve? If we are to achieve one million Welsh speakers why not aim for the highest percentage of the target range? Welsh Government makes clear their expectation that counties aim to exceed targets wherever possible.</li> <li>• The vision states that there are many surplus places within Welsh medium education in primary and secondary schools. Where's the breakdown of this? Are there obvious reasons for this? What measures has the authority taken to promote Welsh medium education in these schools' areas? It is essential with this new scheme in place that micro-promotion takes place to address these surplus places.</li> <li>• We appreciate that there are many strategies and policies and a local development plan that underpin this document. It would be helpful if these strategies could be included and named in this document to ensure transparency and provide a clear context for future monitoring and planning. It is essential to confirm the status of this Plan as an overarching strategic document, which spans many areas, and is an integral part of the Council's corporate service.</li> <li>• Furthermore, a much closer relationship is needed between the WESPs, Welsh Language Standard No. 145 and the Language Strategy: A Million Welsh Speakers. Specific targets need to be set for increasing the number of language speakers: the education sector is clearly the main engine for creating the language speakers. i.e. populated areas with the least density of Welsh speakers will have to contribute most to meeting the target. We would encourage clearer cross-referencing between this Scheme and RCT's Five Year Language Strategy.</li> <li>• With regard to the Welsh Education Forum, RhAG would recommend that all clusters are represented.</li> </ul>
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## Outcome 1

- We appreciate the effort to include a great deal of information and narrative about the current situation within this Outcome.
- Unfortunately the narrative is too long and too wordy and there is not enough detail on actual projects and geographical mapping of current provision to set a baseline for the plan.
- We would expect a detailed mapping exercise of provision across the County, identifying current provision and identifying gaps. The next step would then be to map out how these gaps will be filled.
- County-wide data masks deficiencies in local provision and the LA needs to be much more transparent in this regard if true planning is to reach all areas and families with a balanced choice.
- At present it is not clear what the Welsh medium pre-school provision is and how close it is to the families of each area of the County.
- The concept of '15 minute communities' is fast becoming an effective way of planning local services. This approach should be applied to Outcome one to ensure that adequate pre-school provision is available through the medium of Welsh and close to families in every community across the LA.
- There is also a need to ensure that public transport is readily available for areas beyond easy walking distance for these provisions.
- We need to see clear plans to link health to pre-school visits. Identifying that it **could** be included is not enough. There should be clear plans outlined in this Outcome to promote Welsh medium education as part of the Wellbeing and Resilience Service launched in October 2020.
- To achieve Welsh Government's aim of creating a million Welsh speakers, we must be ambitious and proactive. It is noted that there will be improved campaigns and marketing methods. What will these campaigns and approaches be and why are they not being implemented now? There is a lack of detail in how the Council wants to reach new parents and market Welsh medium education.
- It is appropriate to note that RCT was one of the first counties to prepare and publish a booklet, 'Being bilingual', which promoted Welsh medium education. Each LA has since published a similar booklet.
- This Plan needs to outline innovative ways to build on the success of that leaflet, by developing the brand and presence of Welsh medium education and the benefits of bilingualism, e.g. through videos, illustrations and graphics, online presence and social media platforms, as part of a co-ordinated campaign covering all provision and highlighting a clear pathway from Early Years to Further Education provision within the LA's boundaries.
- Each LA needs to take ownership of the 'story of Welsh medium education' in their local area, and to convey that through the experiences of their pupils and their families, in order to pass the message on to the next generation of families making decisions about their education children. There is an urgent need for a national campaign, led by Welsh Government, but as part of that effort, the work done on the ground in delivering and communicating these messages is just as important. We note that the new Rhondda Cynon Taf Families (RCT) website is about to be launched, what are the possibilities here?
- The only target we see within this Outcome is a 65% increase in the

	<p>number of places available. Welsh Government target sets out numbers that are</p>
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	<p>attending as a target not number of places. How and where will this 65% take place, then? This needs to be more specific.</p> <ul style="list-style-type: none"> <li>• This Outcome states "The Council's aim is to provide at least 25% of all Flying Start Programme childcare places through the medium of Welsh." Where will these provisions be?</li> <li>• Furthermore, we note that the target of 25% would fall short of this Plan's lifetime growth projections for both Outcomes 1 and 2. The target for increasing the Flying Start Programme's Welsh medium care places needs to be aligned with the growth target for Outcomes 1 and 2. Indeed, we would urge the LA to take decisive action to move to a situation where 50% of the provision is available through the medium of Welsh, as this would provide real equality of opportunity for families across the County.</li> <li>• At this stage, we note that the onus is on the parent/guardian to request a Welsh medium childcare place on the Flying Start Programme. We would strongly press for a fundamental policy change here, with a move towards a proactive offer regarding the language medium of provision as parents make inquiries.</li> <li>• We further note that parents/guardians often turn down the childcare offer because an English medium childcare setting is closer to home. The area therefore - rather than their original language of choice - informs their decision. This simply sums up and underlines the fundamental importance of the need to open childcare / Early Years provision - and Welsh medium schools - in new communities. Expanding existing provision does not necessarily remove the obstacles that continue to make Welsh medium education an impossible choice for so many families. This Plan must acknowledge and respond to that challenge in a meaningful way.</li> <li>• Where is the information on the possible areas of action of the new Childcare Feasibility Assessment? The Outcome only identifies comments such as "a number of strengths and weaknesses" or "achievement of official progress". But where is the specific information about Welsh language provision? There is a need to be more specific and focus on improving Welsh language provision.</li> <li>• There are statements about "The Council will" but not enough information about "how this will happen."</li> <li>• The document's language needs to be changed to be more robust and definite: We will... by... Here is how we will do this ... with funding from ... in partnership with...</li> <li>• How is the Table on page 14 estimated?</li> </ul>
<b>Outcome 2</b>	<ul style="list-style-type: none"> <li>• There is much repetition of the vision in this Outcome. The Outcome should be extending the comments of the vision rather than repeating them.</li> <li>• The surplus places mapping exercise (page 17) needs to be included in this document to provide clarity and a baseline for the plan.</li> <li>• The Council aims to ensure that 720 learners receive Welsh medium education in year 1 by the year 2032, which is an increase of approximately 10% from the current position. What is very disappointing is that there is no mention of opening new schools. Where new schools are established, they attract. It is good to add capacity to existing schools but we need a missionary spirit and entrepreneurship to reach the goal of 720 learners, and more.</li> </ul>

	<ul style="list-style-type: none"> <li>• There are 5 projects on page 17 that will contribute to increasing numbers. Having a trajectory showing the contribution of each scheme and over the life of this plan would be useful to see exactly how and when this progress will take place.</li> <li>• Again, no geographical analysis of existing provision is included to ensure that <b>every</b> area of the County is within a reasonable distance of Welsh medium education. This needs to be seen in the document from the start.</li> <li>• This document is a public document that will set out Rhondda Cynon Taf's plan for strengthening and extending Welsh medium education over the next decade. It is an important document that will be responsible for guiding development. It is essential that it is comprehensive, transparent and ambitious for all families across the County. This Outcome anchors the whole scheme. At present not enough importance has been given to this Outcome. There are not enough details on <b>HOW</b> and <b>WHERE</b> these developments will take place.</li> <li>• It is good to see that there are immersion plans for offering a second point of entry into Welsh medium education, but the information is very vague. Robust plans and a marketing programme are required.</li> <li>• There is a lack of any reference in this Plan to the RCT Local Development Plan. The RCT Local Development Plan proposed to build 14,385 homes between 2006 and 2021, an average of about 959 per year. What is the latest progress on this? What will be included in the revised LDP for the next period? As such, it is essential that there is clear and obvious cross-referencing between the WESP and the LDP, to show what work has been done to assess the adequacy of Welsh medium places in those areas using recent evidence of proposed housing sites, as well as the LA's responsibilities in stimulating demand for Welsh medium education.</li> <li>• The RCT SPG has historically based the formula on 80% of new pupils entering English medium education and 20% into Welsh medium education. We call on the Council not to follow their previous strategy based on past demand patterns of 20% demand for Welsh medium education, as this is below the LA and Government targets. There is a need to move away from this mindset and act in a much more proactive way. The historical tendency to assume that any new schools will be English medium must be avoided.</li> <li>• We consider that a general policy should be to adopt a policy to "adequately increase the provision of Welsh medium education in areas where new housing is built".</li> </ul>
<p><b>Outcome 3</b></p>	<ul style="list-style-type: none"> <li>• We agree with the interpretation that transition is not a concern except from Cylchoedd Meithrin (nursery) to Welsh medium schools, and from KS4 to KS5. Traveling distance is recognized as a factor in the transition from Cylchoedd Meithrin to Welsh medium schools. Establishing another school would help this. One thinks in particular of the North Pontypridd area where the LA's latest plans indicate that there will be a brand new English medium school in the area. There is an urgent need for a Welsh medium school in this important area. Regarding provision of clear progression routes, the move towards co-location of nursery groups/units and primary schools which will be an important step towards rectifying this situation is welcomed.</li> </ul>

	<ul style="list-style-type: none"> <li>• Transfer rates from the Cylchoedd Meithrin show a very low rate going into Welsh medium primary schools. It is encouraging to see that there was a 10.6% increase in 2019/2020. What is unclear is why this happened. Further analysis is needed to ensure that a target is set annually and that definite actions are added in order to achieve a higher percentage so that transfer rates into Welsh medium primary education underpin the required target in Outcome 2.</li> <li>• It is good to see that transfer rates between key stages in Welsh medium primary education are consistently high. Can this be extended by noting the patterns and transition systems of the school clusters?</li> <li>• However, the challenge of post-16 education needs to be analyzed and resolved as this data is significantly lower.</li> <li>• On page 19 it states that the Local Authority has worked in partnership with neighboring Local Authorities to achieve the 720 learners in year one in Welsh medium education by 2032. More detail on what this work entails and what impact this will have on the current numbers within the border schools would be helpful here. How many pupils, for example, travel across County boundaries? Why is this happening? Further analysis would help us to better understand the challenge that these schools might face if they are close to a border with another Local Authority.</li> <li>• We do not accept that it is not possible to estimate the numbers leaving nursery playgroups. Mudiad Meithrin provides annual data to Local Authorities. We would suggest that a new system should be created to broadly predict where the early learners are, what processes are in place to promote Welsh medium education for those early learners and how that promotion has had a positive effect on transfer rates to Welsh medium primary schools.</li> <li>• We agree with the comments on page 20 that there are various reasons why pupils do not transfer to Welsh medium primary schools from Welsh medium playgroups. What is missing from this Outcome is how this will be addressed. What are the plans for ensuring that more children transfer from the early years to Welsh medium primary education? What are the projects that will ensure equality of provision across all areas of the County? If we cannot see them in this document, how do we know they are happening? Details of the type of action to be taken, the method of monitoring and who will be responsible for this work are required.</li> <li>• It is good to see the LA's plans for significant improvements to Welsh medium schools in its latest publication. The building in Llanharry is now in a poor state of repair and the two English schools that the children could be going to instead of Llanharry are new buildings. It is also good to see plans for Ysgol Gyfun Cwm Rhondda. However, keeping a thriving primary school in the center of Porth is vital.</li> </ul>
<b>Outcome 4</b>	<ul style="list-style-type: none"> <li>• A geographical analysis of the LA's secondary provision would be useful here in order to identify where the primary feeder numbers are present. Seeing any gaps could then help with further planning for the period of this plan.</li> </ul>

- It is good to read on page 23 that there are actions in place to expand secondary places but it would be useful to note exactly where the 187 new places (p26) at Ysgol Gyfun Rhydywaun will be and how it will impact on the provision and improve the LA's position as a whole and in the Rhydywaun cluster area.
- We note that the Merthyr Tydfil County Borough Council WESP commits to undertake a feasibility study to establish Welsh medium secondary provision in Merthyr Tydfil within the first 5 years of their Plan. This is a very significant commitment and, if implemented, would have far-reaching implications on the numbers of Ysgol Gyfun Rhydywaun. There needs to be an ongoing dialogue between the two LAs as this work progresses, in order to plan and take action early enough, to avoid any adverse consequences for Welsh medium secondary provision in the Cynon Valley, e.g. revisiting proposal timetables for Welsh medium primary schools in the Cynon Valley. This also provides an opportunity for RCT to consider what other options are available to establish schools in new geographical areas in this part of the County.
- It is also noted that some schools have surplus places. Further analysis of the reasons for this would be useful to identify any further actions for the period of this strategy.
- The challenges need to be identified and set in clear targets in this strategy. There are not enough specifics here at this point to be able to set a baseline. The narrative is promising but the current situation is clear enough.
- There is no breakdown of subject range or post-16 education element. Where will the Welsh language provision be? Who leads on the breadth of provision? What systems are in place to ensure the provision? What is the role of the Education Consortium in this?
- The data table at the end of the Outcome is vague.
- With exciting developments underway for post-16 education in the English medium sector, it is also very important to invest in the Welsh medium sector so that an equally attractive offer is available through the medium of Welsh. The attempt to promote Welsh medium education could also contribute to this Objective, of course.
- There is a need to continue to develop more collaboration between the LA's secondary schools to enable them to offer the widest range of Welsh medium courses - including vocational courses. Particular emphasis is needed on health and care, childcare etc.
- Opportunities to collaborate with the Coleg Cymraeg Cenedlaethol also need to be developed to promote study pathways in the Higher Education sector.
- We also believe that there is a need to support pupils who are not continuing in the Sixth Form, and working with Coleg y Cymoedd to identify opportunities to develop Welsh medium provision - possibly in conjunction with schools - is a critical area that needs urgent attention.
- Workplace opportunities for students need to be identified and promoted and there is potential to create a specific resource to achieve this, possibly as a follow-up project to the leaflet promoting Welsh medium education - 'Being Bilingual'.

	<ul style="list-style-type: none"> <li>The Council needs to take the lead on this work, as the area's main employer, and take a proactive role in promoting workforce entry opportunities across the whole range of the Local Authority's services.</li> </ul>
<b>Outcome 5</b>	<ul style="list-style-type: none"> <li>There is an opportunity in this Outcome to demonstrate the breadth of partnership working which is stated. It is not clear enough in the consultation document how all community partners will operate.</li> <li>There should be clear targets from the partners in this Outcome to show how they will also cater for the growth in the target.</li> <li>To successfully deliver the Plan, the LA needs to show clearly how they are contributing financially to support the work of the partners, and to consider opportunities to expand and extend that financial support in the face of the growing demands of planned growth in the Welsh medium sector, along with the expected expansion of English medium schools also improving and increasing their use of Welsh.</li> <li>We must work to ensure that Welsh is not seen solely as the language of the school, and that it is normalized as a community language.</li> <li>Funding partners to support that work is essential. How is the success of this Outcome going to be measured? This is not clear to us either.</li> </ul>
<b>Outcome 6</b>	<ul style="list-style-type: none"> <li>We are aware of the excellent work of Rhondda Cynon Taf's ALN department over the years and it is good to see that the LA is fully aware of its responsibility as the new law comes into force.</li> <li>It would be good to see an analysis of how the £3.4 million set out on page 33 will contribute to the Welsh language sector.</li> <li>There is not enough analysis in this Outcome as it stands to know what the current provision is across the County in order to establish a baseline for improvement and progress in provision. We would have expected a statistical analysis of the numbers of pupils currently receiving support, the range of expertise currently available through the medium of Welsh and then how the County will close any gaps. Will there be cross-County collaboration? Is there an opportunity to develop centres of expertise across the County and share this expertise to a wider audience? What about the professional training opportunities? Who will provide this, for whom and when?</li> <li>What support is there for parents as part of this Plan? How does the County establish a relationship with parents and support them especially if learners are not from Welsh speaking homes?</li> <li>There is a need to continue to work closely with parents and schools to get a full picture of the situation in the County and to respond appropriately to those needs.</li> <li>RCT has capacity in many areas that neighbouring Counties do not. We are keen to encourage the LA to share good practice and expertise across the County wherever possible.</li> </ul>
<b>Outcome 7</b>	<ul style="list-style-type: none"> <li>Here, there is little analysis of the current workforce within the Welsh medium sector in order to establish a baseline. Indeed, there is an opportunity in this Outcome to identify who the "teaching staff" are.</li> </ul>

- At first glance it may be sufficient to identify those who work as teachers and headteachers, but as an organization, we are convinced that Local Authorities must consider the whole range of workforce that supports education - including the administrative staff within the schools, support officers within the Local Authority and the Education Consortium, as well as the assistants. We know only too well how important it is to have the full range of the workforce to support a scheme as important as this Plan.
- We therefore expect a detailed analysis of the Welsh language skills of the LA's education workforce as they all have, in one way or another, responsibility for the Welsh language within their work.
- It will also be important to identify how many additional staff will be required for the higher numbers and new schools opening in the life of this Plan and how the County will promote these posts and support the professional development of the education workforce.
- There is a need to develop Welsh medium teacher training courses, and offer intensive refresher courses for teachers willing to convert to Welsh medium education, again through work-release schemes and the development of the Sabbatical Scheme. Securing a supply of headteachers for the future is an important priority. There is also a need to promote opportunities for learning through the medium of Welsh among pupils who choose careers.
- Is it possible to implement discussions between the schools, the Teachers' Unions and the Consortia to explore the possibilities at a local level?
- It also needs to be acknowledged that the Local Authority cannot be responsible for all the content of this target either and that responding to recruitment gaps and challenges is also the responsibility of Welsh Government as well as local government. There should be a formal mechanism for collating information on these challenges and a systematic means of communicating them effectively and quickly back to Welsh Government's Education Department so that it can inform the national workforce strategy.

Overall, we note that it would be advisable to set much more specific targets at the 5 year and 10 year point in order to have more clear and clear milestones. At present the targets are too vague.

We agree that having a promotional strategy to accompany this Plan, identifying aspects to be implemented annually for the 7 Outcomes, would be a way of keeping track of what needs to be done in terms of stimulating and driving growth. A plan in the form of a traffic light record (RAG Rating) could be used as meetings and activities progressed throughout the year and as the Welsh Education Forum meets to discuss progress. A specific promotional sub-group could be established to address this aspect inviting partners to contribute to the priorities of the Plan, and take action accordingly.

The mapping exercises should have taken place to inform this Plan and we therefore look forward to seeing these details in the revised Plan which will be submitted to Government at the end of January 2022.

We would welcome the opportunity to meet with officials to expand on our comments.

**Sylwadau ar  
Gynllun Strategol y Gymraeg mewn Addysg 2022 - 2031  
Cyngor Bwrdeistref Sirol Rhondda Cynon Taf**

**Cyswllt: Elin Maher / Ceri McEvoy  
RhAG  
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Parc Busnes Porth Caerdydd  
Caerdydd  
C23 8RD**

**Tachwedd 2021**

Mudiad yw Rhieni dros Addysg Gymraeg sy'n cynrychioli rhieni sydd â phlant mewn ysgolion Cymraeg.

Nod RhAG fel mudiad yw cefnogi datblygiad addysg Gymraeg ledled Cymru.

Mae RhAG yn gwerthfawrogi'r cyfle i gyfrannu'r sylwadau hyn fel rhan o'r broses o lunio Cynllun Strategol y Gymraeg mewn Addysg 2022 – 2031, Cyngor Bwrdeistref Sirol Rhondda Cynon Taf.

### Sylwadau ar Gynllun Strategol Cymraeg mewn Addysg Rhondda Cynon Taf

<b>Gweledigaeth</b>	<ul style="list-style-type: none"><li>• Yn gyffredinol rydym yn croesawu'r datganiad gweledigaeth. Mae sicrhau ansawdd rhagorol mewn ysgolion i bob dysgwr trwy'r Saesneg a'r Gymraeg yn ganmoladwy ac mae hyn ar gael yn ffactor pwysig.</li><li>• Yr hyn nad ydym yn ei weld yn y weledigaeth yw'r targedau llinell uchaf ar sut i gyflawni'r weledigaeth hon – mae'r diffyg targedau'n gwneud y sylwebaeth yn llai ystyrion.</li><li>• Byddai'n werthfawr gweld sut y bydd y cynnydd o rhwng 720 a 825 o ddysgwyr ym mlwyddyn un mewn addysg gyfrwng Gymraeg yn cael ei gyflawni'n fras ar hyd y 10 mlynedd.</li><li>• Cwestiwn sydd gennym yw pam nad yw Rhondda Cynon Taf am osod y targed uchaf i'w gyrraedd? Os ydym am gyflawni miliwn o siaradwyr beth am anelu at y ganran uchaf o'r ystod darged? Mae Llywodraeth Cymru yn nodi'n glir eu disgwyliad bod siroedd yn anelu i ragori ar y targedau lle bo hynny'n bosibl.</li><li>• Mae'r weledigaeth yn nodi bod llawer o leoedd dros ben o fewn addysg gyfrwng Cymru mewn ysgolion cynradd ac uwchradd. Lle mae'r dadansoddiad o hyn? Oes rhesymau amlwg am hyn? Pa fesurau y mae'r awdurdod wedi'u cymryd er mwyn hyrwyddo addysg Gymraeg yn ardaloedd yr ysgolion hyn? Mae'n hanfodol gyda'r cynllun newydd hwn ar waith bod hyrwyddo meicro yn digwydd er mwyn mynd i'r afael â'r lleoedd dros ben hyn.</li><li>• Rydym yn gwerthfawrogi bod yna lawer o strategaethau a pholisïau a chynllun datblygu lleol sy'n sail i'r ddogfen hon. Byddai'n werthfawr pe bai modd cynnwys ac enwi'r strategaethau hyn yn y ddogfen hon er mwyn sicrhau tryloywder a darparu cyd-destun clir ar gyfer monitro a chynllunio yn y dyfodol. Mae'n hanfodol cadarnhau statws y Cynllun hwn fel dogfen strategol trosfwaol, sy'n pontio sawl maes, ac sy'n rhan greiddiol o wasanaeth corfforaethol y Cyngor.</li><li>• Ymhellach at hynny, mae angen cyd-berthynas llawer agosach rhwng y CSGAau, Safon Iaith 145 a'r Strategaeth iaith: miliwn o siaradwyr. Mae angen gosod targedau penodol ar gyfer tyfu niferoedd siaradwyr iaith: mae'n amlwg mai'r sector addysg yw'r prif beiriant ar gyfer cynhyrchu siaradwyr yr iaith. h.y. ardaloedd poblog gyda'r dwysedd lleiaf o siaradwyr Cymraeg fydd yn gorfod cyfrannu fwyaf at gyrraedd y targed. Byddem yn annog croesgyfeirio cliriach rhwng y Cynllun hwn a Strategaeth Iaith Pum Mlynedd RhCT.</li><li>• O ran y Fforwm Addysg Gymraeg, byddai RhAG yn argymhell bod pob clwstwr yn cael ei gynrychioli.</li></ul>
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## Deilliant 1

- Rydym yn gwerthfawrogi'r ymdrech i gynnwys llawer o wybodaeth a naratif am y sefyllfa bresennol o fewn y deilliant hwn.
- Yn anffodus mae'r naratif yn rhy hir ac yn rhy eiriog ac nid oes digon o fanylion am brosiectau gwirioneddol a mapio daearyddol o'r ddarpariaeth bresennol er mwyn gosod gwaelodlin i'r cynllun.
- Byddem yn disgwyl ymarferiad mapio manwl o ddarpariaeth ledled y sir, gan nodi'r ddarpariaeth bresennol a nodi bylchau. Y cam nesaf wedyn fyddai mapio sut y bydd y bylchau hyn yn cael eu llenwi.
- Mae data sir gyfan yn cuddio diffygion mewn darpariaethau lleol ac mae angen i'r Sir fod yn llawer yn fwy tryloyw gyda hyn os am wir gynllunio ar gyfer cyrraedd pob ardal a phob teulu gyda dewis cytbwys.
- Ar hyn o bryd nid yw'n glir beth yw'r ddarpariaeth cyn-ysgol Cymraeg a pha mor agos yw i deuluoedd pob ardal o'r Sir.
- Mae'r cysyniad o gymunedau 15 munud yn prysur ddod yn ffordd effeithiol o gynllunio gwasanaethau lleol. Dylai'r dull hwn gael ei gymhwyso i ddeilliant un er mwyn sicrhau bod darpariaeth cyn-ysgol digonol ar gael trwy gyfrwng Cymraeg ac yn agos at deuluoedd ym mhob cymuned ledled y sir.
- Mae angen hefyd sicrhau bod cludiant cyhoeddus ar gael yn hawdd ar gyfer ardaloedd sydd y tu hwnt i bellter hawdd i gerdded ar gyfer y darpariaethau hyn.
- Mae angen i ni weld cynlluniau pendant i gysylltu iechyd ag ymweliadau cyn-ysgol. Nid yw nodi y **gellid** ei gynnwys yn ddigon. Dylai fod cynlluniau pendant wedi'u hamlinellu yn y deilliant hwn i hyrwyddo addysg Gymraeg fel rhan o'r Gwasanaeth Lles a Chydnerthedd a lansiwyd ym mis Hydref 2020.
- Er mwyn gwireddu nod Llywodraeth Lafur Cymru o greu miliwn o siaradwyr Cymraeg, rhaid bod yn uchelgeisiol ac yn rhagweithiol. Nodir y bydd ymgyrchoedd a dulliau marchnata gwell. Beth fydd yr ymgyrchoedd a'r dulliau hyn a pham nad ydynt yn cael eu gweithredu nawr? Mae diffyg manylder o ran sut mae'r Cyngor am gyrraedd rhieni newydd a marchnata addysg Gymraeg.
- Mae'n briodol nodi mai RhCT oedd un o'r siroedd cyntaf i baratoi a chyhoeddi llyfryn hyrwyddo addysg Gymraeg, sef taflen 'Bod yn ddwyieithog'. Mae pob sir wedi cyhoeddi llyfryn tebyg ers hynny.
- Mae angen i'r Cynllun hwn amlinellu ffyrdd blaengar o adeiladu ar lwyddiant y daflen honno, trwy ddatblygu brand a phresenoldeb addysg Gymraeg a manteision dwyieithrwydd, e.e. trwy gyfrwng fideos, dyluniadau a graffeg, presenoldeb ar-lein ac ar y llwyfanau cyfryngau cymdeithasol, fel rhan o ymgyrch gydlynus sy'n cwmpasu'r holl ddarpariaeth ac sy'n amlygu llwybr clir o'r Blynyddoedd Cynnar i ddarpariaeth Addysg Bellach o fewn ffiniau'r sir.
- Mae angen i bob sir berchnogi 'stori addysg Gymraeg' eu hardal leol hwy, ac i gyfleu hynny trwy brofiadau eu disgyblion a'u teuluoedd, er mwyn trosglwyddo'r neges i'r to nesaf o deuluoedd sy'n gwneud penderfyniadau am addysg eu plant. Mae angen dybryd am ymgyrch genedlaethol, wedi ei harwain gan Lywodraeth Cymru, ond fel rhan o'r ymdrech honno, mae'r gwaith a wneir ar lawr gwlad wrth gyflwyno a chyfleu'r negeseuon hyn, yr un mor bwysig. Nodwn bod gwefan newydd Teuluoedd Rhondda Cynon Taf (RhCT) ar fin cael ei lansio, beth yw'r posibiliadau yma tybed?
- Yr unig darged a welwn o fewn y deilliant hwn yw cynnydd o 65% yn nifer y lleoedd sydd ar gael. Mae targed Llywodraeth Cymru'n nodi rhifau sydd yn

	<p>mynychu fel targed nid llefydd. Sut a lle fydd y 65% hwn yn digwydd felly? Mae angen bod yn fwy penodol.</p> <ul style="list-style-type: none"> <li>• Noda'r deiliant hwn "Nod y Cyngor yw darparu o leiaf 25% o holl leoedd gofal plant Rhaglen Dechrau'n Deg trwy gyfrwng y Gymraeg." Lle mae'r darpariaethau hyn am fod?</li> <li>• Ymhellach at hynny, nodwn y byddai'r targed o 25% yn syrthio'n brin o ragamcaniadau twf oes y Cynllun hwn ar gyfer Deiliant 1 a 2. Mae angen i'r targed ar gyfer cynyddu lleoedd gofal cyfrwng Cymraeg Rhaglen Dechrau'n Deg gydredeg â'r targed twf ar gyfer Deiliant 1 a 2. Yn wir, byddem yn pwysu ar y Sir i gymryd camau pendant er mwyn symud at sefyllfa lle mae 50% o'r ddarpariaeth ar gael trwy gyfrwng y Gymraeg, gan mai dyma fyddai'n cynnig cyfleoedd cyfartal gwirioneddol i deuluoedd ledled y sir.</li> <li>• Ar hyn o bryd, nodwn bod y cyfrifoldeb ar y rhiant/gwarcheidwad i ofyn am le gofal plant cyfrwng Cymraeg ar Raglen Dechrau'n Deg. Byddem yn pwysu'n gryf am newid polisi sylfaenol yma, gyda symudiad tuag at gynnig rhagweithiol gan y Sir ynghylch cyfrwng iaith y ddarpariaeth wrth i rieni wneud ymholiadau.</li> <li>• Nodwn ymhellach fod rhieni/gwarcheidwaid yn aml yn gwrthod y cynnig gofal plant oherwydd bod lleoliad gofal plant cyfrwng Saesneg yn agosach at eu cartref. Mae'r ardal felly – yn hytrach na'u dewis iaith wreiddiol – yn llywio'u penderfyniad. Dyma'n syml iawn grynhoi a thanlinellu pwysigrwydd sylfaenol yr angen i agor darpariaethau gofal plant / Blynyddoedd Cynnar - ac ysgolion Cymraeg – mewn cymunedau newydd. Nid yw helaethu ac ehangu'r ddarpariaeth bresennol o reidrwydd yn cael gwared ar y rhwystrau sy'n parhau i wneud addysg Gymraeg yn ddewis amhosibl i gynifer o deuluoedd. Rhaid i'r Cynllun hwn gydnabod ac ymateb i'r her honno mewn modd ystyrlon.</li> <li>• Lle mae'r wybodaeth am feysydd gweithredu posibl yr Aseiad Dichonolrwydd Gofal Plant newydd? Mae'r deiliant ond yn nodi sylwadau megis "nifer o gryfderau a gwendidau" neu "cyflawniad cynnydd swyddogol". Ond lle mae'r wybodaeth am y ddarpariaeth Gymraeg yn benodol? Mae angen bod yn yn fwy penodol a ffocysu ar wella'r ddarpariaeth Gymraeg.</li> <li>• Mae gosodiadau am "Bydd y Cyngor" ond dim digon o wybodaeth am "sut y bydd hyn yn digwydd.</li> <li>• Mae rhaid newid ieithwedd y ddogfen i fod yn fwy cadarn a phendant: Byddwn yn... erbyn... Dyma sut y byddwn yn gwneud hyn... gyda chyllid o... mewn parteriaeth â...</li> <li>• Sut y mae Tabl tudalen 14 wedi ei amcangyfrif?</li> </ul>
<b>Deiliant 2</b>	<ul style="list-style-type: none"> <li>• Mae llawer o ailadrodd y weledigaeth yn y deiliant hwn. Dylai'r deiliant fod yn ymestyn ar y sylwadau'r weledigaeth yn hytrach na'u hailadrodd.</li> <li>• Mae angen cynnwys yr ymarfer mapio lleoedd dros ben (tud 17) yn y ddogfen hon er mwyn cael eglurder a gwaelodlin i'r cynllun.</li> <li>• Nod y Cyngor yw sicrhau bod 720 o ddysgwyr yn derbyn addysg Gymraeg ym mlwyddyn 1 erbyn y flwyddyn 2032, sy'n gynydd o ryw 10% o'r sefyllfa bresennol. Yr hyn sy'n siomedig iawn yw nad oes sôn o gwbl am agor ysgolion newydd. Lle bo ysgolion newydd yn cael eu sefydlu, maen nhw'n denu. Mae'n dda ychwanegu capasiti at ysgolion presennol ond mae angen ysbryd cenhadol a mentergarwch i gyrraedd y nod o 720 o ddysgwyr, a mwy.</li> </ul>

	<ul style="list-style-type: none"> <li>• Nodir 5 prosiect ar dudalen 17 sydd yn mynd i gyfrannu at gynnydd y niferoedd. Byddai cael taflwybr yn dangos cyfraniad pob cynllun ac ar draws oes y cynllun hwn yn ddefnyddiol i weld yn union sut a phryd bydd y cynnydd hwn yn digwydd.</li> <li>• Eto, nid oes dadansoddiad daearyddol o ddarpariaeth bresennol wedi ei gynnwys i sicrhau bod <b>pob</b> ardal o'r Sir o fewn pellter rhesymol i addysg Gymraeg. Mae angen gweld hwn yn y ddogfen o'r cychwyn.</li> <li>• Mae'r ddogfen hon yn ddogfen gyhoeddus a fydd yn gosod stondin Rhondda Cynon Taf ar gyfer cryfhau ac ymestyn Addysg Gymraeg dros y ddegawd nesaf. Mae'n ddogfen bwysig a fydd yn gyfrifol am arwain y datblygiad. Mae'n hanfodol ei bod yn gynhwysfawr, yn dryloyw ac yn uchelgeisiol ar gyfer pob teulu ar draws y Sir. Y deiliant hwn yw angor y cynllun cyfan. Ar hyn o bryd does dim digon o bwysigrwydd wedi ei rhoi i'r deiliant hwn. Does dim digon o fanylion ar <b>SUT</b> a <b>LLE</b> y bydd y datblygiadau hyn yn digwydd.</li> <li>• Mae'n dda gweld bod cynlluniau trochi ar gyfer cynnig ail bwynt mynediad i addysg Gymraeg, ond mae'r wybodaeth yn annelwig iawn. Rhaid wrth gynlluniau cadarn a rhaglen farchnata.</li> <li>• Mae diffyg unrhyw gyfeirio yn y Cynllun hwn at Gynllun Datblygu Lleol RhCT. Roedd Cynllun Datblygu Lleol RhCT yn cynnig adeiladu 14,385 o gartrefi rhwng 2006 a 2021, sef tua 959 ar gyfartaledd bob blwyddyn. Beth yw'r diweddaraf ar y cynnydd a gafwyd mewn perthynas â hyn? Beth fydd cynnwys y CDLI diwygiedig ar gyfer y cyfnod nesaf? Yn sgil hynny, mae'n allweddol bod croesyfeirio clir ac eglur rhwng y CSGA a'r CDLI, er mwyn dangos pa waith sydd wedi'i gynnal i asesu digonolrwydd lleoedd cyfrwng Cymraeg yn yr ardaloedd hynny gan ddefnyddio tystiolaeth ddiweddar o safleoedd tai arfaethedig yn ogystal â chyfrifoldebau'r sir mewn perthynas ag ysgogi'r galw am addysg Gymraeg.</li> <li>• Yn hanesyddol mae Canllawiau Cynllunio Atodol RhCT wedi seilio'r fformiwla ar 80% o ddisgyblion newydd yn mynd i addysg Saesneg ac 20% i addysg Gymraeg. Galwn ar y Cyngor i beidio dilyn eu strategaeth flaenorol sy'n seiliedig ar batrymau galw'r gorffennol, sef bod 20% o alw am Addysg Gymraeg, gan fod hyn yn is na thargedau'r awdurdod a'r Llywodraeth. Mae angen symud i ffwrdd o'r feddylfryd hon a gweithredu mewn modd sy'n llawer mwy rhagweithiol. Rhaid osgoi'r tueddiad hanesyddol o gael rhagdybiaeth mai ysgolion cyfrwng Saesneg fydd unrhyw ysgolion newydd.</li> <li>• Rydym o'r farn y dylid mabwysiadu polisi i "gynyddu darpariaeth addysg Gymraeg yn ddigonol mewn ardaloedd ble mae tai newydd yn cael eu codi", ymhlith y polisiau cyffredinol.</li> </ul>
<p><b>Deiliant 3</b></p>	<ul style="list-style-type: none"> <li>• Cytunir â'r dehongliad nad yw pontio yn destun pryder ac eithrio o gylchoedd meithrin i ysgolion Cymraeg, ac o CA4 i CA5. Cydnabyddir bod pellter teithio yn ffactor gyda'r pontio o gylchoedd meithrin i ysgolion Cymraeg. Byddai sefydlu ysgol arall yn helpu hyn. Mae rhywun yn meddwl yn benodol am ardal Gogledd Pontypridd lle mae cynlluniau diweddaraf y sir yn nodi y bydd ysgol Saesneg newydd sbon yn yr ardal. Mae dybryd angen ysgol Gymraeg yn yr ardal bwysig hon. Croesewir y symudiad tuag at gyd-leoli cylchoedd/unedau meithrin ac ysgolion cynradd a fydd yn gam pwysig tuag at unioni'r sefyllfa hon, wrth ddarparu llwybrau dilyniant clir.</li> </ul>

	<ul style="list-style-type: none"> <li>• Mae'r cyfraddau trosglwyddo o'r Cylchoedd Meithrin yn dangos cyfradd isel iawn mewn i ysgolion cynradd Cymraeg. Mae'n galonogol gweld bod cynnydd o 10.6% yn 2019/2020. Yr hyn sy'n aneglur yw pam y digwyddodd hyn. Mae angen mwy o ddadansoddiad i sicrhau bod targed yn cael ei osod yn flynyddol a bod camau gweithredu pendant yn cael eu hychwanegu er mwyn cyflawni canran uwch fel bod cyfraddau trosglwyddo i mewn i addysg gynradd Gymraeg yn sail i'r targed gofynnol yn neilliant 2.</li> <li>• Mae'n dda gweld bod cyfraddau trosglwyddo rhwng cyfnodau allweddol o fewn addysg gynradd cyfrwng Cymraeg yn gyson uchel. Oes modd ymestyn ar hyn gan nodi patrymau a systemau pontio y clysytyrau ysgolion?</li> <li>• Serch hynny mae angen dadansoddi a datrys her addysg ôl-16 gan fod y data hwn yn sylweddol is.</li> <li>• Ar dudalen 19 mae'n nodi bod yr awdurdod lleol wedi gweithio mewn partneriaeth ag awdurdodau lleol cyfagos er mwyn cyflawni'r 720 o ddysgwyr ym mlwyddyn un mewn addysg cyfrwng Cymraeg erbyn 2032. Byddai mwy o fanylion am yr hyn y mae'r gwaith hwn yn ei olygu a pha effaith y bydd hyn yn ei gael ar y niferoedd presennol o fewn yr ysgolion ar y ffin yn ddefnyddiol yma. Faint o ddisgyblion er enghraifft sy'n teithio dros ffiniau sirol? Pam mae hyn yn digwydd? Byddai dadansoddiad pellach o gymorth wrth i ni ddeall yn well yr her y gallai ysgolion hyn eu hwynebu os ydynt yn agos at ffin ag awdurdod lleol arall.</li> <li>• Nid ydym yn derbyn nad yw'n bosibl cael brasamcan o'r niferoedd sy'n gadael grwpiau chwarae meithrin. Mae Mudiad Meithrin yn darparu data blynyddol i awdurdodau lleol. Byddem yn awgrymu y dylid creu system newydd er mwyn rhagweld yn fras lle mae'r dysgwyr cynnar, pa brosesau sydd ar waith er mwyn hyrwyddo addysg gyfrwng Cymraeg ar gyfer y dysgwyr cynnar hynny a sut mae'r broses hyrwyddo honno wedi cael effaith gadarnhaol ar gyfraddau trosglwyddo i'r ysgolion cyfrwng Cymraeg cynradd.</li> <li>• Rydym yn cytuno â'r sylwadau ar dudalen 20 bod yna amryw resymau pam nad yw disgyblion yn trosglwyddo i ysgolion cynradd cyfrwng Cymru o gylchoedd chwarae cyfrwng Cymraeg. Yr hyn sydd ar goll o'r deilliant hwn yw sut yr eir i'r afael â hyn. Beth yw'r cynlluniau ar gyfer sicrhau bod mwy o blant yn trosglwyddo o'r blynyddoedd cynnar i addysg gynradd Gymraeg? Beth yw'r prosiectau a fydd yn sicrhau darpariaeth gyfartal ar draws pob ardal o'r sir? Os na allwn eu gweld yn y ddogfen hon, sut ydyn ni'n gwybod eu bod nhw'n digwydd? Mae angen manylion ar y math o weithredu bydd yn digwydd, y dull monitro a phwy fydd yn gyfrifol am y gwaith hwn.</li> <li>• Da gweld cynlluniau'r sir ar gyfer gwelliannau sylweddol i ysgolion Cymraeg yn ei gyhoeddiad diweddaraf. Mae cyflwr yr adeilad yn Llanhari erbyn hyn mewn cyflwr gwael ac mae'r ddwy ysgol Saesneg y gallai'r plant fod yn mynd iddynt yn lle Llanhari yn adeiladau newydd. Da gweld cynlluniau hefyd ar gyfer Ysgol Cwm Rhondda. Fodd bynnag, mae'n hanfodol cadw ysgol gynradd lewyrchus yng nghanol y Porth.</li> </ul>
<b>Deilliant 4</b>	<ul style="list-style-type: none"> <li>• Byddai dadansoddiad daearyddol o ddarpariaethau uwchradd y sir yn ddefnyddiol yma er mwyn gweld lle y mae'r niferoedd cynradd yn bwydo'n bresennol. Byddai gweld unrhyw fylchau wedyn yn medru cynorthwyo gyda chynllunio ymhellach ar gyfer cyfnod y cynllun hwn.</li> </ul>

- Mae'n dda clywed ar dudalen 23 bod camau gweithredu ar waith i ehangu lleoedd uwchradd ond byddai'n ddefnyddiol nodi'n union lle fydd y 187 lle newydd (tud26) yn Ysgol Gyfun Rhydywaun a sut fydd yn cael effaith ar y ddarpariaeth ac yn gwella sefyllfa'r Sir ar y cyfan ac yn ardal clwstr Rhydywaun.
- Nodwn fod CSGA Cyngor Bwrdeistref Merthyr yn ymrwymo i gynnal astudiaeth ddichonoldeb i sefydlu darpariaeth uwchradd cyfrwng Cymraeg ym Merthyr Tudful o fewn 5 mlynedd cyntaf eu Cynllun. Mae hwn yn ymrwymiad arwyddocaol iawn, ac o'i weithredu, byddai ganddo oblygiadau pellgyrhaeddol ar niferoedd Ysgol Gyfun Rhydywaun. Mae angen cynnal deialog barhaus rhwng y ddwy sir wrth i'r gwaith hwn fynd rhagddo, er mwyn cynllunio a chymryd camau yn ddigon cynnar, i osgoi unrhyw ganlyniadau andwyol i ddarpariaeth uwchradd cyfrwng Cymraeg yng Nghwm Cynon. e.e. ailedrych ar amserlenni cynigion ar gyfer ysgolion cynradd cyfrwng Cymraeg yng Nghwm Cynon. Mae hyn hefyd yn cynnig cyfle i RhCT ystyried pa opsiynau eraill sydd ar gael i sefydlu ysgolion mewn ardaloedd daearyddol newydd yn y rhan hon o'r sir.
- Nodir hefyd bod llefydd gweigion mewn rhai ysgolion. Byddai dadansoddi pellach ar y resymau dros hyn yn ddefnyddiol er mwyn adnabod unrhyw gamau gweithredu pellach ar gyfer cyfnod y strategaeth hon.
- Mae angen adnabod yr heriau a'u gosod mewn targedau pendant yn y strategaeth hon. Does dim digon o fanylion penodol yma ar hyn o bryd i fod yn medru gosod gwaelodlin. Y mae'r naratif yn addawol ond nod yw'r sefyllfa bresennol yn ddigon clir.
- Does dim dadansoddiad o ystod pynciau na'r elfen addysg ôl 16. Lle fydd y ddarpariaeth Gymraeg? Pwy sydd yn arwain ar ehangder y ddarpariaeth? Pa systemau sydd yn eu lle i sichrau'r ddarpariaeth? Beth yw swyddogaeth y consortiwm addysg yn hyn?
- Mae'r tabl data ar ddiwedd y deilliant yn anelwig.
- Gyda datblygiadau cyffrous ar y gweill ar gyfer addysg ôl-16 yn y sector Saesneg, mae'n bwysig iawn buddsoddi yn y sector Gymraeg hefyd fel bod cynnig yr un mor ddeniadol ar gael trwy gyfrwng y Gymraeg. Fe allai'r ymgais i hyrwyddo addysg Gymraeg gyfrannu at yr amcan hwn hefyd, wrth gwrs.
- Mae angen parhau i ddatblygu mwy o gydweithio rhwng ysgolion uwchradd y Sir er mwyn eu galluogi i gynnig yr ystod ehangaf o gyrsiau cyfrwng Cymraeg – gan gynnwys cyrsiau galwedigaethol. Mae angen pwyslais penodol ar feysydd iechyd a gofal, gofal plant ayb
- Mae angen hefyd datblygu cyfleoedd i gydweithio gyda'r Coleg Cymraeg Cenedlaethol er mwyn hyrwyddo llwybrau astudio yn y sector Addysg Uwch.
- Hefyd, credwn bod angen cefnogi disgyblion nad ydynt yn parhau yn y Chweched Dosbarth ac mae gweithio gyda Coleg y Cymoedd i adnabod cyfleoedd i ddatblygu darpariaeth cyfrwng Cymraeg – o bosib ar y cyd gyda'r ysgolion – yn faes angenrheidiol sydd angen sylw dybryd.
- Mae angen adnabod a hyrwyddo cyfleoedd yn y gweithle i fyfyrwyr ac mae potensial i greu adnodd penodol er mwyn cyflawni hynny, o bosib fel prosiect dilynol i'r daflen hyrwyddo addysg Gymraeg - Bod yn ddwyieithog.

	<ul style="list-style-type: none"> <li>• Mae angen i'r Cyngor arwain ar y gwaith hwn, fel prif gyflogwr yr ardal, a chymryd rôl rhagweithiol wrth hyrwyddo cyfleoedd i ymuno â'r gweithlu ar draws holl ystod gwasanaethau'r ALI.</li> </ul>
<b>Deilliant 5</b>	<ul style="list-style-type: none"> <li>• Y mae cyfle yn y deilliant hwn i ddangos ehangder y gwaith partneriaeth sydd yn cael ei nodi. Nid yw'n ddigon clir yn y ddogfen ymgynghorol sut bydd yr holl bartneriaid cymunedol yn gweithredu.</li> <li>• Dylid gweld targedau pendant gan y partneriaid yn y deilliant hwn er mwyn dangos sut y byddant hwy hefyd yn darparu ar gyfer y twf yn y targed.</li> <li>• I wireddu'r Cynllun mae angen i'r Sir ddangos yn glir sut y maent yn cyfrannu'n ariannol i gefnogi gwaith y partneriaid yn deilwng, ac i ystyried cyfleoedd i ehangu a helaethu'r gefnogaeth ariannol honno yng ngwyneb gofynion cynyddol y twf arfaethedig yn y sector cyfrwng Cymraeg, ynghyd â'r ehangu disgwyledig o safbwynt ysgolion cyfrwng Saesneg yn gwella a chynyddu eu defnydd hwythau o'r Gymraeg hefyd.</li> <li>• Rhaid gweithio i sicrhau nad yw'r Gymraeg yn cael ei hystyried yn iaith yr ysgol yn unig, a'i bod yn cael ei normaleiddio fel iaith gymunedol.</li> <li>• Mae ariannu partneriaid i gefnogi'r gwaith hwnnw yn hanfodol. Sut y mae llwyddiant y deilliant hwn am gael ei fesur? Nid yw hyn yn glir i ni chwaith.</li> </ul>
<b>Deilliant 6</b>	<ul style="list-style-type: none"> <li>• Yr ydym yn ymwybodol o waith ardderchog adran ADY Sir Rhondda Cynon Taf ar hyd y blynyddoedd a da yw gweld bod y Sir yn llwyr ymwybodol o'i cyfrifoldeb wrth i'r ddeddf newydd ddod i rym.</li> <li>• Byddai'n dda gweld dadansoddiad o sut y bydd y £3.4 miliwn a nodir ar dudalen 33 yn cyfrannu at y sector Gymraeg.</li> <li>• Nid oes digon o ddadansoddiad yn y deilliant hwn fel y mae i wybod beth yw'r ddarpariaeth bresennol ar draws y Sir er mwyn gosod gwaelodlin ar gyfer gweld gwelliant a chynnydd yn y ddarpariaeth. Byddwn wedi disgwyl dadansoddiad ystadegol o niferoedd y disgyblion sydd yn derbyn cymorth presennol, ystod yr arbenigedd sydd ar gael trwy gyfrwng y Gymraeg ar hyn o bryd ac yna sut y bydd y sir yn cau unrhyw fylchau. A fydd cydweithio traws sirol yn digwydd? A oes cyfle i ddatblygu canolfannau arbenigedd ar draws y Sir a rhannu'r arbenigeddau hyn ymhellach? Beth am y cyfleoedd hyfforddiant proffesiynol? Pwy fydd yn darparu, ar gyfer pwy a phryd?</li> <li>• Beth yw'r cymorth i rieni yn y cynllun hwn? Sut y mae'r Sir yn sefydlu'r berthynas gyda rhieni ac yn eu cefnogi hwy yn enwedig os nad yw'r dysgwyr yn dod o gartrefi sy'n siarad Cymraeg?</li> <li>• Mae angen parhau i weithio'n agos gyda rhieni ac ysgolion er mwyn cael darlun llawn o'r sefyllfa sirol ac i ymateb yn briodol i'r anghenion hynny.</li> <li>• Mae gan RhCT gapasiti mewn sawl maes nad oes gan siroedd cyfagos. Rydym yn awyddus i annog y Sir i rannu arfer dda ac arbenigedd yn draws-sirol lle pryd bynnag y bo modd.</li> </ul>
<b>Deilliant 7</b>	<ul style="list-style-type: none"> <li>• Yma, prin yw'r dadansoddiad o'r gweithlu presennol o fewn y sector Gymraeg er mwyn gosod gwaelodlin. Yn wir, y mae yna gyfle yn y deilliant hwn i adnabod pwy yw'r "staff addysgu".</li> </ul>

	<ul style="list-style-type: none"> <li>• Ar yr olwg gyntaf efallai y byddai nodi'r rhai sydd yn gweithio fel athrawon a phenaethiaid yn ddigon, ond fel mudiad, rydym yn argyhoeddedig bod rhaid i Awdurdodau Lleol ystyried yr ystod cyfan o weithlu sydd yn cefnogi addysg – yn cynnwys y staff gweinyddol o fewn yr ysgolion, swyddogion cefnogi o fewn yr awdurdod lleol a'r consortiwm addysg yn ogystal â'r cynorthwyddion. Gwyddwn ond yn rhy dda pa mor bwysig y mae i gael yr ystod cyfan o weithlu i gefnogi cynllun o bwysigrwydd fel y cynllun hwn.</li> <li>• Disgwyliwn felly ddadansoddiad manwl o sgiliau Cymraeg holl weithlu Addysg y Sir gan eu bod i gyd, mewn un ffordd neu'r llall yn gyfrifol am y Gymraeg o fewn eu gwaith.</li> <li>• Pwysig hefyd fydd nodi faint o staff ychwanegol bydd angen ar gyfer y niferoedd uwch ac ysgolion newydd a fydd yn agor ym mywyd y cynllun hwn a sut fydd y sir yn mynd ati i hyrwyddo'r swyddi hyn a chefnogi datblygiad proffesiynol y gweithlu addysg.</li> <li>• Mae angen datblygu cyrsiau hyfforddi cyfrwng Cymraeg i athrawon, a chynnig cyrsiau gloywi dwys i athrawon sy'n fodlon trosi i addysg Gymraeg, eto trwy gynlluniau rhyddhau o'r gwaith a thrwy ddatblygu'r Cynllun Sabothol. Mae sicrhau cyflenwad o benaethiaid ar gyfer y dyfodol yn flaenoriaeth bwysig. Mae angen hefyd i hyrwyddo cyfleoedd i ddysgu trwy gyfrwng y Gymraeg ymhlith disgyblion sy'n dewis gyrfaoedd.</li> <li>• Oes modd datblygu trafodaethau rhwng yr ysgolion, yr Undebau Athrawon a'r consortia i ymchwilio i'r posibiladau ar lefel lleol?</li> <li>• Mae angen cydnabod hefyd nad oes modd i'r Awdurdod Lleol fod yn gyfrifol am holl gynnwys y targed hwn chwaith a bod ymateb i fylchau a heriau recriwtio hefyd yn gyfrifoldeb ar Lywodraeth Cymru yn ogystal â Llywodraeth leol. Dylid sicrhau bod yna fecanwaith ffurfiol i goladu gwybodaeth ar yr heriau hyn a modd systematig i'w cyfathrebu'n effeithiol a chyflym yn ôl i Adran Addysg Llywodraeth Cymru er mwyn iddo fwydo strategaeth y gweithlu cenedlaethol.</li> </ul>
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Yn gyffredinol, nodwn y byddai'n syniad nodi targedau llawer mwy penodol ar y pwynt 5 mlynedd a 10 mlynedd er mwyn cael cerrig milltir mwy pendant a chlr. Ar hyn o bryd y mae'r targedau'n rhy amwys.

Cytunwn y byddai cael Strategaeth hyrwyddo i gyd-fynd gyda'r cynllun hwn, gan adnabod agweddau i'w gweithredu'n flynyddol ar gyfer y 7 deiliant, yn fodd i gadw trac ar yr hyn sydd angen ei wneud o ran symbylu a sbarduno twf. Gellid defnyddio cynllun ar ffurf cofnod goleuadau traffig (RAG Rating) wrth i gyfarfodydd a gweithgareddau fynd yn eu blaen ar draws y flwyddyn ac wrth i'r Fforwm Addysg Gymraeg gwrdd i drafod y cynnydd. Gellid sefydlu is-grŵp hyrwyddo penodol i fynd i'r afael â'r agwedd hwn gan wahodd parteriaid i gyfrannu a gweithredu yn ôl blaenoriaethau'r cynllun.

Dylai'r ymarferion mapio wedi digwydd i fod yn sail i'r cynllun hwn ac felly edrychwn ymlaen at weld y manylion hyn yn y cynllun diwygiedig a fydd yn cael ei gyflwyno i'r Llywodraeth ddiwedd Ionawr 2022.

Byddem yn croesawu'r cyfle i gwrdd â swyddogion i ymhelaethu ar ein sylwadau

Tudalen wag



UCAC is a union representing teachers, school leaders, tutors and lecturers in all sectors of education across Wales.

**1. The ten-year target**

We note that the plan does not set a specific ten-year target, but rather mentions the range of progress from the 'lowest' (720/27%) to the 'higher' (825/31%) set by the Welsh Government, in terms of the expected increase in Year 1 children taught through the medium of Welsh in the local authority area.

We consider that the COUNTY Borough Council should be setting a specific target, and that that target should be ambitious – that is, closer to the 'higher' end of the range.

**2. Outcome 1 – More Nursery/3 year olds receiving their education through the medium of Welsh**

We welcome the update to the 'Being Bilingual' booklet, as well as the distribution methods outlined. We ask whether the midwives, health visitors, and Flying Start placement staff who distribute the booklet have received training on the benefits of Welsh-medium education? How many Welsh speakers are there among these teams? It is very likely that parents will seek their views, and it is important that they feel confident to give a full and accurate response.

Similarly, we feel that the promotion of Welsh-medium education and the learning of Welsh should be a central part of the new-look Welfare and Resilience Service Health Programme, including training for the relevant staff to ensure that they are confident and informed to provide the best advice.

Our plan mentions effective promotion and marketing, but it lacks detail on how this is to be achieved.

We appreciate the information outlined regarding discretionary transport. The core of provision within easy reach of families cannot be overstated. If it is too far, or unwieldy in terms of transport routes, families will not choose Welsh-medium provision. This is the case from nursery provision and all the way through the subsequent reorganisation system.

The Plan does not provide an explanation for the reduction in the number of cylchoedd meithrin over the last 5 years or the reduction in the number of children attending. It would be important to understand the reasons for this in order to be able to start work on increasing provision again, on a community-friendly basis. Is it the location, or the timing of the sessions that poses a problem?

We note that there is also no reference here to any other existing Welsh-medium provision, for example, day nurseries or childminders. It would be important to identify this as a baseline for measuring progress.

We are extremely disappointed that the Plan promises a 'mapping exercise' – why was it not done in time to include it in the Plan itself, as it is essential evidence for the strategic planning process? That has led to far too vague proposals for developing the provision in this section of the Plan; there is no mention here at all of the provision of specific types in specific settings and of closing the gaps in families' ability to reach Welsh-medium provision easily.

The Plan sets 720 as the target for Year 1 learners in Welsh-medium education by the end of the Scheme period in 2032, but it must be emphasised that this is the minimum aim prescribed by the Welsh Government. We strongly press the County Borough Council to be more ambitious than that.

The link between the proposals and the numbers in the 'Key Data' table is not sufficiently clear. How exactly are these numbers to be reached?

### **3. Outcome 2 – More reception/5 year olds receiving their education through the medium of Welsh**

Again, in this section we are extremely disappointed that the mapping has not been undertaken to inform the strategic planning in the Plan. The target of Year 1 learners is referred to here as 720, rather than a more ambitious figure than the minimum prescribed.

We must highlight the contradiction in the Plan, between trying to locate provision closer to families in order to create more convenient access, and the plan to move Welsh-medium provision from Cilfynydd (Ysgol Pont Sion Norton) to the Heol-y-Celyn site.

We welcome the willingness to explore alternative methods of providing for late entrants. However, we would like to see more concrete proposals in this area. What is the evidence that current provision is 'working effectively' – what is the data that underpins this statement?

Again, the link between the proposals and the numbers in the 'Key Data' table is not clear enough. How exactly are these numbers to be reached?

### **4. Outcome 3 – More children continue to improve their Welsh language skills when transferring from one stage of their statutory education to another**

We ask why it is not possible to accept an estimate of the number of children leaving Cylchoedd Meithrin to attend Welsh-medium primary schools. It should be possible to work with the circles to gather information from families.

The statements in this section are generally very general and not sufficiently based on robust figures. For the transition from nursery to primary cycles, data from the previous four academic years is said to show that the percentage 'is increasing' – but what are the figures? They need to be referred to here in the text, not just in the annex; they need to be analysed and interpreted. The estimated transition rates for learners between each Key Stage for primary and secondary schools are said to be 'not a

cause for concern' – but what are the figures? They need to be mentioned, analysed and interpreted. This is inadequate as a basis for strategic planning.

There is recognition here of the need to locate pre-school provision close to Welsh-medium schools. Again, it is therefore ironic that a thriving Welsh-medium primary school in the Pont Sion Norton area is being moved further away from the community of Cilfynydd.

**5. Outcome 4 – More learners studying for Welsh qualifications (as a subject) and subjects through the medium of Welsh**

This section is characterised by one of the shortcomings in terms of data, mapping, and detailed proposals for the ten-year life of the Plan.

There is recognition that greater collaboration is needed in order to expand options, but there is no concrete plan or proposal in this respect, only vague suggestions. There needs to be more than 'the Council is optimistic' – the Council must plan in detail, purposefully and truly strategically to achieve the growth.

**6. Outcome 5 – More opportunities for learners to use Welsh in different contexts in school**

As above.

**7. Outcome 6 – Increase in the provision of Welsh-medium education for pupils with Additional Learning Needs**

Again, the lack of robust planning is very disappointing.

**8. Outcome 7 – Increase in the number of teaching staff able to teach Welsh (as a subject) and through the medium of Welsh**

We recognise that the authority cannot solve this problem on its own, and that increasing the Welsh-medium workforce is largely dependent on national, as well as, to some extent, regional plans.

Having said that, the figures provided for staff who have completed a sabbatical course are staggeringly low.

Tudalen wag

# **Cynllun Strategol Cymraeg mewn Addysg Rhondda Cynon Taf**

Tachwedd 2021

# Cynllun Strategol Cymraeg mewn Addysg Rhondda Cynon Taf

Mae UCAC yn undeb sy'n cynrychioli athrawon, arweinwyr ysgol, tiwtoriaid a darlithwyr ym mhob sector addysg ledled Cymru.

## 1. Y targed deng mlynedd

Nodwn nad yw'r cynllun yn pennu targed deng mlynedd penodol, ond yn hytrach yn crybwyll yr ystod cynnydd o'r 'isaf' (720/27%) i'r 'uwch' (825/31%) sydd wedi'i osod gan Lywodraeth Cymru, o ran y cynnydd disgwyliedig mewn plant Blwyddyn 1 a addysgir drwy gyfrwng y Gymraeg yn ardal yr awdurdod lleol.

Rydym o'r farn y dylai'r Cyngor Bwrdeistref Sirol fod yn gosod targed penodol, ac y dylai'r targed hwnnw fod yn uchelgeisiol – hynny yw, yn agosach at ben 'uwch' yr ystod.

## 2. Deilliant 1 – Mwy o blant Meithrin/3 oed yn cael eu haddysg drwy gyfrwng y Gymraeg

Croesawn y diweddariad i'r llyfryn 'Bod yn Ddwyieithog', yn ogystal â'r dulliau dosbarthu a amlinellir. Holwn a yw'r bydwagedd, yr ymwelwyr iechyd, a staff lleoliadau Dechrau'n Deg sy'n dosbarthu'r llyfryn wedi derbyn hyfforddiant ynghylch manteision addysg cyfrwng Cymraeg? Faint o siaradwyr Cymraeg sydd ymhlith y timau hyn? Mae'n debygol iawn y bydd rhieni yn gofyn eu barn, ac mae'n bwysig eu bod yn teimlo'n hyderus i roi ymateb llawn a chywir.

Yn yr un modd, teimlwn y dylai hyrwyddo addysg cyfrwng Cymraeg a dysgu Cymraeg fod yn rhan ganolog o'r Rhaglen Iechyd y Gwasanaeth Lles a Chydnerthedd ar ei newydd wedd, gan gynnwys hyfforddiant i'r staff perthnasol i sicrhau eu bod yn hyderus ac yn hyddysg i ddarparu'r cyngor gorau.

Mae'n cynllun yn crybwyll hyrwyddo a marchnata effeithiol, ond mae'n brin iawn o fanylder ynghylch sut bwriedir cyflawni hyn.

Gwerthfawrogwn y wybodaeth a amlinellir ynghylch cludiant disgresiynol. Ni ellir gorbwysleisio pa mor greiddiol yw bod darpariaeth o fewn cyrraedd rhwydd i deuluoedd. Os yw'n rhy bell, neu'n anhylaw o ran llwybrau cludiant, ni fydd teuluoedd yn dewis y ddarpariaeth cyfrwng Cymraeg. Mae hyn yn wir o ddarpariaeth feithrin a'r holl ffordd trwy'r system adysg wedyn.

Nid yw'r Cynllun yn cynnig esboniad am y lleihad yn nifer y cylchoedd meithrin dros y 5 mlynedd diwethaf na'r lleihad yn nifer y plant sy'n eu mynychu. Byddai'n bwysig deall y rhesymau dros hyn er mwyn gallu dechrau gweithio ar gynyddu'r ddarpariaeth unwaith eto, ar sail sy'n addas i'r gymuned. Ai'r lleoliad, neu amseru'r sesiynau sy'n peri problem?

Nodwn nad oes unrhyw gyfeiriad yma ychwaith at unrhyw ddarpariaeth cyfrwng Cymraeg arall sy'n bodoli eisoes, er enghraifft, meithrinfeydd dydd neu ofalwyr plant. Byddai'n bwysig nodi hyn fel gwaelodlin ar gyfer mesur cynnydd.

Rydym yn siomedig dros ben mai addo 'ymarfer mapio' y mae'r Cynllun – pam na wnaed hynny mewn pryd i'w gynnwys yn y Cynllun ei hun, gan ei fod yn dystiolaeth hanfodol ar gyfer y broses o gynllunio strategol? Mae hynny wedi arwain at gynigion sy'n llawer rhy amwys ar gyfer datblygu'r ddarpariaeth yn yr adran hon o'r Cynllun; nid oes sôn yma o gwbl at ddarpariaeth o fathau penodol mewn lleoliadau penodol ac at gau y bylchau o ran gallu teuluoedd i gyrraedd darpariaeth Gymraeg yn hwylus.

Mae'r Cynllun yn nodi 720 fel y targed ar gyfer dysgwyr Blwyddyn 1 mewn addysg cyfrwng Cymraeg erbyn diwedd cyfnod y Cynllun yn 2032, ond rhaid pwysleisio mai dyma'r nod isaf a rhagnodir gan Lywodraeth Cymru. Pwyswn yn gryf ar y Cyngor Bwrdeistref Sirol i fod yn fwy uchelgeisiol na hynny.

Nid yw'r cysylltiad rhwng y cynigion a'r niferoedd yn y tabl 'Data Allweddol' yn ddigon clir. Sut yn union bwriedir cyrraedd y niferoedd hyn?

## 3. Deilliant 2 – Mwy o blant dosbarth derbyn/5 oed yn cael eu haddysg drwy gyfrwng y Gymraeg

Unwaith eto yn yr adran hon rydym yn eithriadol o siomedig nad yw'r gwaith mapio wedi'i wneud er mwyn bod yn sail ar gyfer y cynllunio strategol yn y Cynllun. Cyfeirir yma eto at y targed o ddysgwyr Blwyddyn i fel 720, yn hytrach na ffigwr mwy uchelgeisiol na'r isafswm a ragnodir.

Rhaid inni dynnu sylw at y gwrth-ddweud sydd yn y Cynllun, rhwng ceisio lleoli darpariaeth yn agosach at deuluoedd er mwyn creu mynediad fwy hwylus, a'r cynllun i symud darpariaeth cyfrwng Cymraeg o Gilfynydd (Ysgol Pont Siôn Norton) i safle Heol-y-Celyn.

Croesawn y parodrwydd i ymchwilio i ddulliau eraill o ddarparu ar gyfer hwyr-ddyfodiaid. Fodd bynnag, byddem yn hoffi gweld cynigion mwy pendant yn y maes hwn. Beth yw'r dystiolaeth bod y ddarpariaeth bresennol yn 'gweithio'n effeithiol' – beth yw'r data sy'n sail ar gyfer y datganiad hwn?

Unwaith eto, nid yw'r cysylltiad rhwng y cynigion a'r niferoedd yn y tabl 'Data Allweddol' yn ddigon clir. Sut yn union bwriedir cyrraedd y niferoedd hyn?

#### **4. Deilliant 3 – Mwy o blant yn parhau i wella eu sgiliau Cymraeg wrth drosglwyddo o un cyfnod o'u haddysg statudol i un arall**

Holwn pam nad yw'n bosib derbyn amcangyfrif o nifer y plant sy'n gadael Cylchoedd Meithrin i fynd i ysgolion cynradd cyfrwng Cymraeg. Mi ddylai fod yn bosib cydweithio gyda'r cylchoedd i gasglu gwybodaeth gan deuluoedd.

Yn gyffredinol mae'r datganiadau yn yr adran hon yn gyffredinol iawn ac heb eu seilio'n ddigonol ar ffigyrau cadarn. Ar gyfer pontio o gylchoedd meithrin i ysgolion cynradd, dywedir bod data o'r pedair blynedd academaidd flaenorol yn dangos bod y canran 'yn cynyddu' – ond beth yw'r ffigyrau? Mae angen cyfeirio atynt yma yn y testun, nid yn yr atodiad yn unig; mae angen eu dadansoddi a'u dehongli. Dywedir nad yw'r amcangyfrif o'r cyfraddau pontio ar gyfer dysgwyr rhwng pob Cyfnod Allweddol ar gyfer ysgolion cynradd ac uwchradd 'yn destun pryder' – ond beth yw'r ffigyrau? Mae angen eu crybwyll, eu dadansoddi a'u dehongli. Mae hyn yn gwbl annigonol fel sail ar gyfer cynllunio strategol.

Mae cydnabyddiaeth yma o'r angen i leoli darpariaeth cyn-ysgol yn agos at ysgolion cyfrwng Cymraeg. Unwaith eto, mae'n eironig felly bod ysgol gynradd cyfrwng Cymraeg llewyrchus yn ardal Pont Sion Norton yn cael ei symud yn bellach oddi wrth gymuned Cilfynydd.

#### **5. Deilliant 4 – Mwy o ddysgwyr yn astudio ar gyfer cymwysterau Cymraeg (fel pwnc) a phynciau drwy gyfrwng y Gymraeg**

Mae'n un diffygion o ran data, mapio, a chynigion manwl ar gyfer oes deng mlynedd y Cynllun yn nodweddu'r adran hon.

Mae cydnabyddiaeth bod angen mwy o gydweithio er mwyn ehangu opsiynau, ond nid oes unrhyw gynllun neu gynnig concrit yn hyn o beth, dim ond awgrymiadau amwys. Mae angen mwy na bod 'y Cyngor yn obeithiol' – mae'n rhaid i'r Cyngor cynllunio'n fanwl, yn fwriadus ac yn wirioneddol strategol i sicrhau'r twf.

#### **6. Deilliant 5 – Mwy o gyfleoedd i ddysgwyr ddefnyddio'r Gymraeg mewn cyd-destunau gwahanol yn yr ysgol**

Fel uchod.

#### **7. Deilliant 6 – Cynnydd yn y ddarpariaeth addysg cyfrwng Cymraeg i ddisgyblion ag Anghenion Dysgu Ychwanegol**

Unwaith eto, mae'r diffyg cynllunio cadarn yn siomedig iawn.

#### **8. Deilliant 7 – Cynnydd yn nifer y staff addysgu sy'n gallu addysgu Cymraeg (fel pwnc) a thrwy gyfrwng y Gymraeg**

Rydym yn cydnabod na all yr awdurdod ddatrys y broblem hon ar ei phen ei hun, a bod cynyddu'r gweithlu cyfrwng Cymraeg yn ddibynnol i raddau helaeth ar gynlluniau cenedlaethol, yn ogystal ag, i ryw raddau, rhanbarthol.

Wedi dweud hynny, mae'r ffigyrau a ddarperir ynghylch staff sydd wedi cwblhau cwrs sabothol yn syfrdanol o isel.





**UCAC**  
Undeb  
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Athrawon  
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Rhondda Cynon Taf County Borough Council  
consultation@rctcbc.gov.uk

05/11/2021

Dear Colleague,

## Welsh in Education Strategic Plan 2022-2032

### 1. Opening remarks

- 1.1 In general, we believe that this strategic plan reflects the County's positive vision for the Welsh language in education. We welcome the actions included, and achieving the objectives and targets of this plan will be a significant step in the context of the county's contribution to the national vision of an increasingly bilingual Wales. While we are supportive of the targets and main pillars of the plan, we believe that the plan could be strengthened if the council were to address the matters raised in our response below. We look forward to working together further as the county implements the plan to achieve its vision for the Welsh language.
- 1.2 Naturally, our response below will focus primarily on the aspects of the plan that we believe could be strengthened. There are 2 main points in our response that must be emphasised (we will expand on these in our response to each outcome below):
- **Further detail and specific commitments for Outcome 1 and 2:** Due to the current situation and nature of the county's Welsh-medium provision, the success of this 10-year strategy depends to a large extent on the achievement of Outcome 1 and 2 objectives and targets. If the Council succeeds in ensuring the significant increase in the numbers of children attending Welsh-medium primary education during the lifetime of the plan, then naturally, there will be an increasing emphasis on the other Outcomes of the plan (particularly secondary provision). In this context we believe that more detail and clarity is needed for Outcome 1 and 2, particularly in terms of analysing the current situation, and in terms of the contribution of developments already underway to achieving the 10-year targets that have been

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set. At present, many of the action points are too vague and do not include a specific timetable for implementation. This is particularly true in terms of expanding early years care and education provision; the promotion of this provision; and ensuring effective transfer rates into Welsh-medium reception classes. It would also be possible to include more detail on the likely developments that will need to be considered and planned in the second half of the plan's lifespan (i.e. in addition to the plans already in place).

- **Include a clearer analysis of the current situation:** Linked to the above point, the consultation document indicates in a number of places a commitment to undertake a provision mapping exercise to identify weaknesses and to plan strategies for improving the situation. We agree that such mapping and analysis needs to be a permanent process. However, the Council already has a very detailed understanding of current provision as set out in the appendices, and we believe that the plan as a whole could refer more consistently and in greater detail to this knowledge and data as a basis for setting action points. This is particularly true in relation to Outcome 1 and 2. At present, these sections do not provide an effective explanation of the current situation in terms of Welsh-medium provision, the extent of the challenge in achieving the targets that have been set, and the contribution that specific commitments and plans will make towards achieving the targets. As a result, it is very difficult to come to a firm view on whether the plans are sufficient to achieve the challenging targets that have been set. Including more of the data set out in the appendix as part of the narrative for the different outcomes would be an initial step in terms of strengthening this aspect of the plan.

- 1.3** As a general point, we would like to emphasise the close relationship that exists between the requirements of producing a WESP, and the County's duties in accordance with the Welsh Language (Wales) Measure 2011.
- As you know, following the Welsh Language (Wales) Measure 2011 the County is required to comply with Welsh language standards. There are 5 types of relevant standards and these include policy making standards and standards that require the county to produce a 5-year strategy explaining how you intend to promote the Welsh language and to facilitate the wider use of the Welsh language in your area.
  - The policy making standards include requirements for a body to ensure that due consideration is given to the effects of policy decisions on opportunities to use the Welsh language and to treat the Welsh language no less favourably than the English language. The requirements of the policy making standards do not exist in a vacuum, separate from requirements arising from other legislation or duties, such as the School Standards and Organisation (Wales) Act 2013 and the duty on local authorities to publish their WESPs.

- We are of the view that there are clear benefits to the Council in considering its duties under the policy making standards alongside the duties relating to the WESP and the School Standards and Organisation (Wales) Act 2013. Ensuring that the vision and objectives of the WESP are central to the more general process of assessing the effect of the county's policy decisions will facilitate compliance with the policy making standards.
- Similarly, ensuring full compliance with the requirements of the policy making standards in assessing the effect of future policy proposals, will contribute to the realisation of the WESP's vision and objectives. The key point here is the need for the county to ensure a thorough process for assessing and revising future policy proposals to ensure as much positive impact as possible on the Welsh language and the achievement of the WESP. This applies to policy decisions in education in particular, but also policy decisions on a wider level, for example, in planning, the economy, or transport.
- However, it is important to recognise that the requirements to consider the effects of decisions on the Welsh language may differ under Welsh language standards compared to the duty under other legislation. It means that the requirements of the standards may require local authorities to take further steps to comply with the standards.
- In September 2020 the Welsh Language Commissioner published a good practice advice document on Policy Making Standards, which offers practical ideas and advice on how to go about complying with statutory language duties, particularly in relation to other legislative requirements relevant to the Welsh language. We are of the view that this advice document will help the Council, not only in complying with the requirements of the Welsh Language (Wales) Measure, but also to ensure that the county's vision for the Welsh language is embedded throughout the county's education agenda and policy decisions.

## 2. WESP Outcomes

### **Outcome 1: More nursery children/ three year olds receive their education through the medium of Welsh**

- 2.1 We welcome the discussion on the many steps that have already been taken to ensure an increase in Welsh-medium pre-school and early years provision. As the consultation document notes, despite the steps the Council is already taking, there does not appear to have been much increase in the number of pre-nursery and nursery learners attending Welsh-medium provision over the last 5 years. It is therefore clear that the Council must introduce significant changes to how it plans and promotes Welsh-medium pre-school provision if the challenging targets that have been set are to be met (an increase from 21% in 2022 to 30% by 2031).

- 2.2** According to the latest data from Care Inspectorate Wales, in 2019-20 12% of childcare places in Rhondda Cynon Taf offered a Welsh-medium provision, and 8% offered a bilingual provision. This compares with 19.1% of Year 1 primary pupils taught through the medium of Welsh. Although the consultation document contains statistics on childcare provision in the county, it is not easy to understand the current situation of the Council's Welsh-medium childcare and early years provision, particularly in relation to the targets that have been set for the next ten years. We understand of course that the childcare situation and data can be complex, but it would be useful to have the Council's interpretation and views on the current situation. For example:
- Is there sufficient capacity within the provision to ensure the growth that the county wishes to see in terms of numbers receiving Welsh-medium primary education during the lifespan of the plan?
  - If capacity needs to be increased to achieve the strategic plan targets, then what is the scale of the task facing the council in this context, and which areas in particular will be targeted and when?
- 2.3** Linked to the above comments, we welcome the Council's success in securing capital grant funding for establishing and expanding Welsh-medium pre-school provision in the county. There is a detailed account of a number of the Welsh-medium projects that have been, or are in the process of being implemented. The consultation document states that the council anticipates a 65% increase in the number of Welsh-medium places as a result of these projects. Whilst we very much welcome this, it would be useful to understand the significance of these developments in the context of the targets included in the table at the end of page 14. In other words, will these developments be sufficient to ensure the necessary capacity that will lead to the targets being achieved, or will further plans be needed in some areas?
- 2.4** We understand the importance of grant funding for establishing Welsh-medium provision in the county, particularly in relation to any significant capital projects. However, the third paragraph on page 13 suggests that any further developments in establishing new provision (i.e. beyond the plans already funded and agreed) are dependent on additional funding being received in the future. As crucial as it is to secure adequate funding from the Welsh Government, we believe that the responsibilities and ability of the County to implement and fund plans for expanding Welsh-medium childcare also need to be acknowledged here.
- 2.5** We welcome the commitment to undertake a mapping exercise to better understand the level of current provision. However, it is frustrating that the mapping work was not undertaken during the process of drawing up this strategic plan, thus providing more detailed analysis and action points here. The WESP's action points should be drawn

up on the basis of detailed mapping and analysis, rather than including a commitment to undertake such mapping in the future. We therefore believe that it is key that this work is completed early in the lifespan of the strategy, so that action can be taken on the basis of the findings. It would therefore be useful to include a more specific timetable for starting and completing this crucial work, and also for adapting the strategic plan on the basis of the findings. For example, is it the Council's intention to use the next Childcare Sufficiency Assessment as a way of mapping in greater detail the Welsh-medium provision?

- 2.6** The consultation document states that the number of Cylchoedd Meithrin and the number of children attending Cylch Meithrin has decreased over the last 5 years. It would be useful to have more detail on the reasons for this, and how this will change as a result of the capital projects that have been completed, or are about to be completed. Looking at the tables in the appendix it appears that the numbers of cylchoedd meithrin have been consistent until 2019/20 and that attendance had been increasing until 2019/20. It is likely that the reduction in 2019/20 is mainly due to the effects of the Covid 19 pandemic, and possibly the narrative that numbers are decreasing is a little misleading?
- 2.7** Developing the capacity of the sector in the context of the targets is crucial, but it is also crucial to ensure that families take up this provision. In this context we welcome the attention given to issues relating to the promotion and sharing of information about Welsh-medium education. We believe that a more specific commitment is needed on including the promotion of Welsh-medium education as part of the Wellbeing and Resilience Service Health Programme. It may also be possible to expand here on the council's commitments in relation to marketing Welsh-medium education (as outlined at the end of the document on page 40). The main challenge is to persuade families to start their children on the journey through Welsh-medium education, and therefore particular attention is needed to promote and market Welsh-medium childcare and early years education provision. Linked to this, it is essential that any further mapping and research undertaken by the council considers issues relating to transport to Welsh-medium care provision. Ensuring that the provision is within a reasonable distance and is accessible to parents is key to ensuring that more families choose Welsh-medium education for their children.

**Outcome 2: More reception class children/five year olds receive their education through the medium of Welsh**

- 2.8** Linked to point 2.5 above, it is frustrating that there is a commitment here to undertake a Welsh-medium primary school mapping exercise for the area, to analyse the shortcomings, identify areas for improvement, and formulate strategies to achieve improvements. That is what this strategic plan should do. While there is some reference to data and the current situation in the draft document, we believe that

there is scope to strengthen this aspect of the plan. The Council already has the data and information and therefore such an analysis needs to be included as the basis for Outcome 2 commitments.

- 2.9** We welcome the number of significant capital projects currently being implemented in the county. Clearly these projects will expand the county's Welsh-medium provision, but it would be useful to receive more detail on this. In other words, what is the significance of these developments in the context of the Council's targets and their contribution to the target of 32% of reception/five-year-olds receiving their education through the medium of Welsh. In addition, these plans are already underway. We would like to know what the Council will do in addition to this in the future, after all, it would be very beneficial in terms of the Cymraeg 2050 Strategy if this target were passed.
- 2.10** We fully agree that there is a need to facilitate access to Welsh-medium education for learners of all ages, and that Welsh-language Immersion provision is essential in this context. However, the commitments on page 17 are ambiguous and state that the Council will consider creating an immersion class for latecomers. If the Council is not currently in a position to include a more concrete commitment, then we are of the view that it is necessary to set out more specifically the steps that the Council will take in order to be in a position to make a decision, as well as when this will happen. There is also some inconsistency here as the last sentence of paragraph 4, page 18 states that the 'Council will have created a Welsh language immersion class for latecomers' during the lifespan of the plan.
- 2.11** Overall, we do not consider that there is sufficient detail or concrete action points for this crucial outcome. This is particularly true given that the percentage of learners assessed in Welsh as a first language at the end of the Foundation Phase fell from 21% in 2015 to 18% in 2019. A detailed analysis of the current situation and the impact of existing capital projects on the capacity of the Welsh-medium sector is needed. The action points for achieving a significant increase in the number of reception class learners receiving Welsh-medium education during the lifespan of the plan are based on 3 action points that are, on the whole, quite vague. Firstly there is reference to the capital projects that have already been agreed and are in the process of being implemented. Secondly there is reference to additional funding that may be available for additional projects in the future, but without mention of the nature or location of these developments. And finally, there is a commitment to undertake more detailed mapping in the future. As it stands, this discussion does not persuade us that there are sufficiently robust plans in place for ensuring the significant increase in the number of reception class children attending Welsh-medium education. To support the general points made in 1.2 above we are of the view that one obvious area where the strategy could be strengthened is to provide greater detail and clarity in relation to the crucial work of expanding the provision of

early years care and education, promoting this provision, and ensuring effective transfer rates into Welsh-medium primary education.

### **Outcome 3: More children continue to improve their Welsh language skills when transferring from one stage of their statutory education to another**

- 2.12** The consultation document states that 67.9% of children who had attended cylchoedd meithrin had transferred to Welsh-medium primary schools in 2019/20. Although this is a significant increase on the figure of 57.3% in 2015/16 it remains significantly below the national average of 88% for 2019/20. We welcome the fact that the strategic plan refers to the need to improve these transfer rates, and also that the development of childcare and early years settings so that they are co-located on Welsh-medium primary school sites is vital. It would be useful to have more detail on the plans/developments already being implemented, as well as a discussion about the potential effect of these developments on transfer rates and the likely numbers attending Welsh-medium primary schools.
- 2.13** We believe that further clarity and discussion is needed on the data contained on pages 22 and 23. We accept that the rates are generally very high and that maintaining such transfer rates would be positive. Perhaps it would also be possible to refer to numbers here, in order to illustrate the relationship between Outcome 2 targets and the numbers moving through to Welsh-medium secondary schools in the future?
- 2.14** The consultation document notes that transfer rates are not a cause for concern in the county, yet transfer rates between key stages 4 and 5 are much lower than previous stages. We accept that there are obvious reasons for this, but it would be useful to include a discussion on these transfer rates, including what the Council will do to try to improve these rates. There is clear scope here to discuss sixth form provision in the county's secondary schools, and also to discuss post-16 provision in further education colleges. We know that these issues are discussed to a certain extent under Outcome 4.

### **Outcome 4: More learners study for assessed qualifications in Welsh (as a subject) and subjects through the medium of Welsh**

- 2.15** As the consultation document notes, increasing the numbers receiving primary education through the medium of Welsh (720 learners in year one by 2032) is unlikely to affect the position of secondary schools for several years. As there are also no bilingual secondary schools in the county, it is understandable that there are fewer clear actions for this outcome.



- 2.16** However, the table on page 28 sets out the Council's anticipated increase in numbers attending Welsh-medium secondary education if it succeeds in achieving targets for Outcome 2. Although this increase will not trickle through to the secondary sector for some years, it would be helpful if this section outlines the likely implications of this for the secondary sector in the future. While we accept that it may be early in terms of discussing specific projects and strategies to expand the county's secondary provision, it would be useful to understand more about the county's longer-term plans and vision in relation to Welsh-medium secondary provision.
- 2.17** We welcome the detail of the developments underway to expand the capacity of Welsh-medium schools where demand is currently high. It would be useful to set these developments in the context of the county's long-term plans – in other words, in terms of the capacity of the secondary sector to cope with the proposed increase in the number of pupils coming from the Welsh-medium primary sector over the next ten years.
- 2.18** There is no discussion here as regards to how the Council will work with English-medium schools to increase Welsh-medium provision. We know that some schools in the county, for example Treorchy Comprehensive School, offer provision through the medium of Welsh. The inclusion of a target and statement on these matters is a requirement of the Schedule to the Welsh in Education Strategic Plans (Wales) Regulations 2019, and is referred to in Government guidance.
- 2.19** The table on pages 24 and 25 sets out the number and percentage of secondary age learners assessed for Welsh and Welsh Second Language AS and A levels. However, there is no discussion on this data, nor is there a strategy for improving these numbers. It would be useful to include more specific plans in terms of ensuring an increase in the numbers studying Welsh as an A Level subject. This may include promotion strategies, as well as more practical matters, for example in which column(s) Welsh as a subject is set when pupils choose subjects to study at A Level.
- 2.20** Linked to point 2.14 above we believe that more attention should be given to the situation of post-16 Welsh-medium provision, whether in schools or in further education colleges. The lack of linguistic progression in this phase is a problem at national level. Further analysis of the situation in the county is needed, including more concrete actions in terms of how the Council will work with Welsh-medium schools and further education colleges to ensure an attractive curricular provision through the medium of Welsh. The consultation document accepts that options to improve Welsh-medium GCSE, AS and A level education provision need further examination, and refers to the E-sgol project. These commitments are too vague and more concrete action points with specific timescales need to be provided.
- 2.21** An important principle in our view is the need to ensure Welsh-medium education for all those who wish it. In the context of the county's secondary provision there is no



discussion of the extent to which Welsh-medium education is available and within reasonable travelling distance of all those who wish it. We understand that this can be challenging in terms of the geography of the county, but it would be useful to include more about how the county facilitates access to Welsh-medium education (for example, travel policies to Welsh-medium secondary and further education).

### **Outcome 5: More opportunities for learners to use Welsh in different contexts in school**

- 2.22** We welcome the detail provided for this outcome, and have no further comments on the actions.
- 2.23** The consultation document refers to the fact that the Council has a Welsh Language Promotion Strategy, which was approved in 2016. We are pleased to see that the Council wishes to ensure that the Welsh in Education Strategic Plan is aligned with this strategy. The Council will be expected to produce and publish a revised version of the promotion strategy 5 years after the publication of the initial strategy. There are clear benefits in considering and developing the content of these strategies in parallel with each other.

### **Outcome 6: Increase in the provision of Welsh-medium education for pupils with additional learning needs ('ALN')**

- 2.24** According to the consultation document the Council's Cabinet approved a report in 2019 outlining specific and significant proposals for changing ALN provision through the medium of Welsh. Due to the impact of the Covid-19 pandemic, the Council's Cabinet agreed to move forward with alternative plans – to fund mainstream secondary schools to establish their own alternative curriculum for learners with Social, Emotional and Behavioural Difficulties. It is not clear to us to what extent these alternative plans address the deficiencies in the ALN provision through the medium of Welsh which were outlined in 2019 report. We understand that the pandemic has significantly affected the Council's ability to operate in a number of areas, and we accept that plans may need to be changed and adapted as a result. However, it would be useful to understand if the Council intends to revisit the report's recommendations in 2019 in the future, and hopes to act on the recommendations?
- 2.25** The consultation document refers to the requirements of the Additional Learning Needs and Education Tribunal (Wales) Act 2018. A review of the adequacy of additional learning provision through the medium of Welsh, and also the Welsh-speaking workforce, are requirements under the Act. Paragraph 7.19 of the code also states that if a local authority considers that the additional learning provision available through the medium of Welsh is insufficient, it must take all reasonable steps to



rectify the matter. Whilst the consultation document clearly sets out the Council's aspiration to comply fully with the requirements of the Act, we believe that including a more detailed timetable of when the Council will review ALN provision through the medium of Welsh. Conducting a detailed review is absolutely key, and the findings of any such review would provide a clear opportunity to re-consider some of the recommendations of the report approved by the Council's cabinet in 2019.

**Outcome 7: Increase the number of teaching staff able to teach Welsh (as a subject) and teach through the medium of Welsh**

- 2.26** Section 5 of the consultation document provides useful data on the current situation of the education workforce in the county, including the results of the annual census of the education workforce. What is missing, however, is an analysis of what all this means in the context of the county's targets and vision for the Welsh language. In other words, we accept that the intention is to increase the number of teachers who are able to work through the medium of Welsh, but it is not clear what the scale of the challenge facing the county is in this regard. It would be useful to have a high level analysis of how much progress and development is needed in terms of the Welsh-medium workforce in order to be able to achieve the remaining objectives of the plan in question.
- 2.27** Although many positive action points are discussed in this section, some of the action points are very vague. For example how exactly will the Council work in conjunction with Mudiad Meithrin to ensure that there is an adequate childcare and early years workforce? It would be possible to include much more detailed and concrete commitments in terms of working with childcare qualification providers, as well as specific programmes from the National Centre for Learning Welsh and Mudiad Meithrin such as Work Welsh and Camau.

Yours sincerely,

We hope you find these comments useful as you strengthen the plan following the consultation.

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Welsh Language Commissioner



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05/11/202

Annwyl Gyfaill,

## Cynllun Strategol Cymraeg mewn Addysg 2022-2032

### 1. Sylwadau agoriadol

- 1.1** Yn gyffredinol credwn fod y cynllun strategol hwn yn adlewyrchu gweledigaeth gadarnhaol y Sir dros y Gymraeg ym myd addysg. Rydym yn croesawu'r camau gweithredu sydd wedi'u cynnwys a bydd cyflawni amcanion a thargedau'r cynllun hwn yn gam arwyddocaol yng nghyd-destun cyfraniad y sir at y weledigaeth genedlaethol o Gymru gynyddol ddwyieithog. Er ein bod yn gefnogol i dargedau a phrif gonglfeini'r cynllun, credwn byddai modd ei gryfhau'r pe bai'r cyngor yn rhoi sylw i'r materion a godir yn ein hymateb isod. Rydym yn edrych ymlaen at gydweithio ymhellach wrth i'r sir weithredu'r cynllun ac i gyflawni ei gweledigaeth dros yr iaith Gymraeg.
- 1.2** Yn naturiol, bydd ein hymateb isod yn canolbwyntio yn bennaf ar yr agweddau o'r cynllun yr ydym o'r farn y gallesid eu cryfhau. Mae 2 brif bwynt yn codi yn ein hymateb sydd angen eu pwysleisio (byddwn yn ymhelaethu ar y rhain yn ein hymateb fesul deilliant isod):

- **Mwy o fanylder ac ymrwymadau penodol ar gyfer Deilliant 1 a 2:** Oherwydd sefyllfa a natur bresennol darpariaeth cyfrwng Cymraeg y sir, mae llwyddiant y strategaeth 10 mlynedd hon yn dibynnu i raddau helaeth ar gyflawni amcanion a thargedau Deilliant 1 a 2. Os bydd y Cyngor yn llwyddo i sicrhau'r cynnydd sylweddol yn niferoedd y plant fydd yn mynychu addysg gynradd cyfrwng Cymraeg yn ystod oes y cynllun, yna wrth reswm fe fydd pwyslais cynyddol ar Ddeilliannau eraill y cynllun (yn enwedig y ddarpariaeth uwchradd). Yn y cyd-destun hwn credwn fod angen mwy o fanylder ac eglurder ar gyfer Deilliant 1 a 2, yn enwedig o ran

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dadansoddi'r sefyllfa gyfredol, ac o ran cyfraniad datblygiadau sydd eisoes ar y gweill i gyflawni'r targedau 10 mlynedd sydd wedi'u gosod. Ar hyn o bryd mae amryw o'r pwyntiau gweithredu yn rhy amwys ac ddim yn cynnwys amserlen penodol ar gyfer eu gweithredu. Mae hyn yn arbennig o wir o ran ehangu darpariaeth gofal ac addysg blyneddoddedd cynnar; y gwaith o hyrwyddo'r ddarpariaeth hon; a sicrhau cyfraddau trosglwyddo effeithiol i mewn i ddsbarthiadau derbyn cyfrwng Cymraeg. Byddai hefyd modd cynnwys rhagor o fanylder ynghylch y datblygiadau tebygol fydd angen eu hystyried a'u cynllunio yn ail hanner oes y cynllun (hynny yw, ar ben y cynlluniau sydd eisoes ar waith).

- **Cynnwys dadansoddiad mwy eglur o'r sefyllfa gyfredol:** Yn gysylltiedig â'r pwynt uchod, mae'r ddogfen ymgynghori mewn sawl man yn cynnwys ymrwymiad i gynnal ymarferiad mapio darpariaeth, a hynny at bwrpas adnabod gwendidau a chynllunio strategaethau er mwyn gwella'r sefyllfa. Rydym yn cytuno bod angen i waith mapio a dadansoddi o'r fath fod yn broses parhaol. Er hynny, mae gan y Cyngor eisoes ddealltwriaeth fanwl iawn o'r ddarpariaeth bresennol fel y gwelir yn yr atodiadau, a chredwn y gallasai'r cynllun yn ei gyfanrwydd gyfeirio yn fwy cyson a manwl at y ddealltwriaeth a'r data hwn fel sail ar gyfer gosod pwyntiau gweithredu. Mae hyn yn arbennig o wir mewn perthynas â Deilliant 1 a 2. Dyw'r adrannau hyn ddim ar hyn o bryd yn llwyddo i egluro'n effeithiol y sefyllfa gyfredol o ran darpariaeth cyfrwng Cymraeg, hyd a lled yr her o ran cyflawni'r targedau sydd wedi'u gosod, a'r cyfraniad bydd ymrwymadau a chynlluniau penodol yn gweud tuag at gyflawni'r targedau. Canlyniad hyn oll yw ei bod yn anodd iawn dod i farn bendant ynghylch a yw'r cynlluniau yn ddigonol er mwyn cyflawni'r targedau heriol sydd wedi'u gosod. Byddai cynnwys mwy o'r data sydd ar hyn o bryd yn yr atodiad fel rhan o'r naratif y gwahanol ddeilliannau gam cychwynnol ar gyfer cryfhau'r agwedd hwn o'r cynllun.

### 1.3 Fel pwynt cyffredinol, hoffem bwysleisio'r berthynas agos sy'n bodoli rhwng gofynion llunio CSCA, a dyletswyddau'r Sir yn unol â Mesur y Gymraeg (Cymru) 2011.

- Fel y gwyddoch, yn sgil Mesur y Gymraeg (Cymru) 2011 mae gofyn i'r Sir gydymffurfio â safonau'r Gymraeg. Mae 5 math o safonau perthnasol ac yn eu plith mae'r safonau llunio polisi a safonau sy'n ei gwneud yn ofynnol i'r sir lunio strategaeth 5 mlynedd sy'n esbonio sut yr ydych yn bwriadu mynd ati i hybu'r Gymraeg ac i hwyluso defnyddio'r Gymraeg yn ehangach yn eich ardal.
- Mae'r safonau llunio polisi yn cynnwys gofynion i gorff sicrhau bod ystyriaeth briodol yn cael ei rhoi i effeithiau penderfyniadau polisi ar gyfleoedd i ddefnyddio'r Gymraeg ac i beidio â thrin y Gymraeg yn llai ffafriol na'r Saesneg. Nid yw gofynion y safonau llunio polisi yn bodoli mewn gwagle ar wahân i ofynion sy'n deillio o ddeddfau neu ddyletswyddau eraill, er enghraifft Deddf Safonau a Threfniadaeth Ysgolion (Cymru) 2013 a'r ddyletswydd ar awdurdodau lleol i gyflwyno CSCA.



- Credwn fod manteision amlwg i'r Cyngor ystyried y dyletswyddau sydd arno dan y safonau llunio polisi ochr yn ochr â dyletswyddau cysylltiedig y CSCA a Deddf Safonau a Threfniadaeth Ysgolion (Cymru) 2013. Bydd sicrhau bod gweledigaeth ac amcanion y CSCA yn ganolog i'r broses fwy cyffredinol o asesu effaith penderfyniadau polisi'r sir yn hwyluso cydymffurfiaeth â'r safonau llunio polisi.
- Yn yr un modd bydd sicrhau cydymffurfiaeth lawn â gofynion y safonau llunio polisi wrth asesu effaith cynigion polisi yn y dyfodol yn cyfrannu at wireddu gweledigaeth ac amcanion y CSCA. Y pwynt allweddol yma yw'r angen i'r sir sicrhau proses drylwyr ar gyfer asesu a diwygio cynigion polisi yn y dyfodol, a hynny er mwyn sicrhau yr effeithiau mwyaf cadarnhaol posib ar y Gymraeg a chyflawniad y CSCA. Mae hyn yn berthnasol i benderfyniadau polisi ym maes addysg yn benodol, ond hefyd penderfyniadau polisi mwy eang, er enghraifft, yn ymwneud a chynllunio, yr economi, neu gludiant.
- Er hynny, mae'n bwysig sylweddoli y gall y gofynion i ystyried effeithiau penderfyniadau ar y Gymraeg fod yn wahanol o dan safonau'r Gymraeg o'i gymharu â'r ddyletswydd dan ddeddfwriaethau eraill. Mae'n golygu y gallai gofynion y safonau ei gwneud yn ofynnol i awdurdodau lleol gymryd camau pellach i gydymffurfio â'r safonau.
- Ym mis Medi 2020 cyhoeddodd Gomisiynydd y Gymraeg ddogfen cyngor arferion da Safonau Llunio Polisi, sy'n cynnig syniadau a chyngor ymarferol ynghylch sut i fynd ati i gydymffurfio â dyletswyddau iaith statudol, yn enwedig mewn perthynas â gofynion deddfwriaethol eraill sy'n berthnasol i'r Gymraeg. Credwn y bydd y ddogfen gyngor yma yn gymorth i'r Cyngor, nid yn unig o ran cydymffurfio a gofynion Mesur y Gymraeg Cymru, ond hefyd er mwyn sicrhau bod gweledigaeth y sir dros yr iaith Gymraeg yn treiddio'n llwyr i agenda a phenderfyniadau polisi addysg y sir.

## 2. Deilliannau CSCA

### Deilliant 1: Mwy o blant meithrin/tair oed yn cael eu haddysg drwy gyfrwng y Gymraeg

- 2.1 Rydym yn croesawu'r drafodaeth o'r nifer helaeth o gamau sydd eisoes wedi'u cymryd er mwyn sicrhau cynnydd yn narpariaeth cyn-ysgol a blynyddoedd cynnar cyfrwng Cymraeg. Fel mae'r ddogfen ymgynghori yn nodi, er gwaethaf y camau mae'r Cyngor eisoes yn cymryd, nid yw'n ymddangos bod llawer o gynnydd wedi bod yn nifer y dysgwyr cyn-meithrin a meithrin sy'n mynychu darpariaeth cyfrwng Cymraeg dros y 5 mlynedd diwethaf. Mae'n amlwg felly bod rhaid i'r Cyngor gyflwyno newidiadau sylweddol ac arwyddocaol i'r ffyrdd o gynllunio ac hyrwyddo darpariaeth



cyn-ysgol cyfrwng Cymraeg, os am gyrraedd y targedau heriol sydd wedi'u gosod (cynnydd o 21% yn 2022 i 30% erbyn 2031).

- 2.2** Yn ôl data diweddaraf Arolygiaeth Gofal Cymru, yn 2019-20 roedd 12% o leoedd gofal plant yn Rhondda Cynon Taf yn cynnig darpariaeth cyfrwng Cymraeg, ac 8% yn cynnig darpariaeth ddwyieithog. Mae hyn yn cymharu â 19.1% o blant cynradd Blwyddyn 1 sy'n cael eu haddysgu drwy gyfrwng y Gymraeg. Er bod y ddogfen ymgynghori yn cynnwys ystadegau am ddarpariaeth gofal plant yn y sir, nid yw'n hawdd deall sefyllfa bresennol gofal plant a darpariaeth blynnyddoedd cynnar cyfrwng Cymraeg y sir, yn benodol mewn perthynas â'r targedau sydd wedi'u gosod ar gyfer y deng mlynedd nesaf. Rydym yn deall wrth gwrs fod sefyllfa a data gofal plant yn gallu bod yn gymhleth, ond byddai'n ddefnyddiol cael dehongliad a barn y sir ynghylch y sefyllfa ar hyn o bryd. Er enghraifft;
- A oes capasiti digonol yn y ddarpariaeth er mwyn sicrhau'r twf mae'r sir yn dymuno ei weld o ran niferoedd fydd yn derbyn addysg gynradd cyfrwng Cymraeg yn ystod oes y cynllun?
  - Os oes angen cynyddu capasiti er mwyn cyflawni targedau'r cynllun strategol, yna beth yw maint y dasg sy'n wynebu'r cyngor yn y cyd-destun hwn, a pha ardaloedd yn benodol fydd yn cael eu targedu a phryd?
- 2.3** Yn gysylltiedig â'r sylwadau uchod, rydym yn croesawu llwyddiant y Cyngor i sicrhau arian grant cyfalaf at bwrpas sefydlu ac ehangu darpariaeth cyn-ysgol cyfrwng Cymraeg yn y sir. Mae manylder yn cael ei gynnwys am nifer o'r prosiectau cyfrwng Cymraeg sydd wedi, neu wrthi yn cael eu gweithredu. Mae'r ddogfen ymgynghori yn nodi bod y cyngor yn rhagweld cynnydd o 65% yn nifer y lleoedd cyfrwng Cymraeg o ganlyniad i'r prosiectau yma. Er ein bod yn croesawu hyn yn fawr, byddai'n ddefnyddiol deall arwyddocâd y datblygiadau hyn yng nghyd-destun y targedau sydd wedi'u cynnwys yn y tabl ar ddiwedd tudalen 14. Hynny yw, a fydd y datblygiadau hyn yn ddigonol er mwyn sicrhau'r capasiti angenrheidiol a fydd yn arwain at gyflawni'r targedau, neu a fydd angen cynlluniau pellach mewn rhai ardaloedd?
- 2.4** Rydym yn deall pwysigrwydd cyllid grant ar gyfer sefydlu darpariaeth cyfrwng Cymraeg yn y sir, yn enwedig o ran unrhyw brosiectau cyfalaf sylweddol. Er hyn mae'r trydydd paragraff ar dudalen 13 yn awgrymu bod unrhyw ddatblygiadau pellach o safbwynt sefydlu darpariaeth newydd (hynny yw, y tu hwnt i'r cynlluniau sydd eisoes wedi'u hariannu ac wedi'u cytuno) yn ddibynnol ar dderbyn cyllid ychwanegol yn y dyfodol. Er mor allweddol yw sicrhau cyllid digonol gan Lywodraeth Cymru, credwn fod angen cydnabod yma hefyd gyfrifoldebau a gallu'r Sir i weithredu ac ariannu cynlluniau ar gyfer ehangu gofal plant cyfrwng Cymraeg.
- 2.5** Rydym yn croesawu'r ymrwymiad i gynnal ymarferiad mapio i ddeall yn well lefel y ddarpariaeth bresennol. Er hyn, mae'n rhwystredig na chafodd y gwaith mapio ei wneud yn ystod proses llunio'r cynllun strategol hwn, fel y bo modd felly gynnig



dadansoddiad a phwyntiau gweithredu mwy manwl yma. Dylai pwyntiau gweithredu'r CSCA gael ei lunio ar sail gwaith mapio a dadansoddi manwl, yn hytrach na chynnwys ymrwymiad i gynnal gwaith mapio o'r fath yn y dyfodol. Credwn felly ei bod yn allweddol bod y gwaith hwn yn cael ei gwblhau yn gynnar yn oes y strategaeth, a hynny er mwyn gallu gweithredu ar sail y canfyddiadau. Byddai'n ddefnyddiol felly cynnwys amserlen fwy penodol ar gyfer cychwyn a chwblhau'r gwaith hollbwysig hwn, a hefyd ar gyfer addasu'r cynllun strategol ar sail y canfyddiadau. Er enghraifft, ai bwriad y Cyngor yw defnyddio'r Asesiad Digonolrwydd Gofal Plant nesaf fel ffordd o fapio yn fwy manwl y ddarpariaeth cyfrwng Cymraeg?

- 2.6** Mae'r ddogfen ymgynghori yn nodi bod nifer y Cylchoedd Meithrin a nifer y plant sy'n mynychu Cylchoedd meithrin wedi gostwng dros y 5 mlynedd diwethaf. Byddai'n ddefnyddiol cael mwy o fanylder ynghylch y rhesymau dros hyn, a sut bydd hyn yn newid yn sgil y prosiectau cyfalaf sydd wedi cael eu cwblhau, neu ar fin cael eu cwblhau. O edrych ar y tablau yn yr atodiad ymddengys bod niferoedd y cylchoedd meithrin wedi bod yn gyson tan 2019/20 a bod y niferoedd oedd yn mynychu wedi bod yn cynyddu hyd at 2019/20. Mae'n debyg bod y gostyngiad yn 2019/20 yn bennaf yn ganlyniad i effeithiau pandemig Covid 19, ac o bosib bod y naratif bod niferoedd yn lleihau ychydig yn gamarweiniol?
- 2.7** Mae datblygu capasiti y sector yng nghyd-destun y targedau yn hollbwysig, ond mae rhaid hefyd sicrhau bod teuluoedd yn manteisio ar y ddarpariaeth hon. Yn y cyd-destun hwn rydym yn croesawu'r sylw sy'n cael ei neilltuo i faterion yn ymwneud ag hyrwyddo a rhannu gwybodaeth am addysg drwy gyfrwng y Gymraeg. Credwn fod angen ymrwymiad mwy pendant ynghylch cynnwys hyrwyddo addysg cyfrwng Cymraeg fel rhan o Raglen Iechyd y Gwasanaeth Lles a Chydnerthedd. Mae'n bosib byddai modd ymhelaethu yma hefyd ar ymrwymadau'r cyngor o ran marchnata addysg cyfrwng Cymraeg (fel yr amlinellir ar ddiwedd y ddogfen ar dudalen 40). Mae'n debyg mai'r brif her yw argyhoeddi teuluoedd i gychwyn eu plant ar y daith mewn addysg cyfrwng Cymraeg, ac felly mae angen sylw penodol i hyrwyddo a marchnata darpariaeth gofal plant ac addysg blynnyddoedd cynnar cyfrwng Cymraeg. Yn gysylltiedig â hyn, mae'n hanfodol bod unrhyw waith mapio ac ymchwil pellach y bydd y cyngor yn ei gynnal yn ystyried materion yn ymwneud â chcludiant i ddarpariaeth gofal drwy gyfrwng y Gymraeg. Mae sicrhau bod y ddarpariaeth o fewn pellter rhesymol ac sy'n hwylus i rieni yn allweddol i sicrhau bod mwy o deuluoedd yn dewis addysg cyfrwng Cymraeg i'w plant.

## **Deilliant 2: Mwy o blant dosbarth derbyn/pump oed yn cael eu haddysg drwy gyfrwng y Gymraeg**

- 2.8** Yn gysylltiedig â phwynt 2.5 uchod, mae'n peri rhwystredigaeth inni fod ymrwymiad yma i gynnal ymarferiad mapio ysgolion cynradd cyfrwng Cymraeg yr ardal, i



ddadansoddi'r diffygion, nodi meysydd i'w gwella, a llunio strategaethau er mwyn cyflawni gwelliannau. Dyna yw'r hyn y dylai'r cynllun strategol hwn ei wneud. Er bod rhywfaint o gyfeirio at ddata a'r sefyllfa gyfredol yn y ddogfen drafft, credwn bod lle i gryfhau yr agwedd hwn o'r cynllun. Mae'r data a'r wybodaeth eisoes gan y Cyngor ac felly mae angen cynnwys dadansoddiad o'r fath fel sail ar gyfer ymrwymiadau Deilliant 2.

- 2.9** Rydym yn croesawu'r nifer o brosiectau cyfalaf arwyddocaol sydd wrthi yn cael eu gweithredu yn y sir. Yn amlwg fe fydd y prosiectau hyn yn ehangu darpariaeth cyfrwng Cymraeg y sir, ond byddai'n defnyddiol derbyn mwy o fanylder ynghylch hyn. Hynny yw, beth yw arwyddocâd y datblygiadau hyn yng nghyd-destun targedau'r Cyngor a'u cyfraniad at y targed o 32% o blant dosbarth derbyn/pump oed yn cael eu haddysg drwy gyfrwng y Gymraeg. Hefyd, mae'r cynlluniau hyn eisoes ar y gweill. Hoffem wybod beth fydd y Cyngor yn ei wneud yn ychwanegol i hyn yn y dyfodol, wedi'r cyfan byddai'n fuddiol iawn o safbwynt Strategaeth Cymraeg 2050 petai'r targed hwn yn cael ei basio.
- 2.10** Rydym yn cytuno yn llwyr fod angen hwyluso mynediad at addysg cyfrwng Cymraeg i ddysgwyr o bob oedran, a bod darpariaeth trochi yn y Gymraeg yn hanfodol yn y cyd-destun hwn. Er hyn mae'r ymrwymiadau ar dudalen 17 yn amwys ac yn nodi bydd y Cyngor yn ystyried creu dosbarth trochi ar gyfer hwyrdyfodiad. Os nad yw'r Cyngor ar hyn o bryd mewn lle i gynnwys ymrwymiad mwy pendant, yna credwn fod angen nodi'n fwy penodol y camau y bydd y Cyngor yn eu cymryd er mwyn bod mewn sefyllfa i wneud penderfyniad, yn ogystal a pryd fydd hyn yn digwydd. Mae hefyd rywfaint o anghysondeb yma gan fod brawddeg olaf paragraff 4, tudalen 18 yn nodi bydd y 'Cyngor wedi creu dosbarth trochi yn y Gymraeg ar gyfer hwyrdyfodiad' yn ystod oes y cynllun.
- 2.11** Yn gyffredinol, nid ydym o'r farn fod digon o fanylder na phwyntiau gweithredu pendant ar gyfer y deilliant hollbwysig hwn. Mae hyn yn arbennig o wir o ystyried bod canran y dysgwyr gafodd eu hasesu yn y Gymraeg fel iaith gyntaf ar ddiwedd y Cyfnod Sylfaen wedi gostwng o 21% yn 2015 i 18% yn 2019. Mae angen dadansoddiad manwl o'r sefyllfa gyfredol ac effaith prosiectau cyfalaf presennol ar gapasiti'r sector cyfrwng Cymraeg. Mae'r pwyntiau gweithredu ar gyfer sicrhau cynnydd sylweddol yn nifer dysgwyr dosbarth derbyn fydd yn derbyn addysg cyfrwng Cymraeg yn ystod oes y cynllun yn seiliedig ar 3 phwynt gweithredu sydd ar y cyfan yn amwys. Yn gyntaf mae sôn am y prosiectau cyfalaf sydd eisoes wedi'u cytuno ac wrthi yn cael eu gweithredu. Yn ail mae sôn am gyllid ychwanegol fydd o bosib ar gael ar gyfer prosiectau ychwanegol yn y dyfodol, ond heb ddim sôn am natur na lleoliad y datblygiadau hyn. Ac yn olaf, mae ymrwymiad i gynnal gwaith mapio mwy manwl yn y dyfodol. Fel mae'n sefyll, nid yw'r drafodaeth yma yn ein argyhoeddi ni bod cynlluniau digon cadarn mewn lle ar gyfer sicrhau'r cynnydd sylweddol yn nifer plant dosbarth derbyn fydd yn mynychu addysg cyfrwng Cymraeg. I ategu'r pwyntiau cyffredinol a wnaed yn 1.2 uchod credwn mai un lle amlwg y gellid cryfhau'r





strategaeth yw drwy ddarparu llawer mwy o fanylder ac eglurder ynghylch y gwaith hollbwysig o ehangu darpariaeth gofal ac addysg blynyddoedd cynnar, hyrwyddo'r ddarpariaeth hon, ac yna sicrhau cyfraddau trosglwyddo effeithiol i mewn i addysg gynradd cyfrwng Cymraeg.

### **Deilliant 3: Mwy o blant yn parhau i wella eu sgiliau Cymraeg wrth drosglwyddo o un cyfnod o'u haddysg statudol i un arall**

- 2.12** Mae'r ddogfen ymgynghori yn nodi bod 67.9% o blant oedd wedi mynychu cylchoedd meithrin wedi pontio i ysgolion cynradd cyfrwng Cymraeg yn 2019/20. Er bod hyn yn gynnydd sylweddol o'r ffigwr o 57.3% yn 2015/16 mae'n parhau i fod yn sylweddol is na'r cyfartaledd cenedlaethol o 88% ar gyfer 2019/20. Rydym yn croesawu'r ffaith fod y cynllun strategol yn cyfeirio at yr angen i wella'r cyfraddau trosglwyddo hyn, a hefyd fod y gwaith o ddatblygu lleoliadau gofal plant a'r blynyddoedd cynnar fel eu bod wedi eu cydleoli ar safleoedd ysgolion cynradd cyfrwng Cymraeg yn hollbwysig. Byddai'n ddefnyddiol derbyn rhagor o fanylder ynghylch y cynlluniau/datblygiadau sydd eisoes yn cael eu gweithredu, yn ogystal â thrafodaeth am effaith posibl y datblygiadau hyn ar gyfraddau trosglwyddo a'r nifer fydd yn debygol o fynychu ysgolion cynradd cyfrwng Cymraeg.
- 2.13** Credwn bod angen rhagor o eglurder a thrafodaeth ynghylch y data sy'n cael ei gynnwys ar dudalennau 22 a 23. Rydym yn derbyn bod y cyfraddau yn uchel iawn ar y cyfan ac y byddai parhau a chyfraddau trosglwyddo o'r fath yn gadarnhaol. Efallai byddai modd cyfeirio at niferoedd yn ogystal yn fan hyn, a hynny er mwyn dangos y berthynas rhwng targedau Deilliant 2 a'r niferoedd fydd yn rhaeadru i ysgolion uwchradd cyfrwng Cymraeg yn y dyfodol?
- 2.14** Mae'r ddogfen ymgynghori yn nodi nad yw cyfraddau trosglwyddo yn destun pryder yn y sir, ond eto mae cyfraddau trosglwyddo rhwng cyfnod allweddol 4 a 5 yn llawer is na'r cyfnodau blaenorol. Rydym yn derbyn bod rhesymau amlwg dros hyn, ond byddai'n ddefnyddiol cynnwys trafodaeth am y cyfraddau trosglwyddo hyn, gan gynnwys yr hyn fydd y Cyngor yn ei wneud er mwyn ceisio gwella'r cyfraddau hyn. Mae lle amlwg yma i drafod darpariaeth chweched dosbarth yn ysgolion uwchradd y sir, a hefyd i drafod darpariaeth ôl-16 mewn colegau addysg bellach. Gwyddom fod rhywfaint o drafodaeth am y materion hyn yn Neilliant 4.

### **Deilliant 4: Mwy o ddysgwyr yn astudio ar gyfer cymwysterau Cymraeg (fel pwnc) a phynciau drwy gyfrwng y Gymraeg**

- 2.15** Fel mae'r ddogfen ymgynghori yn ei nodi, ni fydd y gwaith o gynyddu'r niferoedd sy'n derbyn addysg gynradd drwy gyfrwng y Gymraeg (720 o ddysgwyr ym mlwyddyn un erbyn 2032) yn debygol o effeithio ar sefyllfa ysgolion uwchradd am sawl blwyddyn.



Gan nad oes chwaith unrhyw ysgolion uwchradd dwyieithog yn y sir, mae'n ddealladwy bod llai o gamau gweithredu amlwg ar gyfer y deilliant hwn.

- 2.16** Er hyn, mae'r tabl ar dudalen 28 yn nodi'r cynnydd y mae'r Cyngor yn ei ragweld yn y niferoedd fydd yn mynychu addysg uwchradd cyfrwng Cymraeg os bydd yn llwyddo i gyflawni targedau ar gyfer deilliant 2. Er na fydd y cynnydd hwn yn rhaeadru i'r sector uwchradd am rai blynyddoedd, byddai'n ddefnyddiol pe bai'r adran hon yn trafod oblygiadau tebygol hyn i'r sector uwchradd yn y dyfodol. Tra ein bod yn derbyn ei bod yn gynnar efallai i drafod prosiectau a strategaethau penodol i ehangu darpariaeth uwchradd y sir, byddai'n ddefnyddiol deall mwy am gynlluniau a gweledigaeth tymor hwy'r sir o ran darpariaeth uwchradd cyfrwng Cymraeg.
- 2.17** Rydym yn croesawu'r manylder o ran y datblygiadau sydd ar waith er mwyn ehangu capasiti ysgolion cyfrwng Cymraeg lle mae'r galw yn uchel ar hyn o bryd. Byddai'n ddefnyddiol gosod y datblygiadau hyn yng nghyd-destun cynlluniau hir dymor y sir – hynny yw, o ran capasiti'r sector uwchradd i ymdopi â'r cynnydd arfaethedig yn nifer y disgyblion fydd yn deillio o'r sector cynradd cyfrwng Cymraeg dros y deng mlynedd nesaf.
- 2.18** Does dim trafodaeth yma am sut bydd y Cyngor yn cydweithio ag ysgolion cyfrwng Saesneg er mwyn cynyddu darpariaeth cyfrwng Cymraeg. Gwyddom fod rhai ysgolion yn y sir, er enghraifft Ysgol Gyfun Treorci, yn cynnig darpariaeth drwy gyfrwng y Gymraeg. Mae cynnwys targed a datganiad ynghylch y materion hyn yn ofyniad yn Atodlen i Reoliadau Cynlluniau Strategol Cymraeg mewn Addysg (Cymru) 2019, ac yn cael ei grybwyll yng nghanllawiau'r Llywodraeth.
- 2.19** Mae'r tabl ar dudalen 24 a 25 yn nodi nifer a chanran y dysgwyr oedran uwchradd a gafodd eu hasesu ar gyfer cymhwyster Uwch Gyfrannol a Safon Uwch Cymraeg Iaith gyntaf ac Ail Iaith. Er hyn, nid oes trafodaeth o'r data yma, na chwaith strategaeth ar gyfer gwella'r niferoedd hyn. Byddai'n ddefnyddiol cynnwys cynlluniau mwy penodol o ran sicrhau cynnydd yn y niferoedd sy'n astudio'r Gymraeg fel pwnc Lefel A. Gall hyn gynnwys strategaethau hyrwyddo, yn ogystal â materion mwy ymarferol, er enghraifft ym mha golofn(au) mae'r Gymraeg fel pwnc yn cael ei gosod wrth i ddisgyblion ddewis pynciau astudio Lefel A.
- 2.20** Yn gysylltiedig â phwynt 2.14 uchod credwn fod angen mwy o sylw i sefyllfa darpariaeth cyfrwng Cymraeg ôl-16, boed hynny mewn ysgolion neu mewn colegau addysg bellach. Mae diffyg dilyniant ieithyddol yn y cyfnod yma yn broblem ar lefel genedlaethol. Mae angen dadansoddiad pellach o'r sefyllfa yn y sir, gan gynnwys camau gweithredu mwy pendant o ran sut bydd y Cyngor yn cydweithio â'r ysgolion cyfrwng Cymraeg a cholegau addysg bellach er mwyn sicrhau cynnig cwricwlaidd deniadol drwy gyfrwng y Gymraeg. Mae'r ddogfen ymgynghori yn derbyn bod angen archwilio ymhellach opsiynau i wella darpariaeth addysg TGAU, Uwch Gyfrannol a Safon Uwch drwy gyfrwng y Gymraeg, ac yn crybwyll prosiect E-sgol. Mae'r

ymrwymiaidau hyn yn rhy amwys ac mae angen cynnig pwyntiau gweithredu mwy pendant ac amserlen benodol.

- 2.21** Un egwyddor bwysig yn ein barn ni yw bod angen sicrhau addysg cyfrwng Cymraeg i bawb sy'n ei dymuno. Yng nghyd-destun darpariaeth uwchradd y sir nid oes trafodaeth o'r graddau y mae addysg cyfrwng Cymraeg ar gael ac o fewn pellter teithio rhesymol i bawb sy'n ei dymuno. Rydym yn deall y gall hyn fod yn heriol o ran daearyddiaeth y sir, ond byddai'n ddefnyddiol cynnwys mwy am sut mae'r sir yn hwyluso mynediad at addysg drwy gyfrwng y Gymraeg (er enghraifft, polisïau teithio i ysgolion uwchradd ac addysg bellach cyfrwng Cymraeg).

#### **Deilliant 5: Mwy o gyfleoedd i ddysgwyr ddefnyddio'r Gymraeg mewn cyd-destunau gwahanol yn yr ysgol**

- 2.22** Rydym yn croesawu'r manylder sy'n cael ei ddarparu ar gyfer y deilliant hwn, ac nid oes gennym sylwadau pellach ynghylch y camau gweithredu.
- 2.23** Mae'r ddogfen ymgynghori yn cyfeirio at y ffaith fod gan y Cyngor Strategaeth Hybu'r Gymraeg, a gafodd ei gymeradwyo yn 2016. Rydym yn falch o weld bod y Cyngor am sicrhau bod y Cynllun Strategol y Gymraeg mewn Addysg am gael ei alinio â'r strategaeth hon. Fel y gwychoch, fe fydd disgwyl i'r Cyngor gyflwyno a chyhoeddi fersiwn diwygiedig o'r strategaeth hybu 5 mlynedd ar ôl cyhoeddi'r strategaeth gychwynnol. Mae manteision amlwg o ystyried a datblygu cynnwys y strategaethau hyn ochr yn ochr.

#### **Deilliant 6: Cynnydd yn y ddarpariaeth addysg cyfrwng Cymraeg i ddisgyblion ag anghenion dysgu ychwanegol ('ADY')**

- 2.24** Yn ôl y ddogfen ymgynghori fe gymeradwyodd Cabinet y Cyngor adroddiad yn 2019 oedd yn amlinellu cynigion penodol ac arwyddocaol ar gyfer newid darpariaeth ADY drwy gyfrwng y Gymraeg. Oherwydd effaith pandemig Covid-19, cytunodd Cabinet y cyngor i symud ymlaen â chynlluniau amgen - sef i ariannu ysgolion uwchradd prif ffrwd i sefydlu eu cwricwlwm amgen eu hunain ar gyfer dysgwyr ag Anawsterau Cymdeithasol, Emosiynol ac Ymddygiadol. Nid yw'n glir i ni i ba raddau mae'r cynlluniau amgen hyn yn mynd i'r afael â'r gwendidau yn narpariaeth ADY drwy gyfrwng y Gymraeg a gafodd eu cyflwyno yn yr adroddiad yn 2019. Rydym yn deall bod y pandemig wedi effeithio'n sylweddol ar allu'r Cyngor i weithredu mewn sawl maes, ac rydym yn derbyn efallai bod angen newid ac addasu cynlluniau fel canlyniad. Er hyn, byddai'n ddefnyddiol deall os yw'r Cyngor yn bwriadu ailedrych ar argymhellion yr adroddiad yn 2019 yn y dyfodol, ac yn gobeithio gweithredu ar sail yr argymhellion?

**2.25** Mae'r ddogfen ymgynghori yn cyfeirio at ofynion Deddf Anghenion Dysgu Ychwanegol a'r Tribiwnlys Addysg (Cymru) 2018. Mae cynnal adolygiad o ddigonolrwydd darpariaeth dysgu ychwanegol drwy gyfrwng y Gymraeg, a hefyd y gweithlu cyfrwng Cymraeg, yn ofynion o dan y ddeddf. Mae paragraff 7.19 y cod hefyd yn nodi os bydd awdurdod lleol yn ystyried nad yw'r ddarpariaeth dysgu ychwanegol sydd ar gael drwy gyfrwng y Gymraeg yn ddigonol, rhaid iddo gymryd pob cam rhesymol i unioni'r mater. Er bod y ddogfen ymgynghori yn nodi'n glir ddyhead y Cyngor i gydymffurfio yn llawn â gofynion y ddeddf, credwn byddai cynnwys amserlen fwy manwl o pryd bydd y Cyngor yn adolygu darpariaeth ADY drwy gyfrwng y Gymraeg. Mae cynnal adolygiad manwl yn gwbl allweddol, ac mae'n debyg y byddai canfyddiadau unrhyw adolygiad o'r fath yn gyfle amlwg i ail-ystyried rhai o argymhellion yr adroddiad a gafodd ei gymeradwyo gan gabinet y Cyngor yn 2019.

### **Deilliant 7: Cynnydd yn nifer y staff addysgu sy'n gallu addysgu Cymraeg (fel pwnc) a thrwy gyfrwng y Gymraeg**

**2.26** Mae adran 5 y ddogfen ymgynghori yn darparu data defnyddiol ynghylch sefyllfa bresennol y gweithlu addysg yn y sir, gan gynnwys canlyniadau cyfrifiad blynyddol y gweithlu addysg. Yr hyn sydd ar goll, fodd bynnag, yw dadansoddiad o ystyr hyn oll yng nghyd-destun targedau a gweledigaeth y sir dros y Gymraeg. Hynny yw, rydym yn derbyn mai'r bwriad yw cynyddu nifer yr athrawon sy'n gallu gweithio drwy gyfrwng y Gymraeg, ond nid yw'n glir beth yw maint yr her sy'n wynebu'r sir yn hyn o beth. Byddai'n ddefnyddiol cael dadansoddiad lefel uchel ynghylch faint o gynnydd a datblygiad sydd eu hangen o safbwynt y gweithlu cyfrwng Cymraeg er mwyn gallu cyflawni gweddill amcanion y cynllun dan sylw.

**2.27** Er bod llawer o bwyntiau gweithredu cadarnhaol yn cael eu trafod yn yr adran hon, mae rhai o'r pwyntiau gweithredu yn amwys iawn. Er enghraifft sut yn union bydd y Cyngor yn gweithio ar y cyd â'r Mudiad Meithrin i sicrhau bod gweithlu gofal plant a'r blynyddoedd cynnar digonol? Byddai modd cynnwys ymrwymadau llawer mwy manwl a phendant o ran cydweithio â darparwyr cymwysterau gofal plant, yn ogystal â rhaglenni penodol y Ganolfan Dysgu Cymraeg Cenedlaethol a'r Mudiad Meithrin megis Cymraeg Gwaith a Camau.

Hyderwn y bydd y sylwadau hyn o ddefnydd wrth ichi fynd ati i gryfhau'r Cynllun hwn yn dilyn yr ymgynghoriad.

Yr eiddoch yn gywir,

**Aled Roberts**  
Comisiynydd y Gymraeg



Comisiynydd y  
Gymraeg  
Welsh Language  
Commissioner

Tudalen wag

RHONDDA CYNON TAF COUNTY BOROUGH COUNCIL

# Welsh in Education

## Strategic Plan 2022 to 2032



RHONDDA CYNON TAF

## **RHONDDA CYNON TAF COUNTY BOROUGH COUNCIL**

### **WELSH IN EDUCATION STRATEGIC PLAN – 2022 TO 2032**

This Welsh in Education Strategic Plan (WESP) is made under Section 84 of The School Standards and Organisation (Wales) Act 2013<sup>1</sup> and complies with The WESP (Wales) Regulations 2019<sup>2</sup> and The WESP (Wales) (Amendment) (Coronavirus) Regulations 2020<sup>3</sup>. When setting targets, due regard has been given to the statutory guidance issued by Welsh Ministers.

Gaynor Davies  
**(Director of Education and Inclusion Services)**

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<sup>1</sup> [School Standards and Organisation \(Wales\) Act 2013](#)

<sup>2</sup> [The Welsh in Education Strategic Plan \(Wales\) Regulations 2019](#)

<sup>3</sup> [The Welsh in Education Strategic Plan \(Wales\) \(Amendment\) \(Coronavirus\) Regulations 2020](#)



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## **OUR VISION**

As the Local Authority (LA) looks to the future, it wants to build on what it has achieved to date and make sure that every town and community in the County Borough is a great place to live, work and play. The LA's ambition is for everyone to be as healthy, independent and prosperous as possible throughout their lives. Enabling access to a good education, developing skills and decent employment opportunities are all key priority areas.

Integral to achieving this ambition is the 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'.*

The LA will deliver this vision by supporting children to have the best start in life and be ready for learning through an improved early years' system, supporting families through the childcare offer and by investing in new and significantly improved school and community facilities through the 21<sup>st</sup> Century Schools and Colleges Programme.

The LA will show clear leadership and commitment in its vision for Welsh medium and Welsh language education and, as such, our target is to:

*Increase the percentage of year one learners in Welsh medium education by between 8.0% to 12.0% during the ten year lifespan of this WESP. This equates to an increase from 506 year one learners in Welsh medium education to between 720 and 825 year one learners in Welsh medium education.*

This target has been set in accordance with The WESP (Wales) Regulations 2019 (the 2019 Regulations) and The WESP (Wales) (Amendment) (Coronavirus) Regulations 2020 (the 2020 Regulations). In setting this target, due regard has been given to The School Standards and Organisation (Wales) Act 2013 (the 2013 Act). This target is based on contributing to the overall long term target of one million people in Wales being Welsh speakers by 2050, as set out in Cymraeg 2050: A Million Welsh Speakers<sup>4</sup> (Cymraeg 2050). For a more detailed explanation of the methodology implemented for setting this target, see [Annex One: Methodology for Target Setting](#).

Set against the challenge of decreasing birth rates, the achievement of this target will require a multifaceted approach and the LA will make every effort to build and maintain constructive working relationships with all relevant groups and organisations who can contribute towards it. Growing the number of Welsh speakers in our communities across the County Borough is a priority. Detailed information on the linguistic profile of the County Borough is provided in [Annex Two: Linguistic Profile of the County Borough](#), and highlights that in June 2021, 19.6% of respondents living in the County Borough said they could speak Welsh, compared to the all Wales percentage of 25.9%.

Ensuring the availability of Welsh medium education in the right location 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

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<sup>4</sup> [Cymraeg 2050 – A Million Welsh Speakers](#)

to contributing towards the vision of one million people in Wales being Welsh speakers by 2050. The baseline data relating to each of the seven outcomes that underpins the WESP are detailed in [Annex Three: Baseline Data](#) and provides a further context to the LA.

In recent years, the LA has committed to increasing the quality and availability of early years Welsh medium settings, co-located on Welsh medium primary school sites. This has been achieved through significant investment in a number of extensions to existing childcare and early years settings and the establishment of new childcare and early years settings for both Flying Start Programme (FSP) and fee paying childcare settings.

Most Welsh medium primary and secondary schools currently have surplus capacity as detailed in [Annex Four: Surplus Capacity](#), however, there are a few primary and secondary schools where demand is high and growth in capacity is needed. In these primary and secondary schools, action has or is currently being taken to address these issues. In addition, the LA's ambitious Band B 21<sup>st</sup> Century Schools and Colleges Programme comprises a range of projects, with the inclusion of a number of projects that propose to increase and significantly improve Welsh medium primary and secondary school capacity and community facilities.

The LA continues to deliver and support its long term strategic investment programme of modernisation, to create school environments that meet the needs of communities and provide the best learning provision and outcomes for children and young people and the wider community. Several Welsh medium primary and secondary school projects have been included in the LA's Capital Programme for the previous three years up to and including the years 2019/2020. In addition to this, over the same timeframe, the LA has spent approximately £4.7 million on planned programme capital works in Welsh medium primary and secondary schools.

PLASC data demonstrates stability in the ratio split of primary and secondary school aged learners attending English and Welsh medium primary and secondary schools for the previous three academic years, up to and including 2020/2021. Alongside this, data indicates that the transition of learners between key stages does not appear to be a significant problem. Neither does the retention of learners between key stages.

Currently, Welsh medium learners with Additional Learning Needs (ALN), who experience difficulties within mainstream primary and secondary schools and require more specialist support, are supported by a specialist peripatetic team – the Welsh Complex Needs Team (WCNT). The WCNT provide support through an inclusive delivery model, whereby learners are provided with specialist support within their mainstream primary and secondary schools. During the past three academic years, the WCNT has worked directly with 18 pupils who met the criteria for specialist support/ placement (the equivalent of a Learning Support Class placement in the English sector). Analysis of termly individual pupil Specialist Intervention Plans and specialist pupil progress tracking data indicates that learners accessing support from the inclusive WCNT model made progress that was comparable to that of their peers in equivalent English medium primary and secondary school learning support classes. The long term vision of the LA is to deliver a fully bilingual ALN system in line with the requirements of the ALNET Act 2018. The Inclusion Service will undertake an evaluation of the sufficiency of its Welsh medium provision for learners with additional learning needs on an annual basis throughout the phased 3-year national ALN implementation period and beyond. The evaluation will be

undertaken in consultation with all relevant partner agencies and stakeholders on both a local and regional/sub-regional basis to enable the LA to identify short and medium term targets and priorities for enhancing Welsh medium additional learning provision as part of a longer-term strategic plan.

In order to create more Welsh speakers, our education system is dependent on its workforce and we must work nationally with the Welsh Government (WG) and regionally with the Central South Consortium Joint Education Service (CSCJES) to ensure we contribute towards creating a workforce with robust linguistic skills, that is able to inspire and motivate learners in Welsh medium and Welsh language education. The LA is committed to Welsh medium and Welsh language education workforce planning for primary and secondary schools and has and will continue to work in collaboration with other LAs, the CSCJES and the WG in order to facilitate the creation of more Welsh speakers.

Alongside this, we must 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 to be educated through the medium of Welsh with the use of Welsh language immersion classes to support learners who are late comers.

Recognising the importance of Cymraeg 2050, and how essential the education system is to achieve its vision, this WESP sets out the LA's ten year plan for increasing and improving the planning of the provision of Welsh medium and Welsh language education. It builds on the work of the previous WESP<sup>5</sup> and supported by an Annual Work Plan (AWP) which is intended to be a practical working document to help keep track of progress of the WESP in the short term.

In developing this WESP, 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 long term growth in Welsh medium and Welsh language education. The LA has and will continue to ensure there is a clear alignment with all current and relevant local, regional and national legislation, strategies, policies and action plans that impact upon Welsh medium and Welsh language education.

## **OUTCOME 1: MORE NURSERY/THREE YEAR OLD LEARNERS RECEIVE THEIR EDUCATION THROUGH THE MEDIUM OF WELSH**

### **WHERE ARE WE NOW?**

Early immersion in the Welsh language and support for parents/carers to seamlessly continue their child's statutory education journey into Welsh medium education, ensuring a continuum of linguistic progression can be established as early as the ante-natal period. Cymraeg for Kids, working alongside Cwm Taf Morgannwg University Health Board's (CTMUHB) Midwifery and Health Visiting Team ensure that parents/ carers receive key early messages regarding the Welsh language during the ante-natal period. During the post-natal period, between the ages of 0 to 2, parents/carers can attend Cylch Ti a Fi and Cymraeg i Blant parent and toddler sessions, followed by Cylch Meithrin nursery groups, organised by Mudiad Meithrin, for children between the ages of 2 to 4 and then onto Welsh medium primary school from the age of 3. These groups and schools are

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<sup>5</sup> [Rhondda Cynon Taf County Borough Council – Welsh in Education Strategic Plan – 2017 to 2020](#)

supplemented and supported by a range of programmes including the WGs FSP and the WGs Childcare Offer for Wales. All children who attend these groups and schools will converse through the medium of Welsh. In addition, parents/carers are encouraged to enrol on a Clwb Cwtch course which is a free eight-week taster course in the Welsh language for parents/carers, so they are able to use the Welsh language with their children.

In order to provide parents/carers with information about the advantages of raising children using the Welsh language from an early age, the LA has recently updated its Being Bilingual booklet. The Being Bilingual booklet is designed to give information on the benefits of being bilingual, outline the path to Welsh medium education and answer frequently asked questions on choosing Welsh medium education. It is distributed via CTMUHBs Midwifery and Health Visiting Team, FSP childcare and early years' settings and through the community.

In addition, a new Health Visiting model has been introduced as a pilot. The Wellbeing and Resilience Health Programme (RHP) was launched in October 2020 to provide enhanced health visiting services. Underpinning the delivery of the RHP is the Resilient Families Service (RFS) as the single integrated delivery model for family support. The RHP will replace the former FSP Health Visiting model which was only available to eligible families. The RHP is universal and includes two additional Health Visitor visits to the standard Healthy Child Wales Health Visiting pattern, an ante-natal visit and an additional visit at 20 months to undertake a Schedule of Growing Skills (SOGs) assessment. Moving forward development work relating to the promotion of the Welsh medium and Welsh language education will be undertaken with early intervention teams and health professionals who work directly with the families of 0 to 3 year olds. This will be achieved through the development and delivery of appropriate training aimed at highlighting the benefits of bilingualism and Welsh medium education in this sector

Information on choosing Welsh medium childcare and early years settings is shared via the LA's Family Information Service (FIS). This is via the LA's website and social media platforms and through verbal conversations. Likewise, the LA's Childcare Team also shares information with parents/carers and supports childcare and early years settings to offer services through the medium of Welsh. Part of the LA's Childcare Team role is to promote and raise awareness of the Welsh medium childcare and early years settings available to parents/carers.

The LA's Starting School booklet also provides parents/carers with a range of information including advice on choosing a school, a directory of schools and the provision of home to school transport. In addition, the new Rhondda Cynon Taf (RCT) Families website is due to be launched. It will be a valuable resource to promote the sharing of information between all relevant groups and organisations and to promote the Welsh language and Welsh medium education. Parents/carers are also signposted to information provided by relevant groups and organisations including Welsh4Parents, which is a directory containing links to a wide range of Welsh language resources available on a variety of digital platforms.

To ensure that childcare and early years settings are supported and promoted to parents/carers, the LA also works in partnership with Mudiad Meithrin and other Welsh medium childcare and early years providers and organisations. To facilitate this, the Early Years, Childcare and Play Partnership Group that brings together officers from the LA

and other Welsh medium childcare and early years providers and organisations, has recently been re-established and an Early Years Strategic Plan is in development which will detail the way in which, Welsh medium provision can be further developed across key directorates in the LA.

There are eighteen Cylch Ti a Fi's and twenty Cylchoedd Meithrin located throughout the County Borough. Data highlighted in [Annex Three: Baseline Data](#) outlines the number of Cylchoedd Meithrin has decreased over the previous five academic years up to and including 2019/2020. This, in turn, has had a negative impact on the number of children attending Cylchoedd Meithrin between these years with the number of children between the ages of 2 to 4 attending Cylchoedd Meithrin also decreasing. However, it should be noted that data on the number of Cylchoedd Meithrin should be treated with caution as a number of factors influence the data including, for example, a Cylch Meithrin changing its registration to full day care instead of sessional care can appear to reduce the number of Cylchoedd Meithrin. Nevertheless, enhancing this offer during the first five years of the plan will be important in providing a firm basis for increasing numbers in this sector.

There are seventeen Welsh medium primary schools located throughout the County Borough. 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 up to and including 2020/2021. Over the same timeframe, the number of nursery/three year old learners who receive their education through the medium of Welsh has remained stable.

The Childcare Act 2006<sup>6</sup> (the 2006 Act), places a duty on all LAs to have a responsibility to ensure, as far as is reasonably practicable, that there are sufficient childcare and early years settings in place to meet the requirements of parents/carers who require childcare in order to work, undertake training or education or to prepare for work. LAs have the lead role in facilitating the childcare market to ensure it meets the needs of parents/carers, particularly those on low incomes, those with children with ALN or those who wish their children to attend Welsh medium childcare and early years settings.

The 2006 Act requires LAs to prepare Childcare Sufficiency Assessments (CSAs) in order to have a clear understanding of the childcare and early years settings in their area, the needs of parents/carers and to develop an action plan to address any gaps identified. This was updated in April 2016 with the introduction of The Childcare Act 2006 (LA Assessment) (Wales) Regulations 2016<sup>7</sup> (the 2016 Regulations).

The LA's CSA for the period between 2017 and 2022<sup>8</sup> scrutinised a range of data and information in order to have a clear understanding of the childcare and early years settings available alongside the needs of parents/carers. The data ([Annex Three: Baseline Data](#)) demonstrated that there were 195 registered English and Welsh medium childcare and early years settings, offering 775 places and 15 unregistered English and Welsh medium childcare and early years settings offering 16 places. More specifically, the data demonstrated that there were 26 registered Welsh medium childcare and early years settings offering 771 places and 5 unregistered Welsh medium childcare and early years settings offering 80 places.

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<sup>6</sup> [The Childcare Act 2006 – Section 22](#)

<sup>7</sup> [The Childcare Act 2006 \(Local Authority Assessment\) \(Wales\) Regulations 2016](#)

<sup>8</sup> [Rhondda Cynon Taf County Borough Council's Childcare Sufficiency Assessment – 2017 – 2022](#)

Using this data and information, an action plan was prepared to identify where, when and what type of childcare and early years settings should be developed or supported. In total, the action plan identified twenty four priorities, of which the following related to Welsh medium childcare and early years settings:

- Aim to recruit additional Welsh medium childminders in the initial WG Childcare Offer for Wales pilot areas.
- Aim to recruit additional Welsh medium childminders in the South Taf area.
- Explore demand for additional Welsh medium childcare and early years settings in the Rhondda Fawr and Upper Cynon areas.
- Upskill school based staff to have the relevant qualifications to work in childcare and early years settings, particularly Welsh medium school staff.

The first annual update of the LA's CSA Action Plan was published in March 2019<sup>9</sup>. This annual update outlined a number of strengths and weaknesses, along with priorities and progress made. A further annual update was published in March 2020<sup>10</sup>. This annual update outlined the achievement of significant progress. The most recent annual update published in March 2021<sup>11</sup> demonstrated that despite the challenges faced during the Covid-19 pandemic the LA was well placed with its existing childcare provision to meet the current needs of most working parents/carers with development work continuing to be undertaken in response to parent/carer demand and in areas where there is an identified need. Strategic planning will also be informed by location, geography and demand to ensure that there is equitable provision available across the County Borough. This will be annually reported on in the annual delivery plan so that progress can be monitored.

A further analysis of this data and information resulted in the successful submission of capital funding bids to the WG to support the development of Welsh medium childcare and early years settings via the Childcare Offer Capital Grant Scheme and Welsh Medium Capital Grant Scheme<sup>12</sup>. As such, the LA successfully received funding for a number of projects. All the projects support capital works that facilitate growth in Welsh medium education, with funding specifically aimed at developing or expanding Welsh medium childcare and early years settings co-located on Welsh medium primary school sites.

The LA is committed to providing childcare to families eligible for the WGs FSP<sup>13</sup>. As one of the four pillars of the WGs FSP, childcare is a key component, giving eligible families with children between the ages of 2 to 3 free childcare for two and a half hours a day, five days a week for thirty nine weeks of the year. An element of FSP childcare is provided by LA run FSP childcare and early years settings, with the vast majority being provided by commissioned childcare and early years settings. At present, approximately 25.0% of FSP childcare commissioned is through the medium of Welsh.

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<sup>9</sup> [Annual Update of Rhondda Cynon Taf County Borough Council's Childcare Sufficiency Assessment – 2017 – 2022 Action Plan – March 2019](#)

<sup>10</sup> [Rhondda Cynon Taf County Borough Council – Record of Urgent Decision of the Cabinet – Childcare Sufficiency Assessment Update – 24th March 2020](#)

<sup>11</sup> [Rhondda Cynon Taf County Borough Council's Childcare Sufficiency Assessment Update 2021 – 25th March 2021](#)

<sup>12</sup> [Rhondda Cynon Taf County Borough Council – Cabinet – Childcare Offer Capital Grant Funding Bid – 8th May 2019](#)

<sup>13</sup> [Welsh Government – FSP Programme](#)

A total of 686 FSP childcare places are commissioned from 32 childcare and early years settings. In total, 77.3% (530) of FSP childcare English medium places are commissioned via 23 childcare and early years settings, whilst 22.7% (156) of FSP childcare Welsh medium places are commissioned via 9 childcare and early years settings. Since the last FSP tender exercise, which took place in 2018, as of November 2020, an additional 34 Welsh medium FSP childcare places have been purchased via approved childcare and early years settings, whilst an additional 12 English medium FSP childcare places have been purchased via approved childcare and early years settings taking the total number of childcare places purchased to 732. This is due to parent/carer choice or insufficient space available in local childcare and early years settings.

Of the total 732 childcare places commissioned, only 90.0% (659) were filled. Of the total 156 Welsh medium childcare places originally commissioned only 58.9% (92) were filled. This could suggest that the Welsh medium childcare places commissioned were not in the correct localities, hence, the requirement to purchase an additional 34 Welsh medium FSP childcare places (taking the total number of Welsh medium childcare places commissioned to 190). In total, 19.1% (126) of children attending a FSP childcare are attending a Welsh medium childcare and early years settings.

The LA was proud to have been selected as one of the early implementers of the WG Childcare Offer for Wales<sup>14</sup> when it was launched in in 2017. Now available throughout Wales, the WG's Childcare Offer for Wales offers up to thirty hours per week of combined Foundation Phase Nursery (FPN) education and additional funded childcare for eligible children between the ages of 3 to 4. This flagship policy aims to support parents/carers into employment and reduce the negative effects of poverty on them and their children.

In order to support Welsh medium childcare and early years settings school staff are encouraged to use techniques that enable children to use the Welsh language more easily, the LA has recently taken advantage of the Croesi'r Bont programme, via Mudiad Meithrin. The Croesi'r Bont programme is currently established in 50.0% of Welsh medium REP childcare and early years settings and will be established to the remaining Welsh medium REP childcare and early years settings as soon as possible. In addition, the LA runs the Clebran programme to support the use of the Welsh language in English medium REP childcare and early years settings. The Clebran programme, supports English medium REP childcare and early years settings to incorporate the Welsh language using workshops and online resources. The LA's Childcare Team also promote Welsh language training courses to childcare and early years settings and work in partnership with them to develop Welsh medium training where possible.

The Learner Travel (Wales) Measure 2008<sup>15</sup> (the Measure) places a statutory duty on all LAs to provide learners with free transport to their nearest suitable school if they reside beyond safe walking distance to that school. The term suitable school applies to the catchment area for English and Welsh medium, dual language or voluntary aided (faith) mainstream primary, secondary, special school/class or Pupil Referral Unit (PRU) as appropriate. The law relating to safe walking distance is defined as two miles for learners of compulsory school age receiving primary education and three miles for learners of compulsory school age receiving secondary education.

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<sup>14</sup> [Welsh Government – Childcare Offer for Wales](#)

<sup>15</sup> [The Learner Travel \(Wales\) Measure 2008](#)



The LA has exercised the discretionary powers afforded to it under the Measure to make a more generous provision to learners as set out below:

- The eligibility criterion for walking distance for learners receiving compulsory primary education at their nearest suitable school has been set at 1½ miles, instead of 2 miles.
- Free transport to the nearest suitable school, where places are available, is provided to learners who meet the 1½ mile eligibility criterion from the start of the Foundation Phase (the start of the school term after their third birthday), rather than from the start of compulsory education (the start of the school term after their fifth birthday).
- The eligibility criterion for walking distance for learners receiving compulsory secondary education at their nearest suitable school has been set at 2 miles instead of 3 miles.
- Free transport is provided to post 16 learners who meet the 2 mile eligibility criterion for two years after the end of compulsory education, rather than until the end of compulsory education (the last Friday in June of the school year in which a learner reaches the age of 16). This provision applies to full time attendance at the nearest school or college to the learner's home at which the approved course of study that they wish to pursue is offered.
- Free transport to their nearest suitable school is provided to learners (as set out above) in accordance with their preferred religious denomination.

The LA's Learner Travel Policy, Information and Arrangements<sup>16</sup> contains information and advice to parents/carers and learners on how the policy is practically implemented and ensures that it is applied consistently and equitably.

The LA's current policy is that learners attending the nearest Welsh medium or dual language school receive free transport in accordance with its agreed policy on walking distance and safe routes.

The discretionary elements of the LA's policy are not currently subject to review, however, there is an appreciation that if they were to be reviewed in the future. Any proposed changes would be subject to a consultation with parents/carers and learners and, if agreed, would usually apply from the start of a school year and would have regard to the Learner Travel Statutory Provision and Operational Guidance – June 2014<sup>17</sup>.

## **WHERE DO WE AIM TO BE WITHIN THE FIRST FIVE YEARS OF THIS WESP AND HOW DO WE PROPOSE TO GET THERE?**

- It is not possible to obtain reliable projection data on the number of children attending Cylchoedd Meithrins. However, data for the previous four academic years demonstrates that the number children attending Cylchoedd Meithrin has decreased. This will be an important target for growth during the first five years of the plan.
- The childcare sufficiency assessment will also inform strategic priorities for improvement and growth in the childcare sector, including day nurseries and childminders.

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<sup>16</sup> [Learner Travel Policy, Information and Arrangements](#)

<sup>17</sup> [Learner Travel Statutory Provision and Operational Guidance – June 2014](#)

- Data demonstrates stability in the ratio split of learners who could attend English and Welsh medium primary schools during the forthcoming five academic years.
- Based on provisional forecasts, the number of nursery/three year old learners who will receive their education through the medium of Welsh during the first five academic years of this WESP is projected to increase.

In order to meet our target of 720 year one learners in Welsh medium education by 2032, the LA, along with officers from a number of external groups and organisations who form the WESP Strategic Group need to work collectively to further increase this projection.

The LA will continue to work with external groups and organisations to support parents/carers to immerse their child in the Welsh language from an early age outlining the continuum of linguistic progression available, working in partnership with Mudiad Meithrin to ensure that Welsh medium childcare and early years settings are both available and easily accessible. In addition to this, Mudiad Meithrin will continue to encourage parents/carers to enrol on and increase uptake of the Clwb Cwtsh course.

Information about the advantages of raising children using the Welsh language from an early age will continue to be provided to parents/carers through numerous strategies including the use of the Being Bilingual booklet and the LA's Childcare Team continuing to promote and raise awareness of the Welsh medium childcare and early years settings available to parents/carers.

The LA will continue to progress and deliver the remaining projects funded via the WG Childcare Offer Capital Grant Scheme and Welsh Medium Capital Grant Scheme. These projects support capital works that facilitate growth in Welsh medium education, with funding specifically aimed at developing or expanding Welsh medium childcare and early years settings co-located on Welsh medium primary school sites. The projects recently completed or due for completion during the first five academic years of this WESP comprise:

- Dolau Primary School (including Welsh unit).
- Ysgol Gynradd Gymraeg Aberdar.
- Ysgol Llanhari.
- Ysgol Gynradd Gymraeg Evan James.
- Ysgol Gynradd Gymraeg Ynyswen.
- Ysgol Gynradd Gymraeg Abercynon.
- Ysgol Gynradd Gymunedol Gymraeg Llantrisant.

When complete, it is anticipated that these projects will increase places for nursery/ three year old learners to receive their education through the medium of Welsh by an additional 65.0%. The trajectory of each scheme in contributing towards the aspirational targets set will be reported on annually against the delivery plan.

When additional funding is made available, the LA will be ambitious with its proposals to invest in Welsh medium childcare and early years settings in order to meet the target of 720 year one learners in Welsh medium education by 2032.

In order to gain a detailed understanding of all Welsh medium childcare and early years settings available, a mapping exercise of all Welsh medium childcare and early years settings will be undertaken as part of the preparations for the next CSA. These findings

will be analysed, and a gap analysis produced along with areas for improvement identified with proposed strategies for achieving improvements.

Currently, every parent/carer who requests a Welsh medium FSP childcare place is offered one – either in a LA run FSP childcare and early years setting or via a commissioned childcare setting. Despite this offer, parents/carers often decline the childcare place due to there being an English medium childcare place in closer proximity to their home, hence, locality is favouring their original language preference. The LA's Programme Flexibility Team will re-commission Welsh medium FSP childcare places to ensure there is enough opportunity for parents/carers to access Welsh medium FSP childcare and early years settings in their locality. This will be achieved by commissioning small numbers of placements, across a greater number of childcare and early years settings to ensure adequate geographical spread across the County Borough. The LA aims to provide at least 25.0% of all FSP childcare places through the medium of Welsh.

In addition, enhanced marketing of Welsh medium FSP childcare and early years settings will be used to actively encourage parents/carers to consider them as an option for their child.

The LA will continue to ensure that the WG Childcare Offer for Wales is marketed and administered effectively and continues to meet local demand, allowing parents/carers to conveniently access FPN education and additional funded childcare in one location.

Welsh medium childcare and early years settings and school staff will be encouraged to use techniques that enable children to use the Welsh language more easily through the Croesi'r Bont programme, via Mudiad Meithrin, in Welsh medium REP childcare and early years settings and the Clebran programme to support the use of the Welsh language in English medium REP childcare and early years settings. In addition, where possible, the LA's Childcare Team will continue to promote Welsh language training courses to childcare and early years settings and work in partnership with them to develop Welsh medium training.

## **WHERE DO WE EXPECT TO BE AT THE END OF OUR WESP?**

In order to meet the target of 720 year one learners in Welsh medium education by 2032, an emphasis could be placed on encouraging parents/carers to choose Welsh medium childcare and early years settings for their children. This could work to ensure that children are immersed in the Welsh language from an early age. Cymraeg 2050 outlines that Welsh medium education is the principal method for ensuring that children develop their Welsh language and for creating new Welsh speakers and highlights the importance of Welsh medium childcare and early years settings to increase the demand for Welsh medium education.

Investment made across a number of Welsh medium childcare and early years settings via the WG Childcare Offer Capital Grant Scheme and Welsh Medium Capital Grant Scheme have provided additional places for nursery/three year old learners to receive their education through the medium of Welsh. At the end of the lifespan of this WESP, the WG Childcare Offer Capital Grant Scheme and Welsh Medium Capital Grant Scheme will have been completed, delivering capital works that facilitate growth in Welsh medium education, with funding specifically aimed at developing or expanding Welsh medium childcare and early years settings co-located on Welsh medium primary school sites.

These projects will have increased places for nursery/ three year old learners to receive their education through the medium of Welsh by an additional 65.0%.

During the lifespan of this WESP, it is anticipated that additional funding will be available to further invest in Welsh medium childcare and early years settings. The LA will be ambitious with its proposals to invest in Welsh medium childcare and early years settings in order to meet the target of 720 year one learners in Welsh medium education by 2032.

Alongside this, the LA will have gained a detailed understanding of all Welsh medium childcare and early years settings, through the completion of a mapping exercise of all Welsh medium childcare and early years settings, undertaken as part of the preparations for the next CSA. The analysis of these findings will have identified areas for improvement and identified and implemented strategies for achieving improvements. The CSA will provide a mechanism for mapping, in greater detail, the Welsh medium provision in this sector and will inform annual strategic delivery plans.

The LA aims to provide at least 25.0% of all FSP childcare places through the medium of Welsh. Enhanced marketing of Welsh medium FSP childcare and early years settings will be used to actively encourage parents/carers to consider them as an option for their child. This will include promotional materials aimed at highlighting the benefits of bilingualism through videos, case studies, podcasts, social media posts and a proactive marketing campaign. This will be underpinned by a clear marketing strategy aimed at promoting Welsh medium education and supplemented with clear messages on a variety of digital platforms highlighting the clear pathway from the early years to further and higher education.

The LA recognises the development of Welsh medium childcare and early years settings co-located on Welsh medium primary school sites is vital to contributing towards one million people in Wales being Welsh speakers by 2050. This investment is supporting parents/carers to seamlessly continue their child's statutory education journey into Welsh medium education, ensuring a continuum of linguistic progression for their children. The LA will continue to work in partnership with Mudiad Meithrin to support parents/carers of children attending Cylchoedd Meithrin to continue their child's statutory education journey into Welsh medium education.

The LA will continue to ensure that the WG Childcare Offer for Wales is marketed and administered effectively and continues to meet local demand, allowing parents/carers to conveniently access FPN education and additional funded childcare in one location.

English and Welsh medium childcare and early years settings and school staff will be encouraged to use techniques that enable children to use the Welsh language more easily through the Croesi'r Bont programme, via Mudiad Meithrin and the Clebran programme. Continued promotion of Welsh language training courses to childcare and early years settings will continue along with partnership working with them to develop Welsh medium training.

## **KEY DATA**

The data in the table that follows outlines the projected number and percentage of nursery/three year old learners who could receive their education through the medium of Welsh and is based on provisional forecasts, compared to the projected number and

percentage of nursery/three year old learners who should receive their education through the medium of Welsh if the LA is to achieve its target of 720 year one learners in Welsh medium education by 2032 during the lifespan of this WESP.

<b>Projected Number and Percentage of Nursery/Three Year Old Learners Receiving their Education Through the Medium of Welsh During the Lifespan of this WESP</b>				
<b>Academic Year</b>	<b>Projected Number and Percentage of Nursery/Three Year Old Learners Who Could Receive their Education Through the Medium of Welsh (Based on Provisional Forecasts)</b>		<b>Projected Number and Percentage of Nursery/Three Year Old Learners Who Should Receive their Education Through the Medium of Welsh if the LA is to Achieve its Target of 720 Year One Learners in Welsh Medium Education by 2032</b>	
	<b>Number</b>	<b>%</b>	<b>Number</b>	<b>%</b>
2022 / 2023	481	20.6%	481	20.6%
2023 / 2024	460	18.7%	509	20.7%
2024 / 2025	471	19.3%	537	22.1%
2025 / 2026	476	19.5%	568	23.3%
2026 / 2027	485	19.9%	601	24.7%
2027 / 2028	485	19.9%	636	26.1%
2028 / 2029	485	19.9%	672	27.6%
2029 / 2030	485	19.9%	711	29.2%
2030 / 2031	485	19.9%	750	29.6%
2031 / 2032	485	19.9%	750	29.6%

## **OUTCOME 2: MORE RECEPTION/FIVE YEAR OLD LEARNERS RECEIVE THEIR EDUCATION THROUGH THE MEDIUM OF WELSH**

### **WHERE ARE WE NOW?**

There are seventeen Welsh medium primary schools located throughout the County Borough. There are two all through schools for 3 to 19 year olds, two dual language primary schools for 3 to 11 year olds and thirteen primary schools for 3 to 11 year olds. These are equitably distributed across the LA.

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 up to and including 2020 / 2021. Over the same timeframe, the number of reception/five year old learners attending Welsh medium primary schools has increased.

The capacities of all schools are kept under regular, annual review by the LA's Directorate of Education and Inclusion Services using data obtained from PLASC, school forecasts, annual admission requests and live birth information from CTMUHB. Any increase in learner populations, particularly within Welsh medium education, is closely monitored and, if the increase is sustained and clear within the catchment area of a particular school, consideration is given to making the required increase in capacity, by whatever means is most appropriate and most suited to that particular school. On an annual basis the LA is required to provide the WG with the Planning of School Places Return, which details the

capacity of every school, the number of learners on roll and the projected number of learners. Detailed forward planning is undertaken by comparing the capacity every school against the projected number of learners.

The majority of the Welsh medium primary schools currently have surplus capacity. Based on April 2021 PLASC data, there was 20.2% surplus capacity in Welsh medium primary schools (Please see [Annex Four: Surplus Capacity](#) for further information).

However, there are a number of primary schools where growth in capacity is needed, therefore action has or is currently being taken to address these issues. Such action includes:

- The creation of the new 3 to 19 Ysgol Garth Olwg through the closure of the former primary school, Ysgol Gynradd Gymraeg Garth Olwg, and former secondary school, Ysgol Gyfun Garth Olwg, enabling the former primary school to expand into surplus capacity available in the former secondary school.
- The expansion of Ysgol Gynradd Gymraeg Llwyncelyn into the former Llwyncelyn Infants School building (following the opening of Porth Community School).
- The expansion of Ysgol Gynradd Gymraeg Tonyrefail into the former Tonyrefail Primary School building (following the opening of Tonyrefail Community School).

The LA continues to deliver and support its long term strategic investment programme of modernisation to create school environments that meet the needs of our communities and provide the best learning provision and outcomes for children and young people and the wider community. This long term strategic investment programme is supported with LA and WG funding including but not limited to:

- Band B 21<sup>st</sup> Century Schools and Colleges Programme.
- Childcare Grant.
- Community Hub Grant
- Community Infrastructure Levy Grant.
- Early Years Capital Grant
- Reducing Infant Class Sizes Capital Grant.
- Welsh Language Immersion Support Grant.
- Welsh Medium Capital Grant.

Band B of the WGs 21<sup>st</sup> Century Schools and Colleges Programme will invest £2.3 billion in school and college infrastructure across Wales. One of the key investment objectives of the WGs Band B 21<sup>st</sup> Century Schools and Colleges Programme is to provide efficient and effective educational infrastructure that will meet current and future demand for learner places by 2024. More specifically, to provide the right number of learner places for the delivery of English and Welsh medium education. The LA's ambitious Band B 21<sup>st</sup> Century Schools and Colleges Programme comprises a range of projects, with the inclusion of a number of projects that propose to increase Welsh medium primary school capacity.

Investment has been made across a number of Welsh medium primary schools over the previous three years up to and including the years 2019 / 2020 providing additional Welsh medium primary school learner places and creating improved accommodation for learners. This has been achieved through the LA's Capital Programme which includes a

combination of refurbishments, remodels, demolitions and new builds. Over the same timeframe, the LA Planned Minor Capital Works Programme, which includes an on-going rolling programme of investment in schools, has invested approximately £1.2 million in Welsh medium primary schools.

## **WHERE DO WE AIM TO BE WITHIN THE FIRST FIVE YEARS OF THIS WESP AND HOW WE PROPOSE TO GET THERE?**

- Data demonstrates stability in the ratio split of learners who could attend English and Welsh medium primary schools during the forthcoming five academic years.
- The projected surplus capacity in Welsh medium primary schools is likely to increase to 28.1% during the forthcoming five academic years.
- Based on provisional forecasts, the number of reception/five year old learners who will receive their education through the medium of Welsh during the first five academic years of this WESP is projected to fall.

In order to meet our target of 720 year one learners in Welsh medium education by 2032, the LA, along with officers from a number of external groups and organisations who form the WESP Strategic Group need to work collectively to divert this projection. Clearly, expanding early years care and education, and the effective promotion of this provision, should have a significant impact on the number of reception aged children attending Welsh medium schools. In addition, the strengthening of transition arrangements into Welsh medium primary education will require targeted intervention to bring about necessary improvements.

A mapping exercise of all Welsh medium primary schools will continue to be undertaken annually, by the LA's Directorate of Education and Inclusion Services using data obtained from PLASC, school forecasts, annual admission requests and live birth information from CTMUHB. These findings will be analysed and, if the any increases or decreases are sustained and clear within the catchment area of a particular school, consideration given to making the required alterations in capacity, by whatever means is most appropriate and most suited to that particular school.

There are a few Welsh medium primary schools where demand is high and as such growth in capacity is needed. In these primary schools, action has or is currently being taken to address these issues. The LA's ambitious Band B 21<sup>st</sup> Century Schools and Colleges Programme comprises a range of projects, with the inclusion of a number of projects that propose to increase the capacity of Welsh medium primary schools. During the first five years of this WESP, the LA's ambitious Band B 21<sup>st</sup> Century Schools and Colleges Programme will have been completed. This, alongside funding directly from the LA, will:

- 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.
- Deliver an extension to Ysgol Gynradd Gymraeg Aberdar.
- Deliver a new Welsh medium primary school for Ysgol Gynradd Gymraeg Llyn-y-forwyn.

- Deliver a new Welsh medium primary school in the Rhydyfelin area, to accommodate learners currently attending Ysgol Gynradd Gymraeg Pont Sion Norton and the Welsh medium learners attending the dual language Heol y Celyn Primary School.
- Deliver a new Welsh all through school for the Rhondda area.
- 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 of an extensive housing development.

These projects will create additional learner places by over 300 places, increasing the capacity of Welsh medium primary schools.

We must also demonstrate to parents/carers that it is never too late to be educated through the medium of Welsh with the use of Welsh language immersion classes to support learners who are late comers to Welsh medium education. The LA recognises the importance of immersion in the Welsh language for learners who wish to transition from English to Welsh medium education, so as to further encourage the uptake of Welsh medium education. Although the LA has no Welsh language immersion support classes for late comers in any of our schools at present, schools are encouraged to support learners who are late comers to Welsh medium education as and when the need arises.

This is considered to be working effectively, however, in order to support learners who are late comers to Welsh medium education, the LA has successfully obtained funding via the WG Welsh Language Immersion Support Grant, to pilot the creation of Welsh language immersion support classes for late comers or those learners who require additional support in two Welsh medium primary schools in the County Borough as well as piloting a peripatetic model of Welsh language immersion support across all Welsh medium primary schools in the County Borough. Once this pilot is complete and the outcomes quantified, proposals for establishing permanent Welsh language immersion support within RCT for the academic year 2022 / 2023 will be presented for Cabinet's consideration.

### **WHERE DO WE EXPECT TO BE AT THE END OF OUR WESP?**

Investment made across a number Welsh medium primary schools over the previous three years up to and including the years 2019 / 2020 through the LA's Capital Programme has provided additional Welsh medium primary school learner places and along with the LA's Planned Minor Capital Works Programme, created improved accommodation for learners. At the end of the lifespan of this WESP, this investment will have increased further. In addition, the LA's ambitious Band B 21<sup>st</sup> Century Schools and Colleges Programme, alongside funding directly from the LA, will have been completed. These projects will have created additional learner places, increasing the capacity of Welsh medium primary schools.

During the lifespan of this WESP, it is anticipated that additional funding will be available to further invest in Welsh medium primary schools. When additional funding is made available, the LA will be ambitious with its proposals to invest in Welsh medium primary schools in order to meet the target of 720 year one learners in Welsh medium education by 2032.



Alongside this, the LA's Directorate of Education and Inclusion Services will continue to undertake mapping exercises of all Welsh medium primary schools annually, by the using data obtained from PLASC, school forecasts, annual admission requests and live birth information from CTMUHB. These findings will be analysed and, if any increases or decreases in learner numbers are sustained and are clearly within the catchment area of a particular school, consideration will be given to making the required alterations in capacity, by whatever means is most appropriate and most suited to that particular school.

In addition, through successfully obtaining funding via the WG Welsh Language Immersion Support Grant, the LA would have piloted the creation of Welsh language immersion support classes for later comers or those learners who require additional support in two Welsh medium primary schools in the County Brough as well as piloted a peripatetic model of Welsh language immersion support across all Welsh medium primary schools in the County Borough. Subject to the outcome of the pilot schemes and Cabinet approval, a Language Immersion provision will have been established early on in the lifespan of the WESP.

## KEY DATA

The data in the table that follows outlines the projected number and percentage of reception/five year old learners who could receive their education through the medium of Welsh and is based on provisional forecasts, compared to the project number and percentage of reception/five year old learners who should receive their education through the medium of Welsh if the LA is to achieve its target of 720 year one learners in Welsh medium education by 2032 during the lifespan of this WESP.

<b>Projected Number and Percentage of Reception/Five Year Old Learners Receiving their Education Through the Medium of Welsh During the Lifespan of this WESP</b>				
<b>Academic Year</b>	<b>Projected Number and Percentage of Reception/Five Year Old Learners Who Could Receive their Education Through the Medium of Welsh (Based on Provisional Forecasts)</b>		<b>Projected Number and Percentage of Reception/ Five Year Old Learners Who Should Receive their Education Through the Medium of Welsh if the LA is to Achieve its Target of 720 Year One Learners in Welsh Medium Education by 2032</b>	
	<b>Number</b>	<b>%</b>	<b>Number</b>	<b>%</b>
2022 / 2023	513	21.5%	513	21.5%
2023 / 2024	489	21.5%	533	23.4%
2024 / 2025	468	21.7%	554	25.6%
2025 / 2026	480	21.5%	575	25.8%
2026 / 2027	487	21.6%	598	26.2%
2027 / 2028	488	21.6%	621	27.5%
2028 / 2029	488	20.9%	645	28.6%
2029 / 2030	488	20.6%	671	29.7%
2030 / 2031	488	20.3%	697	30.9%
2031 / 2032	488	21.6%	724	32.0%

### **OUTCOME 3: MORE CHILDREN CONTINUE TO IMPROVE THEIR WELSH LANGUAGE SKILLS WHEN TRANSFERRING FROM ONE STAGE OF THEIR STATUTORY EDUCATION TO ANOTHER**

#### **WHERE ARE WE NOW?**

Data in [Annex Three: Baseline Data](#) demonstrates that during the academic year 2015 / 2016 all children leaving Cylchoedd Meithrin transferred into primary schools, of which 57.3% (284) of children transferred into Welsh medium primary schools. This percentage increased to 67.9% (343) of children transferring into Welsh medium primary schools during the academic year 2019 / 2020 but there continues to be scope for improvement in this regard. This aspect requires further analysis to inform strategic improvements and will be prioritised within the work plan

The transition rates of learners between each key stage for Welsh medium primary and secondary schools does not appear to be a problem.

The dip in transition between key stage four and five for Welsh medium secondary school aged learners is also reflected in the dip in transition between key stage four and five for English medium secondary school aged learners as demonstrated in the table that follows.

<b>Transition</b>	<b>Academic Year</b>		
	<b>2018 / 2019</b>	<b>2019 / 2020</b>	<b>2020 / 2021</b>
<b>Welsh Medium</b>	53.5%	55.9%	48.5%
<b>English Medium</b>	42.6%	44.0%	45.4%

Ysgol Gyfun Rhydywaun in the Cynon valley area is the only Welsh medium secondary school option for secondary school aged learners residing in the County Borough of Merthyr Tydfil, due to there being no Welsh medium secondary school located in their County Borough. As such, secondary school aged learners residing in the County Borough of Merthyr Tydfil attend Ysgol Gyfun Rhydywaun. As part of the development of their new Local Development Plan (LDP), Merthyr Tydfil County Borough Council has committed to continue to assess the demand for a Welsh medium secondary school located within their County Borough. The LA has and will continue to conduct cross border planning with all neighbouring LAs in order to meet our target of 720 year one learners in Welsh medium education by 2032.

Similarly, Ysgol Llanhari in the South Taf area is the nearest Welsh medium secondary school option for some secondary school aged learners residing in the County Borough of Bridgend, due to the only Welsh medium secondary school in the County Borough of Bridgend being located in Maesteg. As such, some secondary school aged learners residing in the County Borough of Bridgend attend Ysgol Llanhari. Further interrogation of the key stage 4/5 transition rates will be undertaken with a view to enhancing the successful transfer of learners to Welsh medium post 16 education in schools and/or further education institutions where this is deemed to be appropriate.

The LA's emerging Local Development Plan is currently in the development stage with a view to becoming a live document in 2022 following a statutory consultation period. Any requirement for growth in Welsh medium education, and any pressures that may arise from any potential new housing developments within RCT, will be identified under the emerging Local Development Plan. Potential future demand for education is likely to be significant in some areas and the LA will work in partnership with developers to ensure that the infrastructure in the local community adequately addresses additional need in the Welsh medium sector.

## **WHERE DO WE AIM TO BE WITHIN THE FIRST FIVE YEARS OF THIS WESP AND HOW DO WE PROPOSE TO GET THERE?**

- Further work with partners is required to source reliable data on the projected transition rates of children leaving Cylchoedd Meithrin who transfer into Welsh medium primary schools. However, data for the previous four academic years demonstrates that the percentage of children leaving Cylchoedd Meithrin who transfer into Welsh medium primary schools is increasing. Nevertheless, this requires growth and targeted interventions to secure improvement.
- The projected transition rates of learners between each key stage for Welsh medium primary and secondary schools does not appear to be a problem, but further improvement in transition rates from key stage 4 and 5 would be beneficial. It would also be important that we fully understand the destinations of school leavers from the Welsh medium sector and establish whether they pursue further Welsh medium study in further education and university settings on leaving school. The collation and analysis of this data will assist in informing key strategic developments in the annual delivery plan aimed at improving key stage 4 and 5 transition rates in this sector. Improved careers advice and guidance will be important in ensuring that learners make informed decisions about their destinations and that they are fully aware of the Welsh medium options that are open to them.

In order to meet our target of 720 year one learners in Welsh medium education by 2032, the LA, along with officers from a number of external groups and organisations who form the WESP Strategic Group need to work collectively.

Although the percentage of children leaving Cylchoedd Meithrin who transfer into Welsh medium primary schools is increasing, there are still a large percentage of children attending Cylchoedd Meithrin who do not transfer into Welsh medium primary schools. This may be due to a number of factors, including the location and proximity of the Cylchoedd Meithrin to Welsh medium primary schools, which emphasises that in order to promote wider access to Welsh medium education, there may be a need to ensure the availability of Welsh medium childcare and early years settings co-located on Welsh medium primary school sites. In order to fully understand the reasons for the inadequate transition rates from meithrin to Welsh medium primary schools further in-depth work and analysis will be undertaken by a newly appointed graduate officer, and remedial actions identified and implemented to ensure improved transition rates in this sector.

The LA recognises the development of Welsh medium childcare and early years settings co-located on Welsh medium primary school sites is vital to contributing towards one million people in Wales being Welsh speakers by 2050. By investing in Welsh medium childcare and early years settings co-located on Welsh medium primary school sites, the

LA is supporting parents/carers to seamlessly continue their child's statutory education journey into Welsh medium education, ensuring a continuum of linguistic progression for their children. The LA will continue to work in partnership with Mudiad Meithrin to support parents/carers of children attending Cylchoedd Meithrin to continue their child's statutory education journey into Welsh medium education.

Whilst the transition rates of learners on transition between each key stage for Welsh medium primary and secondary schools does not appear to be a problem, they will continue to be monitored.

The LA's ambitious Band B 21st Century Schools and Colleges Programme comprises a range of projects, with the inclusion of a number of projects that propose to increase the capacity of Welsh medium primary schools. During the first five years of this WESP, the LA's ambitious Band B 21st Century Schools and Colleges Programme will have been completed. This, alongside funding directly from the LA, will:

- 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.
- Deliver an extension to Ysgol Gynradd Gymraeg Aberdar.
- Deliver a new Welsh medium primary school for Ysgol Gynradd Gymraeg Llyn-y-forwyn.
- Deliver a new Welsh medium primary school in the Rhydyfelin area, to accommodate learners currently attending Ysgol Gynradd Gymraeg Pont Sion Norton and the Welsh medium learners attending the dual language Heol y Celyn Primary School.
- Deliver a new Welsh all through school for the Rhondda area.
- 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 of an extensive housing development.
- Deliver new teaching blocks and significantly improve facilities for both the school and the community at Ysgol Llanhari; and
- Deliver a new teaching block, sports and community facilities at Ysgol Gyfun Rhydywaun

In addition, the LA will continue to provide initiatives to support the transition rates of learners on transition between each key stage for Welsh medium primary and secondary schools. These initiatives include but are not limited to:

- Learners in year six spending time in their new secondary school prior to the start of their first term at secondary school.
- Teachers from secondary schools attending primary schools to provide activity sessions.
- The Urdd Gobaith Cymru (the Urdd) assisting Welsh medium primary schools to organise residential trips to Llangrannog in their secondary school cluster.

Alongside this, the LA will actively work with parents/carers to promote a continuum of linguistic progression for their child to ensure both parents/carers and learners are supported in the transition between each key stage and learners continue their education

through the medium of Welsh. The LA will work to ensure that all staff likely to have contact with parents/carers are aware of the key messages regarding Welsh medium and Welsh language education and a continuum of linguistic progression so they can answer any questions that may arise.

Using the Choice Architecture Model<sup>18</sup>, the LA will review its online school admissions process. The Choice Architecture Model is a simplified version of the Mindspace Model<sup>19</sup> commissioned by the United Kingdom Cabinet Office in 2009 to understand how behavioural theory could help achieve better outcomes. The Choice Architecture Model could be used to assist in the uptake of Welsh medium education by ensuring that choices on Welsh medium education made available to parents/carers when completing their child's online school admissions application are easy, attractive, sociable and timely (or EAST).

### **WHERE DO WE EXPECT TO BE AT THE END OF OUR WESP?**

At the end of the lifespan of this WESP, investment in the development of Welsh medium childcare and early years settings co-located on Welsh medium primary school sites via the Childcare Offer Capital Grant Scheme and Welsh Medium Capital Grant Scheme will have been completed. When additional funding is made available, the LA will be ambitious with its proposals to invest in Welsh medium childcare and early years settings in order to meet the target of 720 year one learners in Welsh medium education by 2032.

The LA recognises the development of Welsh medium childcare and early years settings co-located on Welsh medium primary school sites is vital to contributing towards one million people in Wales being Welsh speakers by 2050. This investment is supporting parents/carers to seamlessly continue their child's statutory education journey into Welsh medium education, ensuring a continuum of linguistic progression for their children. The LA will continue to work in partnership with Mudiad Meithrin to support parents/carers of children attending Cylchoedd Meithrin to continue their child's statutory education journey into Welsh medium education. Improved transition rates from cylchoedd meithrin are essential if we are to meet our ambitious targets.

Alongside this, the LA will continue to monitor the transition rates of learners attending all Welsh medium primary and secondary schools, and work with schools to improve the retention rates of learners in post-16 education.

The LA will continue to provide initiatives to support the transition rates of learners on transition between each key stage for Welsh medium primary and secondary schools. The LA will also continue to actively work with parents/carers to promote a continuum of linguistic progression for their child to ensure both parents/carers and learners are supported in the transition between each key stage and learners continue their education through the medium of Welsh. In addition, the LA will work to ensure that all staff likely to have contact with parents/carers are aware of the key messages regarding Welsh medium and Welsh language education and a continuum of linguistic progression so they can answer any questions that may arise. A full understanding of the linguistic progression routes of learners from the Welsh medium sector to further education

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<sup>18</sup> [Welsh Government – Guidance on Welsh in Education Strategic Plans – 2021](#)

<sup>19</sup> [United Kingdom Cabinet Office – Mindspace Model – 2009](#)

colleges and where relevant, to universities would also be helpful in understanding the progression rates into further Welsh medium study after leaving statutory education.

At the end of the lifespan of this WESP, the LA will have reviewed and implemented its online school admissions process using the Choice Architecture Model to assist in the uptake of Welsh medium education by ensuring that choices on Welsh medium education made available to parents/carers when completing their child’s online school admissions application and that they are EAST.

## KEY DATA

The data in the table that follows outlines the projected percentage of learners who could transition between each key stage for Welsh medium primary and secondary schools during the lifespan of this WESP and is based on provisional forecasts.

<b>Projected Percentage of Learners who Could Transition Between Each Key Stage for Welsh Medium Primary and Secondary Schools</b>				
<b>Academic Year</b>	<b>Transition</b>			
	<b>Foundation Phase to Key Stage Two</b>	<b>Key Stage Two to Key Stage Three*</b>	<b>Key Stage Three to Key Stage Four</b>	<b>Key Stage Four to Key Stage Five</b>
	<b>%</b>	<b>%</b>	<b>%</b>	<b>%</b>
2022 / 2023	96.1%	111.3%	98.3%	54.8%
2023 / 2024	97.1%	113.9%	98.3%	55.1%
2024 / 2025	97.4%	116.4%	98.3%	54.5%
2025 / 2026	97.5%	116.9%	98.3%	54.6%
2026 / 2027	97.6%	111.9%	98.3%	54.1%
2027 / 2028	97.2%	111.9%	98.4%	54.0%
2028 / 2029	97.2%	112.0%	98.3%	54.1%
2029 / 2030	97.2%	111.9%	98.4%	54.2%
2030 / 2031	97.2%	111.9%	98.4%	54.2%
2031 / 2032	97.2%	111.9%	98.4%	54.2%

*\*Note – this percentage includes learners attending Welsh medium secondary schools who reside outside of the County Borough (Ysgol Llanhari (secondary school aged learners residing in County Borough of Bridgend) and Ysgol Gyfun Rhydywaun (secondary school aged learners residing in the County Borough of Merthyr Tydfil).*

## **OUTCOME 4: MORE LEARNERS STUDY FOR ASSESSED QUALIFICATIONS IN WELSH (AS A SUBJECT) AND SUBJECTS THROUGH THE MEDIUM OF WELSH**

### **WHERE ARE WE NOW?**

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 years olds. There are well distributed across Rhondda, Cynon and Taf and are accessible due to the LAs generous transport policy which exceeds the minimum statutory requirement.

Data demonstrates stability in the ratio split in secondary school aged learners attending English and Welsh medium secondary schools for the previous three academic years, up

to and including 2020 / 2021. Over the same timeframe, the number of year ten learners attending Welsh medium secondary schools has increased.

The capacities of all schools are kept under regular, annual review by the LA's Directorate of Education and Inclusion Services using data obtained from PLASC, school forecasts, annual admission requests and live birth information from CTMUHB. Any increase in learner populations, particularly within Welsh medium education, is closely monitored and, if the increase is sustained and clear within the catchment area of a particular school, consideration is given to making the required increase in capacity, by whatever means is most appropriate and most suited to that particular school. On an annual basis the LA is required to provide the WG with the Planning of School Places Return, which details the capacity of every school, the number learners on roll and the projected number of learners. Detailed forward planning is undertaken by comparing the capacity of every school against the projected number of learners.

The majority of the Welsh medium secondary schools currently have surplus capacity. Based on 2020 / 2021 PLASC data, there was a 21.2% surplus capacity in Welsh medium secondary schools. Please see [Annex Four: Surplus Capacity](#) for further detail.

However, there are a few secondary schools where growth in capacity is needed, therefore action is currently being taken to address these issues.

The LA continues to deliver and support its long term strategic investment programme of modernisation to create school environments that meet the needs of our communities and provide the best learning provision and outcomes for children and young people and the wider community. This long term strategic investment programme is supported with LA and WG funding including but not limited to:

- 21<sup>st</sup> Century Schools and Colleges Programme Band B Capital Grant.
- Community Hub Grant.
- Community Infrastructure Levy Grant.
- Welsh Medium Capital Grant.

Band B of the WG's 21<sup>st</sup> Century Schools and Colleges Programme will invest £2.3 billion in school and college infrastructure across Wales. One of the key investment objectives of the WGs Band B 21<sup>st</sup> Century Schools and Colleges Programme is to provide efficient and effective educational infrastructure that will meet current and future demand for learner places by 2024. More specifically, to provide the right number of learner places for the delivery of English and Welsh medium education. The LA's ambitious Band B 21<sup>st</sup> Century Schools and Colleges Programme comprises a range of projects, with the inclusion of projects that propose to increase Welsh medium secondary school capacity.

Investment has been made across a number Welsh medium secondary schools over the previous three years up to and including the years 2019 / 2020 providing additional Welsh medium secondary school learner places and creating improved accommodation for learners. This has been achieved through the LA's Capital Programme which includes a combination of refurbishments, remodels, demolitions and new builds. Over the same timeframe, the LA Planned Minor Capital Works Programme, which includes an on-going rolling programme of investment in schools, has invested approximately £3.5 million in Welsh medium secondary schools.

The data in the table that follows is derived from StatsWales and outlines the total percentage of year eleven learners registered for GCSEs in Welsh (first or second language) or neither attending secondary schools for the previous three academic years, up to and including 2019 / 2020.

<b>Total Percentage of Year Eleven Learners Registered for GCSEs in Welsh (First or Second Language) and those not Registered for Neither Attending Secondary Schools Over the Previous Three Academic Years</b>			
<b>Category</b>	<b>Academic Year</b>		
	<b>2017 / 2018</b>	<b>2018 / 2019</b>	<b>2019 / 2020</b>
<b>Welsh (First Language)</b>	17.0%	17.0%	18.0%
<b>Welsh (Second Language)</b>	45.0%	59.0%	63.0%
<b>Not Registered for Welsh GCSE</b>	34.0%	24.0%	19.0%

The data demonstrates an increasing percentage of year eleven learners registered for GCSEs in Welsh (first or second language) for the previous three academic years, up to and including 2019 / 2020. Over the same timeframe, the percentage of year eleven learners registered for neither has decreased at a greater percentage.

The data in the table that follows is derived from StatsWales and outlines the total percentage of year twelve and thirteen learners registered for AS and A Level Welsh (first or second language) attending secondary schools for the previous three academic years, up to and including 2019 / 2020.

<b>Total Percentage of Year Twelve and Thirteen Learners Registered for AS and A Level in Welsh (First or Second Language) Attending Secondary Schools Over the Previous Three Academic Years</b>			
<b>Category</b>	<b>Academic Year</b>		
	<b>2017 / 2018</b>	<b>2018 / 2019</b>	<b>2019 / 2020</b>
<b>Welsh (First or Second Language)</b>	4.2%	3.7%	TBC

The data demonstrates a decreasing percentage of year twelve and thirteen learners registered for AS and A Level Welsh (first or second language) for the previous two academic years, up to and including 2018 / 2019 – data for the academic year 2019 / 2022 is currently unavailable.

During the summer of 2018, the WG approved funding to pilot the Gatsby Good Career Benchmarks programme in secondary schools. The Gatsby Good Career Benchmarks programme supports secondary schools to develop a wider range of learning pathways for 14 to 19 year old learners in preparation for the world of work, training and further education and is based around the eight Gatsby Good Career Benchmarks. All secondary schools took part in the pilot and an evaluation<sup>20</sup> of the pilot acknowledged positive impacts and outlined a number of recommendations which were developed into an action plan. The LA has committed to continue the work started by the pilot for a further two years to further develop the Gatsby Good Career Benchmarks in all secondary schools.

<sup>20</sup> [Gatsby Benchmarking Pilot: Interim Evaluation – January 2021](#)



Building on the positive impacts of the Gatsby Good Career Benchmarks programme, the LA has further developed the Gatsby+ Mentoring Model. The Gatsby+ Mentoring Model is an extension of the Gatsby Good Career Benchmarks programme which works with secondary schools to support learners who are underachieving or in danger of becoming not in education, employment or training (NEET).

## **WHERE DO WE AIM TO BE WITHIN THE FIRST FIVE YEARS OF THIS WESP AND HOW DO WE PROPOSE TO GET THERE?**

- Data demonstrates stability in the ratio split of learners who could attend English and Welsh medium secondary schools for the forthcoming five academic years.
- The projected surplus capacity in Welsh medium secondary schools is likely to increase to 24.1% during the forthcoming five academic years.
- Based on provisional forecasts, the number year ten learners who will receive their education through the medium of Welsh during the first five academic years of this WESP is projected to fall.
- A full understanding of the Welsh medium curriculum offer across all secondary schools and in Coleg y Cymoedd will be gathered and opportunities for collaborative arrangements will be significantly strengthened to ensure a broad and balanced local collaborative curriculum offer. This will form a part of the associated annual work plan.

In order to meet our target of 720 year one learners in Welsh medium education by 2032, the LA, along with officers from a number of external groups and organisations who form the WESP Strategic Group need to work collectively to divert this projection.

A mapping exercise of all Welsh medium secondary schools will continue to be undertaken annually, by the LA's Directorate of Education and Inclusion Services using data obtained from PLASC, school forecasts, annual admission requests and live birth information from CTMUHB. These findings will be analysed and, if the any increases or decreases are sustained and clear within the catchment area of a particular school, consideration is given to making the required alterations in capacity, by whatever means is most appropriate and most suited to that particular school.

There are a few Welsh medium secondary schools where demand is high and as such growth in capacity is needed. In these secondary schools, action has or is currently being taken to address these issues. The LA's ambitious Band B 21<sup>st</sup> Century Schools and Colleges Programme comprises a range of projects, with the inclusion of a number of projects that propose to increase the capacity of Welsh medium secondary schools. During the first five years of this WESP, the LA's ambitious Band B 21<sup>st</sup> Century Schools and Colleges Programme will have been completed. This, alongside funding directly from the LA, will deliver:

- Ysgol Gyfun Rhydywaun – Due for completion in September 2022, this investment will create improved and extended accommodation by adding additional teaching accommodation along with a new sports facility to compliment the recently completed 3G sports pitch and will provide an additional 187 Welsh medium secondary school learner places. These additions will provide state of the art facilities for both Ysgol Gyfun Rhydywaun and the local community, increasing opportunities for participation in the wider community.

- All through school for the Rhondda area – A consultation on the development of a new Welsh medium all through school for the Rhondda area will be undertaken.
- Ysgol Llanhari – The design development of improvement works to Ysgol Llanhari will be undertaken.

These projects will create additional learner places, increasing the capacity of Welsh medium secondary schools. In view of the surplus capacity in the secondary school sector there is sufficient capacity to absorb the growth in numbers that will be associated with this plan.

All Welsh medium secondary schools work collaboratively with one another and other providers, including Coleg Y Cymoed, to provide GCSE, AS and A Level provision. However, collaboration is difficult due to their locations and proximity to one another. Options to maintain and broaden GCSE, AS and A Level provision need to be further explored. Work with partners in CSC will be undertaken to extend the development of learners' second language skills in English medium schools.

Options to be explored will include virtual collaborations at a local or regional level or involvement in the E-sgol project, which was launched by Ceredigion County Council in 2018. The E-sgol project formed part of the WG Rural Education Action Plan – 2018<sup>21</sup>, and provides GCSE, AS and A Level learners with the provision of a wider range of GCSE, AS and A Level subjects through virtual pedagogy via the use of Microsoft Teams through Hwb. Active involvement in the opportunities offered by Coleg Cymraeg Cenedlaethol and the national scheme to promote the Welsh language as a subject (led by the Welsh Government) will be encouraged to ensure that learners' interest in Welsh as a subject can be created and maintained. This partnership working should also extend to the promotion of study pathways in the Higher Education sector. Wider representation from the four cluster schools across the LA in the strategic planning group will be encouraged to ensure effective strategic planning.

Through the Gatsby Good Career Benchmarks programme and Gatsby+ Mentoring Model, the LA will support secondary schools to develop a wider range of learning pathways for 14 to 19 year old learners in preparation for the world of work, training and further education. Further work will be undertaken to create a system of support and training for Career Leaders in secondary schools to facilitate the incorporation of Benchmark Four – Linking Curriculum Learning to Carers into the Curriculum for Wales – 2022.

The CSCJES has engaged significantly with Welsh medium secondary Headteachers across the County Boroughs that comprise the CSCJES, the WG and Qualifications Wales regarding the significant disparity in the number of accessible qualifications, especially vocational qualifications available through the medium of Welsh in comparison to the offer available to through the medium of English.

In addition, the CSCJES has funded Gyda'n Gilydd (Welsh Medium Secondary Headteachers Association) £30,000 during the 2021 / 2021 financial year to develop bespoke provision. It would be possible for Gyda'n Gilydd to utilise this funding towards the creation of more accessible qualifications, especially vocational qualifications through the medium of Welsh. In addition, the CSCJES is providing an additional £10,000 funding

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<sup>21</sup> [Welsh Government – Rural Education Action Plan – 2018](#)

to Gyda'n Gilydd in order for them to work alongside the WJEC to develop Level Three Welsh medium vocational qualifications.

## **WHERE DO WE EXPECT TO BE AT THE END OF OUR WESP?**

Investment made across a number of Welsh secondary schools over the previous three years up to and including the years 2019 / 2020 through the LA's Capital Programme has provided additional Welsh medium secondary school learner places and along with the LA's Planned Minor Capital Works Programme, created improved accommodation for learners. At the end of the lifespan of this WESP, this investment will have increased further. In addition, the LA's ambitious Band B 21<sup>st</sup> Century Schools and Colleges Programme, alongside funding directly from the LA, will have been completed, delivering an improved and extended Welsh medium secondary school and with another two secondary schools either refurbished or relocated to a new 21<sup>st</sup> Century standard school. These projects will have created additional learner places, increasing the capacity of Welsh medium secondary schools.

During the lifespan of this WESP, it is anticipated that additional funding will be available to further invest in Welsh medium secondary schools. When additional funding is made available, the LA will be ambitious with its proposals to invest in Welsh medium secondary schools in order to meet the target of 720 year one learners in Welsh medium education by 2032.

Alongside this, the LA's Directorate of Education and Inclusion Services will continue to undertake mapping exercises of all Welsh medium secondary schools annually, by the using data obtained from PLASC, school forecasts, annual admission requests and live birth information from CTMUHB. These findings will be analysed and, if any increases or decreases in learner numbers are sustained and clear within the catchment area of a particular school, consideration will be given to making the required alterations in capacity, by whatever means is most appropriate and most suited to that particular school.

All Welsh medium secondary schools work collaboratively with one another and other providers, including Coleg Y Cymoed, to provide GCSE, AS and A Level provision. During the lifespan of this WESP, the LA is hopeful that these collaborative working arrangements will be continued and expanded with options such as E-sgol further explored to maintain and widen GCSE, AS and A Level provision.

During the lifespan of this WESP, the LA is hopeful that the Gatsby Good Career Benchmarks programme and Gatsby + Mentoring Model will have developed a wide range of learning pathways for 14 to 19 year old learners in preparation for the world of work, training and further education.

## **KEY DATA**

The data in the table that follows outlines the projected number and percentage of year ten learners who could receive their education through the medium of Welsh and is based on provisional forecasts, compared to the projected number and percentage of year ten learners who should receive their education through the medium of Welsh if the LA is to achieve its target of 720 year one learners in Welsh medium education by 2032 during the lifespan of this WESP. Although it would take ten years for the effect of an increase

in year one learners to have an impact upon year ten learners, this data has been included for comparison purposes.

<b>Projected Number and Percentage of Year Ten Learners Receiving their Education Through the Medium of Welsh During the Lifespan of this WESP</b>				
<b>Academic Year</b>	<b>Projected Number and Percentage of Year Ten Learners Who Could Receive their Education Through the Medium of Welsh (Based on Provisional Forecasts)</b>		<b>Projected Number and Percentage of Year Ten Learners Who Should Receive their Education Through the Medium of Welsh if the LA is to Achieve its Target of 720 Year One Learners in Welsh Medium Education by 2032</b>	
	<b>Number</b>	<b>%</b>	<b>Number</b>	<b>%</b>
2022 / 2023	557	19.4%	577	20.1%
2023 / 2024	545	18.6%	595	20.3%
2024 / 2025	517	17.9%	615	21.3%
2025 / 2026	538	17.6%	630	20.6%
2026 / 2027	521	17.8%	640	21.9%
2027 / 2028	519	18.2%	660	23.1%
2028 / 2029	487	17.4%	675	24.1%
2029 / 2030	524	18.7%	690	24.6%
2030 / 2031	502	18.2%	705	25.6%
2031 / 2032	518	20.3%	720	28.2%

## **OUTCOME 5: MORE OPPORTUNITIES FOR LEARNERS TO USE WELSH IN DIFFERENT CONTEXTS IN SCHOOL**

### **WHERE ARE WE NOW?**

The school environment provides learners with the opportunity to use the Welsh language within different contexts. A lack of opportunity to use the Welsh language leads to a lack of confidence and the erosion of Welsh language skills. As such, learners, along with parents/carers and the wider community should be supported and encouraged to participate in a wide range of cultural, social and sporting activities through the medium of Welsh within their primary and secondary school in order to improve their confidence and retain their fluency in the Welsh language.

In recent years, support has been given to promote and increase learners' use of the Welsh language in primary and secondary schools and in social contexts. This has been done through the Welsh Language Charter (Siarter Iaith), developed by Gwynedd Council, and various other projects, in partnership with the CSCJES and the Urdd. These include but are not limited to:

- Implementing the Welsh Language Charter in all Welsh medium primary and secondary schools in order to develop learners' use of the Welsh language.
- Implementing Cymraeg Campus in a number of English medium primary schools and piloting it in two English medium secondary schools.
- Publishing a toolkit for Welsh medium secondary schools to use to embed learner's use of the Welsh language.

- Supporting Welsh medium secondary schools to develop activities to encourage the informal use of the Welsh language.
- Supporting English medium secondary schools to provide informal opportunities to use the Welsh language and intensive Welsh language learning opportunities through the Urdd's Cymraeg Bob Dydd project.

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. Facilitating the use of the Welsh language, across the curriculum and in wider contexts in primary and secondary 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.

To date, all Welsh medium primary schools have achieved the bronze award for the Welsh Language Charter, whilst eight Welsh medium primary schools have achieved the silver award for the Welsh Language Charter and eighteen English medium primary schools have achieved the bronze award for Cymraeg Campus. To date, all four Welsh medium secondary schools are working towards achieving the bronze award for the Welsh Language Charter, whilst two English medium secondary schools are part of the Cymraeg Campus pilot.

The Welsh Language (Wales) Measure 2011<sup>22</sup> (the 2011 Measure), requires the LA to produce a five year strategy to facilitate and promote the Welsh language. The first five year strategy, RCT – Welsh Language Promotion Strategy<sup>23</sup>, was approved in 2016 and outlined a number of key policy areas to maintain and increase the number of Welsh speakers during its lifecycle. The first five year strategy has now concluded, and the LA is currently planning to formulate a new five year strategy. In developing this WESP, the RCT – Welsh Language Promotion Strategy has been taken into consideration in order to encourage and facilitate long term growth in Welsh medium and Welsh language education and the LA has and will continue to ensure there is a clear alignment with it.

Learners attending English and Welsh medium primary and secondary schools are encouraged to participate in a wide range of cultural, social and sporting activities through the medium of Welsh in order to improve their confidence and retain their fluency in the Welsh language.

The LA's Cultural Services Team employs officers whose skills, expertise and knowledge supports the development of opportunities to use the Welsh language in different contexts. Learners are provided with a range of opportunities to use the Welsh language informally in community settings including:

- Presenting a theatre piece at one of the LA's theatres for key stage 1 and 2 learners.
- Participating in a performing arts workshops at Ysgol Garth Olwg Lifelong Learning Centre for key stage 2, 3 and 4 learners.

<sup>22</sup> [Welsh Language \(Wales\) Measure 2011 \(the 2011 Measure\)](#)

<sup>23</sup> [Rhondda Cynon Taf – Welsh Language Promotion Strategy – 2016](#)

- Co-producing and presenting a theatre piece at one of the LA's theatres for key stage 3 and 4 learners.

As an Arts Portfolio Wales client, in receipt of revenue funding from the Arts Council of Wales, the LA's Cultural Services Team are required to have their own Welsh Language Plan, which supports the delivery of the RCT – Welsh Language Promotion Strategy.

The LA's YEPS Team employ Welsh speaking Youth Engagement Officers, located within each Welsh medium secondary school, whose role is to provide a range of activities for learners through the medium of Welsh in different contexts, therefore, normalising the Welsh language and encouraging its use outside of the classroom. The Youth Engagement Officers provide opportunities for learners to use the Welsh language more informally in community settings, such as:

- Offering 'positive activities' five days per week, after the school day, delivered through the medium of Welsh.
- Offering 'extended provision' two evenings a week through the medium of Welsh. Extended provision covers the following four areas:
  - Education, employment and training.
  - Advice and guidance.
  - Participation and consultation.
  - Leisure, sporting and cultural opportunities.

In addition, the LA's YEPS Team has a Service Level Agreement (SLA) with Menter Iaith, to lead on the development of Welsh Language Youth Forums in each secondary school. The Welsh Language Youth Forums are expected to input into the County Youth Forum to ensure there is sufficient Welsh language representation.

The Urdd provide a range of opportunities for young people over the age of seventeen to gain employment, practical experience and professional qualifications, working alongside stakeholders to develop Welsh medium apprenticeships. Apprenticeships are available within the outdoor activity, sports and youth and community services. Apprentices get the opportunity to learn from experienced staff and lead high quality activities for children and young people whilst gaining accredited qualifications. The LA will work to strengthen links with the Urdd, to provide learners with a wide range of activities through the medium of Welsh within their primary and secondary school.

Eligible parents/carers and the wider community are supported and encouraged to participate in activities through the medium of Welsh in order to improve their confidence and retain their fluency in the Welsh language. Communities for Work (CfW), a WG partnership programme between the LA and Department for Work and Pensions (DWP), supported by the European Social Fund (ESF), delivers employment support services in all fifty two Communities First Clusters (CFC) in Wales. Dedicated CfW Project Teams are in place to provide support to individuals to access employment. CfW offer pre-employment activities that introduce conversational Welsh to parents/carers and the wider community and a pathway to employment course that includes basic Welsh language skills which can lead onto a Welsh for Adults course.

RCT's Welsh Language Promotion Strategy will encourage and facilitate the growth of Welsh medium-education and the teaching of Welsh in the long term by ensuring that its

three key themes of language use, increasing the numbers of Welsh speakers and facilitating favourable conditions are aligned with the vision of the WESP. The LA will ensure that officers who lead on both strategies will have clear lines of communication and regular contact in order to clarify the vision in various contexts relevant to different LA departments, and among partners generally during the life of the strategies. This will help to strengthen the shared understanding of purpose, and delivery of the strategies, over their lifetime.

## **WHERE DO WE AIM TO BE WITHIN THE FIRST FIVE YEARS OF THIS WESP AND HOW DO WE PROPOSE TO GET THERE?**

In order to further embed positive habits and attitudes towards the Welsh language in primary and secondary schools and to promote the informal use of the Welsh language amongst learners inside and outside primary and secondary schools, the LA intends to increase the total number of Welsh and English medium primary and secondary schools being awarded the Welsh Language Charter and Cymraeg Campus during the first five years of this WESP.

It is anticipated that supporting and promoting learners to increase their use of the Welsh language in primary and secondary schools and in social contexts will assist the LA in contributing towards one million people in Wales being Welsh speakers by 2050. The LA's Cultural Services and YEPS Teams will continue to develop and provide opportunities for learners to use the Welsh language in different contexts.

The LA's Cultural Services Team intend to establish a strategic relationship with primary and secondary schools in the County Borough, supporting their delivery for Welsh medium and Welsh language education through a cultural provision.

The LA's YEPS Team will continue to offer a language choice of English or Welsh to learners. There will continue to be a Welsh speaking Youth Engagement Officer located within each Welsh medium secondary school, as well as a Welsh speaking Youth Engagement Officer in some English medium secondary schools. In addition, the LA's Youth Engagement Officers will continue to offer additional activities to learners, with a Welsh language provider being sourced for learners attending Welsh medium secondary schools wherever possible, with the aim of increasing the number of external providers who can deliver activities through the medium of Welsh. In addition, the LA's YEPS Team, Menter Iaith and the Urdd will continue to meet regularly to co-produce a range of opportunities for learners to use the Welsh language in different contexts.

In recent years, the County Borough is honoured to have been confirmed as the host for the 2024 National Eisteddfod of Wales, an indication of the LA's commitment to contributing towards one million people in Wales being Welsh speakers by 2050. Through this, there will be opportunities to promote the Welsh language and for learners and the wider community to use the Welsh language in different contexts at school and beyond.

## **WHERE DO WE EXPECT TO BE AT THE END OF OUR WESP?**

One of the aims within the Cymraeg 2050 Work Programme is to embed positive Welsh language use, supported by formal and informal opportunities to use the Welsh language socially. In order to achieve the vision of one million people in Wales being Welsh speakers by 2050, it is necessary to increase the number of opportunities for learners to

use the Welsh language in different contexts. Learners should be supported and encouraged to participate in a wide range of cultural, social and sporting activities through the medium of Welsh within their primary and secondary schools in order to improve their confidence and retain their fluency in the Welsh language.

## **KEY DATA**

In order to further embed positive habits and attitudes towards the Welsh language in primary and secondary schools and to promote the informal use of the Welsh language amongst learners inside and outside primary and secondary schools, the LA intends to increase the number of opportunities for learners to use Welsh different contexts by 2032 during the lifespan of this WESP.

## **OUTCOME 6: AN INCREASE IN THE PROVISION OF WELSH MEDIUM EDUCATION FOR LEARNERS WITH ALN (IN ACCORDANCE WITH THE DUTIES IMPOSED BY THE ADDITIONAL LEARNING NEEDS AND EDUCATION TRIBUNAL (WALES) ACT 2018**

### **WHERE ARE WE NOW?**

Considerable changes are underway in relation to the statutory provision required to meet the needs of learners with ALN. The Additional Learning Needs and Education Tribunal (Wales) Act 2018<sup>24</sup> (the ALNET Act 2018) was introduced in January 2018 and implemented in September 2021. The ALNET Act 2018 requires LAs to keep the arrangements for supporting learners between the ages of 0 to 25 with ALN under review and consider whether these arrangements are sufficient. It includes a statutory requirement to take reasonable steps to create a Welsh medium and bilingual system of support for learners with ALN. The ALNET Act 2018 is supported by new regulations, including secondary legislation and a new statutory ALN Code (The New Code<sup>25</sup>).

For learners with significant ALN, who experience difficulties in coping in mainstream primary and secondary schools, specialist provisions are required. There are a range of specialist provisions located throughout the County Borough which include:

- 44 Learning Support Classes (LSCs).
- 2 PRUs.
- 4 Special Schools.

In addition, Additional Needs Funding (ANF) is available to mainstream primary and secondary schools to ensure robust, inclusive provision for learners who attend mainstream primary and secondary schools with severe and persistent ALN.

Welsh medium learners with ALN, who experience difficulties within mainstream primary and secondary schools and require more specialist support, are supported by a specialist peripatetic team – the WCNT. The WCNT, which includes a Welsh medium specialist teacher and two Learning Support Assistants, provide support through an inclusive delivery model, whereby learners are provided with specialist support within their mainstream primary and secondary schools. During the academic year 2019 / 2020, the WCNT supported a number of learners. Analysis suggests that learners accessing

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<sup>24</sup> [The Additional Learning Needs and Education Tribunal \(Wales\) Act](#)

<sup>25</sup> [The Additional Learning Needs Code For Wales 2021](#)



support from the WCNT are making progress that is comparable to that of their peers in equivalent English medium primary and secondary school settings. Further analysis suggests that this inclusive model adopted in Welsh medium primary and secondary schools has been very positive.

The LA provides an excellent range of LSC provisions. However, in light of the requirements of the ALNET Act 2018, concerns regarding rising exclusions and an increase in requests for SEBD placements it was considered necessary to enhance the LSC provision. Data analysis found that there was:

- Insufficient SEBD provision in the secondary sector.
- No discreet specialist provision for Welsh medium learners with ALN.

As such, a report, approved by the LA's Cabinet on 17<sup>th</sup> December 2019<sup>26</sup>, outlined proposals for change that sought to:

- Enhance the continuum of linguistic progression of provision that effectively addressed the need for specialist SEBD provision within key stage three and four.
- Create a specialist LSC provision for Welsh medium key stage three and four learners with significant ALN.
- Commence a consultation on proposals to enhance LSC provision for Welsh medium key stage three and four learners with SEBD by establishing a LSC at Ysgol Garth Olwg.

Due to the impact of the Covid-19 pandemic, the proposals to enhance LSC provision for Welsh medium key stage three and four learners with SEBD by establishing a LSC at Ysgol Garth Olwg were lapsed and, as such, on 25<sup>th</sup> June 2020, the LA's Cabinet<sup>27</sup> agreed to progress with an amended proposal to extend an earlier pilot to fund mainstream secondary schools to establish their own alternative curriculum for learners with SEBD. As a result, in September 2020, funding was provided to establish an in house, Welsh medium secondary school based alternative provision to meet the needs of learners presenting with SEBD within their local Welsh medium mainstream secondary school. A new report will be presented to Cabinet during 2021 / 22 to seek approval to reconsult on establishing a Welsh medium Key Stage 3/4 learning support class provision in Ysgol Gartholwg. A commitment has also been made to consider whether there is a need to consult on establishing ALN provision in the new Welsh medium primary school that is set to be established in 2024.

The development of Welsh medium ALN provision formed part of the 2020 / 2021 Regional ALN Transformation Plan. For the years 2020 / 2021, the work stream fell under Priority One, to:

- Ensure that all LAs develop consistent practices and collaborate effectively with key partners to prepare for the new ways of working.

The focus of Priority One was on three main areas:

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<sup>26</sup> [Cabinet Report – 17<sup>th</sup> December 2019 – Review of Learning Support Class Provision for Learners with Social, Emotional and Behavioural Difficulties \(SEBD\) Significant Additional Learning Needs \(ALN\)](#)

<sup>27</sup> [Cabinet Report – 25<sup>th</sup> June 2020 – Review of Learning Support Class Provision for Learners with Social, Emotional and Behavioural Difficulties \(SEBD\) Significant Additional Learning Needs \(ALN\)](#)

- Delivery of a Welsh medium ALN Regional Delivery Plan.
- Development of Welsh medium resources.
- Development of a standardised Welsh medium reading test.

Actions in the 2020 / 2021 Regional ALN Transformation Plan were concerned with continuing to develop a regional approach to support Welsh medium provision and increase the consistency and sharing of best practice.

## **WHERE DO WE AIM TO BE WITHIN THE FIRST FIVE YEARS OF THIS WESP AND HOW DO WE PROPOSE TO GET THERE?**

The ALNET Act 2018 requires all LAs to keep ALN provision under review. As such, LAs must:

1. Keep under review the arrangements in its locality for learners who have ALN.
2. Consider the extent to which the arrangements are sufficient to meet the needs of the learners ALN.
3. Consider the sufficiency of ALN provision through the medium of Welsh.
4. Consider the size and capability of the workforce available.
5. Take all reasonable steps to remedy any insufficient arrangements.
6. At fitting times, consult such persons considered appropriate.

In developing this WESP, The ALNET Act 2018 has been taken into consideration. The LA, in collaboration with other relevant partners and stakeholders, will undertake a detailed evaluation of the sufficiency of its Welsh medium ALN provision on an annual basis during the statutory 3-year ALN implementation plan (2021 – 2024). This will support the development of a long-term strategic plan to deliver a fully bi-lingual ALN system and enable the LA to identify short and medium-term targets to address immediate priorities/demands.

The ALNET Act 2018, requires all LAs to use a wide range of quantitative data and qualitative information in order to keep ALN provision under review. Such data and information to be utilised includes but is not limited to:

- The number of Welsh medium learners with ALN.
- The different types and severity of ALN of Welsh medium learners.
- The outcomes of Welsh medium learners with ALN.
- Specialist workforce audits in relation to capacity in delivering support for Welsh medium learners with ALN.
- Specialist placement capacity.
- Any local, regional and national performance indicators relating to ALN.
- Any agreed data sets with CTMUHB and FEI.

The LA has and will continue to work collaboratively with the CSCJES to ensure a shared understanding of high quality, universal and effective ALN provision for learners and will use agreed quality assurance processes to monitor the quality of Welsh medium provision in both mainstream primary and secondary schools and special schools/classes. Over the next 5 years, proposals to establish ALN provision in both the primary and secondary sector will have been considered by Cabinet and progressed in accordance with the school Organisation Code.

The requirements of The ALNET Act 2018 for LAs to take all reasonable steps to implement a Welsh medium and bilingual ALN system will ensure that the ongoing monitoring and review of Welsh medium ALN provision will form an integral part of the LA's Access and Inclusion Service's action planning, monitoring, evaluation and reviewing. Partnership working with all key stakeholders, including parents/carers, will be critical in ensuring that effective provision is made in the Welsh medium sector.

## **WHERE DO WE EXPECT TO BE AT THE END OF OUR WESP?**

At the end of the lifespan of this WESP, the LA will have robust processes in place to ensure that all reasonable steps are taken to deliver high-quality and effective Welsh medium additional learning provision and specialist ALN support services within a fully bilingual ALN system.

## **OUTCOME 7: INCREASE THE NUMBER OF TEACHING STAFF ABLE TO TEACH WELSH (AS A SUBJECT) AND TEACH THROUGH THE MEDIUM OF WELSH**

### **WHERE ARE WE NOW?**

In contributing towards the vision of one million people in Wales being Welsh speakers by 2050, it is vital to ensure a childcare and early years setting and school based workforce of sufficient size and capability. In order to create more Welsh speakers, our childcare and early years settings and education system is dependent on its workforce and we must work locally, regionally and nationally to ensure we create a childcare and early years setting and school based workforce with robust linguistic skills, able to inspire and motivate learners in Welsh medium and Welsh language education.

The childcare and early years settings in the County Borough benefit from highly skilled, qualified staff. Work has been ongoing over several years to upskill the childcare and early years workforce. Changes to qualification requirements in the national minimum standards have also placed more emphasis on ensuring a suitably qualified workforce.

In the year 2020, the LA employed 12,457 people, 42.4% (5,290) of which made up the school based workforce. Data demonstrates that 17.3% (917) of the school based workforce had fluent or fairly fluent Welsh language skills (Welsh Language Skills Levels Three, Four and Five).

The WG recently introduced the School Workforce Annual Census<sup>28</sup> (SWAC) as a new data collection tool. The CSCJES Welsh in Education Officer (WiEO) supports schools to accurately complete the Welsh language element of the PLASC and SWAC. The SWAC has been introduced to provide comprehensive data on the:

- Size of the workforce.
- Staff demographics.
- Staff recruitment and retention.
- Use of supply cover.
- Absences.

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<sup>28</sup> [School Workforce Annual Census – 2019 / 2020](#)

- Capacity for Welsh medium teaching and subject specific teaching.
- Cost of teachers' pay.

During the academic year data demonstrates that 39.0% (805) of the school based workforce (including headteachers, school teachers and school learning support workers) employed by the LA had intermediate, advance or proficient Welsh language skills levels.

During the same timeframe, data also demonstrates that 21.7% (448) of the school based workforce employed by the LA were teaching/working through the medium of Welsh, whilst 6.9% (143) of the school based workforce employed by the LA were able to teach/work through the medium of Welsh but were not doing so in their current post.

In contributing towards the vision of one million people in Wales being Welsh speakers by 2050, we must work to ensure we create a childcare and early years setting and school based workforce with robust linguistic skills, able to inspire and motivate learners in Welsh medium and Welsh language education. This work will be driven at a national level, by the WG, who are currently implementing numerous strategies including, but not limited to:

- A programme of activities aimed at increasing the number of secondary school aged learners who are assessed for AS and A Level Welsh first and second language.
- Promoting a pathway into teaching Welsh as a subject.
- The continuation of Iaith Athrawon Yfory.
- The development of alternative routes into teaching.
- The distribution of specific funding to regional education consortia.
- The implementation of a digital marketing campaign, marketing to specific groups of potential teachers.
- The piloting of transition courses for teachers with Qualified Teacher Status (QTS) to teach in primary schools to receive additional training and support to teach in secondary schools.
- The Welsh Language Sabbatical Scheme (WLSS).
- Working closely with Initial Teacher Education (ITE) partnerships to deliver ITE accredited ITE programmes.
- Working closely with the Education Workforce Council (EWC) and ITE providers to complement and support recruitment across Wales.

The WLSS offers Welsh language courses to the primary and secondary school-based workforce. The aim of the WLSS, which is funded by the WG, is to increase the number of the school based workforce who can teach through the medium of Welsh or bilingually. The WLSS offers opportunities for specialised, continuing professional development and is offered at various language proficiency levels in various locations across Wales.

The data in the table that follows outlines the number the school based workforce who are employed by the LA and have participated in and completed a WLSS over the previous four academic years up to and including 2020 / 2021.

<p><b>Number of the School Based Workforce who are Employed by the LA and have Participated in and Completed a WLSS Course Over the Previous Four Academic Years</b></p>
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<b>Academic Year</b>	<b>Number</b>
2017 / 2018	1
2018 / 2019	3
2019 / 2020	5
2020 / 2021	3*
<i>*A further two school teachers and school learning support assistants were offered place but decided to defer until 2021 / 2022 due to the Covid-19 pandemic.</i>	

The CSCJES provides the school based workforce who have completed WLSS with continued professional learning, networking and opportunities to share best practice within and across the schools located in the County Boroughs that comprise the CSCJES.

Two Welsh medium secondary schools in the County Borough, Ysgol Garth Olwg and Ysgol Gyfun Rhydywaun have formed an alliance with Ysgol Gyfun Gymraeg Llangynwyd and Ysgol Gyfun Gymraeg Plasmawr, in partnership with Cardiff Metropolitan University to run an ITE programme. The secondary schools that form part of the alliance are required to provide training days for all secondary school PGCE learners who study the PGCE course through the medium of Welsh. Every PGCE learner must be placed in one of the secondary schools who form part of the alliance for one of their placements. To assist and support the PGCE learners, each secondary school that forms part of the alliance provides a Research Champion, Welsh Language Coordinator, Subject Mentor and Senior Mentor. During the academic year 2020 / 2021, there are 15 PGCE learners across the alliance.

The Urdd provide a range of opportunities for young people over the age of seventeen to gain employment, practical experience and professional qualifications, working alongside stakeholders to develop Welsh medium apprenticeships. Apprenticeships are available within outdoor activity, sports and youth and community services. Apprentices get the opportunity to learn from experienced staff and lead high quality activities for children and young people whilst gaining accredited qualifications. The LA will work to strengthen links with the Urdd, creating alternative, additional pathways for learners.

The LA and the CSCJES provides numerous professional learning opportunities to take account of the language progression of the school based workforce employed by the LA. The LA and the CSCJES records attendance at courses organised.

## **WHERE DO WE AIM TO BE WITHIN THE FIRST FIVE YEARS OF THIS WESP AND HOW DO WE PROPOSE TO GET THERE?**

In order to meet our target of 720 year one learners in Welsh medium education by 2032, the LA, along with officers from a number of external groups and organisations who form the WESP Strategic Group need to work collectively.

In contributing towards the vision of one million people in Wales being Welsh speakers by 2050, it is vital to ensure a childcare and early years setting and school based workforce of sufficient size and capability. In order to create more Welsh speakers, our childcare and early years settings and education system is dependent on its 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. The LA will strategically assess staffing

vacancies across the County Borough and identify the required growth in the number of teachers and support staff to achieve the aspirational targets set. Close partnership with Welsh Government, Central South Consortium, training providers and other partners will be important to ensure that there is a sufficient supply of staff to meet demands. Active engagement in specific programmes from the National Centre for Learning Welsh and Mudiad Meithrin, such as Work Welsh and Camau, will be undertaken to stimulate growth where this is possible. This will not be without its challenges given the current shortage of staff in this sector, which has been further compounded by the pandemic.

If the LA is to achieve its target of 720 year one learners in Welsh medium education by 2032 during the lifespan of this WESP, it could result in the requirement for an increased childcare and early years setting and school based workforce. Early immersion in the Welsh language and support for parents/carers to seamlessly continue their child's statutory education journey into Welsh medium education is important in ensuring a continuum of linguistic progression. We need to ensure that there is an adequate childcare and early years settings workforce to support parents/ carers to attend Cylch Ti a Fi and Cymraeg i Blant parent/carer and toddler sessions, followed by Cylch Meithrin nursery groups. At present, projections show adequate surplus capacity across Welsh medium primary and secondary schools to meet our target. However, we need to ensure that childcare and early years and school based staff have robust linguistic skills and are able to inspire and motivate learners in Welsh medium and Welsh language education.

The LA will work collaboratively with Mudiad Meithrin to ensure there is an adequate childcare and early years workforce to provide early immersion in the Welsh language and support for parents/carers to seamlessly continue their child's statutory education journey into Welsh medium.

The LA and the CSCJES will continue to analyse data from the PLASC and SWAC to monitor linguistic competency and identify the professional learning needs of the school based workforce. Utilising local, regional and national training programmes, that take account of the language progression of the school based workforce employed by the LA, including the WLSS, the school based workforce will be supported with continued professional learning, networking and opportunities to share best practice within and across the schools that comprise the CSCJES.

In addition, the LA will work collaboratively with the CSCJES to increase the capacity of the school based workforce in English medium primary and secondary schools to teach through the medium of Welsh. Whilst also continuing to develop and support secondary school teachers who are not subject specialists to teach through the medium of Welsh.

The LA and the CSCJES will work collaboratively to increase leadership capacity at all levels in the Welsh medium sector with progression into headship. The CSCJES provides clear leadership progression opportunities for the Welsh medium sector through leadership development programmes at various levels, including the Aspiring Headteacher Programme (AHP), which is a one year development programme for experienced school leaders who wish to become headteachers in the near future and the subsequent National Professional Qualification for Headship (NPQH) Programme which is the national professional qualification for headteachers. There are currently eighteen Welsh medium primary or secondary school teachers employed by the LA participating in the AHP and NPQH programme.

Notwithstanding the work that will be driven at a national level by the WG, there are numerous strategies that could be implemented at a regional and national level. These include but are not limited to:

- Exploring how the LA's Apprenticeship Programme could be utilised to provide school based workforce apprenticeship opportunities within Welsh medium primary and secondary schools.
- Working in partnership with the Urdd, the LA will work to strengthen links to create alternative, additional pathways for learners through the development of Welsh medium apprenticeships.
- Utilising the Gatsby Good Career Benchmarks programme, which supports secondary schools to develop a wider range of learning pathways for 14 to 19 year old learners in preparation for the world of work, ensuring the early promotion of the professional learning pathway.
- Investigating alternative professional learning pathways with the LA's Adult Education Team.
- Continuing to support the delivery of the ITE programme in alliance with the secondary schools that have formed a partnership with Cardiff Metropolitan University.
- Continuing to support the progression of the current school based workforce in completing their ITE programme.

## **WHERE DO WE EXPECT TO BE AT THE END OF OUR WESP?**

In order to meet our target of 720 year one learners in Welsh medium education by 2032, the LA, along with officers from a number of external groups and organisations who form the WESP Strategic Group need to work collectively.

In contributing towards the vision of one million people in Wales being Welsh speakers by 2050, it is vital to ensure a school based workforce of sufficient size and capability. In order to create more Welsh 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.

This work will be driven at a national level, by the WG, who are currently implementing numerous strategies alongside the numerous strategies that could be implemented at a regional and national level by the CSCJES and LA.

## **MARKETING**

The use of marketing and promotion strategies to promote Welsh medium and Welsh language education will become integral in the contribution to one million people being Welsh speakers by 2050. The LA will utilise both national and regional marketing and promotion strategies, developed and provided by the WG and CSCJES, as well as local marketing and promotion strategies developed by the LA along with officers from a number of external groups and organisations who form the WESP Strategic Group. Where required, the LA will develop bespoke marketing and promotion strategies to assist in the promotion of Welsh medium and Welsh language education.

In addition to this, the LA will continue to raise awareness of the benefits of Welsh medium and Welsh language education through the use of existing marketing materials, created as a result of existing marketing and promotion strategies, whilst also developing new marketing materials.

To support this, a Marketing and Promotion Sub Group comprised of officers from the LA, along with officers from a number of external groups and organisations will be established. This Marketing and Promotion Sub Group will be guided by a Terms of Reference which will be reflective of the key objective and outcomes to be achieved as outlined within this document.

## **ACHIEVING OUR VISION**

In accordance with the 2019 Regulations, the LA will make every effort to build and maintain constructive working relationships with all relevant groups and organisations who can contribute towards the success of this WESP. These groups and organisations include, but are not limited to:

- CSCJES.
- Coleg y Cymoedd.
- CTMUHB.
- Menter Iaith.
- Mudiad Meithrin.
- RhaG.
- The Urdd.
- University of South Wales.
- WG.

Of particular importance in the formulation, implementation and evaluation of this WESP will be our WESP Strategic Group. The WESP Strategic Group is comprised of officers from the LA, along with officers from a number of external groups and organisations and is guided by a Terms of Reference.

Alongside, the WESP Strategic Group and of upmost importance to the success of this WESP is the Marketing and Promotion Sub Group. The Marketing and Promotion Sub Group is comprised of officers from the LA, along with officers from a number of external groups and organisations and is guided by a Terms of Reference.

In Addition to the WESP Strategic Group and Marketing and Promotion Sub Group, where and when necessary, the LA will establish 'task and finish' Sub Groups comprised of officers from the LA, along with officers from a number of external groups and organisations. Each Sub Group will be tasked with the achievement of specified objectives and guided by Terms of Reference.

From 2023 onwards, the LA will implement two main methods of reporting on the progress of this WESP:

1. Annual Work Plan (AWP).
2. Annual Progress Report (APR).



The AWP is intended to be a practical working document to help keep track of progress in the short term and will be utilised by the WESP Strategic Group to track progress of this WESP.

The 2019 Regulations require LA's to review their WESP and submit an APR, based on that review, to the WG by 31<sup>st</sup> July each year. The APR is intended to capture the key achievements in relation to the WESP.

Whilst the statutory responsibility for the WESP sits with the LA, a range of external groups and organisations have a key role in formulating, implementing and evaluating its progress regularly throughout its lifespan.

In September 2020, the WLC published his [Policy Making Standards document](#). This document focuses on the ['Policy Making' Standards \(Standards 88-97\)](#) regarding consultation, Impact Assessments, and Policy Research. Consequently, the LA have implemented a new process to ensure that policy decisions consider what effects, if any (whether positive or adverse), those decisions would have on opportunities for persons to use the Welsh language and/or treating the Welsh language no less favourably than the English language. The process ensures that decision makers (including LA/Cabinet/and Senior Officers through delegated decisions) are aware of their duties in relation to the Standards when making a decision as well as giving them an opportunity to explore ways of promoting the Welsh language, reduce any adverse effects on the Welsh language and demonstrate due regard to the various effects listed in the Standards. This WESP has been subject to this new process, as will any further policy changes that are delivered as a result of achieving any of the targeting outcomes and priorities included within it.

## **ANNEX ONE: METHODOLOGY FOR TARGET SETTING**

Cymraeg 2050 sets out the overall long term target of one million people in Wales being Welsh speakers by 2050. In order to achieve this target, Cymraeg 2050 sets out a long term trajectory which includes milestone targets set out in ten year increments. Targets have been set for each LA and have been calculated by the WG in order to establish a clear path to reach the national target.

The methodology implemented by the WG involves using baseline data from the 2019 PLASC, more specifically, the number of year one learner's being taught through the medium of Welsh. The data from each LA has been compared and LAs have been grouped together based on this and other factors including the models of Welsh medium education provision adopted by the LA and the linguistic nature of the LA. This methodology is regarded to be fair, as it acknowledges the different challenges faced by each LA.

Each group of LAs has a set target to increase the percentage of year one learners taught through the medium of Welsh by a fixed range of percentage points. Our LA is in Group Three. This is demonstrated in the table that follows:

<b>LA Group Three Targets</b>						
<b>LA</b>	<b>2019 Baseline (PLASC 2019)</b>		<b>2032 Target</b>			
	<b>Number</b>	<b>%</b>	<b>Lower Range</b>		<b>Upper Range</b>	
			<b>Number</b>	<b>%</b>	<b>Number</b>	<b>%</b>
Caerphilly County Borough Council	359	17.9%	520	26.0%	600	30.0%
Cardiff City Council	702	16.9%	1,035	25.0%	1,200	29.0%
Merthyr Tydfil County Borough Council	100	14.0%	155	22.0%	185	26.0%
Rhondda Cynon Taf County Borough Council	506	19.1%	720	27.0%	825	31.0%
Swansea Council	390	15.4%	590	23.0%	695	27.0%
Vale of Glamorgan Council	221	14.3%	345	22.0%	405	26.0%
Wrexham County Borough Council	235	15.0%	360	23.0%	425	27.0%

According to data from the 2019 PLASC, between 14.0% and 19.1% of year one learners in these LAs were taught through the medium of Welsh.

It is proposed that each group of LAs calculates a target to increase the percentage of year one learner's being taught through the medium of Welsh by a fixed range of percentage points, based on existing provision in each LA. In Group Three, the percentage point ranges are between 8.0% and 12.0%. The lower range as been set for each group of LAs so that the national target of 30.0% of year one learner's being taught through the medium of Welsh is achieved by during the lifespan of this WESP.

## **ANNEX TWO: LINGUISTIC PROFILE OF THE COUNTY BOROUGH**

Every ten years the nation sets aside one day for the Census, a count of all people and households. The Census is a key source of information about the number of people who can speak Welsh.

The 2011 Census<sup>29</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 the 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% (2,393,825) were not able to speak Welsh.

The Annual Population Survey<sup>30</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 June 2021, reported that 19.6% of respondents living in the County Borough said they could speak Welsh, this is compared to the all Wales percentage of 25.9% 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>Wales</b>
<b>Can Read Welsh</b>	19.6%	25.9%
<b>Can Write Welsh</b>	18.1%	23.7%
<b>Can Understand Spoken Welsh</b>	24.1%	33.6%

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 an 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>Residents Frequency of Speaking Welsh – (%)</b>		
	<b>County Borough of Rhondda Cynon Taf</b>	<b>Wales</b>
<b>Speak Welsh Daily</b>	8.1%	15.4%
<b>Speak Welsh Weekly</b>	5.0%	5.1%
<b>Use it Less Often</b>	7.0%	5.6%

The data demonstrates that the percentage of respondents who speak Welsh daily is far lower for the County Borough than the all Wales percentage.

<sup>29</sup> [2011 Census](#)

<sup>30</sup> [Annual Population Survey](#)

The Welsh Language Use Survey<sup>31</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 to 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.

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<sup>31</sup> [Welsh Language Use Survey 2013 to 2015](#)

### ANNEX THREE: BASELINE DATA

#### OUTCOME 1: MORE NURSERY/THREE YEAR OLD LEARNERS RECEIVE THEIR EDUCATION THROUGH THE MEDIUM OF WELSH

The data in the table that follows is derived from the LA's CSA for the period between 2017 and 2022. It demonstrates the total number of registered and unregistered English and Welsh medium childcare and early years settings alongside the number of places available across the County Borough.

<b>Total Number of English and Welsh Medium Childcare and Early Years Settings Available Across the County Borough</b>					
<b>Childcare Type</b>		<b>Total Number of Registered Childcare Settings</b>	<b>Total Number of Places</b>	<b>Total Number of Unregistered Childcare Settings</b>	<b>Total Number of Places</b>
Childminder		117	564	0	0
Day Care	Full Day Care	35	142	0	0
	Sessional Day Care	29	47	5	6
	Crèches	0	0	0	0
	Out of School Care	9	15	6	6
	Open Access Play Provision	5	7	4	4
Nanny		0	0	0	0
<b>Total</b>		<b>195</b>	<b>775</b>	<b>15</b>	<b>16</b>

The data in the table that follows, again derived from the LAs CSA for the period between 2017 and 2022, demonstrates the total number of registered and unregistered Welsh medium childcare and early years settings (both Welsh medium and bilingual) alongside the number of places available across the County Borough.

<b>Total Number of Welsh Medium Childcare and Early Years Settings Available Across the County Borough</b>					
<b>Childcare Type</b>		<b>Total Number of Registered Childcare Settings</b>	<b>Total Number of Places</b>	<b>Total Number of Unregistered Childcare Settings</b>	<b>Total Number of Places</b>
Childminder		1	9	0	0
Day Care	Full Day Care	7	282	0	0
	Sessional Day Care	16	416	0	0
	Crèches	0	0	0	0
	Out of School Care	2	64	5	80
<b>Total</b>		<b>26</b>	<b>771</b>	<b>5</b>	<b>80</b>

The data in the table that follows is provided by the LA's FSP Team and outlines the FSP childcare places that were commissioned from childcare and early years settings by the LA in order to provide the FSP offer to all eligible children. It contains information since the last FSP tender exercise which took place in 2018.

<b>FSP Childcare Places Commissioned from Childcare Settings</b>			
<b>FSP Childcare Places</b>	<b>Number of Commissioned Childcare and Early Years Settings</b>	<b>Number of Commissioned Places</b>	<b>%</b>
Total FSP Childcare English Medium Places Commissioned	23	530	77.3%
Total FSP Childcare Welsh Medium Places Commissioned	9	156	22.7%
<b>Total</b>	<b>32</b>	<b>686</b>	<b>100.0%</b>

The data in the table that follows is provided by the LA's FSP Team and demonstrates that as of November 2020 across the County Borough, an additional 34 Welsh medium FSP childcare places had been purchased via approved childcare and early years settings, whilst an additional 12 English medium FSP childcare places had been purchased via approved childcare and early years settings taking the total number of childcare places purchased to 732. This is due to parent/carer choice or insufficient space available in local childcare settings.

<b>Additional FSP Childcare Places Commissioned from Childcare and Early Years Settings – As at November 2020</b>		
<b>FSP Childcare Places</b>	<b>Additional Number of Commissioned Places Purchased</b>	<b>New Total Number of Commissioned Places</b>
Total FSP Childcare English Medium Places Commissioned	12	542
Total FSP Childcare Welsh Medium Places Commissioned	34	190
<b>Total</b>	<b>46</b>	<b>732</b>

The data in the table that follows is provided by the WG and outlines the total number of children attending Cylchoedd Meithrin over the previous five academic years.

<b>Total Number of Children Attending Cylchoedd Meithrin Over the Previous Five Academic Years</b>					
<b>Settings</b>	<b>Academic Year</b>				
	<b>2015 / 2016</b>	<b>2016 / 2017</b>	<b>2017 / 2018</b>	<b>2018 / 2019</b>	<b>2019 / 2020</b>
<b>Number of Settings</b>	22	24	25	23	19
<b>Number of Cylchoedd Meithrin</b>	25	27	25	25	20
<b>Number of Children Attending Cylchoedd Meithrin</b>	716	813	804	860	669

The data in the table that follows is derived from PLASC and outlines the number of pre nursery, pre nursery part time, nursery and nursery part time learners attending Welsh medium primary schools for the previous three academic years up to and including 2020/2021.

<b>Total Number of Pre Nursery, Pre Nursery Part Time, Nursery and Nursery Part Time Learners Attending Welsh Medium Primary Schools Over the Previous Three Academic Years</b>			
<b>Year Group</b>	<b>Academic Year</b>		
	<b>2018 / 2019</b>	<b>2019 / 2020</b>	<b>2020 / 2021</b>
<b>Pre Nursery</b>	24	27	26
<b>Pre Nursery Part Time</b>	19	29	39
<b>Nursery</b>	421	406	437
<b>Nursery Part Time</b>	140	130	95
<b>Total</b>	<b>604</b>	<b>592</b>	<b>597</b>

**OUTCOME 2: MORE RECEPTION/FIVE YEAR OLD LEARNERS RECEIVE THEIR EDUCATION THROUGH THE MEDIUM OF WELSH**

The data in the table that follows is derived from PLASC and outlines the total number of primary school aged learners attending primary schools across the County Borough, split by English and Welsh medium for the previous three academic years up to and including 2020 / 2021.

<b>Total Number of Primary School Aged Learners Attending Primary Schools Split by English and Welsh Medium Over the Previous Three Academic Years</b>							
<b>Category</b>	<b>Academic Year</b>						
	<b>2018 / 2019</b>		<b>2019 / 2020</b>		<b>2020 / 2021</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>	18,153	81.0%	18,078	81.0%	17,894	81.2%	
<b>Total Number of Learners Attending Welsh Medium Primary Schools</b>	4,269	19.0%	4,220	19.0%	4,152	18.8%	
<b>Total Number of Learners Attending Primary Schools</b>	<b>22,422</b>		<b>22,298</b>		<b>22,046</b>		

The data in the table that follows is derived from PLASC and outlines the total number of reception/five year old learners attending Welsh medium primary schools for the previous three academic years up to and including 2020/2021.

<b>Total Number of Reception/Five Year Old Learners Attending Welsh Medium Primary Schools Over the Previous Three Academic Years</b>			
<b>Year Group</b>	<b>Academic Year</b>		
	<b>2018 / 2019</b>	<b>2019 / 2020</b>	<b>2020 / 2021</b>
<b>Reception</b>	517	565	528
<b>Reception Part Time</b>	1	0	0
<b>Total</b>	<b>518</b>	<b>565</b>	<b>528</b>

**OUTCOME 3: MORE CHILDREN CONTINUE TO IMPROVE THEIR WELSH LANGUAGE SKILLS WHEN TRANSFERRING FROM ONE STAGE OF THEIR STATUTORY EDUCATION TO ANOTHER**

The data in the table that follows is provided by the WG and outlines the transition rates of children attending Cylchoedd Meithrin into Welsh medium primary schools for the previous five academic years.

<b>Transition Rates of Children Attending Cylchoedd Meithrin into Welsh Medium Primary Schools for the Previous Five Academic Years</b>					
<b>Settings</b>	<b>Academic Year</b>				
	<b>2015 / 2016</b>	<b>2016 / 2017</b>	<b>2017 / 2018</b>	<b>2018 / 2019</b>	<b>2019 / 2020</b>
<b>Number of Children Attending Cylchoedd Meithrin Percentage of Children Transferring from the Cylch Meithrin to a Welsh Medium Primary School</b>	65.7%	68.9%	68.0%	70.5%	72.1%

The data in the table that follows is derived from PLASC and outlines the transition rates of learners between each key stage for Welsh medium primary and secondary schools for the previous three academic years up to and including 2020 / 2021.

<b>Transition Rates of Learners Between Each Key Stage for Welsh Medium Primary and Secondary Schools for the Previous Three Academic Years</b>			
<b>Transition</b>	<b>Academic Year</b>		
	<b>2018 / 2019</b>	<b>2019 / 2020</b>	<b>2020 / 2021</b>
<b>Foundation Phase to Key Stage Two</b>	97.4%	97.5%	96.1%
<b>Key Stage Two to Key Stage Three</b>	97.3%	94.0%	94.7%
<b>Key Stage Three to Key Stage Four</b>	98.2%	97.3%	98.7%
<b>Key Stag Four to Key Stage Five</b>	53.5%	55.9%	48.5%

**OUTCOME 4: MORE LEARNERS STUDY FOR ASSESSED QUALIFICATIONS IN WELSH (AS A SUBJECT) AND SUBJECTS THROUGH THE MEDIUM OF WELSH**

The data in the table that follows is derived from PLASC and outlines the total number of secondary school aged learners attending secondary schools, split by English and Welsh medium for the previous three academic years up to and including 2020 / 2021.

<b>Total Number of Secondary School Aged Learners Attending Secondary Schools Split by English Medium and Welsh Medium Over the Previous Three Academic Years</b>						
<b>Category</b>	<b>Academic Year</b>					
	<b>2018 / 2019</b>		<b>2019 / 2020</b>		<b>2020 / 2021</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>	12,685	80.6%	12,868	80.4%	13,346	80.7%
<b>Total Number of Learners Attending Welsh Medium Secondary Schools</b>	3,058	19.4%	3,141	19.6%	3,197	19.3%



<b>Total Number of Learners Attending Secondary Schools</b>	<b>15,743</b>	<b>16,009</b>	<b>16,543</b>
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The data in the table that follows is derived from PLASC and outlines the total number of year ten learners attending Welsh medium secondary schools for the previous three academic years up to and including 2020 / 2021.

<b>Total Number of Year Ten Learners Attending Welsh Secondary Schools Over the Previous Three Academic Years</b>			
<b>Year Group</b>	<b>Academic Year</b>		
	<b>2018 / 2019</b>	<b>2019 / 2020</b>	<b>2020 / 2021</b>
<b>Year Ten</b>	496	513	517

The data in the table that follows is derived from StatsWales and outlines the total percentage of year eleven learners registered for GCSEs in Welsh (first or second language) or neither attending secondary schools for the previous three academic years up to and including 2019 / 2020.

<b>Total Percentage of Year Eleven Learners Registered for GCSEs in Welsh (First or Second Language) and those not Register for Neither Attending Secondary Schools Over the Previous Three Academic Years</b>			
<b>Category</b>	<b>Academic Year</b>		
	<b>2017 / 2018</b>	<b>2018 / 2019</b>	<b>2019 / 2020</b>
<b>Welsh (First Language)</b>	17.0%	17.0%	18.0%
<b>Welsh (Second Language)</b>	45.0%	59.0%	63.0%
<b>Not Registered for Welsh GCSE</b>	34.0%	24.0%	19.0%

The data in the table that follows is derived from StatsWales and outlines the total percentage of year twelve and thirteen learners registered for S and A Level Welsh (first or second language) attending secondary schools for the academic years up to and including 2019 / 2021.

<b>Total Percentage of Year Twelve and Thirteen Learners Registered for AS and A Level in Welsh (First or Second Language) Attending Secondary Schools Over the Previous Three Academic Years</b>			
<b>Category</b>	<b>Academic Year</b>		
	<b>2017 / 2018</b>	<b>2018 / 2019</b>	<b>2019 / 2020</b>
<b>Welsh (First or Second Language)</b>	4.2%	3.7%	TBC

### **OUTCOME 5: MORE OPPORTUNITIES FOR LEARNERS TO USE WELSH IN DIFFERENT CONTEXTS IN SCHOOL**

The data in the table that follows is provided by the CSCJES and outlines the total number of Welsh and English medium primary and secondary schools that have achieved the Welsh Language Charter and Cymraeg Campus to date.

<b>Total Number of Welsh and English Medium Primary and Secondary Schools that have Achieved the Welsh Language Charter and Cymraeg Campus</b>				
<b>Level</b>	<b>Welsh Language Charter</b>		<b>Cymraeg Campus</b>	
	<b>Welsh Medium Primary School</b>	<b>Welsh Medium Secondary School</b>	<b>English Medium Primary School</b>	<b>English Medium Secondary School</b>
<b>Achieved Bronze Award</b>	17	All 4 Welsh medium secondary schools working towards achieving the bronze award.	N/A	N/A
<b>Achieved Silver Award</b>	8	N/A	18	N/A
<b>Other</b>	N/A	N/A	N/A	Two English medium secondary schools are part of the Cymraeg Campus pilot.

**OUTCOME 6: AN INCREASE IN THE PROVISION OF WELSH MEDIUM EDUCATION FOR LEARNERS WITH ALN (IN ACCORDANCE WITH THE DUTIES IMPOSED BY THE ADDITIONAL LEARNING NEEDS AND EDUCATION TRIBUNAL (WALES) ACT 2018**

N/A.

**OUTCOME 7: INCREASE THE NUMBER OF TEACHING STAFF ABLE TO TEACH WELSH (AS A SUBJECT) AND TEACH THROUGH THE MEDIUM OF WELSH**

The data in the table that follows is provided by the LA's Welsh Language Unit and outlines the total number and percentage of staff who identified themselves as fluent or fairly fluent in the Welsh language and was correct as of August 2020:

<b>Total Number of Staff who Identified Themselves as Fluent or Fairly Fluent in Welsh</b>							
<b>Number of Staff with Welsh Language Skills</b>		<b>Fluent (Welsh Language Level Four and Five)</b>		<b>Fairly Fluent (Welsh Language Level Three)</b>		<b>Total (Welsh Language Level Three, Four and Five)</b>	
<b>Category</b>	<b>Total Number of Staff</b>	<b>Number</b>	<b>%</b>	<b>Number</b>	<b>%</b>	<b>Number</b>	<b>%</b>
<b>School Based Staff</b>	5,290	742	14.0%	175	3.3%	917	17.3%
<b>Non-School</b>	7,167	575	8.0%	143	1.9%	718	10.0%

<b>Total Number of Staff who Identified Themselves as Fluent or Fairly Fluent in Welsh</b>							
<b>Number of Staff with Welsh Language Skills</b>		<b>Fluent (Welsh Language Level Four and Five)</b>		<b>Fairly Fluent (Welsh Language Level Three)</b>		<b>Total (Welsh Language Level Three, Four and Five)</b>	
<b>Category</b>	<b>Total Number of Staff</b>	<b>Number</b>	<b>%</b>	<b>Number</b>	<b>%</b>	<b>Number</b>	<b>%</b>
<b>Based Staff</b>							
<b>Total</b>	<b>12,457</b>	<b>1,317</b>	<b>10.5%</b>	<b>318</b>	<b>2.5%</b>	<b>1,635</b>	<b>13.1%</b>

The data in the table that follows is derived from SWAC and outlines the Welsh language ability of the LA's school based workforce for the academic year 2019 / 2020.

<b>Welsh Language Ability of Total Teachers (Including Headteachers, School Teachers and School Learning Support Workers) Employed by the LA</b>		
<b>Skill Level</b>	<b>Academic Year</b>	
	<b>2019 / 2020</b>	
	<b>Number</b>	<b>%</b>
<b>No Skills (NS)</b>	457	22.1%
<b>Entry Level (EL)</b>	456	22.1%
<b>Foundation Level (FL)</b>	325	15.7%
<b>Intermediate Level (IL)</b>	166	8.0%
<b>Advanced Level (AL)</b>	128	6.2%
<b>Proficient Level (PL)</b>	511	24.8%
<b>Information Not Obtained (INO)</b>	21	1.0%
<b>Total</b>	<b>2,064</b>	<b>100.0%</b>

The data in the table that follows is derived from SWAC and outlines the total number of the school based workforce (including headteachers, school teachers and school learning support workers) employed by the LA teaching / working through the medium of Welsh for the academic year 2019 / 2020.

<b>Total Teachers Employed by the LA Teaching / Working Through the Medium of Welsh</b>		
<b>Category</b>	<b>Academic Year</b>	
	<b>2019 / 2020</b>	
	<b>Number</b>	<b>%</b>
<b>Teaching/Working Through the Medium of Welsh in Current Post</b>	448	21.7%
<b>Able to Teach/Work Through the Medium of Welsh but not doing so in Current Post</b>	143	6.9%
<b>Unable to Teach/Work Through the Medium of Welsh</b>	838	40.6%
<b>Teaching Welsh as a Subject Only</b>	635	30.7%
<b>Total</b>	<b>2,064</b>	<b>100.0%</b>

The data in the table that follows is derived from PLASC and outlines the total percentage of teachers employed by the LA who are able to teach through the medium of Welsh for the previous three academic years.

<b>Total Percentage of Teachers who are able to Teach through the Medium of Welsh</b>			
<b>Category</b>	<b>Academic Year</b>		
	<b>2017 / 2018</b>	<b>2018 / 2019</b>	<b>2019 / 2020</b>
<b>Qualified Teachers Teaching Welsh as a First Language</b>	8.7%	10.9%	9.7%
<b>Qualified Teachers Teaching Welsh as a Second Language (Only)</b>	39.1%	38.6%	39.6%
<b>Qualified Teachers Teaching Other Subjects through the Medium of Welsh</b>	10.1%	8.4%	9.7%
<b>Qualified Teachers Able to Teach through the Medium of Welsh, but not doing so</b>	3.6%	6.3%	3.8%
<b>Not Qualified to Teach through the Medium of Welsh</b>	38.3%	35.9%	37.2%

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## ANNEX FOUR: SURPLUS CAPACITY (PLASC 2021)

School	Capacity	Pupils	Occupancy	Surplus
<b>Primary</b>				
Dolau Primary (including Welsh Unit)	504	510	101.2%	-1.2%
Heol y Celyn Primary (including Welsh Unit)	443	335	75.6%	24.4%
Penderyn Primary	263	206	78.3%	21.7%
Ysgol Gynradd Gymraeg Abercynon	368	300	81.5%	18.5%
Ysgol Gynradd Gymraeg Aberdar	480	424	88.3%	11.7%
Ysgol Gynradd Gymraeg Bodringallt	195	118	60.5%	39.5%
Ysgol Gynradd Gymraeg Bronllwyn	269	237	88.1%	11.9%
Ysgol Gynradd Gymraeg Castellau	300	256	85.3%	14.7%
Ysgol Gynradd Gymraeg Evan James	390	295	75.6%	24.4%
Ysgol Gynradd Gymunedol Gymraeg Llantrisant	386	272	70.5%	29.5%
Ysgol Gynradd Gymraeg Llwyncelyn	383	316	82.5%	17.5%
Ysgol Gynradd Gymraeg Llyn-y-Forwyn	225	171	76.0%	24.0%
Ysgol Gynradd Gymraeg Pont Sion Norton	305	269	88.2%	11.8%
Ysgol Gynradd Gymraeg Tonyrefail	374	190	50.8%	49.2%
Ysgol Gynradd Gymraeg Ynyswen	342	275	80.4%	19.6%
Ysgol Garth Olwg – (Primary Phase)	467	357	76.4%	23.6%
Ysgol Llanhari – (Primary Phase)	221	187	84.6%	15.4%
<b>Total Primary</b>	<b>5915</b>	<b>4718</b>	<b>79.8%</b>	<b>20.2%</b>
<b>Secondary</b>				
Ysgol Garth Olwg – (Secondary Phase)	1110	860	77.5%	22.5%
Ysgol Llanhari – (Secondary Phase)	914	514	56.2%	43.8%
Ysgol Gyfun Rhydywaun	1038	1090	105.0%	-5.0%
Ysgol Gyfun Cwm Rhondda	1023	755	73.8%	26.2%
<b>Total Secondary</b>	<b>4085</b>	<b>3219</b>	<b>78.8%</b>	<b>21.2%</b>
Source: April 2021 PLASC				

<b>Glossary</b>	
AHP	Aspiring Headteacher Programme
AL	Advanced Level
ALN	Additional Learning Need
ANF	Additional Needs Funding
APR	Annual Progress Report
AWP	Annual Work Plan
CFC	Communities First Clusters
CfW	Communities for Work
CIW	Care Inspectorate Wales
CSA	Childcare Sufficiency Assessment
CSCJES	Central South Consortium Joint Education Service
CTMUHB	Cwm Taf Morgannwg University Health Board
DWP	Department for Work and Pensions
EAST	Easy, Attractive, Sociable and Timely
EL	Entry Level
ESF	European Social Fund
EWC	Education Workforce Council
FEI	Further Education Institutions
FIS	Family Information Service
FL	Foundation Level
FPN	Foundation Phase Nursery
FSP	Flying Start Programme
IL	Intermediate Level
INO	Information Not Obtained
ISP	Information Sharing Protocol
ITE	Initial Teacher Education
LA	Local Authority
LDP	Local Development Plan
LSCs	Learning Support Classes
NEET	Not in Education, Employment or Training
NPQH	National Professional Qualification for Headship
NQTs	Newly Qualified Teacher
NS	No Skills
PL	Proficient Level
PRUs	Pupil Referral Units
QTS	Qualified Teacher Status
REPs	Registered Education Provider
SEBD	Social, Emotional and Behavioural Difficulties
SLA	Service Level Agreement
SWAC	School Workforce Annual Census
The 2002 Code	SEN Code of Practice for Wales 2002
The 2006 Act	The Childcare Act 2006
The 2011 Measure	Welsh Language (Wales) Measure 2011
The 2013 Act	The School Standards and Organisation Act 2013
The 2016 Regulations	The Childcare Act 2006 (Local Authority Assessment) (Wales) Regulations 2016
The 2019 Regulations	The Welsh in Education Strategic Plan (Wales) Regulations 2019

The 2020 Regulations	The Welsh in Education Strategic Plan (Wales) (Amendment) (Coronavirus) Regulations 2020
The ALNET Act 2018	The Additional Learning Needs and Education Tribunal (Wales) Act 2018
The Draft Code	The Draft ALN Code for Wales – December 2018
The Measure	Section 13 of The Learner Travel (Wales) Measure 2008
The New Code	The New Statutory ALN Code
The Urdd	Urdd Gobaith Cymru
WCNT	The Welsh Complex Needs Team
WESP	Welsh in Education Strategic Plan
WG	Welsh Government
WiEO	Welsh in Education Officers
WLSS	Welsh Language Sabbatical Scheme
YEPS Team	Youth Engagement and Participation Service Team
RCT	Rhondda Cynon Taf
RHP	Resilience Health Programme
RFS	Resilient Families Service
SOGs	Schedule of Growing Skills

Tudalen wag



CYNGOR BWRDEISTREF SIROL RHONDDA CYNON TAF

# Cynllun Strategol 2022 i 2032

# **Cymraeg** mewn **Addysg**



RHONDDA CYNON TAF

## **CYNGOR BWRDEISTREF SIROL RHONDDA CYNON TAF**

### **CYNLLUN STRATEGOL CYMRAEG MEWN ADDYSG 2022 – 2032**

Mae'r Cynllun Strategol Cymraeg mewn Addysg yma wedi'i baratoi o dan Adran 84 o Ddeddf Safonau a Threfniadaeth Ysgolion (Cymru) 2013<sup>1</sup> ac yn cydymffurfio â Rheoliadau Cynlluniau Strategol Cymraeg mewn Addysg (Cymru) 2019<sup>2</sup> a Rheoliadau Cynlluniau Strategol Cymraeg mewn Addysg (Cymru) (Diwygio) (Coronafeirws) 2020<sup>3</sup>. Wrth osod targedau, mae sylw dyledus wedi'i roi i'r canllawiau statudol a gyhoeddwyd gan Weinidogion Cymru.

Gaynor Davies

**(Cyfarwyddwr Addysg a Gwasanaethau Cynhwysiant)**

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<sup>1</sup> [Deddf Safonau a Threfniadaeth Ysgolion \(Cymru\) 2013](#)

<sup>2</sup> [Rheoliadau Cynllun Strategol Cymraeg mewn Addysg \(Cymru\) 2019](#)

<sup>3</sup> [Rheoliadau Cynllun Strategol Cymraeg mewn Addysg \(Cymru\) \(Diwygio\) \(Y Coronafeirws\) 2020](#)

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## **EIN GWELEDIGAETH**

Wrth edrych tua'r dyfodol, mae'r Awdurdod Lleol (ALI) am adeiladu ar yr hyn y mae wedi'i gyflawni hyd yma a sicrhau bod pob tref a chymuned yn y Fwrdeistref Sirol yn lle gwych i fyw, gweithio a chwarae. Uchelgais yr ALI yw bod pawb mor iach, annibynnol a llewyrchus ag sy'n bosibl trwy gydol eu bywydau. Mae agor y drws i addysg dda, datblygu sgiliau a chynnig cyfleoedd cyflogaeth o safon i gyd yn feysydd blaenoriaeth allweddol.

Mae'r weledigaeth ganlynol yn ganolog i gyflawni'r uchelgais yma:

*I ysbrydoli a chefnogi arweinyddiaeth ac arferion proffesiynol rhagorol fel bod modd i bob dysgwr yn Rhondda Cynon Taf wneud ddatblygu'n llwyddiannus a dod yn unigolion uchelgeisiol, galluog, creadigol â gwybodaeth gadarn am faterion moesegol.*

Bydd yr ALI yn cyflawni'r weledigaeth yma trwy gefnogi plant i gael y dechreuad gorau mewn bywyd a sicrhau eu bod yn barod i ddysgu trwy system y blynyddoedd cynnar well, cefnogi teuluoedd trwy'r cynnig gofal plant ac hefyd trwy fuddsoddi mewn cyfleusterau newydd a gwell i ysgolion a chymunedau, a hynny trwy gynllun Ysgolion a Cholegau'r 21<sup>ain</sup> Ganrif.

Bydd gweledigaeth yr ALI ar gyfer addysg cyfrwng Cymraeg ac addysgu'r Gymraeg yn dangos arweinyddiaeth gref ac ymrwymiad clir, ac i'r perwyl hyn, ein nod yw:

*Cynyddu canran y dysgwyr Blwyddyn Un mewn addysg cyfrwng Cymraeg rhwng 8% a 12% yn ystod oes deng mlynedd y Cynllun Strategol Cymraeg mewn Addysg yma ('y Cynllun Strategol'). Mae hyn yn cyfateb i gynnydd o 506 o ddysgwyr Blwyddyn Un mewn addysg cyfrwng Cymraeg i rwng 720 ac 825 o ddysgwyr Blwyddyn Un mewn addysg cyfrwng Cymraeg.*

Mae'r targed yma wedi'i osod yn unol â Rheoliadau Cynllun Strategol Cymraeg mewn Addysg (Cymru) 2019 ('Rheoliadau 2019') a Rheoliadau Cynllun Strategol Cymraeg mewn Addysg (Cymru) (Diwygio) (Y Coronafeirws) 2020. Wrth osod y targed yma, mae sylw dyledus wedi'i roi i Ddeddf Safonau a Threfniadaeth Ysgolion (Cymru) 2013. Mae'r targed yma'n seiliedig ar gyfrannu at y targed tymor hir cyffredinol o gael miliwn o siaradwyr Cymraeg yng Nghymru erbyn 2050, fel sydd wedi'i nodi yng nghynllun Cymraeg 2050: Miliwn o Siaradwyr<sup>4</sup> (Cymraeg 2050). Mae esboniad manylach o'r fethodoleg a gafodd ei defnyddio i osod y targed yma ar gael yn [Atodiad Un - Methodoleg ar gyfer Gosod Targedau](#).

Gan fod cyfraddau geni'n gostwng, bydd cyflawni'r targed yma'n her ac yn gofyn am sawl dull gwahanol. Bydd yr ALI yn gwneud pob ymdrech i feithrin perthynas waith adeiladol gyda'r holl grwpiau a sefydliadau perthnasol a all gyfrannu ato, a chynnal y berthynas honno. Mae cynyddu nifer y siaradwyr Cymraeg yn ein cymunedau ledled y Fwrdeistref Sirol yn flaenoriaeth i'r Cyngor. Mae gwybodaeth fanwl am broffil ieithyddol y Fwrdeistref Sirol yn Atodiad Dau, ac mae'n nodi bod 19.6% o'r ymatebwyr sy'n byw yn y Fwrdeistref Sirol ym mis Mehefin 2021 yn medru'r Gymraeg, o'i chymharu â chanran Cymru gyfan o 25.9%.

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<sup>4</sup> [Cymraeg 2050 – Miliwn o Siaradwyr](#)

Mae sicrhau bod addysg cyfrwng Cymraeg ar gael i bawb yn y lleoliad cywir waeth pa anghenion dysgu sydd gyda nhw, o ddechrau'r blynyddoedd cynnar, trwy'r ysgol gynradd ac uwchradd, ac ymlaen at addysg bellach ac addysg uwch, yn allweddol wrth gyflawni'r nod o gael miliwn o siaradwyr Cymraeg yng Nghymru erbyn 2050. Mae manylion ar y data llinell sylfaen sy'n ymwneud â phob un o'r saith deilliant sy'n sail i'r CSCA yn Atodiad Tri ac yn rhoi cyd-destun pellach i'r ALI.

Yn ystod y blynyddoedd diwethaf, mae'r ALI wedi ymrwymo i godi ansawdd a chynyddu argaeledd lleoliadau cyfrwng Cymraeg y blynyddoedd cynnar, wedi'u cydleoeli ar safleoedd ysgolion cynradd cyfrwng Cymraeg. Mae hyn wedi'i gyflawni trwy fuddsoddi'n sylweddol mewn nifer o estyniadau i leoliadau gofal plant a'r blynyddoedd cynnar sy'n bodoli eisoes, a sefydlu lleoliadau gofal plant a'r blynyddoedd cynnar newydd ar gyfer y Rhaglen Dechrau'n Deg a lleoliadau gofal plant sy'n codi tâl.

Ar hyn o bryd, mae gyda'r mwyafrif o ysgolion cynradd ac uwchradd cyfrwng Cymraeg leoedd dros ben (manyion yn Atodiad Pedwar). Serch hynny, mae yna ychydig o ysgolion cynradd ac uwchradd lle mae'r galw yn uchel a lle mae angen rhagor o leoedd arnyn nhw. Yn yr ysgolion cynradd ac uwchradd yma, mae camau'n cael eu cymryd – neu maen nhw wedi cael eu cymryd – i fynd i'r afael â'r materion yma. Yn ogystal â hyn, mae Band B rhaglen uchelgeisiol Ysgolion a Cholegau'r 21<sup>ain</sup> Ganrif yr ALI yn cynnwys ystod o brosiectau. Mae nifer o'r prosiectau'n cynnig cynyddu a gwella nifer y lleoedd a chyfleusterau cymunedol ysgolion cynradd ac uwchradd cyfrwng Cymraeg yn sylweddol.

Mae'r ALI yn parhau i ddarparu a chefnogi ei raglen fuddsoddi strategol hirdymor i greu amgylcheddau ysgolion sy'n diwallu anghenion cymunedau ac yn rhoi'r ddarpariaeth ddysgu a'r canlyniadau gorau ar gyfer plant, pobl ifainc a'r gymuned ehangach. Mae nifer o brosiectau ysgolion cynradd ac uwchradd cyfrwng Cymraeg wedi'u cynnwys yn rhan o Raglen Gyfalaf yr ALI am y tair blynedd flaenorol, hyd at a chan gynnwys 2019/20. Yn ogystal â hyn, yn ystod yr un cyfnod, mae'r ALI wedi gwario tua £4.7 miliwn ar waith cyfalaf rhaglenni wedi'u cynllunio mewn ysgolion cynradd ac uwchradd cyfrwng Cymraeg.

Mae data'r Cyfrifiad Ysgolion Blynyddol ar Lefel Dysgwyr (CYBLD) yn dangos sefydlogrwydd yn y gymhareb rhwng dysgwyr oedran ysgol cynradd ac uwchradd sy'n mynychu ysgolion cynradd ac uwchradd cyfrwng Cymraeg a Saesneg ar gyfer y tair blynedd academaidd flaenorol, hyd at a chan gynnwys 2020/21. Yn ogystal â hyn, o edrych ar y data, mae'n ymddangos nad yw'r broses bontio i ddysgwyr, na chwaith eu cadw, rhwng Cyfnodau Allweddol yn broblem sylweddol.

Ar hyn o bryd, mae dysgwyr cyfrwng Cymraeg ag Anghenion Dysgu Ychwanegol (ADY), sy'n profi anawsterau mewn ysgolion cynradd ac uwchradd prif ffrwd ac sydd angen cefnogaeth fwy arbenigol arnyn nhw, yn cael eu cefnogi gan garfan beripatetig arbenigol, sef Garfan Anghenion Cymhleth y Gymraeg - mae'r Garfan yma'n darparu cefnogaeth trwy fodel cyflenwi cynhwysol, lle mae dysgwyr yn cael cefnogaeth arbenigol yn eu hysgolion cynradd ac uwchradd prif ffrwd. Yn ystod y tair blynedd diwethaf, cefnogodd y Garfan 18 o ddysgwyr a oedd wedi bodloni'r meini prawf ar gyfer cefnogaeth arbenigol / lleoliad (sy'n cyfateb i Ddosbarth Cynnal Dysgu yn y sector Saesneg). O ddadansoddi'r data ynghylch Cynlluniau Ymyrraeth Arbenigol a

chynnydd bob tymor, mae'n dangos bod cynnydd dysgwyr a oedd yn cael eu cefnogi gan fodel gynhwysol y Garfan yn debyg i gynnydd eu cyfoedion mewn lleoliadau ysgolion cynradd ac uwchradd cyfrwng Saesneg cyfatebol. Nod tymor hir y Cyngor yw darparu system ADY cwbl ddwyieithog yn unol â gofynion yn unol â dyletswyddau Deddf Anghenion Dysgu Ychwanegol a'r Tribiwnlys Addysg 2018. Bydd y Gwasanaeth Cynhwysiant yn cynnal gwerthusiad blynyddol o ddigonolrwydd ei ddarpariaeth cyfrwng Cymraeg ar gyfer dysgwyr ag anghenion dysgu ychwanegol drwy gydol y cyfnod gweithredu ADY cenedlaethol graddol 3 blynedd. Bydd unrhyw werthuso yn cael ei gynnal mewn ymgynghoriad â'r holl asiantaethau partner a rhanddeiliaid perthnasol ar sail leol a rhanbarthol / isranbarthol i alluogi'r Cyngor i nodi targedau a / neu flaenoriaethau tymor byr a chanolig ar gyfer gwella darpariaeth dysgu ychwanegol cyfrwng Cymraeg yn rhan o gynllun strategol tymor hir.

Er mwyn creu mwy o siaradwyr Cymraeg, mae ein system addysg yn ddibynnol ar ei gweithlu. Rhaid i ni weithio gyda Llywodraeth Cymru yn genedlaethol a Gwasanaeth Addysg ar y Cyd Consortiwm Canolbarth y De ('y Consortiwm') yn rhanbarthol i sicrhau ein bod ni'n cyfrannu tuag at greu gweithlu gyda sgiliau ieithyddol cadarn sy'n gallu ysbrydoli'r rheiny sy'n dysgu Cymraeg a dysgwyr sy'n mynychu ysgolion cyfrwng Cymraeg. Mae'r ALI wedi ymrwymo i gynllunio gweithlu addysg cyfrwng Cymraeg ac ar gyfer addysgu'r Gymraeg ar gyfer ysgolion cynradd ac uwchradd a bydd yn parhau i weithio ar y cyd ag Awdurdodau Lleol eraill, y Consortiwm a Llywodraeth Cymru er mwyn hwyluso'r broses o greu mwy o siaradwyr Cymraeg.

Ochr yn ochr â hyn, rhaid i ni weithio i sicrhau bod manteision addysg cyfrwng Cymraeg a dysgu Cymraeg yn cael eu hyrwyddo i rieni/gwarcheidwaid a dangos ei bod hi byth yn rhy hwyr i dderbyn addysg trwy gyfrwng y Gymraeg. Mae modd gwneud hyn trwy ddefnyddio dosbarthiadau trochi ar gyfer y Gymraeg i gefnogi'r dysgwyr hynny sy'n hwyrdyfodiaid i'r iaith.

Gan gydnabod pwysigrwydd Cymraeg 2050, a pha mor hanfodol yw'r system addysg i gyflawni'r weledigaeth, mae'r Cynllun Strategol yma'n nodi cynllun deng mlynedd yr ALI ar gyfer cynyddu darpariaeth addysg cyfrwng Cymraeg ac addysgu'r Gymraeg, yn ogystal â gwella cynllunio'r ddarpariaeth honno. Mae'n defnyddio'r Cynllun Strategol blaenorol<sup>5</sup> yn sail iddo, ac mae'n cael ei gefnogi gan Gynllun Gwaith Blynyddol. Nod y Cynllun Gwaith yma yw bod yn ddogfen weithio ymarferol sy'n helpu i fonitro cynnydd y Cynllun Strategol yn y tymor byr.

Wrth ddatblygu'r Cynllun Strategol yma, mae'r holl ddeddfwriaeth, strategaethau, polisiau a chynlluniau gweithredu lleol, rhanbarthol a chenedlaethol cyfredol wedi'u hystyried er mwyn annog a hwyluso'r twf tymor hir ar gyfer addysg cyfrwng Cymraeg ac addysgu'r Gymraeg. Mae'r ALI wedi sicrhau bod y Cynllun yn ystyried yr holl ddeddfwriaeth, strategaethau, polisiau a chynlluniau gweithredu lleol, rhanbarthol a chenedlaethol cyfredol a pherthnasol sy'n effeithio ar addysg cyfrwng Cymraeg ac addysgu'r Gymraeg, a bydd yn parhau i sicrhau hynny.

## **DEILLIANT 1: : MWY O BLANT MEITHRIN/TAIR OED YN CAEL EU HADDYSG DRWY GYFRWNG Y GYMRAEG**

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<sup>5</sup> [Cyngor Bwrdeistref Sirol Rhondda Cynon – Cynllun Strategol Cymraeg mewn Addysg – 2017 i 2020](#)

## Y SEFYLLFA AR HYN O BRYD

Mor gynnar â'r cyfnod cyn-geini mae modd sefydlu dull trochi yn y Gymraeg a chefnogaeth i rieni/gwarcheidwaid er mwyn i'w plentyn barhau'n ddi-dor â'u taith addysg statudol i addysg cyfrwng Cymraeg, gan sicrhau llwybr parhaus o ran eu dilyniant ieithyddol. Mae cynllun Cymraeg i Blant, sy'n gweithio ochr yn ochr â Charfan Bydwreigiaeth ac Ymwelwyr Iechyd Bwrdd Iechyd Prifysgol Cwm Taf Morgannwg, yn sicrhau bod rhieni/gwarcheidwaid yn derbyn negeseuon cynnar allweddol ynghylch y Gymraeg yn ystod y cyfnod cyn-geini. Yn ystod y cyfnod ôl-enedigol, rhwng 0 a 2 oed, gall rhieni/gwarcheidwaid fynychu sesiynau 'Cylch Ti a Fi' a 'Cymraeg i Blant' iddyn nhw a'u plant bach, ac yna grwpiau Cylch Meithrin, wedi'u trefnu gan Mudiad Meithrin, ar gyfer plant rhwng 2 a 4 oed. Gallan nhw fynd ymlaen wedyn i ysgol gynradd cyfrwng Cymraeg o 3 oed. Mae ystod o gynlluniau, gan gynnwys Rhaglenni Dechrau'n Deg a Chynnig Gofal Plant Llywodraeth Cymru yn ategu a chefnogi'r grwpiau a'r ysgolion yma. Bydd pob plentyn sy'n mynychu'r grwpiau a'r ysgolion yma'n sgwrsio trwy gyfrwng y Gymraeg. Yn ogystal â hyn, caiff rhieni/gwarcheidwaid eu hannog i gofrestru ar gwrs Clwb Cwtsh, sef cwrs wyth wythnos yn rhad ac am ddim sy'n rhoi blas ar y Gymraeg iddyn nhw fel eu bod yn gallu defnyddio'r Gymraeg gyda'u plant.

Er mwyn rhoi gwybodaeth i rieni/gwarcheidwaid am fanteision magu plant gan ddefnyddio'r Gymraeg o oedran ifanc, mae'r ALI wedi diweddarau ei lyfryn 'Bod yn Ddwieithog'. Nod y llyfryn yma yw rhoi gwybodaeth am fanteision bod yn ddwieithog, rhoi syniad am y llwybr i addysg cyfrwng Cymraeg ac ateb cwestiynau cyffredin ynghylch dewis addysg cyfrwng Cymraeg. Mae Carfan Bydwreigiaeth ac Ymwelwyr Iechyd Bwrdd Iechyd Prifysgol Cwm Taf Morgannwg, lleoliadau gofal plant Dechrau'n Deg a lleoliadau'r blynyddoedd cynnar yn y gymuned yn dosbarthu'r llyfryn.

Yn ogystal â hyn, mae model newydd ar gyfer Ymwelwyr Iechyd wedi'i gyflwyno yn rhan o gynllun peilot. Cafodd Rhaglen Iechyd y Gwasanaeth Lles a Chydnerthedd ei lansio ym mis Hydref 2020 i ddarparu gwell gwasanaethau ym maes Ymwelwyr Iechyd. Yn sail i ddarparu'r Rhaglen yma mae'r Gwasanaeth Teuluoedd Cydnerth. Dyma'r model integredig unigol sy'n darparu cymorth i deuluoedd. Bydd y Rhaglen yma'n disodli hen fodel Ymwelwyr Iechyd Rhaglen Dechrau'n Deg a oedd ar gael i deuluoedd cymwys yn unig. Mae'n Rhaglen gyffredinol sy'n cynnwys dau ymweliad ychwanegol gan Ymwelydd Iechyd o'i gymharu â phatrwm Ymwelwyr Iechyd Plant Iach Cymru, ymweliad cynenedigol ac ymweliad ychwanegol ar ôl 20 mis i gynnal asesiad Rhestr Sgiliau Tyfu. Wrth symud tua'r dyfodol, bydd gwaith ynglŷn â hyrwyddo addysg cyfrwng Cymraeg a dysgu Cymraeg yn cael ei gynnal gyda'r carfanau ymyrraeth gynnar ac arbenigwyr maes iechyd sy'n gweithio'n uniongyrchol gyda theuluoedd plant 0 i 3 oed. Byddwn ni'n gwneud hyn trwy ddatblygu a chynnal hyfforddiant priodol ar gyfer tynnu sylw at fuddion dwyieithrwydd ac addysg cyfrwng Cymraeg.

Caiff gwybodaeth am ddewis lleoliad gofal plant a'r blynyddoedd cynnar cyfrwng Cymraeg ei rhannu gan Wasanaeth Gwybodaeth i Deuluoedd yr ALI. Caiff hyn ei wneud trwy wefan a sianeli cyfryngau cymdeithasol yr ALI a thrwy sgysiau ar lafar. Yn yr un modd, mae Carfan Gofal Plant yr ALI hefyd yn rhannu gwybodaeth gyda rhieni/gwarcheidwaid ac yn cefnogi lleoliadau gofal plant a'r blynyddoedd cynnar i gynnig gwasanaethau trwy gyfrwng y Gymraeg. Mae hyrwyddo a chodi

ymwybyddiaeth o leoliadau gofal plant a'r blynyddoedd cynnar cyfrwng Cymraeg sydd ar gael i rieni/gwarcheidwaid yn rhan o waith Carfan Gofal Plant yr ALI.

Mae Llyfryn 'Dechrau'r Ysgol' yr ALI hefyd yn darparu ystod o wybodaeth i rieni/gwarcheidwaid, gan gynnwys cyngor ar ddewis ysgol, cyfeirlyfr o ysgolion a gwybodaeth am ddarpariaeth cludiant o'r cartref i'r ysgol. Yn ogystal â hyn, mae gwefan newydd Teuluoedd Rhondda Cynon Taf (RhCT) ar fin cael ei lansio. Bydd yn adnodd gwerthfawr i hyrwyddo rhannu gwybodaeth rhwng yr holl grwpiau a sefydliadau perthnasol a byddai modd ei defnyddio i hyrwyddo'r Gymraeg ac addysg cyfrwng Cymraeg. Mae rhieni/gwarcheidwaid hefyd yn cael eu cyfeirio at wybodaeth sydd wedi'i darparu gan grwpiau a sefydliadau perthnasol, gan gynnwys Welsh4Parents/Cymraeg i Rien, sef cyfeiriadur sy'n cynnwys dolenni i ystod eang o adnoddau Cymraeg eu hiaith sydd ar gael ar ystod o blatfformau digidol.

Er mwyn sicrhau bod lleoliadau gofal plant a'r blynyddoedd cynnar yn cael eu cefnogi a'u hyrwyddo i rieni/gwarcheidwaid, mae'r ALI hefyd yn gweithio ar y cyd â Mudiad Meithrin a darparwyr a sefydliadau gofal plant a'r blynyddoedd cynnar cyfrwng Cymraeg eraill. Er mwyn hwyluso hyn, mae Grŵp Partneriaeth y Blynyddoedd Cynnar, Gofal Plant a Chwarae – sy'n dod â swyddogion yr ALI a darparwyr a sefydliadau gofal plant a'r blynyddoedd cynnar cyfrwng Cymraeg eraill ynghyd – wedi'i ailsefydlu yn ddiweddar. Yn ogystal â hynny, mae Cynllun Strategol Addysg y Blynyddoedd Cynnar yn cael ei baratoi ar hyn o bryd a fydd yn cynnwys manylion ar sut gall darpariaeth cyfrwng Cymraeg cael ei datblygu ar draws gwasanaethau allweddol y Cyngor.

Mae 18 o Gylchoedd Ti a Fi ac 20 o Gylchoedd Meithrin ledled y Fwrdeistref Sirol. Mae'r data yn Atodiad Tri yn nodi bod nifer y Cylchoedd Meithrin wedi gostwng yn ystod y pum mlynedd academaidd flaenorol, hyd at a chan gynnwys 2019/20. Mae hyn yn ei dro wedi cael effaith negyddol ar nifer y plant sy'n mynychu Cylchoedd Meithrin yn ystod y blynyddoedd yma, gyda nifer y plant rhwng 2 a 4 oed sy'n mynychu Cylchoedd Meithrin yn gostwng hefyd. Serch hynny, dylid nodi y dylid trin data am niferoedd Cylchoedd Meithrin yn ofalus. Gall nifer o ffactorau ddylanwadu ar y data, gan gynnwys, e.e. newid yn statws cofrestru Cylch Meithrin o leoliad gofal sesiynol i leoliad gofal oriau dydd llawn. Gall hyn wneud i'r data edrych fel bod nifer y Cylchoedd Meithrin wedi gostwng. Yn ogystal â hyn, fyddai Cylch Meithrin a oedd yn gorfod cau oherwydd y Coronafeirws ddim yn cael ei gyfri'n rhan o'r data. Serch hynny, bydd gwella'r cynnig yma yn ystod pum mlynedd gyntaf y cynllun yn bwysig wrth ddarparu sylfaen gadarn ar gyfer cynyddu niferoedd yn y sector.

Mae 17 o ysgolion cynradd cyfrwng Cymraeg ledled y Fwrdeistref Sirol. Mae'r data'n dangos sefydlogrwydd yn y gymhareb rhwng dysgwyr oedran ysgol gynradd sy'n mynychu ysgolion cynradd cyfrwng Cymraeg a Saesneg yn ystod y tair blynedd academaidd flaenorol, hyd at a chan gynnwys 2020/21. Yn ystod yr un cyfnod, mae nifer y dysgwyr Meithrin/tair oed sy'n derbyn eu haddysg trwy gyfrwng y Gymraeg wedi parhau'n sefydlog.

O dan Ddeddf Gofal Plant 2006<sup>6</sup> (Deddf 2006), mae dyletswydd ar bob Awdurdod Lleol i sicrhau, hyd y bo hynny'n rhesymol ymarferol, bod digon o leoliadau gofal plant a'r blynyddoedd cynnar i ddiwallu anghenion rhieni/gwarcheidwaid sydd angen

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<sup>6</sup> [Deddf Gofal Plant 2006 - Adran 22](#)



gwasanaeth gofal plant er mwyn gweithio, ymgymryd â hyfforddiant neu addysg, neu baratoi i weithio. Mae gydag Awdurdodau Lleol y prif gyfrifoldeb dros hwyluso'r farchnad gofal plant i sicrhau eu bod yn diwallu anghenion rhieni/gwarcheidwaid, yn enwedig y rheiny sydd ag incwm isel, y rheiny sydd â phlant ag ADY, neu'r rheiny sydd am i'w plant fynychu lleoliadau gofal plant a'r blynyddoedd cynnar cyfrwng Cymraeg.

Mae Deddf 2006 yn gofyn i Awdurdodau Lleol lunio Asesiadau Digonolrwydd Gofal Plant er mwyn meithrin dealltwriaeth o'r lleoliadau gofal plant a'r blynyddoedd cynnar yn eu hardal ac anghenion rhieni/gwarcheidwaid, yn ogystal â llunio cynllun gweithredu i fynd i'r afael ag unrhyw ddiffygion sydd wedi'u nodi. Cafodd hyn ei diweddarau ym mis Ebrill 2016 pan ddaeth Rheoliadau Deddf Gofal Plant 2006 (Asesiadau Awdurdodau Lleol) (Cymru) 2016<sup>7</sup> i rym.

Roedd Asesiadau'r ALI am y cyfnod rhwng 2017 a 2022<sup>8</sup> wedi craffu ar ystod o ddata a gwybodaeth er mwyn deall yn well y lleoliadau gofal plant a'r blynyddoedd cynnar a oedd ar gael, ochr yn ochr ag anghenion rhieni/gwarcheidwaid. Yn ôl y data (Atodiad Tri), roedd 195 o leoliadau gofal plant a'r blynyddoedd cynnar cyfrwng Cymraeg a Saesneg cofrestredig a oedd yn cynnig 775 o leoedd. Roedd 15 o leoliadau gofal plant a'r blynyddoedd cynnar cyfrwng Cymraeg a Saesneg anghofrestredig a oedd yn cynnig 16 o leoedd. Yn fwy penodol, yn ôl y data, roedd 26 o leoliadau gofal plant a'r blynyddoedd cynnar cyfrwng Cymraeg cofrestredig a oedd yn cynnig 771 o leoedd a 5 lleoliad gofal plant a'r blynyddoedd cynnar cyfrwng Cymraeg anghofrestredig a oedd yn cynnig 80 o leoedd.

Gan ddefnyddio'r data a'r wybodaeth yma, cafodd cynllun gweithredu ei lunio er mwyn nodi lle, pryd a pha fath o leoliadau gofal plant a'r blynyddoedd cynnar y dylid eu datblygu neu'u cefnogi. Nododd y cynllun gweithredu gyfanswm o 24 o flaenoriaethau, ac roedd y canlynol yn ymwneud â lleoliadau gofal plant a'r blynyddoedd cynnar cyfrwng Cymraeg:

- Ceisio recriwtio gwarchodwyr plant cyfrwng Cymraeg ychwanegol yn ardaloedd cynllun peilot cychwynnol Cynnig Gofal Plant Llywodraeth Cymru
- Ceisio recriwtio rhagor o warchodwyr plant cyfrwng Cymraeg yn ardal ddeheuol Taf-elái
- Archwilio'r galw am leoliadau gofal plant a'r blynyddoedd cynnar cyfrwng Cymraeg ychwanegol yn ardaloedd Cwm Rhondda Fawr a Chwm Cynon Uchaf
- Gwella sgiliau staff ysgolion er mwyn iddyn nhw fod â'r cymwysterau perthnasol i weithio mewn lleoliadau gofal plant a'r blynyddoedd cynnar, yn enwedig staff ysgolion cyfrwng Cymraeg

Cafodd diweddariad blynyddol cyntaf Cynllun Gweithredu Asesiadau Digonolrwydd Gofal Plant yr ALI ei gyhoeddi ym mis Mawrth 2019<sup>9</sup>. Roedd yn amlinellu nifer o gryfderau a gwendidau, ynghyd â blaenoriaethau a'r cynnydd a wnaed. Cafodd diweddariad blynyddol arall ei gyhoeddi ym mis Mawrth 2020<sup>10</sup>. Roedd yn amlinellu

<sup>7</sup> [Rheoliadau Deddf Gofal Plant 2006 \(Asesiadau Awdurdodau Lleol\) \(Cymru\) 2016](#)

<sup>8</sup> [Asesiad Digonolrwydd Gofal Plant Cyngor Bwrdeistref Rhondda Cynon Taf - 2017-2022](#)

<sup>9</sup> [Asesiad Digonolrwydd Gofal Plant Cyngor Bwrdeistref Sirol Rhondda Cynon Taf - 2017 - 2022, Cynllun Gweithredu - Mawrth 2019 : Diweddariad Blynyddol](#)

<sup>10</sup> [Cyngor Bwrdeistref Sirol Rhondda Cynon Taf - Cofnod o Benderfyniad Brys y Cabinet - Diweddariad Asesiad Digonolrwydd Gofal Plant - 24 Mawrth 2020](#)

cyflawniad cynnydd sylweddol. Yn 2021, roedd y diweddariad blynyddol a gafodd ei gyhoeddi ym mis Mawrth 2021<sup>11</sup> yn nodi, er gwaethaf heriau pandemig Covid-19, roedd yr ALI mewn sefyllfa dda o ran ei ddarpariaeth gofal plant bresennol i ddiwallu anghenion cyfredol y mwyafrif o rieni/gwarcheidwaid sy'n gweithio, gyda gwaith datblygu yn parhau er mwyn ymateb i'r galw gan rieni/gwarcheidwaid ac mewn ardaloedd lle mae angen wedi'i nodi. Bydd cynllunio strategol hefyd yn cael ei lywio gan leoliad, daearyddiaeth a'r galw i sicrhau bod darpariaeth deg ar gael ledled y Sir. Byddwn ni'n cyfeirio at hyn yn flynyddol yn rhan o'r cynllun cyflawni, fel bod modd cadw llygad ar y gwaith yma.

Arweiniodd dadansoddiad pellach o'r data a'r wybodaeth yma at gyflwyno cynigion cyllid cyfalaf i Lywodraeth Cymru. Roedd y cynigion trwy Gynllun Grant Cyfalaf<sup>12</sup> y Cynnig Gofal Plant a'r Cynllun Grant Cyfalaf Addysg Cyfrwng Cymraeg ar gyfer cefnogi datblygiad lleoliadau gofal plant a'r blynyddoedd cynnar cyfrwng Cymraeg. Roedd yr ALI yn llwyddiannus, gan dderbyn arian ar gyfer nifer o brosiectau. Mae'r holl brosiectau'n cefnogi gwaith cyfalaf sy'n hwyluso twf mewn addysg cyfrwng Cymraeg. Mae'r cyllid wedi'i anelu'n benodol at ddatblygu neu ehangu lleoliadau gofal plant a'r blynyddoedd cynnar cyfrwng Cymraeg wedi'u cydleoli ar safleoedd ysgolion cynradd cyfrwng Cymraeg.

Mae'r ALI wedi ymrwymo i ddarparu gofal plant i deuluoedd sy'n gymwys ar gyfer Rhaglen Dechrau'n Deg<sup>13</sup> Llywodraeth Cymru. Mae gofal plant yn un o bedair elfen allweddol Rhaglen Dechrau'n Deg. Mae'n darparu gofal plant yn rhad ac am ddim i deuluoedd cymwys sydd â phlant rhwng 2 a 3 oed am ddwy awr a hanner y dydd, bum niwrnod yr wythnos am dri deg naw wythnos o'r flwyddyn. Mae elfen o ofal plant Rhaglen Dechrau'n Deg yn cael ei darparu gan leoliadau gofal plant a'r blynyddoedd cynnar dan reolaeth yr ALI, gyda'r mwyafrif helaeth yn cael ei ddarparu gan leoliadau gofal plant a'r blynyddoedd cynnar sydd wedi'u comisiynu. Ar hyn o bryd, mae tua 25% o ofal plant Rhaglen Dechrau'n Deg sydd wedi'i gomisiynu yn cael ei ddarparu trwy gyfrwng y Gymraeg.

Mae cyfanswm o 686 o leoedd gofal plant Rhaglen Dechrau'n Deg wedi'u comisiynu o 32 o leoliadau gofal plant a'r blynyddoedd cynnar. At ei gilydd, mae 77.3% (530) o leoedd gofal plant Dechrau'n Deg cyfrwng Saesneg wedi'u comisiynu trwy 23 o leoliadau gofal plant a'r blynyddoedd cynnar. Mae 22.7% (156) o leoedd gofal plant Rhaglen Dechrau'n Deg cyfrwng Cymraeg wedi'u comisiynu trwy 9 lleoliad gofal plant a'r blynyddoedd cynnar. Cafodd ymarfer tendro diwethaf Rhaglen Dechrau'n Deg ei gynnal yn 2018. Erbyn mis Tachwedd 2020, roedd 34 o leoedd gofal plant cyfrwng Cymraeg ychwanegol Rhaglen Dechrau'n Deg wedi'u prynu trwy leoliadau gofal plant a'r blynyddoedd cynnar cymeradwy. Roedd 12 o leoedd gofal plant cyfrwng Saesneg ychwanegol Rhaglen Dechrau'n Deg wedi'u prynu trwy leoliadau gofal plant a'r blynyddoedd cynnar cymeradwy, gan gynyddu cyfanswm nifer y lleoedd gofal plant wedi'u prynu i 732. Mae hyn oherwydd dewis rhiant/gwarcheidwad neu ddiffyg lle ar gael mewn lleoliadau gofal plant a'r blynyddoedd cynnar lleol.

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<sup>11</sup> [Asesiad Digonolrwydd Gofal Plant Cyngor Bwrdeistref Sirol Rhondda Cynon Taf : Diweddariad 2021 - 25 Mawrth 2021](#)

<sup>12</sup> [Cyngor Bwrdeistref Sirol Rhondda Cynon Taf – Cabinet – Cais am Gyllid Grant Cyfalaf y Cynnig Gofal Plant – 8 Mai 2019](#)

<sup>13</sup> [Llywodraeth Cymru – Rhaglen Dechrau'n Deg](#)

O'r cyfanswm hwnnw o leoedd gofal plant wedi'u comisiynu, dim ond 90% (659) a oedd wedi'u cymryd. O gyfanswm y 156 o leoedd gofal plant cyfrwng Cymraeg a gafodd eu comisiynu'n wreiddiol, dim ond 58.9% (92) a oedd wedi'u cymryd. Gall hyn yn awgrymu'r oedd y lleoedd gofal plant cyfrwng Cymraeg wedi'u comisiynu yn yr ardaloedd anghywir. Oherwydd hyn, roedd rhaid prynu 34 o leoedd gofal plant cyfrwng Cymraeg ychwanegol Rhaglen Dechrau'n Deg (gan gynyddu cyfanswm y lleoedd gofal plant cyfrwng Cymraeg wedi'u comisiynu i 190). Mae cyfanswm o 19.1% (126) o blant sy'n mynychu lleoliad gofal plant Rhaglen Dechrau'n Deg yn mynychu lleoliad gofal plant a'r blynyddoedd cynnar cyfrwng Cymraeg.

Roedd yr ALI yn falch o gael ei ddewis yn un o'r sefydliadau cyntaf i roi Cynnig Gofal Plant Llywodraeth Cymru ar waith<sup>14</sup>. Mae Cynnig Gofal Plant Llywodraeth Cymru, sydd bellach ar gael trwy Gymru gyfan, yn cynnig hyd at dri deg awr yr wythnos o addysg Meithrin y Cyfnod Sylfaen wedi'i chyfuno â gofal plant wedi'i ariannu ychwanegol ar gyfer plant cymwys rhwng 3 a 4 oed. Nod y polisi blaenllaw yma yw helpu rhieni/gwarcheidwaid i ddechrau gweithio a lleihau'r effaith niweidiol y mae tlodi'n ei chael arny'n nhw a'u plant.

Er mwyn cefnogi lleoliadau gofal plant a'r blynyddoedd cynnar, mae staff ysgolion cyfrwng Cymraeg yn cael eu hannog i ddefnyddio technegau sy'n galluogi plant i ddefnyddio'r Gymraeg yn haws, mae'r ALI wedi manteisio ar raglen Croesi'r Bont yn ddiweddar, a hynny trwy Mudiad Meithrin. Ar hyn o bryd, mae rhaglen Croesi'r Bont wedi'i sefydlu mewn hanner yr holl leoliadau gofal plant a'r blynyddoedd cynnar cyfrwng Cymraeg sy'n Ddarparwyr Addysg Cofrestredig a bydd yn cael ei sefydlu yn yr hanner arall cyn gynted â phosibl. Yn ogystal â hyn, mae'r ALI yn gweithredu rhaglen 'Clebran' i gefnogi defnyddio'r Gymraeg mewn lleoliadau gofal plant a'r blynyddoedd cynnar cyfrwng Saesneg sy'n Ddarparwyr Addysg Cofrestredig. Mae'r rhaglen yma'n cefnogi'r lleoliadau yma i ymgorffori'r Gymraeg gan ddefnyddio gweithdai ac adnoddau ar-lein. Mae Carfan Gofal Plant yr ALI hefyd yn hyrwyddo cyrsiau hyfforddi yn y Gymraeg i leoliadau gofal plant a'r blynyddoedd cynnar ac yn gweithio ar y cyd â nhw i ddatblygu hyfforddiant cyfrwng Cymraeg lle bo hynny'n bosibl.

Mae Mesur Teithio gan Ddysgwyr (Cymru) 2008<sup>15</sup> (y Mesur) yn gosod dyletswydd statudol ar bob Awdurdod Lleol i ddarparu cludiant am ddim i ddysgwyr i'w hysgol addas agosaf os ydyn nhw'n byw y tu hwnt i bellter cerdded diogel i'r ysgol honno. Mae'r term 'ysgol addas' yn cyfeirio at ddalgyrch ysgol cyfrwng Cymraeg, cyfrwng Saesneg, ysgol cyfrwng Cymraeg a Saesneg, ysgol prif ffrwd wirfoddol gymorthedig (yr Eglwysi), ysgol/dosbarth arbennig neu Uned Atgyfeirio Dysgwyr fel y bo'n briodol. Mae'r gyfraith yn diffinio 'pellter cerdded' diogel yn ddwy filltir i ddysgwyr o oedran addysg gorfodol sy'n cael addysg gynradd, a thair milltir i ddysgwyr o oedran addysg gorfodol sy'n cael addysg uwchradd.

Mae'r ALI wedi defnyddio'r disgrisiwn sydd wedi'i roi iddo gan y Mesur, a chynnig darpariaeth fwy hael i ddysgwyr, fel a ganlyn:

- Mae'r maen prawf ar gyfer pellter cerdded i ddysgwyr sy'n derbyn addysg gynradd orfodol yn eu hysgol addas agosaf wedi'i osod ar 1½ milltir, yn hytrach na 2 filltir

<sup>14</sup> [Cynnig Gofal Plant Llywodraeth Cymru](#)

<sup>15</sup> [Mesur Teithio gan Ddysgwyr \(Cymru\) 2008](#)

- Mae cludiant am ddim i'w hysgol addas agosaf, lle bo lleoedd ar gael, wedi'i ddarparu ar gyfer dysgwyr sy'n bodloni meini prawf 1½ milltir ar ddechrau'r Cyfnod Sylfaen (tymor yr ysgol sy'n dilyn pen-blwydd y plentyn yn 3 oed), yn hytrach nag ar ddechrau addysg orfodol (y tymor nesaf yn dilyn pen-blwydd y plentyn yn 5 oed)
- Mae'r maen prawf ar gyfer pellter cerdded i ddysgwyr sy'n cael addysg uwchradd orfodol yn eu hysgol addas agosaf wedi cael ei osod ar 2 filltir, yn hytrach na 3 milltir
- Mae cludiant am ddim yn cael ei ddarparu ar gyfer dysgwyr ôl-16 oed sy'n bodloni'r maen prawf 2 filltir am ddwy flynedd ar ôl diwedd addysg orfodol, yn hytrach na hyd ddiwedd addysg orfodol (y dydd Gwener olaf ym mis Mehefin yn y flwyddyn ysgol y mae dysgwr yn cael ei ben-blwydd yn 16 oed). Mae'r ddarpariaeth yma'n berthnasol i ddysgwyr amser llawn sy'n mynychu'r ysgol neu'r coleg agosaf i'w cartrefi sy'n darparu'r cwrs cymeradwy maen nhw am ei astudio
- Mae cludiant am ddim i'w hysgol addas agosaf yn cael ei ddarparu ar gyfer dysgwyr (fel sydd wedi'i nodi uchod) yn unol â'u henwad crefyddol o ddewis

Mae Polisi, Gwybodaeth a Threfniadau Teithio gan Ddysgwyr yr ALI<sup>16</sup> yn cynnwys gwybodaeth i rieni/gwarcheidwaid a dysgwyr am sut y caiff y polisi ei roi ar waith yn ymarferol a sut mae'r ALI yn sicrhau bod y polisi'n cael ei gymhwyso'n gyson ledled y Fwrdeistref Sirol.

Mae polisi cyfredol yr ALI yn nodi bod dysgwyr sy'n mynychu'r ysgolion cyfrwng Cymraeg neu ddwy iaith agosaf yn cael gwasanaeth cludiant am ddim yn unol â pholisi'r ALI ynghylch pellter cerdded a llwybrau diogel.

Dydy elfennau dewisol polisi'r ALI ddim yn destun adolygiad ar hyn o bryd, fodd bynnag, os ydyn nhw'n cael eu hadolygu yn y dyfodol, mae yna ddealltwriaeth y gall unrhyw newid i ddarpariaeth ddewisol gael effaith andwyol ar addysg cyfrwng Cymraeg. Byddai unrhyw newidiadau arfaethedig yn destun ymgynghori â rhieni/gwarcheidwaid a dysgwyr ac, pe bai cytuno ar y newidiadau, byddai'r newidiadau fel arfer yn dod i rym ar ddechrau blwyddyn ysgol ac yn bodloni gofynion y ddogfen Darpariaeth Statudol a Chanllawiau Gweithredol – Teithio gan Ddysgwyr – Mehefin 2014.<sup>17</sup>

## **BLE RYDYN NI'N GOBEITHIO BOD O FEWN PUM MLYNEDD GYNTAF Y CYNLLUN STRATEGOL YMA A SUT YDYN NI AM WNEUD HYNNY?**

- Dydy hi ddim yn bosibl cael amcangyfrif arfaethedig dibynadwy o nifer y plant sy'n mynychu Cylchoedd Meithrin. Serch hynny, mae'r data ar gyfer y pedair blynedd academiaidd flaenorol yn dangos bod nifer y plant sy'n mynychu Cylchoedd Meithrin wedi gostwng. Bydd angen i hyn fod yn darget pwysig ar gyfer twf yn ystod pum mlynedd gyntaf y cynllun.
- Bydd yr asesiad digonolrwydd gofal plant hefyd yn llywio blaenoriaethau strategol ar gyfer gwella a gweld twf yn y sector gofal plant, gan gynnwys meithrinfeydd oriau dydd a gwarchodwyr plant

<sup>16</sup> [Polisi, Gwybodaeth a Threfniadau Teithio gan Ddysgwyr](#)

<sup>17</sup> [Teithio gan Ddysgwyr - Darpariaeth Statudol a Chanllawiau Gweithredol - Mehefin 2014](#)

- Mae'r data'n dangos sefydlogrwydd yn y gymhareb rhwng dysgwyr a allai fynychu ysgolion cynradd cyfrwng Cymraeg a Saesneg yn ystod y pum mlynedd academaidd sydd i ddod
- Yn seiliedig ar ragolygon dros dro, rydyn ni'n rhagweld y bydd nifer y dysgwyr Meithrin / tair oed a fydd yn derbyn eu haddysg trwy gyfrwng y Gymraeg yn ystod pum mlynedd academaidd gyntaf y Cynllun Strategol yma'n cynyddu

Er mwyn cyrraedd ein targed o 720 o ddysgwyr Blwyddyn Un mewn addysg cyfrwng Cymraeg erbyn 2032, rhaid i'r ALI, ynghyd â swyddogion o nifer o grwpiau a sefydliadau allanol sy'n rhan o Grŵp Strategol y Cynllun fynd ati i weithio gyda'i gilydd i gynyddu'r amcangyfrif arfaethedig yma ymhellach.

Bydd yr ALI yn parhau i weithio gyda grwpiau a sefydliadau allanol i gynorthwyo rhieni/gwarcheidwaid i drochi eu plant yn y Gymraeg o oedran ifanc, gan amlinellu llwybr parhaus y dilyniant ieithyddol sydd ar gael. Bydd yr ALI yn gweithio ar y cyd â Mudiad Meithrin i sicrhau bod lleoliadau gofal plant a'r blynyddoedd cynnar cyfrwng Cymraeg sydd ar gael ac yn hawdd eu cyrchu. Yn ogystal â hyn, bydd Mudiad Meithrin yn parhau i annog rhieni/gwarcheidwaid i gofrestru ar gwrs Clwb Cwtsh a chynyddu'r niferoedd sy'n mynychu.

Bydd gwybodaeth am fanteision magu plant trwy ddefnyddio'r Gymraeg o oedran ifanc yn cael ei darparu o hyd i rieni/gwarcheidwaid trwy nifer o strategaethau, gan gynnwys defnyddio'r llyfryn 'Bod yn Ddwyieithog'. Bydd Carfan Gofal Plant yr ALI yn parhau i hyrwyddo a chodi ymwybyddiaeth o'r lleoliadau gofal plant a'r blynyddoedd cynnar cyfrwng Cymraeg sydd ar gael i rieni/gwarcheidwaid.

Bydd yr ALI yn gweithio o hyd ar y prosiectau sy'n weddill sydd wedi'u hariannu trwy Gynllun Grant Cyfalaf y Cynnig Gofal Plant a Chynllun Grant Cyfalaf Addysg Cyfrwng Cymraeg Llywodraeth Cymru, ac yn eu cyflenwi. Mae'r prosiectau yma'n cefnogi gwaith cyfalaf sy'n hwyluso twf mewn addysg cyfrwng Cymraeg, gyda chyllid wedi'i anelu'n benodol at ddatblygu neu ehangu lleoliadau gofal plant a'r blynyddoedd cynnar cyfrwng Cymraeg wedi'u cydleoli ar safleoedd ysgolion cynradd cyfrwng Cymraeg. Mae'r prosiectau a gafodd eu cwblhau'n ddiweddar neu sydd i fod i gael eu cwblhau yn ystod pum mlynedd academaidd gyntaf y Cynllun Strategol yma'n cynnwys:

- Ysgol Gynradd y Dolau (gan gynnwys yr Uned Gymraeg)
- Ysgol Gynradd Gymraeg Aberdâr
- Ysgol Llanhari
- Ysgol Gynradd Gymraeg Evan James
- Ysgol Gynradd Gymraeg Ynys-wen
- Ysgol Gynradd Gymraeg Abercynon
- Ysgol Gynradd Gymunedol Gymraeg Llantrisant

Pan fyddan nhw wedi'u cwblhau, rydyn ni'n rhagweld y bydd cynnydd o 65% yn nifer y lleoedd a fydd ar gael i ddysgwyr Meithrin / tair oed dderbyn eu haddysg trwy gyfrwng y Gymraeg o ganlyniad i'r prosiectau yma. Bydd trywydd pob cynllun wrth gyfrannu at y targedau uchelgeisiol yn cael eu mesur yn flynyddol yn erbyn cynllun gweithredu.

Pan fydd cyllid ychwanegol ar gael, bydd yr ALI yn uchelgeisiol o ran ei gynigion i fuddsoddi mewn darpariaeth gofal plant a'r blynyddoedd cynnar cyfrwng Cymraeg er

mwyn cyrraedd y targed o gael 720 o ddysgwyr blwyddyn un mewn addysg cyfrwng Cymraeg erbyn 2032.

Yn rhan o'r gwaith paratoi ar gyfer yr Asesiad Digonolrwydd Gofal Plant nesaf, byddwn ni'n cynnal ymarfer mapio holl leoliadau gofal plant a'r blynyddoedd cynnar cyfrwng Cymraeg sydd ar gael er mwyn i ni gael darlun mwy manwl ohonyn nhw. O edrych ar y canfyddiadau, bydd dadansoddiad o'r diffygion yn cael ei lunio. Bydd meysydd i'w gwella'n cael eu nodi, ynghyd â strategaethau arfaethedig er mwyn cyflawni gwelliannau.

Ar hyn o bryd, bydd pob rhiant/gwarcheidwad sy'n gofyn am le gofal plant cyfrwng Cymraeg ar Raglen Dechrau'n Deg yn cael cynnig hynny - naill ai mewn lleoliad gofal plant Rhaglen Dechrau'n Deg neu lleoliad y blynyddoedd cynnar dan reolaeth yr ALI neu drwy leoliad gofal plant wedi'i gomisiynu. Er gwaethaf y cynnig yma, mae rhieni/gwarcheidwaid yn aml yn gwrthod y cynnig gofal plant oherwydd bod lleoliad gofal plant cyfrwng Saesneg yn agosach at eu cartref. Mae'r ardal felly – yn hytrach na'u dewis iaith wreiddiol – yn llywio'u penderfyniad. Nod Carfan Hyblygrwydd Rhaglenni'r ALI yw ail-gomisiynu lleoedd gofal plant cyfrwng Cymraeg Rhaglen Dechrau'n Deg i sicrhau bod digon o gyfle i rieni/gwarcheidwaid gyrchu'r lleoliadau gofal plant a'r blynyddoedd cynnar yma yn eu hardal. Caiff hyn ei gyflawni trwy gomisiynu nifer fach o leoliadau mewn nifer fwy o leoliadau gofal plant a'r blynyddoedd cynnar i sicrhau gwasgariad daearyddol digonol ledled y Fwrdeistref Sirol. Nod yr ALI yw darparu o leiaf 25% o holl lleoedd gofal plant Rhaglen Dechrau'n Deg trwy gyfrwng y Gymraeg.

Yn ogystal â hyn, er mwyn annog rhieni/gwarcheidwaid i ystyried lleoliadau gofal plant a'r blynyddoedd cynnar cyfrwng Cymraeg Rhaglen Dechrau'n Deg, bydd ymgyrchoedd a dulliau marchnata gwell yn cael eu defnyddio.

Bydd yr ALI yn parhau i sicrhau bod y Cynnig Gofal Plant yn cael ei farchnata a'i weinyddu'n effeithiol ac yn parhau i ateb y galw lleol, gan ganiatáu i rieni/gwarcheidwaid gyrchu addysg Meithrin y Cyfnod Sylfaen a gofal plant wedi'i ariannu ychwanegol mewn un lleoliad cyfleus.

Bydd lleoliadau gofal plant a'r blynyddoedd cynnar a staff ysgolion cyfrwng Cymraeg yn cael eu hannog i ddefnyddio technegau sy'n galluogi plant i ddefnyddio'r Gymraeg yn haws trwy'r rhaglen Croesi'r Bont (Mudiad Meithrin) mewn lleoliadau gofal plant a'r blynyddoedd cynnar cyfrwng Cymraeg sy'n Ddarparwyr Addysg wedi'u Cofrestru. Bydd rhaglen Clebran yn cael ei defnyddio i gefnogi defnyddio'r Gymraeg mewn lleoliadau cyfrwng Saesneg sy'n Ddarparwyr Addysg wedi'u Cofrestru. Yn ogystal â hyn, bydd Carfan Gofal Plant yr ALI yn parhau i hyrwyddo cyrsiau hyfforddi yn y Gymraeg i leoliadau gofal plant a'r blynyddoedd cynnar ac yn gweithio ar y cyd â nhw i ddatblygu hyfforddiant cyfrwng Cymraeg lle bo hynny'n bosibl.

## **BLE RYDYN NI'N DISGWYL BOD AR DDIWEDD EIN CYNLLUN STRATEGOL?**

Er mwyn cyrraedd y targed o 720 o ddysgwyr Blwyddyn Un mewn addysg cyfrwng Cymraeg erbyn 2032, byddai modd rhoi pwyslais ar annog rhieni/gwarcheidwaid i ddewis lleoliadau gofal plant a'r blynyddoedd cynnar cyfrwng Cymraeg ar gyfer eu plant. Gallai hyn sicrhau bod plant yn cael eu trochi yn y Gymraeg o oedran ifanc. Mae

Cymraeg 2050 yn amlinellu mai addysg cyfrwng Cymraeg yw'r prif ddull er mwyn sicrhau bod Cymraeg y plant yma'n datblygu ac er mwyn creu siaradwyr Cymraeg newydd. Mae'n tynnu sylw at bwysigrwydd lleoliadau gofal plant a'r blynyddoedd cynnar cyfrwng Cymraeg i gynyddu'r galw am addysg cyfrwng Cymraeg.

Mae buddsoddiad mewn nifer o leoliadau gofal plant a'r blynyddoedd cynnar cyfrwng Cymraeg trwy Gynllun Grant Cyfalaf y Cynnig Gofal Plant a'r Cynllun Grant Cyfalaf Addysg Cyfrwng Cymraeg wedi darparu lleoedd ychwanegol i ddysgwyr Meithrin / tair oed dderbyn eu haddysg trwy gyfrwng y Gymraeg. Ar ddiwedd oes y Cynllun Strategol yma, bydd Cynllun Grant Cyfalaf y Cynnig Gofal Plant a'r Cynllun Grant Cyfalaf Addysg Cyfrwng Cymraeg wedi'u cwblhau, gan gyflawni gwaith cyfalaf sy'n hwyluso twf mewn addysg cyfrwng Cymraeg. Bydd cyllid wedi'i anelu'n benodol at ddatblygu neu ehangu lleoliadau gofal plant a'r blynyddoedd cynnar cyfrwng Cymraeg wedi'u cydleoli ar safleoedd ysgolion cynradd cyfrwng Cymraeg. Bydd cynnydd o 65% yn y lleoedd i ddysgwyr Meithrin / tair oed dderbyn eu haddysg trwy gyfrwng y Gymraeg o ganlyniad i'r prosiectau yma.

Yn ystod oes y Cynllun Strategol yma, rydyn ni'n rhagweld y bydd cyllid ychwanegol ar gael i fuddsoddi ymhellach mewn lleoliadau gofal plant a'r blynyddoedd cynnar cyfrwng Cymraeg. Bydd yr ALI yn uchelgeisiol gyda'i gynigion i fuddsoddi mewn lleoliadau gofal plant a'r blynyddoedd cynnar cyfrwng Cymraeg er mwyn cyrraedd y targed o 720 o ddysgwyr Blwyddyn Un mewn addysg cyfrwng Cymraeg erbyn 2032.

Ochr yn ochr â hyn, bydd yr ALI wedi cael darlun mwy manwl o'r holl leoliadau gofal plant a'r blynyddoedd cynnar cyfrwng Cymraeg, a hynny trwy gwblhau ymarfer mapio ohonyn nhw, yn rhan o'r gwaith paratoi ar gyfer yr Aseiad Digonolrwydd Gofal Plant nesaf. O ddadansoddi'r canfyddiadau yma, bydd yr ALI wedi nodi meysydd i'w gwella ac wedi nodi strategaethau a'u rhoi ar waith er mwyn cyflawni gwelliannau. Bydd yr Aseiad Digonolrwydd Gofal Plant (CSA) yn fodd ar gyfer gwaith mapio manwl o'r ddarpariaeth gyfrwng Cymraeg yn y sector a bydd yn llywio cynlluniau cyflenwi strategol blynyddol.

Nod yr ALI yw darparu o leiaf 25% o holl leoedd gofal plant Rhaglen Dechrau'n Deg trwy gyfrwng y Gymraeg. Bydd lleoliadau gofal plant a'r blynyddoedd cynnar cyfrwng Cymraeg Rhaglen Dechrau'n Deg yn cael eu marchnata'n well er mwyn annog rhieni/gwarcheidwaid i'w hystyried yn ddewis i'w plentyn. Bydd hyn yn cynnwys deunyddiau hyrwyddo gyda'r nod o dynnu sylw at fanteision dwyieithrwydd trwy gyfrwng fideos, astudiaethau achos, podlediadau, postiadau ar y cyfryngau cymdeithasol ac ymgyrch farchnata ragweithiol. Yn sail i hyn, bydd strategaeth farchnata glir gyda'r nod o hyrwydd addysg gyfrwng Cymraeg sy'n cael ei hategu gan negeseuon clir ar amrywiaeth i wahanol lwyfannau digidol sy'n tynnu sylw at y llwybrau clir o addysg y blynyddoedd cynnar i addysg bellach ac addysg uwch.

Mae'r ALI yn cydnabod bod datblygu lleoliadau gofal plant a'r blynyddoedd cynnar cyfrwng Cymraeg wedi'u cydleoli ar safleoedd ysgolion cynradd cyfrwng Cymraeg yn holl bwysig er mwyn cyfrannu at y nod o gael miliwn o siaradwyr Cymraeg yng Nghymru erbyn 2050. Mae'r buddsoddiad yma'n cefnogi rhieni/gwarcheidwaid i barhau'n ddi-dor â thaith addysg statudol eu plentyn trwy addysg cyfrwng Cymraeg, gan sicrhau llwybr parhaus o ran eu dilyniant ieithyddol. Bydd yr ALI yn parhau i weithio ar y cyd â Mudiad Meithrin i gefnogi rhieni/gwarcheidwaid plant sy'n mynychu

Cylchoedd Meithrin i barhau â thaith addysg statudol eu plentyn trwy addysg cyfrwng Cymraeg.

Bydd yr ALI yn parhau i sicrhau bod y Cynnig Gofal Plant yn cael ei farchnata a'i weinyddu'n effeithiol ac yn parhau i ateb y galw lleol, gan ganiatáu i rieni/gwarcheidwaid gyrchu addysg Meithrin y Cyfnod Sylfaen a gofal plant wedi'i ariannu ychwanegol mewn un lleoliad cyfleus.

Bydd lleoliadau gofal plant a'r blynyddoedd cynnar a staff ysgolion cyfrwng Cymraeg a Saesneg yn cael eu hannog i ddefnyddio technegau sy'n galluogi plant i ddefnyddio'r Gymraeg yn haws trwy raglen Croesi'r Bont (Mudiad Meithrin) a'r rhaglen Clebran. Bydd hyrwyddo cyrsiau hyfforddi yn y Gymraeg i leoliadau gofal plant a'r blynyddoedd cynnar yn parhau, ynghyd â gweithio ar y cyd â nhw i ddatblygu hyfforddiant trwy gyfrwng y Gymraeg.

## DATA ALLWEDDOL

Mae'r data yn y tabl isod yn amlinellu amcangyfrif arfaethedig nifer a chanran y dysgwyr Meithrin / tair oed a allai dderbyn eu haddysg trwy gyfrwng y Gymraeg (ar sail rhagolygon dros dro), o'i gymharu ag amcangyfrif arfaethedig nifer a chanran y dysgwyr Meithrin / tair oed a ddylai dderbyn eu haddysg trwy gyfrwng y Gymraeg os yw'r ALI am gyflawni ei darged o 720 o ddysgwyr Blwyddyn Un mewn addysg cyfrwng Cymraeg erbyn 2032 yn ystod oes y Cynllun Strategol yma.

<b>Amcangyfrif arfaethedig nifer a chanran y dysgwyr Meithrin / tair oed sy'n derbyn eu haddysg trwy gyfrwng y Gymraeg yn ystod oes y Cynllun Strategol yma</b>				
<b>Blwyddyn Academaidd</b>	<b>Amcangyfrif arfaethedig nifer a chanran y dysgwyr Meithrin / tair oed a allai dderbyn eu haddysg trwy gyfrwng y Gymraeg (Ar sail rhagolygon dros dro)</b>		<b>Amcangyfrif arfaethedig nifer a chanran y dysgwyr Meithrin / tair oed a ddylai dderbyn eu haddysg trwy gyfrwng y Gymraeg os yw'r ALI am gyflawni ei darged o 720 o ddysgwyr Blwyddyn Un mewn addysg cyfrwng Cymraeg erbyn 2032</b>	
	<b>Nifer</b>	<b>%</b>	<b>Nifer</b>	<b>%</b>
2022 / 2023	481	20.6%	481	20.6%
2023 / 2024	460	18.7%	509	20.7%
2024 / 2025	471	19.3%	537	22.1%
2025 / 2026	476	19.5%	568	23.3%
2026 / 2027	485	19.9%	601	24.7%
2027 / 2028	485	19.9%	636	26.1%
2028 / 2029	485	19.9%	672	27.6%
2029 / 2030	485	19.9%	711	29.2%
2030 / 2031	485	19.9%	750	29.6%
2031 / 2032	485	19.9%	750	29.6%

## **DEILLIANT 2: : MWY O BLANT DOSBARTH DERBYN/PUMP OED YN CAEL EU HADDYSG DRWY GYFRWNG Y GYMRAEG**



## Y SEFYLLFA AR HYN O BRYD

Mae 17 o ysgolion cynradd cyfrwng Cymraeg ledled y Fwrdeistref Sirol. Mae dwy ysgol bob oed ar gyfer plant 3 i 19 oed, tair ysgol gynradd dwy iaith ar gyfer plant 3 i 11 oed a 12 o ysgolion cynradd ar gyfer plant 3 i 11 oed. Mae'r rhain wedi'u dosbarthu'n deg ar draws y Cyngor.

Mae'r data'n dangos sefydlogrwydd yn y gymhareb rhwng dysgwyr oedran ysgol gynradd sy'n mynychu ysgolion cynradd Cymraeg a Saesneg yn ystod y tair blynedd academaidd flaenorol, hyd at a chan gynnwys 2020/21. Yn ystod yr un cyfnod, mae nifer y dysgwyr dosbarth Derbyn / pum oed sy'n mynychu ysgolion cynradd cyfrwng Cymraeg wedi cynyddu.

Mae nifer y lleoedd sydd ar gael ym mhob ysgol yn cael ei adolygu'n flynyddol gan Gyfarwyddiaeth Addysg a Gwasanaethau Cynhwysiant yr ALI. Maen nhw'n defnyddio data'r CYBLD, rhagolygon ysgol, ceisiadau derbyn blynyddol a gwybodaeth genedigaethau byw Bwrdd Iechyd Prifysgol Cwm Taf Morgannwg. Mae unrhyw gynnydd mewn poblogaethau dysgwyr, yn enwedig o fewn darpariaeth cyfrwng Cymraeg, yn cael ei fonitro'n ofalus. Os yw'r cynnydd yn glir ac yn cael ei gynnal o fewn dalgylch ysgol benodol, mae cynyddu nifer y lleoedd angenrheidiol yn cael ei ystyried yn y ffordd sydd fwyaf priodol ac sydd fwyaf addas i'r ysgol benodol honno. Yn flynyddol, mae'n ofynnol i'r ALI gyflwyno Gwybodaeth Cynllunio Lleoedd Ysgol i Lywodraeth Cymru. Mae'n manylu ar nifer y lleoedd ym mhob ysgol, nifer y dysgwyr ar y gofrestr ac amcangyfrif arfaethedig nifer y dysgwyr. Caiff gwaith blaengynllunio manwl ei gynnal trwy gymharu nifer y lleoedd ym mhob ysgol ac amcangyfrif arfaethedig nifer y dysgwyr.

Ar hyn o bryd mae lleoedd dros ben yn y mwyafrif o ysgolion cynradd cyfrwng Cymraeg. Yn seiliedig ar ddata CYBLD 2021, roedd 24% o leoedd dros ben mewn ysgolion cynradd cyfrwng Cymraeg (Gweler Atodiad Pedwar ar gyfer rhagor o wybodaeth).

Serch hynny, mae yna nifer o ysgolion cynradd ble mae angen rhagor o leoedd, felly mae camau gweithredu ar waith i fynd i'r afael â'r materion yma, neu mae'r camau eisoes ar waith. Mae gweithredu o'r fath yn cynnwys:

- Creu'r Ysgol Garth Olwg newydd i ddysgwyr 3 i 19 oed, a hynny trwy gau'r hen ysgol gynradd, Ysgol Gynradd Gymraeg Garth Olwg, a'r hen ysgol uwchradd, Ysgol Gyfun Garth Olwg. Roedd hyn wedi galluogi'r hen ysgol gynradd i ehangu i'r lleoedd dros ben a oedd ar gael yn yr hen ysgol uwchradd
- Ehangu Ysgol Gynradd Gymraeg Llwynceilyn i hen adeilad Ysgol Babanod Llwynceilyn (yn dilyn agor Ysgol Gymuned y Porth)
- Ehangu Ysgol Gynradd Gymraeg Tonyrefail i hen adeilad Ysgol Gynradd Tonyrefail (yn dilyn agor Ysgol Gymuned Tonyrefail)

Mae'r ALI yn parhau i ddarparu a chefnogi ei raglen fuddsoddi strategol hirdymor i greu amgylcheddau ysgolion sy'n bodloni anghenion ein cymunedau ac yn rhoi'r ddarpariaeth ddysgu a'r canlyniadau gorau ar gyfer plant a phobl ifainc a'r gymuned ehangach. Caiff y rhaglen fuddsoddi strategol hirdymor yma'i chefnogi gan gyllid yr ALI a Llywodraeth Cymru, gan gynnwys, ond heb fod yn gyfyngedig i:

- Band B Rhaglen Ysgolion a Cholegau'r 21<sup>ain</sup> Ganrif
- Grant Gofal Plant
- Grant Hybiau Cymunedol
- Grant Ardoll Seilwaith Cymunedol
- Grant Cyfalaf y Blynyddoedd Cynnar
- Grant Cyfalaf Lleihau Meintiau Dosbarthiadau Babanod
- Grant Cymorth Trochi'r Gymraeg
- Grant Cyfalaf Addysg Cyfrwng Cymraeg

Bydd Band B Rhaglen Ysgolion a Cholegau'r 21<sup>ain</sup> Ganrif Llywodraeth Cymru'n buddsoddi £2.3 biliwn mewn seilwaith ysgolion a cholegau ledled Cymru. Un o amcanion buddsoddi allweddol y Rhaglen yma yw darparu seilwaith addysg effeithlon ac effeithiol a fydd yn bodloni'r galw ar hyn o bryd ac yn y dyfodol am leoedd i ddysgwyr erbyn 2024. Yn fwy penodol, i ddarparu'r nifer cywir o leoedd i ddysgwyr er mwyn cyflenwi addysg cyfrwng Cymraeg a Saesneg. Mae Band B Rhaglen uchelgeisiol Ysgolion a Cholegau'r 21<sup>ain</sup> Ganrif yr ALI yn cynnwys ystod o brosiectau, gan gynnwys nifer o brosiectau sy'n cynnig cynyddu nifer y lleoedd mewn ysgolion cynradd cyfrwng Cymraeg.

Mae buddsoddiad pellach wedi bod mewn nifer o ysgolion cynradd cyfrwng Cymraeg yn ystod y tair blynedd flaenorol, hyd at a chan gynnwys y blynyddoedd 2019/20. Mae hyn wedi darparu lleoedd ychwanegol i ddysgwyr mewn ysgolion cynradd cyfrwng Cymraeg ac wedi creu gwell adeiladau a dosbarthiadau i ddysgwyr. Cafodd hyn ei gyflawni trwy Raglen Gyfalaf yr ALI sy'n cynnwys cyfuniad o waith adnewyddu, ailfodelu, dymchwel ac adeiladu adeiladau newydd. Yn ystod yr un cyfnod, mae Rhaglen Gwaith Cyfalaf Mân wedi'i Gynllunio'r ALI, sy'n cynnwys rhaglen barhaus o fuddsoddi mewn ysgolion, wedi buddsoddi tua £1.2 miliwn mewn ysgolion cynradd cyfrwng Cymraeg.

## **BLE RYDYN NI'N GOBEITHIO BOD O FEWN PUM MLYNEDD GYNTAF Y CYNLLUN STRATEGOL YMA A SUT YDYN NI AM WNEUD HYNNY?**

- Mae'r data'n dangos sefydlogrwydd o ran y gymhareb rhwng dysgwyr a allai fynychu ysgolion cynradd cyfrwng Cymraeg a Saesneg yn ystod y pum mlynedd academaidd sydd i ddod
- Yn ôl yr amcangyfrifon arfaethedig, mae'r lleoedd dros ben mewn ysgolion cynradd cyfrwng Cymraeg yn debygol o gynyddu i 28.1% yn ystod y pum mlynedd academaidd sydd i ddod
- Yn seiliedig ar ragolygon dros dro, rydyn ni'n rhagweld y bydd nifer y dysgwyr yn y dosbarth Derbyn / pum oed a fydd yn cael eu haddysg trwy gyfrwng y Gymraeg yn ystod pum mlynedd academaidd gyntaf y Cynllun Strategol yma'n gostwng

Er mwyn cyrraedd ein targed o 720 o ddysgwyr Blwyddyn Un mewn addysg cyfrwng Cymraeg erbyn 2032, mae angen i'r ALI, ynghyd â swyddogion o nifer o grwpiau a sefydliadau allanol sy'n ffurfio Grŵp Strategol, weithio ar y cyd i newid cyfeiriad y rhagolwg yma. Yn amlwg, dylai ehangu darpariaeth gofal plant ac addysg y blynyddoedd cynnar ynghyd â hyrwyddo'r ddarpariaeth mewn modd effeithiol gael

effaith gadarnhaol sylweddol ar nifer y plant sy'n mynychu ysgolion cyfrwng Cymraeg. Yn ogystal â hynny, bydd cryfhau'r trefniadau trosglwyddo i addysg gynradd Gymraeg yn gofyn am gamau wedi'u targedu er mwyn sicrhau'r cynnydd angenrheidiol.

Gan ddefnyddio data'r CYBLD, rhagolygon ysgolion, ceisiadau derbyn blynyddol a gwybodaeth am enedigaethau byw gan Fwrdd Iechyd Prifysgol Cwm Taf Morgannwg, bydd Cyfarwyddiaeth Gwasanaethau Addysg a Chynhwysiant yr ALI yn parhau i gynnal ymarfer mapio blynyddol o bob ysgol gynradd cyfrwng Cymraeg. Caiff y canfyddiadau yma eu dadansoddi. Os oes cynnydd neu ostyngiad parhaus ac amlwg mewn dalgylch ysgol benodol, caiff ystyriaeth ei rhoi i wneud y newidiadau angenrheidiol mewn perthynas â nifer y lleoedd, a hynny drwy ddefnyddio'r dulliau mwyaf priodol ac addas i'r ysgol benodol honno.

Mae yna ychydig o ysgolion cynradd cyfrwng Cymraeg lle mae'r galw yn uchel ac o'r herwydd mae angen rhagor o leoedd. Yn yr ysgolion yma, mae camau'n cael eu cymryd ar hyn o bryd, neu eisoes wedi'u cymryd, i fynd i'r afael â'r materion yma. Mae Band B Rhaglen uchelgeisiol Ysgolion a Cholegau'r 21<sup>ain</sup> Ganrif yr ALI yn cynnwys ystod o brosiectau, gan gynnwys nifer o brosiectau sy'n cynnig cynyddu nifer y lleoedd mewn ysgolion cynradd cyfrwng Cymraeg. Yn ystod pum mlynedd gyntaf y Cynllun Strategol yma, bydd y Rhaglen yma wedi ei chwblhau. Bydd hyn, ochr yn ochr â chyllid sy'n dod yn uniongyrchol gan yr ALI, yn:

- Diwygio cyfrwng iaith Ysgol Gynradd Gymuned Penderyn o ysgol gynradd dwy iaith i ysgol gynradd cyfrwng Cymraeg (yn dilyn agor Ysgol Gynradd Hirwaun). Bydd dalgylch Ysgol Gynradd Gymuned Penderyn hefyd yn cael ei hystyngiadau
- Darparu estyniad pedair ystafell ddosbarth i Ysgol Gynradd Gymraeg Aberdâr
- Darparu ysgol gynradd Gymraeg newydd ar gyfer Ysgol Gynradd Gymraeg Llyn-y-Forwyn
- Darparu ysgol gynradd cyfrwng Cymraeg newydd ar safle presennol Ysgol Gynradd Heol-y-Celyn, ar gyfer dysgwyr sy'n mynychu Ysgol Gynradd Gymraeg Pont Siôn Norton ar hyn o bryd a'r dysgwyr cyfrwng Cymraeg hynny sy'n mynychu'r ysgol ddwy iaith Ysgol Gynradd Heol-y-Celyn
- Darparu ysgol pob oed cyfrwng Cymraeg newydd i ardal Cwm Rhondda
- Darparu ysgol gynradd ddwy iaith newydd, yn y lle cyntaf, sy'n estyniad i ysgol gynradd ddwy iaith Dolau, a hynny'n rhan o ddatblygiad tai sylweddol

Bydd y prosiectau yma'n creu lleoedd ychwanegol, sef dros 300 o leoedd, i ddysgwyr, gan gynyddu nifer y lleoedd a fydd ar gael mewn ysgolion cynradd cyfrwng Cymraeg.

Rhaid i ni hefyd ddangos i rieni/gwarcheidwaid ei bod hi byth yn rhy hwyr i dderbyn addysg trwy gyfrwng y Gymraeg. Mae modd gwneud hyn trwy ddefnyddio dosbarthiadau trochi ar gyfer y Gymraeg i gefnogi'r dysgwyr hynny sy'n hwyrdyfodiad i'r iaith. Mae'r ALI yn cydnabod pwysigrwydd trochi yn y Gymraeg i ddysgwyr sy'n dymuno pontio o addysg cyfrwng Saesneg i'r Gymraeg, er mwyn annog unigolion i dderbyn addysg trwy gyfrwng y Gymraeg. Er nad oes dosbarthiadau sy'n cefnogi trochi yn y Gymraeg yn ysgolion yr ALI ar hyn o bryd ar gyfer y rheiny sy'n hwyrdyfodiad, mae disgwyl i ysgolion gefnogi'r dysgwyr addysg cyfrwng Cymraeg yma yn ôl yr angen.

Rydyn ni'n ystyried bod hyn yn gweithio'n effeithiol. Serch hynny, er mwyn cefnogi'r dysgwyr hynny sy'n hwyrddyfodiaid i addysg cyfrwng Cymraeg, os yw'r ALI yn llwyddiannus wrth geisio cyllid Grant Cymorth Trochi'r Gymraeg Llywodraeth Cymru, bydd yn treialu creu dosbarthiadau cymorth trochi'r Gymraeg ar gyfer hwyrddyfodiaid neu'r dysgwyr hynny sydd angen cymorth ychwanegol mewn dwy ysgol gynradd cyfrwng Cymraeg yn y Fwrdeistref Sirol, yn ogystal â threialu model peripatetig o ran cymorth trochi'r Gymraeg ym mhob ysgol gynradd cyfrwng Cymraeg yn y Fwrdeistref Sirol. Unwaith bydd y cynllun peilot yma wedi dod i ben caiff y canlyniadau e'u meintioli. Bydd cynigion ar gyfer sefydlu darpariaeth drochi barhaol yn Rhondda Cynon Taf ar gyfer 2022/23 yn cael eu cyflwyno i'w hystyried gan y Cabinet.

## **BLE RYDYN NI'N DISGWYL BOD AR DDIWEDD EIN CYNLLUN STRATEGOL?**

Mae'r buddsoddiad mewn nifer o ysgolion cynradd cyfrwng Cymraeg yn ystod y tair blynedd flaenorol, hyd at a chan gynnwys y blynyddoedd 2019/20 trwy Raglen Gyfalaf yr ALI wedi darparu lleoedd ychwanegol i ddysgwyr ysgolion cynradd ac wedi creu gwell amgylchedd ddysgu iddyn nhw trwy Raglen Gwaith Cyfalaf Mân wedi'i Gynllunio'r ALI. Ar ddiwedd oes y Cynllun Strategol yma, bydd y buddsoddiad yma wedi cynyddu ymhellach. Yn ogystal â hyn, bydd Band B Rhaglen uchelgeisiol Ysgolion a Cholegau'r 21<sup>ain</sup> Ganrif yr ALI, ynghyd â chyllid sydd wedi dod yn uniongyrchol gan yr ALI, wedi'i chwblhau, gan ddarparu estyniad pedair ystafell ddosbarth i ysgol gynradd sy'n bodoli eisoes a dwy ysgol gynradd cyfrwng Cymraeg newydd. Bydd y prosiectau yma wedi creu lleoedd ychwanegol i ddysgwyr, gan gynyddu nifer y lleoedd a fydd ar gael mewn ysgolion cynradd cyfrwng Cymraeg.

Yn ystod oes y Cynllun Strategol yma, rydyn ni'n rhagweld y bydd cyllid ychwanegol ar gael i fuddsoddi ymhellach mewn lleoliadau gofal plant a'r blynyddoedd cynnar cyfrwng Cymraeg. Pan fydd cyllid ychwanegol ar gael, bydd yr ALI yn uchelgeisiol gyda'i gynigion i fuddsoddi mewn lleoliadau gofal plant a'r blynyddoedd cynnar cyfrwng Cymraeg er mwyn cyrraedd y targed o 720 o ddysgwyr Blwyddyn Un mewn addysg cyfrwng Cymraeg erbyn 2032.

Ochr yn ochr â hyn, gan ddefnyddio data'r CYBLD, rhagolygon ysgolion, ceisiadau derbyn blynyddol a gwybodaeth am enedigaethau byw gan Fwrdd Iechyd Prifysgol Cwm Taf Morgannwg, bydd Cyfarwyddiaeth Gwasanaethau Addysg a Chynhwysiant yr ALI yn parhau i gynnal ymarfer mapio blynyddol o bob ysgol gynradd cyfrwng Cymraeg. Caiff y canfyddiadau yma eu dadansoddi. Os oes cynnydd neu ostyngiad parhaus ac amlwg o ran niferoedd y dysgwyr mewn dalgylch ysgol benodol, caiff ystyriaeth ei rhoi i wneud y newidiadau angenrheidiol mewn perthynas â nifer y lleoedd, a hynny drwy ddefnyddio'r dulliau mwyaf priodol ac addas i'r ysgol benodol honno.

Yn ogystal â hyn, os yw'r ALI wedi bod yn llwyddiannus wrth geisio cyllid Grant Cymorth Trochi'r Gymraeg Llywodraeth Cymru, byddai wedi treialu creu dosbarthiadau cymorth trochi'r Gymraeg ar gyfer hwyrddyfodiaid neu'r dysgwyr hynny sydd angen cymorth ychwanegol mewn dwy ysgol gynradd cyfrwng Cymraeg yn y Fwrdeistref Sirol, yn ogystal â threialu model peripatetig o ran cymorth trochi'r Gymraeg ym mhob ysgol gynradd cyfrwng Cymraeg yn y Fwrdeistref Sirol. Yn ddarostyngedig i ganlyniad y cynlluniau peilot a chymeradwyaeth gan y Cabinet, bydd darpariaeth drochi newydd wedi'i sefydlu yng nghyfnod cynnar y CSCA yma.

## DATA ALLWEDDOL

Mae'r data yn y tabl isod yn amlinellu amcangyfrif arfaethedig nifer a chanran y dysgwyr dosbarth Derbyn / pum oed a allai dderbyn eu haddysg trwy gyfrwng y Gymraeg (ar sail rhagolygon dros dro), o'i gymharu ag Amcangyfrif arfaethedig nifer a chanran y dysgwyr dosbarth Derbyn / pum oed a ddylai dderbyn eu haddysg trwy gyfrwng y Gymraeg os yw'r ALI am gyflawni ei darged o 720 o ddysgwyr Blwyddyn Un mewn addysg cyfrwng Cymraeg erbyn 2032 yn ystod oes y Cynllun Strategol yma.

<b>Amcangyfrif arfaethedig nifer a chanran y dysgwyr dosbarth Derbyn / pum oed sy'n derbyn eu haddysg trwy gyfrwng y Gymraeg yn ystod oes y Cynllun Strategol yma</b>				
<b>Blwyddyn Academaidd</b>	<b>Amcangyfrif arfaethedig nifer a chanran y dysgwyr dosbarth Derbyn / pum oed a allai dderbyn eu haddysg trwy gyfrwng y Gymraeg (Ar sail Rhagolygon dros dro mis)</b>		<b>Amcangyfrif arfaethedig nifer a chanran y dysgwyr dosbarth Derbyn / pum oed a ddylai dderbyn eu haddysg trwy gyfrwng y Gymraeg os yw'r ALI am gyflawni ei darged o 720 o ddysgwyr Blwyddyn Un mewn addysg cyfrwng Cymraeg erbyn 2032</b>	
	<b>Nifer</b>	<b>%</b>	<b>Nifer</b>	<b>%</b>
2022 / 2023	513	21.5%	513	21.5%
2023 / 2024	489	21.5%	533	23.4%
2024 / 2025	468	21.7%	554	25.6%
2025 / 2026	480	21.5%	575	25.8%
2026 / 2027	487	21.6%	598	26.2%
2027 / 2028	488	21.6%	621	27.5%
2028 / 2029	488	20.9%	645	28.6%
2029 / 2030	488	20.6%	671	29.7%
2030 / 2031	488	20.3%	697	30.9%
2031 / 2032	488	21.6%	724	32.0%

### **DEILLIANT 3: MWY O BLANT YN PARHAU I WELLA EU SGILIAU CYMRAEG WRTH DROGLWYDDO O UN CYFNOD O'U HADDYSG STATUDOL I UN ARALL**

#### **Y SEFYLLFA AR HYN O BRYD**

Yn ystod blwyddyn academaidd 2015/16, mae'r data yn Atodiad Tri yn dangos bod yr holl blant a adawodd Cylchoedd Meithrin wedi pontio i ysgolion cynradd. Pontiodd 57.3% (284) o blant i ysgolion cynradd cyfrwng Cymraeg. Cynyddodd y ganran yma i 67.9% (343) o blant yn pontio i ysgolion cynradd cyfrwng Cymraeg yn ystod blwyddyn academaidd 2019/20. Fodd bynnag, mae cyfle i wella ar hyn o sefyllfa. Mae'r agwedd hon yn gofyn am ddadansoddiad pellach i lywio gwelliannau strategol a bydd hyn yn cael ei flaenoriaethu yn ein cynllun gweithredu.

Mae'n ymddangos nad yw'r cyfraddau pontio ar gyfer dysgwyr rhwng pob Cyfnod Allweddol ar gyfer ysgolion cynradd ac uwchradd cyfrwng Cymraeg yn destun pryder.

Mae'r gostyngiad yn nifer y dysgwyr oedran ysgol uwchradd cyfrwng Cymraeg rhwng Cyfnod Allweddol Pedwar a Chyfnod Allweddol Pump hefyd wedi'i adlewyrchu ar gyfer dysgwyr uwchradd cyfrwng Saesneg o'r un oedran, fel mae'r tabl isod yn ei nodi.

<b>Cyfraddau pontio dysgwyr rhwng Cyfnod Allweddol Pedwar a Chyfnod Allweddol Pump ar gyfer ysgolion uwchradd cyfrwng Cymraeg a Saesneg dros y tair blynedd academaidd flaenorol</b>			
<b>Pontio</b>	<b>Blwyddyn Academaidd</b>		
	<b>2018 / 2019</b>	<b>2019 / 2020</b>	<b>2020 / 2021</b>
<b>Cyfrwng Cymraeg</b>	53.5%	55.9%	48.5%
<b>Cyfrwng Saesneg</b>	42.6%	44.0%	45.4%

Ysgol Gyfun Rhydywaun yn ardal Cwm Cynon yw'r unig opsiwn ar gyfer dysgwyr oedran ysgol uwchradd sy'n byw ym Mwrdeistref Sirol Merthyr Tudful ac sy'n dymuno derbyn addysg uwchradd trwy gyfrwng y Gymraeg, oherwydd does dim ysgol o'r fath yn eu Bwrdeistref Sirol nhw. Felly mae'r dysgwyr hynny'n mynychu Ysgol Gyfun Rhydywaun. Wrth lunio'u Cynllun Datblygu Lleol newydd, mae Cyngor Bwrdeistref Sirol Merthyr Tudful wedi ymrwmo i barhau i asesu'r galw am ysgol uwchradd cyfrwng Cymraeg yn eu Bwrdeistref Sirol. Mae'r ALI wedi cynnal gwaith cynllunio trawsffiniol gyda'n holl Awdurdodau Lleol cyfagos er mwyn cyrraedd ein targed o 720 o ddysgwyr Blwyddyn Un mewn addysg cyfrwng Cymraeg erbyn 2032, a bydd yn parhau â'r gwaith yma.

Yn yr un modd, Ysgol Llanhari yn ardal De Cwm Taf yw'r opsiwn agosaf i rai dysgwyr oedran ysgol uwchradd sy'n byw ym Mwrdeistref Sirol Pen-y-bont ar Ogwr ac sy'n dymuno derbyn addysg uwchradd trwy gyfrwng y Gymraeg. Mae hyn oherwydd bod yr unig ysgol uwchradd cyfrwng Cymraeg ym Mwrdeistref Sirol Pen-y-bont ar Ogwr ym Maesteg. Yn hynny o beth, mae rhai dysgwyr oedran ysgol uwchradd sy'n byw ym Mwrdeistref Sirol Pen-y-bont ar Ogwr yn mynychu Ysgol Llanhari. Byddwn ni'n mynd ati i ddadansoddi cyfraddau trosglwyddo cam allweddol 4/5 yn fanwl gyda'r nod o wella'r niferoedd sy'n trosglwyddo i addysg ôl-16 cyfrwng Cymraeg mewn ysgolion a / neu sefydliadau addysg bellach lle mae hyn yn briodol.

Y gobaith yw bydd Cynllun Datblygu Lleol y Cyngor, sy'n cael ei baratoi ar hyn o bryd, yn ddogfen fyw erbyn 2022 yn dilyn cyfnod ymgynghori statudol. Bydd unrhyw alw am dwf mewn addysg cyfrwng Cymraeg, ac unrhyw bwysau a allai ddeillio o unrhyw ddatblygiadau tai newydd yn RhCT, yn cael eu nodi yn rhan o'r Cynllun Datblygu Lleol. Mae'r galw am addysg yn y dyfodol yn debygol o fod yn sylweddol mewn rhai ardaloedd o'r Sir a bydd y Cyngor yn gweithio mewn partneriaeth â datblygwyr i sicrhau bod y seilwaith mewn cymunedau lleol yn ddigonol ar gyfer mynd i'r afael â'r angen ychwanegol yn y sector cyfrwng Cymraeg.

### **BLE RYDYN NI'N GOBEITHIO BOD O FEWN PUM MLYNEDD GYNTAF Y CYNLLUN STRATEGOL YMA A SUT YDYN NI AM WNEUD HYNNY?**

- Mae angen inni weithio gyda phartneriaid i gael gafael ar ddata dibynadwy ar nifer posibl y plant sy'n gadael Cylchoedd Meithrin i fynd i ysgolion cynradd cyfrwng Cymraeg. Serch hynny, mae'r data ar gyfer y pedair blynedd academaidd flaenorol yn dangos bod canran y plant sy'n gadael Cylchoedd

Meithrin i fynd i ysgolion cynradd cyfrwng Cymraeg yn cynyddu. Wedi dweud hynny, mae angen gwelliant a chamau ymyrryd cadarnhao o hyd.

- Mae'n ymddangos nad yw amcangyfrif arfaethedig y cyfraddau pontio ar gyfer dysgwyr rhwng pob Cyfnod Allweddol ar gyfer ysgolion cynradd ac uwchradd cyfrwng Cymraeg yn destun pryder. Ond byddai gwelliant pellach mewn cyfraddau trosglwyddo o gyfnod allweddol 4 a 5 yn fuddiol. Byddai hefyd yn bwysig ein bod ni'n deall yn llawn i ble mae dysgwyr sy'n gadael ysgolion cyfrwng Cymraeg yn mynd a gweld a ydyn nhw'n dilyn llwybrau addysg cyfrwng Cymraeg mewn lleoliadau addysg bellach a phrifysgolion. Bydd casglu a dadansoddi'r data yma'n cynorthwyo ni i lywio datblygiadau strategol allweddol yn y cynllun gweithredu blynyddol gyda'r nod o wella cyfraddau trosglwyddo cyfnodau allweddol 4 a 5 yn y sector yma. Bydd cyngor ac arweiniad gyrfaoedd gwell yn bwysig wrth sicrhau bod dysgwyr yn gwneud penderfyniadau gwybodus am eu dyfodol a'u bod yn gwbl effro o'r opsiynau cyfrwng Cymraeg sy'n agored iddyn nhw.

Er mwyn cyrraedd ein targed o 720 o ddysgwyr Blwyddyn Un mewn addysg cyfrwng Cymraeg erbyn 2032, rhaid i'r ALI, ynghyd â swyddogion o nifer o grwpiau a sefydliadau allanol sy'n ffurfio Grŵp Strategol y Cynllun Strategol weithio ar y cyd.

Er bod canran y plant sy'n gadael Cylchoedd Meithrin sy'n pontio i ysgolion cynradd cyfrwng Cymraeg yn cynyddu, mae canran fawr o blant yn mynychu Cylchoedd Meithrin o hyd sydd ddim yn pontio i ysgolion cynradd Cymraeg. Gall hyn fod oherwydd nifer o ffactorau, gan gynnwys lleoliad y Cylchoedd Meithrin a pha mor agos maen nhw i ysgolion cynradd cyfrwng Cymraeg. Mae hyn yn pwysleisio'r ffaith y bydd angen sicrhau bod lleoliadau gofal plant a'r blynyddoedd cynnar cyfrwng Cymraeg wedi'u cydleoli ar safleoedd ysgolion cynradd cyfrwng Cymraeg, a hynny er mwyn hyrwyddo mynediad ehangach i addysg cyfrwng Cymraeg. Er mwyn deall y rhesymau dros y cyfraddau trosglwyddo annigonol o leoliadau meithrin i ysgolion cynradd Cymraeg yn llawn bydd swyddog graddedig yn ymgymryd â gwaith a dadansoddiad manwl pellach, a bydd camau adfer yn cael eu nodi a'u gweithredu i sicrhau cyfraddau trosglwyddo gwell yn y sector hwn.

Mae'r ALI yn cydnabod bod datblygu lleoliadau gofal plant a'r blynyddoedd cynnar cyfrwng Cymraeg wedi'u cydleoli ar safleoedd ysgolion cynradd cyfrwng Cymraeg yn holl bwysig er mwyn cyfrannu at y nod o gael miliwn o siaradwyr Cymraeg yng Nghymru erbyn 2050. Trwy fuddsoddi mewn lleoliadau gofal plant a'r blynyddoedd cynnar cyfrwng Cymraeg sydd wedi'u cydleoli ar safleoedd ysgolion cynradd cyfrwng Cymraeg, mae'r ALI yn cefnogi rhieni/gwarcheidwaid i barhau â thaith addysg statudol eu plentyn trwy addysg cyfrwng Cymraeg yn ddi-dor, gan sicrhau eu bod ar lwybr parhaus o ran eu dilyniant ieithyddol. Bydd yr ALI yn parhau i weithio ar y cyd â Mudiad Meithrin i gefnogi rhieni/gwarcheidwaid plant sy'n mynychu Cylchoedd Meithrin i barhau â thaith addysg statudol eu plentyn trwy addysg cyfrwng Cymraeg.

Byddwn ni'n parhau i fonitro cyfraddau pontio dysgwyr wrth bontio rhwng pob Cyfnod Allweddol ar gyfer ysgolion cynradd ac uwchradd cyfrwng Cymraeg yn cael ei gynnal, er nad yw'n ymddangos bod hyn yn destun pryder.

Mae Rhaglen Band B uchelgeisiol Ysgolion a Cholegau ar gyfer yr 21fed ganrif y Cyngor yn cynnwys ystod o brosiectau gwerth cyfanswm o £160 miliwn, gan gynnwys

nifer o brosiectau sy'n cynnig cynyddu nifer y lleoedd mewn ysgolion cynradd cyfrwng Cymraeg. Yn ystod pum mlynedd gyntaf y Cynllun Strategol, bydd y Rhaglen yma wedi ei chwblhau. Bydd hyn, ochr yn ochr â chyllid sy'n dod yn uniongyrchol gan y Cyngor, yn gwireddu:

- Diwygio cyfrwng iaith Ysgol Gynradd Gymuned Penderyn o ysgol gynradd dwy iaith i ysgol gynradd Gymraeg (yn dilyn agor Ysgol Gynradd Hirwaun). Bydd dalgyloch Ysgol Gynradd Penderyn cael ei ymestyn hefyd.
- Darparu estyniad i Ysgol Gynradd Gymraeg Aberdâr.
- Darparu ysgol gynradd Gymraeg newydd ar gyfer Ysgol Gynradd Gymraeg Llyn y Forwyn.
- Codi ysgol gynradd Gymraeg newydd yn ardal Rhydfelen, i ddarparu ar gyfer dysgwyr sy'n mynychu Ysgol Gynradd Gymraeg Pont Siôn Norton ar hyn o bryd a'r dysgwyr cyfrwng Cymraeg sy'n mynychu Ysgol Gynradd Heol y Celyn.
- Cyflwyno ysgol Gymraeg 'trwodd' newydd ar gyfer ardal Cwm Rhondda.
- Darparu ysgol gynradd ddwy iaith newydd sy'n estyniad i ysgol gynradd ddwy iaith Dolau, a hynny'n rhan o ddatblygiad tai sylweddol.
- Codi blociau addysgu newydd a gwella cyfleusterau ar gyfer yr ysgol a'r gymuned yn sylweddol yn Ysgol Gyfun Llanhari; a
- Codi bloc addysgu, cyfleusterau chwaraeon a chymunedol newydd yn Ysgol Gyfun Rhyd-y-waun

Yn ogystal â hyn, bydd yr ALI yn parhau i ddarparu mentrau i gefnogi cyfraddau pontio dysgwyr rhwng pob Cyfnod Allweddol ar gyfer ysgolion cynradd ac uwchradd cyfrwng Cymraeg. Ymhlith y rhain, mae:

- Dysgwyr ym Mlwyddyn 6 yn treulio amser yn eu hysgol uwchradd newydd cyn dechrau eu tymor cyntaf yno
- Athrawon o ysgolion uwchradd yn mynychu ysgolion cynradd i ddarparu sesiynau gweithgareddau
- Urdd Gobaith Cymru (yr Urdd) yn cynorthwyo ysgolion cynradd cyfrwng Cymraeg i drefnu teithiau preswyl i Langrannog yn eu clwstwr ysgolion uwchradd

Ochr yn ochr â hyn, bydd yr ALI yn gweithio gyda rhieni/gwarcheidwaid i hyrwyddo llwybr parhaus dilyniant ieithyddol eu plentyn er mwyn sicrhau eu bod nhw i gyd yn cael eu cefnogi yn y cyfnod pontio rhwng pob Cyfnod Allweddol a bod dysgwyr yn parhau â'u haddysg trwy gyfrwng y Gymraeg. Bydd yr ALI yn gweithio i sicrhau bod yr holl staff sy'n debygol o ddod i gysylltiad â rhieni/gwarcheidwaid yn effro i'r negeseuon allweddol ynghylch addysg cyfrwng Cymraeg a dysgu Cymraeg a llwybr parhaus o ran dilyniant ieithyddol fel bod modd iddyn nhw ateb unrhyw gwestiynau a allai godi.

Gan ddefnyddio'r Model Pensaernïaeth Dewis<sup>18</sup>, bydd yr ALI yn cynnal adolygiad o'i broses derbyn ysgolion ar-lein. Mae'r Model Pensaernïaeth Dewis yn fersiwn symlach o'r Model Mindspace<sup>19</sup> a gafodd ei gomisiynu gan Swyddfa Cabinet y DU yn 2009 i ddeall sut y gallai theori ymddygiad helpu i sicrhau canlyniadau gwell. Mewn perthynas ag annog pobl i ddewis addysg cyfrwng Cymraeg, byddai modd defnyddio'r Model

<sup>18</sup> [Llywodraeth Cymru – Canllawiau ar Gynlluniau Strategol Cymraeg mewn Addysg 2021](#)

<sup>19</sup> [Swyddfa'r Cabinet, Llywodraeth y Deyrnas Unedig – Model Mindspace - 2009](#)



Pensaernïaeth Dewis i sicrhau bod y dewisiadau i rieni/gwarcheidwaid wrth gwblhau cais derbyn i ysgolion ar-lein ar gyfer plentyn yn hawdd, yn ddeniadol, yn gymdeithasol ac yn amserol.

## **BLE RYDYN NI'N DISGWYL BOD AR DDIWEDD EIN CYNLLUN STRATEGOL?**

Ar ddiwedd oes y Cynllun Strategol yma, bydd buddsoddiad yng ngwaith datblygu lleoliadau gofal plant a'r blynyddoedd cynnar wedi'u cydleoli ar safleoedd ysgolion cynradd cyfrwng Cymraeg, a hynny trwy Gynllun Grant Cyfalaf y Cynnig Gofal Plant a'r Cynllun Grant Cyfalaf Addysg Cyfrwng Cymraeg, wedi'u cwblhau.

Pan fydd cyllid ychwanegol ar gael, bydd yr ALI yn uchelgeisiol gyda'i gynigion i fuddsoddi mewn darpariaeth gofal plant a lleoliadau'r Blynyddoedd Cynnar cyfrwng Cymraeg er mwyn cyrraedd y targed o 720 o ddysgwyr Blwyddyn Un mewn addysg cyfrwng Cymraeg erbyn 2032.

Mae'r ALI yn cydnabod bod datblygu lleoliadau gofal a'r blynyddoedd cynnar cyfrwng Cymraeg wedi'u cydleoli ar safleoedd ysgolion cynradd cyfrwng Cymraeg yn holl bwysig er mwyn cyfrannu at y nod o gael miliwn o siaradwyr Cymraeg yng Nghymru erbyn 2050. Mae'r buddsoddiad yma'n cefnogi rhieni/gwarcheidwaid i barhau'n ddi-dor â thaith addysg statudol eu plentyn trwy addysg cyfrwng Cymraeg, gan sicrhau eu bod ar lwybr parhaus o ran eu dilyniant ieithyddol. Bydd yr ALI yn parhau i weithio ar y cyd â Mudiad Meithrin i gefnogi rhieni/gwarcheidwaid plant sy'n mynychu Cylchoedd Meithrin i barhau â thaith addysg statudol eu plentyn trwy addysg cyfrwng Cymraeg. Mae sicrhau cyfraddau trosglwyddo gwell o gylchoedd meithrin yn hanfodol os ydyn ni am gyrraedd ein targedau uchelgeisiol.

Ochr yn ochr â hyn, bydd yr ALI yn parhau i fonitro parhaus y cyfraddau pontio dysgwyr ar gyfer pob ysgol gynradd ac uwchradd cyfrwng Cymraeg a gweithio gydag ysgolion i wella cyfraddau cadw dysgwyr mewn addysg ôl-16.

Bydd yr ALI yn parhau i ddarparu mentrau i gefnogi cyfraddau pontio dysgwyr rhwng pob Cyfnod Allweddol ar gyfer ysgolion cynradd ac uwchradd cyfrwng Cymraeg. Bydd yr ALI hefyd yn parhau i fynd ati'n weithredol i weithio ar y cyd â rhieni/gwarcheidwaid i hyrwyddo llwybr parhaus dilyniant ieithyddol i'w plentyn er mwyn sicrhau eu bod nhw i gyd yn cael eu cefnogi yn y cyfnod pontio rhwng pob Cyfnod Allweddol a bod dysgwyr yn parhau â'u haddysg trwy gyfrwng y Gymraeg. Yn ogystal â hyn, bydd yr ALI yn sicrhau bod yr holl staff sy'n debygol o ddod i gysylltiad â rhieni/gwarcheidwaid yn effro i'r negeseuon allweddol ynghylch addysg cyfrwng Cymraeg a dysgu Cymraeg a llwybr parhaus dilyniant ieithyddol fel bod modd iddyn nhw ateb unrhyw gwestiynau a allai godi. Byddai cael dealltwriaeth lawn o lwybrau dilyniant ieithyddol dysgwyr o'r sector cyfrwng Cymraeg i golegau addysg bellach ac i brifysgolion lle bo hynny'n berthnasol yn ddefnyddiol wrth ddeall y cyfraddau dilyniant i addysg bellach cyfrwng Cymraeg ar ôl gadael addysg statudol.

Ar ddiwedd oes y Cynllun Strategol yma, bydd yr ALI wedi adolygu'i broses derbyn i ysgolion ar-lein, ac wedi'i rhoi ar waith, gan ddefnyddio'r Model Pensaernïaeth Dewis er mwyn helpu i annog pobl i ddewis addysg cyfrwng Cymraeg, gan sicrhau bod y dewisiadau i rieni/gwarcheidwaid wrth gwblhau cais derbyn i ysgolion ar-lein ar gyfer plentyn yn hawdd, yn ddeniadol, yn gymdeithasol ac yn amserol.

## DATA ALLWEDDOL

Mae'r data yn y tabl isod yn amlinellu amcangyfrif arfaethedig canran y dysgwyr a allai bontio rhwng pob Cyfnod Allweddol ar gyfer ysgolion cynradd ac uwchradd cyfrwng Cymraeg yn ystod oes y Cynllun Strategol yma. Mae'n seiliedig ar ragolygon dros dro.

<b>Amcangyfrif arfaethedig canran y dysgwyr a allai bontio rhwng pob Cyfnod Allweddol ar gyfer ysgolion cynradd ac uwchradd cyfrwng Cymraeg</b>				
<b>Blwyddyn Academaidd</b>	<b>Pontio</b>			
	<b>Y Cyfnod Sylfaen i Cyfnod Allweddol Dau</b>	<b>Cyfnod Allweddol Dau i Cyfnod Allweddol Tri*</b>	<b>Cyfnod Allweddol Tri i Cyfnod Allweddol Pedwar</b>	<b>Cyfnod Allweddol Pedwar i Gyfnod Allweddol Pump</b>
	<b>%</b>	<b>%</b>	<b>%</b>	<b>%</b>
2022 / 2023	96.1%	111.3%	98.3%	54.8%
2023 / 2024	97.1%	113.9%	98.3%	55.1%
2024 / 2025	97.4%	116.4%	98.3%	54.5%
2025 / 2026	97.5%	116.9%	98.3%	54.6%
2026 / 2027	97.6%	111.9%	98.3%	54.1%
2027 / 2028	97.2%	111.9%	98.4%	54%
2028 / 2029	97.2%	112%	98.3%	54.1%
2029 / 2030	97.2%	111.9%	98.4%	54.2%
2030 / 2031	97.2%	111.9%	98.4%	54.2%
2031 / 2032	97.2%	111.9%	98.4 %	54.2%

*\*Sylwch – mae'r ganran yma'n cynnwys dysgwyr sy'n mynychu ysgolion uwchradd cyfrwng Cymraeg sy'n byw y tu allan i'r Fwrdeistref Sirol (Ysgol Llanhari – dysgwyr oedran uwchradd sy'n byw ym Mwrdeistref Sirol Pen-y-bont ar Ogwr, ac Ysgol Gyfun Rhydywaun – dysgwyr oedran uwchradd sy'n byw ym Mwrdeistref Sirol Merthyr Tudful)*

### **DEILLIANT 4: MWY O DDYSGWYR YN ASTUDIO AR GYFER CYMWESTERAU CYMRAEG (FEL PWNC) A PHYNCIAU DRWY GYFRWNG Y GYMRAEG**

#### **Y SEFYLLFA AR HYN O BRYD**

Mae pedair ysgol uwchradd cyfrwng Cymraeg yn y Fwrdeistref Sirol. Mae dwy ysgol bob oed ar gyfer dysgwyr 3 i 19 oed a dwy ysgol uwchradd ar gyfer dysgwyr 11 i 19 oed. Maen nhw wedi'u dosbarthu yn dda ar draws Rhondda, Cynon a Thaf-elái ac yn hygyrch oherwydd polisi trafndiaeth hael y Cyngor sy'n fwy na'r gofyniad statudol.

Mae'r data'n dangos sefydlogrwydd yn y gymhareb rhwng dysgwyr oedran ysgol uwchradd sy'n mynychu ysgolion uwchradd cyfrwng Cymraeg a Saesneg yn ystod y tair blynedd academaidd flaenorol, hyd at a chan gynnwys 2020/21. Yn ystod yr un cyfnod, mae nifer y dysgwyr Blwyddyn Deg sy'n mynychu ysgolion uwchradd cyfrwng Cymraeg wedi cynyddu.

Mae nifer y lleoedd sydd ar gael ym mhob ysgol yn cael ei adolygu'n flynyddol gan Gyfarwyddiaeth Addysg a Gwasanaethau Cynhwysiant yr ALI. Maen nhw'n defnyddio data'r CYBLD, rhagolygon ysgol, ceisiadau derbyn blynyddol a gwybodaeth genedigaethau byw Bwrdd Iechyd Prifysgol Cwm Taf Morgannwg. Mae unrhyw gynnydd mewn poblogaethau dysgwyr, yn enwedig o fewn addysg cyfrwng Cymraeg, yn cael ei fonitro'n ofalus. Os yw'r cynnydd yn glir ac yn cael ei gynnal o fewn dalgylch ysgol benodol, mae cynyddu nifer y lleoedd angenrheidiol yn cael ei ystyried yn y ffordd sydd fwyaf priodol ac sydd fwyaf addas i'r ysgol benodol honno. Yn flynyddol, mae'n ofynnol i'r ALI gyflwyno Gwybodaeth Cynllunio Lleoedd Ysgol i Lywodraeth Cymru. Mae'n manylu ar nifer y lleoedd ym mhob ysgol, nifer y dysgwyr ar y gofrestr ac amcangyfrif arfaethedig nifer y dysgwyr. Caiff gwaith blaengynllunio manwl ei gynnal trwy gymharu nifer y lleoedd ym mhob ysgol ac amcangyfrif arfaethedig nifer y dysgwyr.

Ar hyn o bryd mae lleoedd dros ben yn y mwyaf o ysgolion cynradd cyfrwng Cymraeg. Yn seiliedig ar ddata CYBLD 2020/21, roedd 21.2% o leoedd dros ben mewn ysgolion uwchradd cyfrwng Cymraeg. Gweler Atodiad Pedwar am ragor o fanylion.

Serch hynny, mae yna ychydig o ysgolion uwchradd lle mae angen rhagor o leoedd, felly mae camau gweithredu ar waith i fynd i'r afael â'r materion yma.

Mae'r ALI yn parhau i ddarparu a chefnogi ei raglen fuddsoddi strategol hirdymor i greu amgylcheddau ysgolion sy'n bodloni anghenion ein cymunedau ac yn rhoi'r ddarpariaeth ddysgu a'r canlyniadau gorau ar gyfer plant a phobl ifainc a'r gymuned ehangach. Mae'r rhaglen fuddsoddi strategol hirdymor yma wedi'i chefnogi gan gyllid yr ALI a Llywodraeth Cymru gan gynnwys, ond heb fod yn gyfyngedig i:

- Grant Cyfalaf Band B Rhaglen Ysgolion a Cholegau'r 21<sup>ain</sup> Ganrif
- Grant Hybiau Cymunedol
- Grant Ardoll Seilwaith Cymunedol
- Grant Cyfalaf Addysg Cyfrwng Cymraeg

Bydd Band B Rhaglen Ysgolion a Cholegau'r 21<sup>ain</sup> Ganrif Llywodraeth Cymru'n buddsoddi £2.3 biliwn mewn seilwaith ysgolion a cholegau ledled Cymru. Un o amcanion buddsoddi allweddol Band B Rhaglen Ysgolion a Cholegau'r 21<sup>ain</sup> Ganrif Llywodraeth Cymru yw darparu seilwaith addysg effeithlon ac effeithiol a fydd yn bodloni'r galw ar hyn o bryd ac yn y dyfodol am leoedd i ddysgwyr erbyn 2024. Yn fwy penodol, i ddarparu'r nifer cywir o leoedd i ddysgwyr er mwyn cyflenwi addysg cyfrwng Cymraeg a Saesneg. Mae Band B Rhaglen uchelgeisiol Ysgolion a Cholegau'r 21<sup>ain</sup> Ganrif yr ALI yn cynnwys ystod o brosiectau, gan gynnwys nifer o brosiectau sy'n cynnig cynyddu nifer y lleoedd mewn ysgolion uwchradd cyfrwng Cymraeg.

Mae buddsoddiad wedi bod mewn nifer o ysgolion uwchradd cyfrwng Cymraeg dros y tair blynedd flaenorol, hyd at a chan gynnwys y blynyddoedd 2019/20. Mae hyn wedi darparu lleoedd ychwanegol i ddysgwyr mewn ysgolion uwchradd cyfrwng Cymraeg ac wedi creu gwell adeiladau a dosbarthiadau i ddysgwyr. Cafodd hyn ei gyflawni trwy Raglen Gyfalaf yr ALI sy'n cynnwys cyfuniad o waith adnewyddu, ailfodelu, dymchwel ac adeiladu adeiladau newydd. Yn ystod yr un cyfnod, mae Rhaglen Gwaith Cyfalaf

Mân wedi'i Gynllunio'r ALL, sy'n cynnwys rhaglen barhaus o fuddsoddi mewn ysgolion, wedi buddsoddi tua £3.5 miliwn mewn ysgolion uwchradd cyfrwng Cymraeg.

Mae'r data yn y tabl isod yn deillio o StatsCymru. Mae'n amlinellu cyfanswm canran y dysgwyr Blwyddyn 11 wedi'u cofrestru ar gyfer TGAU Cymraeg (iaith gyntaf neu ail iaith), a'r rheiny heb eu cofrestru am y naill na'r llall, mewn ysgolion uwchradd am y tair blynedd academaidd flaenorol, hyd at a chan gynnwys 2019/20.

<b>Cyfanswm canran y dysgwyr Blwyddyn 11 wedi'u cofrestru ar gyfer TGAU Cymraeg (iaith gyntaf neu ail iaith), a'r rheiny heb eu cofrestru am y naill na'r llall, mewn ysgolion uwchradd am y tair blynedd academaidd flaenorol</b>			
<b>Categori</b>	<b>Blwyddyn Academaidd</b>		
	<b>2017 / 2018</b>	<b>2018 / 2019</b>	<b>2019 / 2020</b>
<b>Cymraeg (iaith gyntaf)</b>	17.0%	17.0%	18.0%
<b>Cymraeg (Ail iaith)</b>	45.0%	59.0%	63.0%
<b>Heb eu cofrestru ar gyfer TGAU Cymraeg</b>	34.0%	24.0%	19.0%

Mae'r data'n nodi canran gynyddol o ddysgwyr Blwyddyn 11 wedi'u cofrestru ar gyfer TGAU Cymraeg (iaith gyntaf neu ail iaith) ar gyfer y tair blwyddyn academaidd flaenorol, hyd at a chan gynnwys 2019/20. Yn ystod yr un cyfnod, mae canran y dysgwyr Blwyddyn 11 heb eu cofrestru ar gyfer y naill na'r llall wedi gostwng yn sylweddol.

Mae'r data yn y tabl isod yn deillio o StatsCymru. Mae'n amlinellu cyfanswm canran y dysgwyr Blwyddyn 12 ac 13 wedi'u cofrestru ar gyfer Cymraeg Safon UG a Safon Uwch (iaith gyntaf neu ail iaith) mewn ysgolion uwchradd am y tair blynedd academaidd flaenorol, hyd at a chan gynnwys 2019/20.

<b>Cyfanswm canran y dysgwyr Blwyddyn 12 ac 13 wedi'u cofrestru ar gyfer Cymraeg Safon UG a Safon Uwch (iaith gyntaf neu ail iaith) mewn ysgolion uwchradd am y tair blynedd academaidd flaenorol</b>			
<b>Categori</b>	<b>Blwyddyn Academaidd</b>		
	<b>2017 / 2018</b>	<b>2018 / 2019</b>	<b>2019 / 2020</b>
<b>Cymraeg (iaith gyntaf neu ail iaith)</b>	4.2%	3.7%	l'w gadarnhau

Mae'r data'n nodi gostyngiad o ran canran y dysgwyr Blwyddyn 12 ac 13 wedi'u cofrestru ar gyfer Cymraeg Safon UG neu Safon Uwch (iaith gyntaf neu ail iaith) ar gyfer y ddwy flynedd academaidd flaenorol, hyd at a chan gynnwys 2018/19. Dydy'r data ar gyfer blwyddyn academaidd 2019/20 ddim ar gael ar hyn o bryd.

Yn ystod haf 2018, cymeradwyodd Llywodraeth Cymru gyllid i gynnal cynllun peilot Rhaglen Meincnodau Gyrfaedd Da Gatsby mewn ysgolion uwchradd. Mae'r Rhaglen yn cefnogi ysgolion uwchradd i ddatblygu ystod ehangach o lwybrau dysgu ar gyfer dysgwyr 14 i 19 oed wrth baratoi ar gyfer y byd gwaith, hyfforddiant ac addysg bellach ac mae wedi'i seilio ar wyth Meincnod Gyrfaedd Da Gatsby. Cymerodd pob ysgol

uwchradd ran yn y cynllun ac yn y broses o werthuso'r<sup>20</sup> cynllun peilot, cafodd effeithiau cadarnhaol eu cydnabod a chafodd nifer o argymhellion eu datblygu'n gynllun gweithredu. Mae'r ALI wedi ymrwymo i barhau â'r gwaith am ddwy flynedd arall er mwyn datblygu Meincnodau Gyrfaoedd Da Gatsby ymhellach ym mhob ysgol uwchradd.

Gan adeiladu ar effeithiau cadarnhaol y Rhaglen, mae'r ALI wedi datblygu Model Mentora Gatsby a Mwy ymhellach. Mae Model Mentora Gatsby a Mwy yn estyniad o Raglen Meincnodau Gyrfaoedd Da Gatsby sy'n gweithio gydag ysgolion uwchradd i gefnogi dysgwyr sy'n tangyflawni neu sy'n wynebu risg o beidio â bod mewn addysg, cyflogaeth na hyfforddiant.

## **BLE RYDYN NI'N GOBEITHIO BOD O FEWN PUM MLYNEDD GYNTAF Y CYNLLUN STRATEGOL YMA A SUT YDYN NI AM WNEUD HYNNY?**

- Mae'r data'n dangos sefydlogrwydd yn y gymhareb rhwng dysgwyr a allai fynychu ysgolion uwchradd cyfrwng Saesneg a chyfrwng Cymraeg yn ystod y pum mlynedd academaidd sydd i ddod
- Yn ôl y rhagolygon, mae'r lleoedd dros ben mewn ysgolion uwchradd cyfrwng Cymraeg yn debygol o gynyddu i 24.1% yn ystod y pum mlynedd academaidd sydd i ddod
- Yn seiliedig ar ragolygon dros dro, rydyn ni'n rhagweld y bydd nifer y dysgwyr ym Mlwyddyn Deg a fydd yn cael eu haddysg trwy gyfrwng y Gymraeg yn ystod pum mlynedd academaidd gyntaf y Cynllun Strategol yma'n gostwng
- Bydd dealltwriaeth lawn o gynnig y cwricwlwm cyfrwng Cymraeg ar draws pob ysgol uwchradd ac yng Ngholeg y Cymoedd yn cael ei chasglu a bydd cyfleoedd ar gyfer trefniadau cydweithredu'n cael eu cryfhau'n sylweddol i sicrhau cynnig cwricwlwm cydweithredol lleol eang a chytbwys. Bydd hyn yn rhan o'r cynllun gweithredu cysylltiedig

Er mwyn cyrraedd ein targed o 720 o ddysgwyr Blwyddyn Un mewn addysg cyfrwng Cymraeg erbyn 2032, rhaid i'r ALI, ynghyd â swyddogion o nifer o grwpiau a sefydliadau allanol sy'n rhan o Grŵp Strategol y Cynllun fynd ati i newid cyfeiriad y rhagolwg yma.

Gan ddefnyddio data'r CYBLD, rhagolygon ysgolion, ceisiadau derbyn blynyddol a gwybodaeth am enedigaethau byw gan Fwrdd Iechyd Prifysgol Cwm Taf Morgannwg, bydd Cyfarwyddiaeth Gwasanaethau Addysg a Chynhwysiant yr ALI yn parhau i gynnal ymarfer mapio blynyddol o bob ysgol uwchradd cyfrwng Cymraeg. Caiff y canfyddiadau yma eu dadansoddi. Os oes cynnydd neu ostyngiad parhaus ac amlwg mewn dalgylich ysgol benodol, caiff ystyriaeth ei rhoi i wneud y newidiadau angenrheidiol mewn perthynas â nifer y lleoedd, a hynny drwy ddefnyddio'r dulliau mwyaf priodol ac addas i'r ysgol benodol honno.

Mae yna ychydig o ysgolion uwchradd cyfrwng Cymraeg lle mae'r galw yn uchel ac o'r herwydd mae angen rhagor o leoedd. Yn yr ysgolion uwchradd yma, mae camau gweithredu ar waith i fynd i'r afael â'r materion hyn, neu mae'r camau eisoes ar waith. Mae Band B Rhaglen uchelgeisiol Ysgolion a Cholegau'r 21<sup>ain</sup> Ganrif yr ALI yn

<sup>20</sup> [Cynllun Peilot Meincnodau Gatsby: Gwerthusiad Dros Dro - Ionawr 2021](#)

cynnwys ystod o brosiectau, gan gynnwys nifer o brosiectau sy'n cynnig cynyddu nifer y lleoedd mewn ysgolion uwchradd cyfrwng Cymraeg. Yn ystod pum mlynedd gyntaf y Cynllun Strategol yma, bydd y Rhaglen yma wedi'i chwblhau. Bydd hyn, ochr yn ochr â chyllid sy'n dod yn uniongyrchol gan yr ALI, yn cyflawni:

- Ysgol Gyfun Rhydywaun – Bydd y buddsoddiad yma'n creu ystafelloedd dosbarth ychwanegol, gwell ac estynedig ynghyd â chyfleuster chwaraeon newydd i ategu'r cae chwaraeon 3G a gafodd ei gwblhau'n ddiweddar. Bydd hefyd yn darparu 187 o leoedd i ddysgwyr ysgolion uwchradd cyfrwng Cymraeg. Mae disgwyl cwblhau'r gwaith ym mis Medi 2022. Bydd yr ychwanegiadau yma'n darparu cyfleusterau o'r radd flaenaf i Ysgol Gyfun Rhydywaun a'r gymuned leol, gan gynyddu cyfleoedd i'r gymuned ehangach gymryd rhan mewn gweithgareddau yno
- Ysgol pob oed cyfrwng Cymraeg i ardal Cwm Rhondda – Bydd ymgynghoriad ar ddatblygu'r ysgol hon yn cael ei chynnal
- Ysgol Llanhari – Bydd elfen ddatblygu dyluniad gwaith gwella ar gyfer yr ysgol hon yn cael ei gynnal

Bydd y prosiectau yma'n creu lleoedd ychwanegol i ddysgwyr, gan gynyddu nifer y lleoedd a fydd ar gael mewn ysgolion uwchradd cyfrwng Cymraeg. Yng ngoleuni'r capasiti dros ben yn y sector ysgolion uwchradd, mae digon o leoedd ar gyfer twf yn y niferoedd a fydd yn gysylltiedig â'r cynllun hwn.

Mae pob ysgol uwchradd cyfrwng Cymraeg yn gweithio ar y cyd, yn ogystal â gyda darparwyr eraill, gan gynnwys Coleg Y Cymoedd, i ddarparu addysg ar gyfer cymwysterau TGAU, Uwch Gyfrannol a Safon Uwch. Serch hynny, mae'n anodd gwneud hyn oherwydd ble maen nhw yn ddaearyddol. Mae angen archwilio ymhellach opsiynau i gynnal ac ehangu darpariaeth addysg TGAU, Uwch Gyfrannol a Safon Uwch. Byddwn ni'n gweithio gyda phartneriaid yng Nghonsortium Canolbarth y De i ehangu datblygiad sgiliau ail iaith dysgwyr mewn ysgolion cyfrwng Saesneg.

Bydd yr opsiynau i'w harchwilio yn cynnwys rhith-gydweithredu ar lefel leol neu ranbarthol neu gymryd rhan yn y cynllun E-sgol, a gafodd ei lansio gan Gyngor Sir Ceredigion yn 2018. Roedd y cynllun E-sgol yn rhan o Gynllun Gweithredu Addysg Wledig Llywodraeth Cymru – 2018<sup>21</sup>, ac mae'n darparu ystod ehangach o bynciau TGAU, Uwch Gyfrannol a Safon Uwch i ddysgwyr trwy ddulliau dysgu ar-lein, a hynny trwy Hwb ar Microsoft Teams. Byddwn ni'n annog cyfraniad gweithredol yn y cyfleoedd sy'n cael eu cynnig gan y Coleg Cymraeg Cenedlaethol a'r cynllun cenedlaethol i hyrwyddo'r Gymraeg fel pwnc (dan arweiniad Llywodraeth Cymru) i sicrhau ein bod ni'n creu a chynnal diddordeb dysgwyr yn y Gymraeg fel pwnc. Dylai'r gwaith partneriaeth hwn hefyd ymestyn i hyrwyddo llwybrau astudio yn y sector Addysg Uwch. Ar ben hynny, byddwn ni'n annog cynrychiolaeth ehangach o'r pedair ysgol glwstwr ar draws yr awdurdod lleol i fod yn rhan o'r grŵp cynllunio strategol i sicrhau cynllunio strategol effeithiol.

Trwy raglen Meincnodau Gyrfaoedd Da Gatsby a Model Mentora Gatsby a Mwy, bydd yr ALI yn cefnogi ysgolion uwchradd i ddatblygu ystod ehangach o lwybrau dysgu ar gyfer dysgwyr 14 i 19 oed wrth eu paratoi ar gyfer y byd gwaith, hyfforddiant ac addysg

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<sup>21</sup> [Llywodraeth Cymru - Cynllun Gweithredu Addysg Wledig - 2018](#)

bellach. Bydd gwaith pellach yn cael ei gynnal i greu system sy'n cefnogi a hyfforddi Arweinwyr Gyrfaoedd mewn ysgolion uwchradd i hwyluso ymgorffori Meincnod Pedwar – Cysylltu Dysgu'r Cwricwlwm â Gyrfaoedd yng Nghwricwlwm i Gymru – 2022.

Mae Gwasanaeth Addysg ar y Cyd – Consortiwm De Cymru wedi cynnal gwaith ymgysylltu sylweddol â Phenaethiaid ysgolion uwchradd Cymraeg ledled y Bwrdeistrefi Sirol sy'n rhan o'r Consortiwm, Llywodraeth Cymru a Cymwysterau Cymru mewn perthynas â'r gwahaniaeth sylweddol o ran nifer y cymwysterau, yn enwedig cymwysterau galwedigaethol, sydd ar gael trwy gyfrwng y Gymraeg o'i gymharu â'r hyn sydd ar gael trwy gyfrwng y Saesneg.

Yn ogystal â hyn, mae Gwasanaeth Addysg ar y Cyd – Consortiwm Canolbarth y De wedi darparu £30,000 i Gyda'n Gilydd (Sefydliad Penaethiaid Uwchradd Cyfrwng Cymraeg) yn ystod blwyddyn academaidd 2020/21, a hynny er mwyn datblygu darpariaeth bwrpasol. Byddai'n bosibl i Gyda'n Gilydd ddefnyddio'r cyllid yma tuag at greu cymwysterau sy'n fwy hygyrch, yn enwedig cymwysterau galwedigaethol trwy gyfrwng y Gymraeg. Yn ogystal â hyn, mae Gwasanaeth Addysg ar y Cyd – Consortiwm Canolbarth y De yn darparu £10,000 ychwanegol i Gyda'n Gilydd fel bod modd iddyn nhw weithio ar y cyd â CBAC i ddatblygu cymwysterau galwedigaethol cyfrwng Cymraeg Lefel 3.

## **BLE RYDYN NI'N DISGWYL BOD AR DDIWEDD EIN CYNLLUN STRATEGOL?**

Mae'r buddsoddiad mewn nifer o ysgolion uwchradd cyfrwng Cymraeg dros y tair blynedd flaenorol, hyd at a chan gynnwys y blynyddoedd 2019/20 trwy Raglen Gyfalaf yr ALI wedi darparu lleoedd ychwanegol i ddysgwyr ysgolion uwchradd cyfrwng Cymraeg ac ynghyd â Rhaglen Gwaith Cyfalaf Mân wedi'i Gynllunio'r ALI, wedi creu gwell ystafelloedd dosbarth i ddysgwyr. Ar ddiwedd oes y Cynllun Strategol yma, bydd y buddsoddiad yma wedi cynyddu ymhellach. Yn ogystal â hyn, bydd Band B Rhaglen uchelgeisiol Ysgolion a Cholegau'r 21<sup>ain</sup> Ganrif yr ALI, ynghyd â chyllid sydd wedi dod yn uniongyrchol gan yr ALI, wedi'i chwblhau. Bydd hyn wedi darparu ysgol uwchradd cyfrwng Cymraeg well ac estynedig a bydd dwy ysgol uwchradd arall naill ai wedi'u hadnewyddu neu wedi'u hadleoli i fod yn Ysgolion yr 21<sup>ain</sup> Ganrif. Bydd y prosiectau yma wedi creu lleoedd ychwanegol i ddysgwyr, gan gynyddu nifer y lleoedd mewn ysgolion uwchradd cyfrwng Cymraeg.

Yn ystod oes y Cynllun Strategol yma, rydyn ni'n rhagweld y bydd cyllid ychwanegol ar gael i fuddsoddi ymhellach mewn ysgolion uwchradd cyfrwng Cymraeg. Pan fydd cyllid ychwanegol ar gael, bydd yr ALI yn uchelgeisiol gyda'i gynigion i fuddsoddi mewn ysgolion uwchradd cyfrwng Cymraeg er mwyn cyrraedd y targed o 720 o ddysgwyr Blwyddyn Un mewn addysg cyfrwng Cymraeg erbyn 2032.

Ochr yn ochr â hyn, gan ddefnyddio data'r CYBLD, rhagolygon ysgolion, ceisiadau derbyn blynyddol a gwybodaeth am enedigaethau byw gan Fwrdd Iechyd Prifysgol Cwm Taf Morgannwg, bydd Cyfarwyddiaeth Gwasanaethau Addysg a Chynhwysiant yr ALI yn parhau i gynnal ymarfer mapio blynyddol o bob ysgol uwchradd cyfrwng Cymraeg. Caiff y canfyddiadau yma eu dadansoddi. Os oes cynnydd neu ostyngiad parhaus ac amlwg o ran niferoedd y dysgwyr mewn dalgylch ysgol benodol, caiff ystyriaeth ei rhoi i wneud y newidiadau angenrheidiol mewn perthynas â nifer y

lleoedd, a hynny drwy ddefnyddio'r dulliau mwyaf priodol ac addas i'r ysgol benodol honno.

Mae pob ysgol uwchradd cyfrwng Cymraeg yn gweithio ar y cyd, yn ogystal â gyda darparwyr eraill, gan gynnwys Coleg Y Cymoedd, i ddarparu addysg ar gyfer cymwysterau TGAU, Uwch Gyfrannol a Safon Uwch. Yn ystod oes y Cynllun Strategol yma, mae'r ALI yn obeithiol y bydd y trefniadau gweithio ar y cyd yma'n parhau ac yn cael eu hehangu gydag opsiynau fel E-sgol yn cael eu harchwilio ymhellach i gynnal ac ehangu darpariaeth TGAU, Uwch Gyfrannol a Safon Uwch.

Yn ystod oes y Cynllun Strategol yma, mae'r ALI yn obeithiol y bydd rhaglen Meincnodau Gyrfaedd Da Gatsby a Model Mentora Gatsby a Mwy wedi datblygu ystod eang o lwybrau dysgu ar gyfer dysgwyr 14 i 19 oed wrth eu paratoi ar gyfer y byd gwaith, hyfforddiant ac ymhellach addysg.

## DATA ALLWEDDOL

Mae'r data yn y tabl isod yn amlinellu amcangyfrif arfaethedig nifer a chanran y dysgwyr Blwyddyn Deg a allai dderbyn eu haddysg trwy gyfrwng y Gymraeg (ar sail rhagolygon dros dro), o'i gymharu ag amcangyfrif arfaethedig nifer a chanran y dysgwyr Blwyddyn Deg a ddylai dderbyn eu haddysg trwy gyfrwng y Gymraeg os yw'r ALI am gyflawni ei darged o 720 o ddysgwyr Blwyddyn Un mewn addysg cyfrwng Cymraeg erbyn 2032 yn ystod oes y Cynllun Strategol yma. Er y byddai'n cymryd deng mlynedd i effaith cynnydd yn nifer y dysgwyr Blwyddyn Un gael effaith ar nifer y dysgwyr Blwyddyn Deg, mae'r data yma wedi'i gynnwys er mwyn cymharu.

<b>Amcangyfrif arfaethedig nifer a chanran y dysgwyr Blwyddyn Deg sy'n derbyn eu haddysg trwy gyfrwng y Gymraeg yn ystod oes y Cynllun Strategol yma</b>				
<b>Blwyddyn Academaidd</b>	<b>Amcangyfrif arfaethedig nifer a chanran y dysgwyr Blwyddyn Deg a allai dderbyn eu haddysg trwy gyfrwng y Gymraeg (ar sail rhagolygon dros dro mis)</b>		<b>Amcangyfrif arfaethedig nifer a chanran y dysgwyr Blwyddyn Deg a ddylai dderbyn eu haddysg trwy gyfrwng y Gymraeg os yw'r ALI am gyflawni ei darged o 720 o ddysgwyr Blwyddyn Un mewn addysg cyfrwng Cymraeg erbyn 2032</b>	
	<b>Nifer</b>	<b>%</b>	<b>Nifer</b>	<b>%</b>
2022 / 2023	557	19.4%	577	20.1%
2023 / 2024	545	18.6%	595	20.3%
2024 / 2025	517	17.9%	615	21.3%
2025 / 2026	538	17.6%	630	20.6%
2026 / 2027	521	17.8%	640	21.9%
2027 / 2028	519	18.2%	660	23.1%
2028 / 2029	487	17.4%	675	24.1%
2029 / 2030	524	18.7%	690	24.6%
2030 / 2031	502	18.2%	705	25.6%
2031 / 2032	518	20.3%	720	28.2%



## **DEILLIANT 5: MWY O GYFLEOEDD I DDYSGWYR DDEFNYDDIO'R GYMRAEG MEWN CYDDESTUNAU GWAHANOL YN YR YSGOL**

### **Y SEFYLLFA AR HYN O BRYD**

Mae amgylchedd yr ysgol yn rhoi cyfle i ddysgwyr ddefnyddio'r Gymraeg mewn gwahanol gyd-destunau. Mae diffyg cyfle i ddefnyddio'r Gymraeg yn arwain at ddiffyg hyder ac yn erydu sgiliau iaith. O'r herwydd, dylid cefnogi ac annog dysgwyr, ynghyd â rhieni/gwarcheidwaid a'r gymuned ehangach i gymryd rhan mewn ystod eang o weithgareddau diwylliannol, cymdeithasol a chwaraeon trwy gyfrwng y Gymraeg yn eu hysgol gynradd ac uwchradd er mwyn gwella eu hyder a sicrhau eu bod yn parhau i fod yn rhugl yn y Gymraeg.

Yn ystod y blynyddoedd diwethaf, mae cefnogaeth wedi'i rhoi i hyrwyddo a chynyddu defnydd dysgwyr o'r Gymraeg mewn ysgolion cynradd ac uwchradd ac mewn cyd-destunau cymdeithasol. Cafodd hyn ei wneud trwy'r Siarter Iaith, a gafodd ei datblygu gan Gyngor Gwynedd, ac amryw o brosiectau eraill, ar y cyd â'r Consortiwm a'r Urdd. Ymhlith y rhain, mae:

- Gweithredu'r Siarter Iaith ym mhob ysgol gynradd ac uwchradd cyfrwng Cymraeg er mwyn datblygu defnydd dysgwyr o'r Gymraeg
- Gweithredu rhaglen 'Cymraeg Campus' mewn nifer o ysgolion cynradd cyfrwng Saesneg a'i threialu mewn dwy ysgol uwchradd cyfrwng Saesneg
- Cyhoeddi pecyn cymorth i ysgolion uwchradd cyfrwng Cymraeg ei ddefnyddio i wreiddio defnydd dysgwyr o'r Gymraeg
- Cefnogi ysgolion uwchradd cyfrwng Cymraeg i ddatblygu gweithgareddau i annog defnydd anffurfiol o'r Gymraeg
- Cefnogi ysgolion uwchradd cyfrwng Saesneg i ddarparu cyfleoedd anffurfiol i ddefnyddio'r Gymraeg a chyfleoedd dysgu Cymraeg dwys trwy brosiect Cymraeg Bob Dydd yr Urdd

Ymgorffori arferion ac agweddau cadarnhaol tuag at y Gymraeg trwy gynllunio pwrpasol mewn ysgolion cynradd ac uwchradd a hyrwyddo defnydd anffurfiol o'r Gymraeg ymhlith dysgwyr yn yr ysgol a'r tu hwnt. Hwyluso'r defnydd o'r Gymraeg, ar draws y cwricwlwm ac mewn cyd-destunau ehangach mewn ysgolion cynradd ac uwchradd, i sicrhau bod dysgwyr ar lwybr parhaus o ran eu dilyniant ieithyddol a bod hyn yn eu helpu wrth bontio rhwng Cyfnodau Allweddol. Mae hyn yn cynnig cyfle i bob dysgwr ddod yn gwbl ddwyieithog ac mae'n alinio â Chwricwlwm i Gymru 2022.

Hyd yma, mae pob ysgol gynradd cyfrwng Cymraeg wedi derbyn gwobr efydd y Siarter Iaith. Mae wyth ysgol gynradd Gymraeg wedi derbyn y wobwr arian, ac mae 18 o ysgolion cynradd cyfrwng Saesneg wedi derbyn gwobr efydd 'Cymraeg Campus'. Hyd yma, mae pob un o'r pedair ysgol uwchradd cyfrwng Cymraeg yn gweithio tuag at ennill gwobr efydd y Siarter Iaith, ac mae dwy ysgol uwchradd cyfrwng Saesneg yn rhan o raglen beilot 'Cymraeg Campus'.

Mae Mesur y Gymraeg (Cymru) 2011<sup>22</sup> yn ei gwneud yn ofynnol i'r ALL gyhoeddi strategaeth bum mlynedd i hwyluso a hyrwyddo'r Gymraeg. Cafodd y strategaeth bum

<sup>22</sup> [Mesur y Gymraeg \(Cymru\) 2011](#)

mlynedd gyntaf, Strategaeth Hybu'r Gymraeg RhCT<sup>23</sup>, ei chymeradwyo yn 2016. Roedd yn amlinellu nifer o feysydd polisi allweddol er mwyn cynnal nifer y siaradwyr Cymraeg yn ystod ei hoes, a'i gynyddu. Mae'r strategaeth bum mlynedd gyntaf bellach wedi dod i ben, ac mae'r ALI wrthi'n cynllunio strategaeth bum mlynedd newydd. Wrth ddatblygu'r Cynllun Strategol yma, rydyn ni wedi cymryd Strategaeth Hybu'r Gymraeg RhCT i ystyriaeth er mwyn annog a hwyluso twf tymor hir mewn addysg cyfrwng Cymraeg ac addysgu'r Gymraeg. Mae'r ALI wedi sicrhau bod y Cynllun Strategol wedi'i alinio â'r Strategaeth, a bydd yn parhau i wneud hynny.

Caiff dysgwyr sy'n mynychu ysgolion cynradd ac uwchradd cyfrwng Cymraeg eu hannog i gymryd rhan mewn ystod eang o weithgareddau diwylliannol, cymdeithasol a chwaraeon trwy gyfrwng y Gymraeg er mwyn gwella eu hyder a sicrhau eu bod yn parhau i fod yn rhugl yn y Gymraeg.

Mae Carfan Gwasanaethau Diwylliannol yr ALI yn cyflogi swyddogion y mae eu sgiliau, eu harbenigedd a'u gwybodaeth yn cefnogi datblygiad cyfleoedd i ddefnyddio'r Gymraeg mewn gwahanol gyd-destunau. Caiff dysgwyr ystod o gyfleoedd i ddefnyddio'r Gymraeg yn anffurfiol mewn lleoliadau yn y gymuned, gan gynnwys:

- Cyflwyniad dramatig yn un o theatrau'r ALI ar gyfer dysgwyr Cyfnod Allweddol Un a Dau
- Cymryd rhan mewn gweithdai'r celfyddydau perfformio yng Nghanolfan Dysgu Gydol Oes Ysgol Garth Olwg ar gyfer dysgwyr Cyfnod Allweddol Dau, Tri a Phedwar
- Cyd-gynhyrchu a chyflwyno cyflwyniad dramatig yn un o theatrau'r ALI ar gyfer dysgwyr Cyfnod Allweddol Tri a Phedwar

Gan fod Carfan Gwasanaethau Diwylliannol yr ALI yn gleient Portffolio Celfyddydol Cymru ac yn derbyn cyllid refeniw gan Gyngor Celfyddydau Cymru, mae'n ofynnol iddyn nhw fod â'u Cynllun Iaith Gymraeg eu hunain sy'n cefnogi cyflwyno Strategaeth Hybu'r Iaith RhCT.

Mae Gwasanaeth Ymgysylltu a Chyfranogiad Ieuenctid yr ALI yn cyflogi Swyddogion Ymgysylltu ag Ieuenctid sy'n siarad Cymraeg. Mae un ym mhob ysgol uwchradd cyfrwng Cymraeg, a'u rôl yw darparu ystod o weithgareddau i ddysgwyr trwy gyfrwng y Gymraeg mewn gwahanol gyd-destunau. Mae hyn yn normaleiddio'r Gymraeg ac yn annog ei defnyddio y tu allan i'r ystafell ddosbarth. Mae'r Swyddogion Ymgysylltu ag Ieuenctid yn darparu cyfleoedd i ddysgwyr ddefnyddio'r Gymraeg yn fwy anffurfiol mewn lleoliadau cymunedol, fel:

- Cynnig 'gweithgareddau cadarnhaol' bum niwrnod yr wythnos, ar ôl i'r diwrnod ysgol ddod i ben, trwy gyfrwng y Gymraeg
- Cynnig 'darpariaeth estynedig' 2 noson yr wythnos trwy gyfrwng y Gymraeg. Mae'r ddarpariaeth estynedig yn cwmpasu'r pedwar maes canlynol:
  - Cyflogaeth, addysg a hyfforddiant
  - Cyngor ac arweiniad
  - Cyfranogi ac ymgynghori
  - Cyfleoedd hamdden, chwaraeon a diwylliant

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<sup>23</sup> [Strategaeth Hybu'r Gymraeg RhCT 2016](#)

Yn ogystal â hyn, mae gyda Gwasanaeth Ymgysylltu a Chyfranogiad Ieuenctid yr ALI Gytundeb Lefel Gwasanaeth gyda Menter Iaith i arwain ar ddatblygu Fforymau Ieuenctid y Gymraeg ym mhob ysgol uwchradd. Mae disgwyl i'r Fforymau yma fwydo'u mewnbyn i Fforwm Ieuenctid y Sir i sicrhau bod digon o gynrychiolaeth o ran y Gymraeg.

Mae'r Urdd yn darparu ystod o gyfleoedd i bobl ifainc dros 17 oed ennill cyflogaeth, profiad ymarferol a chymwysterau proffesiynol, gan weithio ochr yn ochr â rhanddeiliaid i ddatblygu prentisiaethau cyfrwng Cymraeg. Mae prentisiaethau ar gael yn rhan o'r gwasanaethau gweithgareddau awyr agored, chwaraeon, ieuenctid a chymunedol. Mae prentisiaid yn cael cyfle i ddysgu gan staff profiadol ac arwain gweithgareddau o ansawdd uchel ar gyfer plant a phobl ifainc, gan ennill cymwysterau achrededig. Bydd yr ALI yn cryfhau cysylltiadau â'r Urdd er mwyn darparu ystod eang o weithgareddau trwy gyfrwng y Gymraeg yn eu hysgolion cynradd ac uwchradd.

Mae rhieni/gwarcheidwaid cymwys a'r gymuned ehangach yn cael eu cefnogi a'u hannog i gymryd rhan mewn gweithgareddau trwy gyfrwng y Gymraeg i wella eu hyder a sicrhau eu bod yn parhau i fod yn rhugl yn y Gymraeg. Mae Cymunedau am Waith yn Rhaglen Bartneriaeth gan Lywodraeth Cymru rhwng yr Awdurdod Lleol a'r Adran Gwaith a Phensiynau. Mae'n cael cymorth gan Gronfa Gymdeithasol Ewrop i ddarparu gwasanaethau cymorth cyflogaeth ym mhob un o'r 52 o glystyrau Cymunedau yn Gyntaf yng Nghymru. Mae Carfannau Prosiect Cymunedau am Waith pwrpasol ar waith i ddarparu cefnogaeth i unigolion gael mynediad at gyflogaeth. Mae Cymunedau am Waith yn cynnig gweithgareddau cyn-gyflogaeth sy'n cyflwyno Cymraeg sgysiol i rieni/gwarcheidwaid a'r gymuned ehangach a chwrs 'llwybr i gyflogaeth' sy'n cynnwys sgiliau sylfaenol y Gymraeg a all arwain at gwrs Cymraeg i Oedolion.

Bydd Strategaeth Hybu'r Gymraeg y Cyngor yn annog ac yn hwyluso twf addysg cyfrwng Cymraeg ac addysgu cyfrwng Cymraeg yn y tymor hir trwy sicrhau bod ei thair thema allweddol o ddefnyddio iaith, cynyddu nifer y siaradwyr Cymraeg a hwyluso amodau ffafriol yn cyd-fynd â gweledigaeth y CSCA. Bydd y Cyngor yn sicrhau bydd gan swyddogion sy'n arwain ar y ddwy strategaeth linellau cyfathrebu clir a chyswllt rheolaidd er mwyn egluro'r weledigaeth mewn amrywiol gyd-destunau sy'n berthnasol i wahanol adrannau'r Cyngor, ac ymhlith partneriaid yn gyffredinol yn ystod oes y strategaethau. Bydd hyn yn helpu i gryfhau'r gyd-ddealltwriaeth o bwrpas, a chyflawni'r strategaethau, dros eu hoes.

## **BLE RYDYN NI'N GOBEITHIO BOD O FEWN PUM MLYNEDD GYNTAF Y CYNLLUN STRATEGOL YMA A SUT YDYN NI AM WNEUD HYNNY?**

Er mwyn ymgorffori arferion ac agweddau cadarnhaol tuag at y Gymraeg ymhellach mewn ysgolion cynradd ac uwchradd ac i hyrwyddo defnydd anffurfiol o'r Gymraeg ymhlith dysgwyr yn yr ysgolion cynradd ac uwchradd a'r tu hwnt, mae'r ALI yn bwriadu cynyddu cyfanswm yr ysgolion cynradd ac uwchradd cyfrwng Cymraeg a Saesneg sy'n derbyn gwobrau'r Siarter Iaith Gymraeg a 'Cymraeg Campus' yn ystod pum mlynedd gyntaf y Cynllun Strategol yma.

Rydyn ni'n rhagweld y bydd cefnogi a hyrwyddo dysgwyr i gynyddu eu defnydd o'r Gymraeg mewn ysgolion cynradd ac uwchradd ac mewn cyd-destunau cymdeithasol yn helpu'r ALI i gyfrannu at y nod o gael miliwn o siaradwyr Cymraeg yng Nghymru

erbyn 2050. Bydd Carfan Gwasanaethau Diwylliannol yr ALI a'r Gwasanaeth Ymgysylltu a Chyfranogiad Ieuenctid yn parhau i ddatblygu a darparu cyfleoedd i ddysgwyr ddefnyddio'r Gymraeg mewn gwahanol gyd-destunau.

Mae Carfan Gwasanaethau Diwylliannol yr ALI yn bwriadu sefydlu perthynas strategol ag ysgolion cynradd ac uwchradd y Fwrdeistref Sirol. Bydd hyn yn eu helpu i gyflenwi addysg cyfrwng Cymraeg ac addysgu'r Gymraeg trwy ddarpariaeth ddiwylliannol.

Bydd Gwasanaeth Ymgysylltu a Chyfranogiad Ieuenctid yr ALI yn parhau i gynnig dewis iaith, hynny yw Cymraeg neu Saesneg, i ddysgwyr. Bydd Swyddog Ymgysylltu ag Ieuenctid sy'n siarad Cymraeg ym mhob ysgol uwchradd Gymraeg o hyd, yn ogystal â mewn rhai ysgolion uwchradd cyfrwng Saesneg hefyd. Yn ogystal â hyn, bydd Swyddogion Ymgysylltu Ieuenctid yr ALI yn parhau i gynnig gweithgareddau ychwanegol i ddysgwyr. Bydd y Gwasanaeth yn dod o hyd i ddarparwr cyfrwng Cymraeg ar gyfer dysgwyr sy'n mynychu ysgolion uwchradd cyfrwng Cymraeg lle bynnag y bo modd, gyda'r nod o gynyddu nifer y darparwyr allanol sy'n gallu cyflwyno gweithgareddau trwy gyfrwng y Gymraeg. Yn ogystal â hyn, bydd Gwasanaeth Ymgysylltu a Chyfranogiad Ieuenctid yr ALI, Menter Iaith a'r Urdd yn parhau i gwrdd yn rheolaidd i greu ar y cyd ystod o gyfleoedd i ddysgwyr ddefnyddio'r Gymraeg mewn gwahanol gyd-destunau.

Yn ystod y blynyddoedd diwethaf, mae'n anrhydedd i'r Fwrdeistref Sirol gael ei chadarnhau'n gartref Eisteddfod Genedlaethol Cymru 2024. Mae hyn yn dangos ymrwymiad yr ALI i gyfrannu at y nod o gael miliwn o siaradwyr Cymraeg yng Nghymru erbyn 2050 yn glir. Wrth wneud hyn, bydd cyfleoedd i hyrwyddo'r Gymraeg ac i ddysgwyr ddefnyddio'r Gymraeg mewn gwahanol gyd-destunau yn yr ysgol a'r tu hwnt.

## **BLE RYDYN NI'N DISGWYL BOD AR DDIWEDD EIN CYNLLUN STRATEGOL?**

Un o nodau Rhaglen Waith Cymraeg 2050 yw ymgorffori defnydd cadarnhaol o'r Gymraeg, wedi'i ategu gan gyfleoedd ffurfiol ac anffurfiol i ddefnyddio'r Gymraeg yn gymdeithasol. Er mwyn cyflawni'r nod o gael miliwn o siaradwyr Cymraeg yng Nghymru erbyn 2050, mae angen cynyddu nifer y cyfleoedd i ddysgwyr ddefnyddio'r Gymraeg mewn gwahanol gyd-destunau. Dylid cefnogi ac annog dysgwyr i gymryd rhan mewn ystod eang o weithgareddau diwylliannol, cymdeithasol a chwaraeon trwy gyfrwng y Gymraeg yn eu hysgolion cynradd ac uwchradd er mwyn gwella eu hyder a sicrhau eu bod yn parhau i fod yn rhugl yn y Gymraeg.

Erbyn diwedd oes y Cynllun Strategol yma, mae'r ALI yn disgwyl i bob ysgol gynradd ac uwchradd fod wedi cyflawni nodau'r Siarter Iaith a rhaglen 'Cymraeg Campus'. Yn ogystal â hyn, mae disgwyl y byddan nhw wedi cynyddu'r cyfleoedd i ddysgwyr ddefnyddio'r Gymraeg mewn gwahanol gyd-destunau yn yr ysgol, a hynny trwy waith Carfan Gwasanaethau Diwylliannol a Gwasanaeth Ymgysylltu a Chyfranogiad Ieuenctid yr ALI erbyn 2032 yn ystod oes y Cynllun Strategol yma.

## **DATA ALLWEDDOL**

Er mwyn ymgorffori arferion ac agweddau cadarnhaol tuag at y Gymraeg ymhellach mewn ysgolion cynradd ac uwchradd ac i hyrwyddo'r defnydd anffurfiol o'r Gymraeg ymhlith dysgwyr yn yr ysgolion cynradd ac uwchradd a'r tu hwnt, mae'r ALI yn bwriadu

cynyddu nifer y cyfleoedd i ddysgwyr ddefnyddio'r Gymraeg mewn gwahanol gyd-destunau erbyn 2032 yn ystod oes y Cynllun Strategol yma.

## **DEILLIANT 6: CYNNYDD YN Y DDARPARIAETH ADDYSG CYFRWNG CYMRAEG I DDYSGWYR AG ANGHENION DYSGU YCHWANEGOL ("ADY") YN UNOL Â'R DYLETSWYDDAU A BENNIR GAN Y DDEDDF ANGHENION DYSGU YCHWANEGOL A'R TRIBIWNLYS ADDYSG (CYMRU) 2018**

### **Y SEFYLLFA AR HYN O BRYD**

Mae newidiadau sylweddol ar y gweill mewn perthynas â'r ddarpariaeth statudol sy'n ofynnol i ddiwallu anghenion dysgwyr ag Anghenion Dysgu Ychwanegol (ADY). Cafodd Deddf Tribiwnlys Anghenion Dysgu ac Addysg Ychwanegol (Cymru) 2018<sup>24</sup> ei chyflwyno ym mis Ionawr 2018 a'i rhoi ar waith ym mis Medi 2021. O dan y Ddeddf yma, mae'n ofynnol bod Awdurdodau Lleol yn parhau i adolygu trefniadau cynnal dysgwyr ag ADY ac i ystyried a ydyn nhw'n ddigonol. Mae hyn yn cynnwys gofyniad statudol i gymryd pob cam rhesymol i greu system sy'n cynnal dysgwyr ag ADY yn y Gymraeg ac yn ddwyieithog. Mae'r Ddeddf yn cael ei chefnogi gan reoliadau newydd, gan gynnwys is-ddeddfwriaeth a Chod ADY statudol newydd<sup>25</sup>.

Mae angen darpariaethau arbenigol ar gyfer dysgwyr ag ADY sylweddol sy'n cael anawsterau wrth ymdopi mewn ysgolion cynradd ac uwchradd prif ffrwd. Mae yna ystod o ddarpariaethau arbenigol wedi'u lleoli ledled y Fwrdeistref Sirol, sy'n cynnwys:

- 44 o Ddosbarthiadau Cynnal Dysgu
- 2 Uned Atgyfeirio Dysgwyr
- 4 Ysgol Arbennig

Yn ogystal â hyn, mae tua £3.4 miliwn o Gyllid Anghenion Ychwanegol ar gael i ysgolion cynradd ac uwchradd prif ffrwd er mwyn sicrhau darpariaeth gadarn a chynhwysol i ddysgwyr sy'n mynychu ysgolion cynradd ac uwchradd prif ffrwd sydd ag ADY difrifol a pharhaus.

Mae dysgwyr Cymraeg eu hiaith ag ADY sy'n profi anawsterau mewn ysgolion cynradd ac uwchradd prif ffrwd ac sydd angen mwy o gefnogaeth arbenigol yn cael eu cefnogi gan garfan beripatetig arbenigol, sef Carfan Anghenion Cymhleth Cymru. Mae'r Garfan, sy'n cynnwys athro arbenigol Cymraeg ei iaith a dau Gynorthwy-ydd Cynnal Dysgu, yn darparu cefnogaeth trwy fodel cyflwyno cynhwysol ble mae dysgwyr yn cael cymorth arbenigol yn eu hysgolion cynradd ac uwchradd prif ffrwd. Yn ystod blwyddyn academiaidd 2019/20, cefnogodd y Garfan nifer o ddysgwyr. O ddadansoddi'r data, mae'n awgrymu bod cynnydd y dysgwyr sy'n cael eu cefnogi gan y Garfan yn debyg i gynnydd eu cyfoedion mewn lleoliadau ysgolion cynradd ac uwchradd cyfrwng Saesneg cyfatebol. Mae dadansoddiad pellach yn awgrymu bod y model cynhwysol yma a gafodd ei fabwysiadu mewn ysgolion cynradd ac uwchradd cyfrwng Cymraeg wedi bod yn gadarnhaol iawn.

<sup>24</sup> [Deddf Anghenion Dysgu Ychwanegol a'r Tribiwnlys Addysg \(Cymru\)](#)

<sup>25</sup> [Cod Anghenion Dysgu Ychwanegol Cymru 2021](#)

Mae ystod ragorol o Ddosbarthiadau Cynnal Dysgu'n cael eu darparu gan yr ALI. Serch hynny, yng ngoleuni gofynion y Ddeddf, pryderon ynghylch cynnydd yn nifer y gwaharddiadau a chynnydd yn nifer y ceisiadau am leoliadau Anawsterau Cymdeithasol, Emosiynol ac Ymddygiadol, cafodd ei ystyried ei fod yn angenrheidiol i wella'r ddarpariaeth Dosbarthiadau Cynnal Dysgu. Yn ôl y data, roedd:

- Darpariaeth Anawsterau Cymdeithasol, Emosiynol ac Ymddygiadol annigonol yn y sector uwchradd
- Dim darpariaeth arbenigol gyfrinachol ar gyfer dysgwyr Cymraeg eu hiaith ag ADY

Yn hynny o beth, roedd adroddiad a gafodd ei gymeradwyo gan Gabinet yr ALI ar 17 Rhagfyr 2019<sup>26</sup> yn amlinellu cynigion ar gyfer newid a oedd yn ceisio:

- Gwella llwybr parhaus y dilyniant ieithyddol a oedd yn mynd i'r afael yn effeithiol â'r angen am ddarpariaeth arbenigol ar gyfer dysgwyr ag Anawsterau Cymdeithasol, Emosiynol ac Ymddygiadol yng Nghyfnod Allweddol Tri a Phedwar
- Creu Dosbarthiadau Cynnal Dysgu arbenigol ar gyfer dysgwyr cyfrwng Cymraeg Cyfnod Allweddol Tri a Phedwar ag ADY sylweddol
- Cyhoeddi ymgynghoriad ar gynigion i wella darpariaeth Dosbarthiadau Cynnal Dysgu ar gyfer dysgwyr cyfrwng Cymraeg Cyfnod Allweddol Tri a Phedwar ag Anawsterau Cymdeithasol, Emosiynol ac Ymddygiadol trwy sefydlu Dosbarthiadau Cynnal Dysgu yn Ysgol Garth Olwg

Oherwydd effaith pandemig Covid-19, aeth y cynigion uchod ddim pellach ac, o'r herwydd, ar 25 Mehefin 2020, cytunodd Cabinet<sup>27</sup> yr ALI i symud ymlaen gyda chynnig diwygiedig i ymestyn rhaglen beilot gynharach i ariannu ysgolion uwchradd prif ffrwd i sefydlu eu cwricwlwm amgen eu hunain ar gyfer dysgwyr ag Anawsterau Cymdeithasol, Emosiynol ac Ymddygiadol. O ganlyniad i hyn, ym mis Medi 2020, cafodd cyllid ei ddarparu i sefydlu darpariaeth amgen fewnol mewn ysgolion uwchradd cyfrwng Cymraeg i ddiwallu anghenion dysgwyr ag Anawsterau Cymdeithasol, Emosiynol ac Ymddygiadol yn yr ysgolion hynny. Bydd adroddiad newydd yn cael ei gyflwyno i'r Cabinet yn ystod 2021/22 i ofyn am gymeradwyaeth i ailystyried sefydlu darpariaeth dosbarth cynnal/cymorth dysgu Cyfnod Allweddol 3/4 cyfrwng Cymraeg yn Ysgol Gartholwg. Gwnaed ymrwymiad hefyd i ystyried a oes angen ymgynghori ar sefydlu darpariaeth ADY yn yr ysgol gynradd Gymraeg newydd a fydd yn cael ei sefydlu yn 2024.

Roedd datblygu darpariaeth ADY cyfrwng Cymraeg yn rhan o Gynllun Trawsnewid ADY Rhanbarthol 2020/21. Ar gyfer y blynyddoedd 2020/21, roedd y llif gwaith yng nghategori Blaenoriaeth Un, sef:

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<sup>26</sup> [Adroddiad y Cabinet - 17 Rhagfyr 2019 - Adolygiad o Ddarpariaeth Dosbarthiadau Cynnal Dysgu i ddisgyblion ag Anawsterau Cymdeithasol, Emosiynol ac Ymddygiadol ac Anghenion Dysgu Ychwanegol Sylweddol](#)

<sup>27</sup> [Adroddiad y Cabinet – 25 Mehefin 2020 – Adolygiad o Ddarpariaeth Dosbarthiadau Cynnal Dysgu i ddisgyblion ag Anawsterau Cymdeithasol, Emosiynol ac Ymddygiadol ac Anghenion Dysgu Ychwanegol Sylweddol](#)

- Sicrhau bod pob Awdurdod Lleol yn datblygu arferion cyson ac yn cydweithredu'n effeithiol â phartneriaid allweddol i baratoi ar gyfer y ffyrdd newydd o weithio

Roedd Blaenoriaeth Un yn canolbwyntio ar dri phrif faes:

- Cyflwyno Cynllun Cyflenwi Rhanbarthol ADY cyfrwng Cymraeg
- Datblygu adnoddau cyfrwng Cymraeg
- Datblygu prawf darllen cyfrwng Cymraeg safonol

Roedd camau gweithredu yng Nghynllun Trawsnewid ALN Rhanbarthol 2020/2021 yn ymwneud â pharhau i ddatblygu dull rhanbarthol i gefnogi darpariaeth cyfrwng Cymraeg a chynyddu cysondeb a rhannu arferion gorau.

### **BLE RYDYN NI'N GOBEITHIO BOD O FEWN PUM MLYNEDD GYNTAF Y CYNLLUN STRATEGOL YMA A SUT YDYN NI AM WNEUD HYNNY?**

Mae'r Ddeddf yn ei gwneud yn ofynnol i bob Awdurdod Lleol adolygu'r ddarpariaeth ADY. O'r herwydd, rhaid i bob Awdurdod Lleol:

1. Adolygu'r trefniadau yn ei ardal ar gyfer dysgwyr ag ADY.
2. Ystyried i ba raddau y mae'r trefniadau'n ddigonol i ddiwallu ADY y dysgwyr.
3. Ystyried a yw'r ddarpariaeth ADY trwy gyfrwng y Gymraeg yn ddigonol.
4. Ystyried maint a gallu'r gweithlu sydd ar gael.
5. Cymryd pob cam rhesymol i unioni unrhyw drefniadau annigonol.
6. Yn ôl yr angen, ymgynghori ag unigolion priodol.

Wrth ddatblygu'r Cynllun Strategol yma, mae'r Ddeddf wedi'i hystyried. Bydd yr ALI, mewn cydweithrediad â phartneriaid a rhanddeiliaid perthnasol eraill, yn cynnal gwerthusiad manwl o ddigonolrwydd ei ddarpariaeth ADY cyfrwng Cymraeg yn flynyddol yn ystod y cynllun gweithredu ADY 3 blynedd statudol (2021 - 2024). Bydd hyn yn cefnogi datblygiad cynllun strategol tymor hir i ddarparu system ADY ddwyieithog lawn a galluogi'r ALI i nodi targedau tymor byr a thymor canolig i fynd i'r afael â blaenoriaethau / gofynion dybryd.

Mae'r Ddeddf yn ei gwneud yn ofynnol i bob Awdurdod Lleol ddefnyddio ystod eang o ddata meintiol a gwybodaeth ansoddol er mwyn adolygu darpariaeth ADY. Mae data a gwybodaeth o'r fath i'w defnyddio yn cynnwys, ond heb fod yn gyfyngedig i:

- Nifer y dysgwyr Cymraeg eu hiaith ag ADY
- Gwahanol fathau'r ADY sydd gyda dysgwyr Cymraeg eu hiaith a pha mor ddifrifol yw'r anghenion
- Deilliannau dysgwyr Cymraeg eu hiaith ag ADY
- Archwiliadau arbenigol o'r gweithlu mewn perthynas â'r gallu i ddarparu cefnogaeth i ddysgwyr Cymraeg eu hiaith ag ADY
- Nifer y lleoedd mewn lleoliadau arbenigol
- Unrhyw ddangosyddion cyflawniad lleol, rhanbarthol a chenedlaethol sy'n ymwneud ag ADY

- Unrhyw setiau data wedi'u cytuno gyda Bwrdd Iechyd Prifysgol Cwm Taf Morgannwg a Sefydliadau Addysg Bellach

Mae'r ALI wedi a pharhau i weithio ar y cyd â'r Consortiwm i sicrhau darpariaeth ADY effeithiol o ansawdd uchel i bob dysgwr, a bydd yn parhau â'r gwaith yma. Bydd yr ALI yn defnyddio prosesau sicrhau ansawdd wedi'u cytuno arnyn nhw i fonitro ansawdd darpariaeth cyfrwng Cymraeg mewn ysgolion cynradd ac uwchradd prif ffrwd, ysgolion arbennig/dosbarthiadau. Dros y 5 mlynedd nesaf, bydd y Cabinet wedi ystyried cynigion i sefydlu darpariaeth ADY yn y sectorau cynradd ac uwchradd a'u gweithredu yn unol â'r Cod Trefniadaeth Ysgolion.

Bydd gofynion y Ddeddf i Awdurdodau Lleol gymryd pob cam rhesymol i weithredu system ADY cyfrwng Cymraeg a dwyieithog yn sicrhau y bydd monitro ac adolygu parhaus darpariaeth ADY cyfrwng Cymraeg yn rhan annatod o gynllunio camau gweithredu, monitro, gwerthuso ac adolygu Gwasanaeth Mynediad a Chynhwysiant yr ALI. Bydd gweithio mewn partneriaeth gyda'r holl randdeiliaid allweddol, gan gynnwys rhieni / cynhalwyr/gofalwyr, yn hanfodol wrth sicrhau bod darpariaeth effeithiol ar gael yn y sector cyfrwng Cymraeg.

### **BLE RYDYN NI'N DISGWYL BOD AR DDIWEDD EIN CYNLLUN STRATEGOL?**

Ar ddiwedd oes y Cynllun Strategol yma, bydd gyda'r ALI brosesau cadarn ar waith i sicrhau bod pob cam rhesymol yn cael ei gymryd i gynnal darpariaeth ADY cyfrwng Cymraeg effeithiol ac o ansawdd uchel ynghyd â gwasanaethau cynnal/cymorth ADY arbenigol yn rhan o system ADY cwbl ddwyieithog.

### **DEILLIANT 7: CYNNYDD YN NIFER Y STAFF ADDYSGU SY'N GALLU ADDYSGU CYMRAEG (FEL PWNC) A THRWY GYFRWNG Y GYMRAEG**

#### **Y SEFYLLFA AR HYN O BRYD**

Wrth gyfrannu at y nod o gael miliwn o siaradwyr Cymraeg yng Nghymru erbyn 2050, mae'n holl bwysig sicrhau gweithlu lleoliadau gofal plant a'r blynyddoedd cynnar ac ysgolion digon o faint ac â gallu digonol. Er mwyn creu mwy o siaradwyr Cymraeg, mae ein lleoliadau gofal plant a'r blynyddoedd cynnar a'n system addysg yn ddibynnol ar ei gweithlu ysgolion. Rhaid i ni weithio ar lefel leol, ranbarthol a chenedlaethol i sicrhau ein bod yn creu gweithlu lleoliadau gofal plant a'r blynyddoedd cynnar ac ysgolion â sgiliau ieithyddol cadarn, sy'n gallu ysbrydoli ac ysgogi dysgwyr y Gymraeg a dysgwyr sy'n mynychu ysgolion cyfrwng Cymraeg.

Mae lleoliadau gofal plant a'r blynyddoedd cynnar y Fwrdeistref Sirol yn elwa ar staff cymwys, medrus iawn. Mae gwaith wedi bod yn mynd rhagddo ers sawl blwyddyn i wella sgiliau'r gweithlu gofal plant a'r blynyddoedd cynnar. Mae newidiadau i ofynion cymwysterau y safonau gofynnol cenedlaethol hefyd wedi rhoi mwy o bwyslais ar sicrhau gweithlu â chymwysterau addas.

Yn 2020, cyflogodd yr ALI 12,457 o bobl. Roedd 42.4% (5,290) ohonyn nhw'n gweithio mewn ysgolion. Mae'r data'n dangos bod gyda 917 (17.3%) o weithlu ysgolion sgiliau iaith Gymraeg rhugl neu weddol rugl (Sgiliau Cymraeg Lefel Tri, Pedwar a Phump).



Yn ddiweddar, cyflwynodd Llywodraeth Cymru Gyfrifiad Blynyddol Gweithlu Ysgolion<sup>28</sup> (CBGY) i gasglu data ynghyd mewn ffordd newydd. Mae Swyddog Cymraeg mewn Addysg y Consortiwm yn cefnogi ysgolion i gwblhau elfen Gymraeg y CYBLD a'r CBGY yn gywir. Mae'r CBGY wedi'i gyflwyno er mwyn darparu data cynhwysfawr ar:

- Maint y gweithlu
- Demograffeg staff
- Denu a chadw staff
- Defnyddio athrawon cyflenwi
- Absenoldebau
- Y gallu ar gyfer addysgu trwy gyfrwng y Gymraeg ac addysgu pwnc-benodol
- Cost tâl athrawon

Yn ystod y flwyddyn academaidd, mae data'n dangos bod gyda 39% (805) o'r gweithlu ysgolion (gan gynnwys penaethiaid, athrawon ysgol a gweithwyr cynnal dysgu ysgolion) sydd wedi'i gyflogi gan yr ALI lefelau sgiliau'r iaith Gymraeg canolradd, uwch neu rugl.

Yn ystod yr un cyfnod o amser, mae'r data hefyd yn dangos bod 21.7% (448) o'r gweithlu ysgolion sydd wedi'i gyflogi gan yr ALI yn addysgu/gweithio trwy gyfrwng y Gymraeg, tra bod 6.9% (143) o'r gweithlu ysgolion sydd wedi'i gyflogi gan yr ALI yn gallu addysgu/gweithio trwy gyfrwng y Gymraeg ond doedden nhw ddim yn gwneud hynny yn eu swydd bresennol.

Wrth gyfrannu at y nod o gael miliwn o siaradwyr Cymraeg yng Nghymru erbyn 2050, rhaid i ni weithio i sicrhau ein bod yn creu gweithlu lleoliadau gofal plant a'r blynyddoedd cynnar ac ysgolion sydd â sgiliau ieithyddol cadarn, sy'n gallu ysbrydoli ac ysgogi dysgwyr mewn addysg cyfrwng Cymraeg a'r rheiny sy'n dysgu Cymraeg. Bydd Llywodraeth Cymru yn gyfrifol am y gwaith yma ar lefel genedlaethol. Ar hyn o bryd maen nhw'n gweithredu nifer o strategaethau gan gynnwys, ond heb fod yn gyfyngedig i:

- Rhaglen o weithgareddau gyda'r nod o gynyddu nifer y dysgwyr oedran ysgol uwchradd sy'n cael eu hasesu ar gyfer cymwysterau Cymraeg Iaith Gyntaf ac Ail Iaith Uwch Gyfrannol a Safon Uwch
- Hyrwyddo llwybr i addysgu'r Gymraeg
- Parhad rhaglen iaith Athrawon Yfory
- Datblygu llwybrau amgen i addysgu
- Dosbarthiad cyllid penodol i gonsortia addysg rhanbarthol
- Gweithredu ymgyrch farchnata ddigidol sy'n marchnata i grwpiau penodol o ddarpar athrawon
- Rhaglenni peilot ar gyfer cyrsiau pontio i athrawon â Statws Athro Cymwysedig i addysgu mewn ysgolion cynradd i dderbyn hyfforddiant a chefnogaeth ychwanegol i addysgu mewn ysgolion uwchradd
- Cynllun Sabothol y Gymraeg
- Gweithio'n agos gyda phartneriaethau Addysg Gychwynnol i Athrawon i ddarparu'u rhaglenni achrededig

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<sup>28</sup> [Cyfrifiad Blynyddol Gweithlu Ysgolion - 2019/20](#)

- Gweithio'n agos gyda Chyngor y Gweithlu Addysg a darparwyr Addysg Gychwynnol i Athrawon i ategu a chefnogi recriwtio ledled Cymru

Mae Cynllun Sabothol y Gymraeg yn cynnig cyrsiau Cymraeg i'r gweithlu ysgolion cynradd ac uwchradd. Nod y Cynllun yma, sydd wedi'i ariannu gan Lywodraeth Cymru, yw cynyddu nifer y gweithlu ysgolion sy'n gallu addysgu trwy gyfrwng y Gymraeg neu'n ddwyieithog. Mae'r Cynllun yn cynnig cyfleoedd ar gyfer datblygiad proffesiynol parhaus arbenigol ac yn cael ei gynnig ar lefelau rhuglder iaith amrywiol mewn gwahanol leoliadau ledled Cymru.

Mae'r data yn y tabl isod yn amlinellu nifer y rheiny sy'n rhan o'r gweithlu ysgolion sydd wedi'u cyflogi gan yr ALI ac sydd wedi cymryd rhan mewn cwrs Cynllun Sabothol y Gymraeg a'i gwblhau yn ystod y pedair blynedd academaidd flaenorol, hyd at a chan gynnwys 2020/21.

<b>Nifer y rheiny sy'n rhan o'r gweithlu ysgolion sydd wedi'u cyflogi gan yr ALI ac sydd wedi cymryd rhan mewn cwrs Cynllun Sabothol y Gymraeg a'i gwblhau yn ystod y pedair blynedd academaidd flaenorol, hyd at a chan gynnwys 2020/21</b>	
<b>Blwyddyn Academaidd</b>	<b>Nifer</b>
2017 / 2018	1
2018 / 2019	3
2019 / 2020	5
2020 / 2021	3*

\*Yn ogystal â'r nifer yma, cafodd lleoedd eu cynnig i ddau athro ysgol a chynorthwydd cynnal dysgu ond penderfynon nhw ohirio tan 2021/2022 oherwydd pandemig Covid-19.

Mae'r Consortiwm yn darparu dysgu proffesiynol parhaus, rhwydweithio a chyfleoedd i'r gweithlu ysgolion sydd wedi cwblhau cwrs Cynllun Sabothol y Gymraeg i rannu arferion gorau yn ysgolion y Bwrdeistrefi Sirol sy'n rhan o'r Consortiwm.

Mae dwy ysgol uwchradd cyfrwng Cymraeg yn y Fwrdeistref Sirol, sef Ysgol Garth Olwg ac Ysgol Gyfun Rhydywaun, wedi dod ynghyd ag Ysgol Gyfun Gymraeg Llangynwyd ac Ysgol Gyfun Gymraeg Plasmawr i fod yn rhan o bartneriaeth â Phrifysgol Metropolitan Caerdydd i gynnal rhaglen Addysg Gychwynnol i Athrawon. Mae'n ofynnol i'r ysgolion yma ddarparu diwrnodau hyfforddi ar gyfer pob hyfforddai TAR sy'n astudio'r cwrs uwchradd trwy gyfrwng y Gymraeg. Rhaid i bob hyfforddai TAR gael ei leoli yn un o'r ysgolion yma ar gyfer un o'u lleoliadau. Er mwyn eu cynorthwyo a'u cefnogi, mae pob un o'r ysgolion yma'n darparu Hyrwyddwr Ymchwil, Cydlynnydd y Gymraeg, Mentor Pwnc ac Uwch Fentor. Yn ystod blwyddyn academaidd 2020/21, mae 15 o hyfforddeion TAR yn yr ysgolion yma.

Mae'r Urdd yn darparu ystod o gyfleoedd i bobl ifainc dros 17 oed ennill cyflogaeth, profiad ymarferol a chymwysterau proffesiynol, gan weithio ochr yn ochr â rhanddeiliaid i ddatblygu prentisiaethau cyfrwng Cymraeg. Mae prentisiaethau ar gael yn y gwasanaethau gweithgareddau awyr agored, chwaraeon ac ieuencid a chymunedol. Mae prentisiaid yn cael cyfle i ddysgu gan staff profiadol ac arwain gweithgareddau o ansawdd uchel ar gyfer plant a phobl ifainc, gan ennill cymwysterau achrededig. Bydd yr ALI yn gweithio i gryfhau cysylltiadau â'r Urdd, gan greu llwybrau amgen, ychwanegol i ddysgwyr.

Mae'r ALI a'r Consortiwm yn darparu nifer o gyfleoedd dysgu proffesiynol sy'n ystyried dilyniant iaith y gweithlu ysgolion sydd wedi'i gyflogi gan yr ALI. Maen nhw'n cofnodi presenoldeb yn y cyrsiau yma.

## **BLE RYDYN NI'N GOBEITHIO BOD O FEWN PUM MLYNEDD GYNTAF Y CYNLLUN STRATEGOL YMA A SUT YDYN NI AM WNEUD HYNNY?**

Er mwyn cyrraedd ein targed o 720 o ddysgwyr Blwyddyn Un mewn addysg cyfrwng Cymraeg erbyn 2032, rhaid i'r ALI, ynghyd â swyddogion o nifer o grwpiau a sefydliadau allanol sy'n rhan o Grŵp Strategol y Cynllun Strategol weithio ar y cyd.

Wrth gyfrannu at y nod o gael miliwn o siaradwyr Cymraeg yng Nghymru erbyn 2050, mae'n holl bwysig sicrhau gweithlu lleoliadau gofal plant a'r blynyddoedd cynnar ac ysgolion digon o faint ac â gallu digonol. Er mwyn creu mwy o siaradwyr Cymraeg, mae ein lleoliadau gofal plant a'r blynyddoedd cynnar a'n system addysg yn ddibynnol ar y gweithlu. Rhaid i ni weithio ar lefel leol, ranbarthol a chenedlaethol i sicrhau ein bod yn creu gweithlu ysgolion â sgiliau ieithyddol cadarn, sy'n gallu ysbrydoli ac ysgogi dysgwyr Cymraeg a dysgwyr sy'n mynychu ysgolion cyfrwng Cymraeg. Bydd y Cyngor yn cynnal asesiad strategol o swyddi gwag staff ar draws y Sir ac yn nodi'r twf gofynnol yn nifer yr athrawon a'r staff cymorth ar gyfer cyflawni'r targedau uchelgeisiol. Bydd partneriaeth agos rhwng llywodraeth Cymru, Consortiwm Canolbarth y De, darparwyr hyfforddiant a phartneriaid eraill yn bwysig er mwyn sicrhau bod cyflenwad digonol o staff i ateb y gofynion. Bydd ymgymryd â rhaglenni penodol o'r Ganolfan Dysgu Cymraeg Genedlaethol a Mudiad Meithrin, megis Cymraeg Gwaith a Cham wrth Gam, i ysgogi twf lle mae hyn yn bosibl. Bydd hyn yn waith heriol o ystyried prinder staff yn y sector ar hyn o bryd, sydd wedi gwaethygu yn sgil y pandemig.

Os yw'r ALI am gyflawni ei darged o 720 o ddysgwyr Blwyddyn Un mewn addysg cyfrwng Cymraeg erbyn 2032 yn ystod oes y Cynllun Strategol yma, gallai arwain at angen gweithlu lleoliadau gofal plant a'r blynyddoedd cynnar ac ysgolion mwy o faint. Mae trochi cynnar yn y Gymraeg a chefnogaeth i rieni/gwarcheidwaid er mwyn i'w plentyn barhau'n ddi-dor â'u taith addysg statudol i addysg cyfrwng Cymraeg yn bwysig er mwyn sicrhau llwybr parhaus o ran eu dilyniant ieithyddol. Mae angen i ni sicrhau bod gweithlu digonol ar gyfer lleoliadau gofal plant a'r blynyddoedd cynnar i gefnogi rhieni/gwarcheidwaid i fynychu sesiynau Cylch Ti a Fi, Cymraeg i Blant, ac yna grwpiau Cylch Meithrin. Ar hyn o bryd, mae amcangyfrifon arfaethedig yn dangos bod digon o leoedd dros ben yn y sectorau addysg cynradd ac uwchradd cyfrwng Cymraeg i ni gyrraedd ein targed. Serch hynny, mae angen i ni sicrhau bod gyda'r gweithlu gofal plant a'r blynyddoedd cynnar ac ysgolion sgiliau ieithyddol cadarn a'u bod yn gallu ysbrydoli ac ysgogi dysgwyr mewn addysg cyfrwng Cymraeg a'r rheiny sy'n dysgu Cymraeg.

Bydd yr ALI yn gweithio ar y cyd â Mudiad Meithrin i sicrhau bod gweithlu gofal plant a'r blynyddoedd cynnar digonol i ddarparu rhaglen drochi gynnar yn y Gymraeg a chefnogaeth i rieni/gwarcheidwaid fel bod modd i'w plentyn barhau â'u taith addysg statudol i addysg cyfrwng Cymraeg yn ddi-dor.

Bydd yr ALI a'r Consortiwm yn parhau i ddadansoddi data'r CYBLD a'r CBGY i fonitro cymhwysedd ieithyddol a nodi anghenion dysgu proffesiynol y gweithlu ysgolion. Gan ddefnyddio rhaglenni hyfforddi lleol, ranbarthol a chenedlaethol, sy'n ystyried

dilyniant iaith y gweithlu ysgolion sydd wedi'i gyflogi gan yr ALI, gan gynnwys Cynllun Sabothol y Gymraeg, bydd y gweithlu ysgolion yn cael ei gefnogi trwy ddysgu proffesiynol parhaus, rhwydweithio a chyfleoedd i rannu arferion gorau o fewn ysgolion y Consortiwm.

Yn ogystal â hyn, bydd yr ALI yn gweithio ar y cyd â'r Consortiwm i gynyddu gallu'r gweithlu ysgolion mewn ysgolion cynradd ac uwchradd cyfrwng Saesneg i addysgu trwy gyfrwng y Gymraeg. Byddan nhw hefyd yn parhau i ddatblygu a chefnogi athrawon ysgolion uwchradd sydd ddim yn arbenigwyr pwnc i ddysgu trwy gyfrwng y Gymraeg.

Bydd yr ALI a'r Consortiwm yn gweithio ar y cyd i gynyddu nifer y staff arweiniol ar bob lefel yn y sector cyfrwng Cymraeg, gan helpu unigolion i ddatblygu i fod yn brifathrawon. Mae'r Consortiwm yn darparu cyfleoedd amlwg i'r rheiny sydd am ddatblygu i fod yn staff arweiniol neu'n benaethiaid ar gyfer y sector cyfrwng Cymraeg trwy raglenni datblygu arweinyddiaeth ar wahanol lefelau, gan gynnwys y Rhaglen Darpar Benaethiaid. Dyma raglen ddatblygu flwyddyn o hyd ar gyfer staff arweiniol profiadol sy'n dymuno dod yn benaethiaid yn y dyfodol agos. Mae'r Rhaglen Cymhwyster Proffesiynol Cenedlaethol ar gyfer Prifathrawiaeth ddilynol i benaethiaid hefyd ar gael. Ar hyn o bryd, mae 18 o athrawon ysgolion cynradd neu uwchradd cyfrwng Cymraeg sydd wedi'u cyflogi gan yr ALI yn cymryd rhan yn y rhaglenni yma.

Heb anghofio'r gwaith dan ofal Llywodraeth Cymru ar lefel genedlaethol, mae yna nifer o strategaethau y byddai modd eu rhoi ar waith ar lefel ranbarthol a chenedlaethol. Ymhlith y rhain, mae:

- Archwilio sut y byddai modd defnyddio Rhaglen Brentisiaethau'r ALI i ddarparu cyfleoedd i brentisiaid yn rhan o'r gweithlu ysgolion mewn ysgolion cynradd ac uwchradd cyfrwng Cymraeg
- Gan weithio ar y cyd â'r Urdd, bydd yr ALI yn gweithio i gryfhau cysylltiadau i greu llwybrau amgen, ychwanegol i ddysgwyr trwy ddatblygu prentisiaethau cyfrwng Cymraeg
- Defnyddio rhaglen Meincnodau Gyrfaoedd Da Gatsby, sy'n cefnogi ysgolion uwchradd i ddatblygu ystod ehangach o lwybrau dysgu ar gyfer dysgwyr 14 i 19 oed wrth eu paratoi ar gyfer y byd gwaith, gan sicrhau bod y llwybr dysgu proffesiynol yn cael ei hyrwyddo'n gynnar
- Ymchwilio i lwybrau dysgu proffesiynol amgen gyda Charfan Addysg Oedolion yr ALI
- Parhau i gefnogi cyflwyno'r rhaglen Addysg Gychwynnol i Athrawon ar y cyd â'r ysgolion uwchradd sydd wedi creu partneriaeth â Phrifysgol Metropolitan Caerdydd
- Parhau i gefnogi dilyniant y gweithlu ysgolion presennol wrth iddyn nhw gwblhau eu rhaglen Addysg Gychwynnol i Athrawon

## **BLE RYDYN NI'N DISGWYL BOD AR DDIWEDD EIN CYNLLUN STRATEGOL?**

Er mwyn cyrraedd ein targed o 720 o ddysgwyr Blwyddyn Un mewn addysg cyfrwng Cymraeg erbyn 2032, rhaid i'r ALI, ynghyd â swyddogion o nifer o grwpiau a sefydliadau allanol sy'n rhan o Grŵp Strategol y Cynllun Strategol weithio ar y cyd.

Wrth gyfrannu at y nod o gael miliwn o siaradwyr Cymraeg yng Nghymru erbyn 2050, mae'n holl bwysig sicrhau gweithlu ysgolion digon o faint ac â gallu digonol. Er mwyn creu mwy o siaradwyr Cymraeg, mae ein system addysg yn ddibynnol ar ei gweithlu ysgolion. Rhaid i ni weithio ar lefel leol, ranbarthol a chenedlaethol i sicrhau ein bod yn creu gweithlu ysgolion â sgiliau ieithyddol cadarn, sy'n gallu ysbrydoli ac ysgogi dysgwyr Cymraeg a dysgwyr sy'n mynychu ysgolion cyfrwng Cymraeg.

Bydd Llywodraeth Cymru'n gyfrifol am y gwaith yma ar lefel genedlaethol. Ar hyn o bryd maen nhw'n gweithredu nifer o strategaethau. Byddai modd i'r ALI a'r Consortiwm weithredu nifer o strategaethau ar lefel ranbarthol a chenedlaethol ochr yn ochr â'r rhain.

## **MARCHNATA**

Bydd defnyddio strategaethau marchnata a hyrwyddo i ddenu pobl at addysg cyfrwng Cymraeg a dysgu Cymraeg yn dod yn rhan annatod o'r cyfraniad at y nod o gael miliwn o siaradwyr Cymraeg erbyn 2050. Bydd yr ALI yn defnyddio strategaethau marchnata a hyrwyddo cenedlaethol a ranbarthol, wedi'u datblygu a'u darparu gan Lywodraeth Cymru a'r Consortiwm, yn ogystal â strategaethau marchnata a hyrwyddo lleol wedi'u datblygu gan yr ALI ynghyd â swyddogion o nifer o grwpiau a sefydliadau allanol sy'n ffurfio Grŵp Strategol y Cynllun Strategol.

Lle bo angen, bydd yr ALI yn datblygu strategaethau marchnata a hyrwyddo pwrpasol i helpu i hyrwyddo addysg cyfrwng Cymraeg ac addysgu'r Gymraeg.

Yn ogystal â hyn, bydd yr ALI yn parhau i godi ymwybyddiaeth o fanteision addysg cyfrwng Cymraeg a dysgu Cymraeg trwy ddefnyddio deunyddiau marchnata strategaethau marchnata a hyrwyddo sy'n bodoli eisoes, gan ddatblygu deunyddiau marchnata newydd hefyd.

I gefnogi hyn, bydd Is-grŵp Marchnata a Hyrwyddo yn cael ei sefydlu sy'n cynnwys swyddogion yr ALI, ynghyd â swyddogion o nifer o grwpiau a sefydliadau allanol. Bydd Cylch Gorchwyl yn llywio'r Is-grŵp yma a fydd yn adlewyrchu'r amcanion a'r deilliannau allweddol i'w cyflawni sy wedi'u nodi yn y ddogfen hon.

## **CYFLAWNI EIN GWELEDIGAETH**

Yn unol â Rheoliadau 2019, bydd yr ALI yn gwneud pob ymdrech i feithrin a chynnal perthynas waith adeiladol gyda'r holl grwpiau a sefydliadau perthnasol a all gyfrannu at lwyddiant y Cynllun Strategol yma. Mae'r grwpiau a'r sefydliadau yma'n cynnwys, ond dydyn nhw ddim yn gyfyngedig i:

- Gwasanaeth Addysg ar y Cyd Consortiwm Canolbarth y De
- Coleg y Cymoedd
- Bwrdd Iechyd Prifysgol Cwm Taf Morgannwg
- Menter Iaith
- Mudiad Meithrin
- RhAG
- Urdd Gobaith Cymru
- Prifysgol De Cymru

- Llywodraeth Cymru

Bydd ein Grŵp Strategol yn arbennig o bwysig wrth lunio, gweithredu a gwerthuso'r Cynllun yma. Mae'r Grŵp Strategol yn cynnwys swyddogion yr ALI, ynghyd â swyddogion o nifer o grwpiau a sefydliadau allanol ac mae'n cael ei lywio gan Gylch Gorchwyl.

Ochr yn ochr â'r Grŵp Strategol ac o'r pwys mwyaf i lwyddiant y Cynllun y mae'r Is-grŵp Marchnata a Hyrwyddo. Mae'r Is-grŵp yma'n yn cynnwys swyddogion yr ALI, ynghyd â swyddogion o nifer o grwpiau a sefydliadau allanol ac mae'n cael ei lywio gan Gylch Gorchwyl.

Yn ogystal â'r uchod, bydd yr ALI yn sefydlu Is-grwpiau 'gorchwyl a gorffen' sy'n cynnwys swyddogion yr ALI, ynghyd â swyddogion o nifer o grwpiau a sefydliadau allanol. Bydd pob Is-grŵp yn cael y dasg o gyflawni amcanion penodol, wedi'i lywio gan y Cylch Gorchwyl.

O 2023 ymlaen, bydd yr ALI yn gweithredu dau brif ddull o adrodd ar gynnydd y Cynllun Strategol yma:

1. Cynllun Gwaith Blynyddol.
2. Adroddiad Cynnydd Blynyddol.

Nod y Cynllun Gwaith Blynyddol yw bod yn ddogfen waith ymarferol i helpu i gadw golwg ar gynnydd yn y tymor byr. Bydd y Grŵp Strategol yn ei ddefnyddio i olrhain cynnydd y Cynllun Strategol.

Mae Rheoliadau 2019 yn ei gwneud yn ofynnol i Awdurdodau Lleol adolygu eu Cynllun Strategol Cymraeg mewn Addysg a gosod Adroddiad Cynnydd Blynyddol, yn seiliedig ar yr adolygiad hwnnw, ger bron Llywodraeth Cymru erbyn 31 Gorffennaf bob blwyddyn. Nod yr Adroddiad Cynnydd Blynyddol yw cofnodi cyflawniadau allweddol y Cynllun Strategol.

Er mai'r ALI sydd â'r cyfrifoldeb statudol am y Cynllun Strategol, mae gydag ystod o grwpiau a sefydliadau allanol rôl allweddol wrth lunio, gweithredu a gwerthuso ei gynnydd yn rheolaidd trwy gydol ei oes.

Ym mis Medi 2020, cyhoeddodd Comisiynydd y Gymraeg ei [Ddogfen Safonau Llundio Polisi](#). Mae'r ddogfen hon yn canolbwyntio ar y Safonau Llundio Polisi ([Safonau 88-97](#)) ynghylch ymgynghori, Asesiadau Effaith, ac Ymchwil Polisi. O ganlyniad, mae'r Cyngor wedi gweithredu proses newydd i sicrhau bod penderfyniadau polisi yn ystyried pa effeithiau, os o gwbl (cadarnhaol neu niweidiol), y byddai'r penderfyniadau hynny'n eu cael ar gyfleoedd i bobl ddefnyddio'r Gymraeg a / neu drin y Gymraeg yn llai ffafriol na'r Saesneg. Mae'r broses yn sicrhau bod y rhai sy'n gwneud penderfyniadau (gan gynnwys y Cyngor / Cabinet / ac Uwch Swyddogion trwy benderfyniadau dirprwyedig) yn effro i'w dyletswyddau mewn perthynas â'r Safonau wrth wneud penderfyniad yn ogystal â rhoi cyfle iddynt ystyried ffyrdd o hyrwyddo'r Gymraeg, lleihau unrhyw effeithiau negyddol ar y Gymraeg a dangos sylw dyledus i'r amrywiol effeithiau sydd yn y Safonau. Mae'r CSCA hwn wedi bod yn destun y broses

newydd hon, a hefyd unrhyw newidiadau polisi pellach o ganlyniad i gyflawni unrhyw un o'r targedu a'r blaenoriaethau sydd wedi'u cynnwys ynddo.

DRAFFET

## **ATODIAD UN: METHODOLEG AR GYFER GOSOD TARGEDAU**

Mae Cymraeg 2050 yn nodi'r targed tymor hir cyffredinol o gael miliwn o siaradwyr Cymraeg yng Nghymru erbyn 2050. Er mwyn cyflawni'r nod yma, mae Cymraeg 2050 yn nodi trywydd tymor hir sy'n cynnwys targedau cerrig milltir. Mae'r rhain wedi'u nodi'n gamau fesul deng mlynedd. Mae targedau wedi'u gosod ar gyfer pob Awdurdod Lleol – wedi'u cyfrifo gan Lywodraeth Cymru – er mwyn sefydlu llwybr clir i gyrraedd y targed cenedlaethol.

Mae methodoleg Llywodraeth Cymru'n cynnwys defnyddio data llinell sylfaen CYBLD 2019, ac yn fwy penodol, nifer y dysgwyr Blwyddyn Un sy'n cael eu haddysgu trwy gyfrwng y Gymraeg. Mae data pob Awdurdod Lleol wedi'i gymharu ac ar sail hyn a ffactorau eraill, gan gynnwys modelau darpariaeth addysg cyfrwng Cymraeg a natur ieithyddol yr Awdurdodau Lleol, maen nhw wedi'u rhoi mewn grwpiau gyda'i gilydd. Caiff ei ystyried bod y fethodoleg yma'n deg, gan ei bod yn cydnabod y gwahanol heriau sy'n wynebu pob Awdurdod Lleol.

Mae gyda phob grŵp o Awdurdodau Lleol darged penodol i gynyddu canran y dysgwyr Blwyddyn Un sy'n cael eu haddysgu trwy gyfrwng y Gymraeg gan ystod benodol o bwytiau canran. Mae ein Hawdurdod Lleol yng Ngrŵp Tri. Mae hyn wedi'i nodi yn y tabl isod:

<b>Targedau Awdurdodau Lleol Grŵp Tri</b>						
<b>Awdurdod Lleol</b>	<b>Llinell Sylfaen 2019 (CYBLD 2019)</b>		<b>Targed 2032</b>			
	<b>Nifer</b>	<b>%</b>	<b>Ystod Is</b>		<b>Ystod Uwch</b>	
			<b>Nifer</b>	<b>%</b>	<b>Nifer</b>	<b>%</b>
Cyngor Bwrdeistref Sirol Caerffili	359	17.9%	520	26%	600	30%
Cyngor Dinas Caerdydd	702	16.9%	1,035	25%	1,200	29%
Cyngor Bwrdeistref Sirol Merthyr Tudful	100	14%	155	22%	185	26%
Cyngor Bwrdeistref Sirol Rhondda Cynon Taf	506	19.1%	720	27%	825	31%
Cyngor Abertawe	390	15.4%	590	23%	695	27%
Cyngor Bro Morgannwg	221	14.3%	345	22%	405	26%
Cyngor Bwrdeistref Sirol Wrecsam	235	15%	360	23%	425	27%



Yn ôl data CYBLD 2019, cafodd rhwng 14% a 19.1% o ddysgwyr Blwyddyn Un yn yr Awdurdodau Lleol yma eu haddysgu trwy gyfrwng y Gymraeg.

Mae wedi'i gynnig bod pob grŵp o Awdurdodau Lleol yn cyfrifo targed i gynyddu canran y dysgwyr Blwyddyn Un sy'n cael eu haddysgu trwy gyfrwng y Gymraeg gan ystod benodol o bwytiau canran, yn seiliedig ar y ddarpariaeth bresennol ym mhob Awdurdod Lleol. Yng Ngrŵp Tri, mae'r ystod pwyntiau canran rhwng 8% a 12%. Mae'r ystod wedi'i gosod ar gyfer pob grŵp o Awdurdodau Lleol fel bod y targed cenedlaethol o 30% o ddysgwyr Blwyddyn Un yn cael eu haddysgu trwy gyfrwng y Gymraeg yn cael ei gyflawni yn ystod oes y Cynllun Strategol yma.

DRAFT

## **ATODIAD DAU: PROFFIL IEITHYDDOL Y FWRDEISTREF SIROL**

Bob deng mlynedd mae'r DU yn neilltuo un diwrnod ar gyfer y Cyfrifiad, sy'n cyfri'r holl bobl ac aelwydydd yma. Mae'r Cyfrifiad yn ffynhonnell wybodaeth allweddol am nifer y bobl sy'n gallu siarad Cymraeg.

O'r 225,555 o drigolion sy'n byw yn y Fwrdeistref Sirol, nododd Cyfrifiad 2011<sup>29</sup> fod 12.3% (27,779) yn gallu siarad Cymraeg. Doedd yr 87.7% (197,776) a oedd yn weddill ddim yn gallu siarad Cymraeg. Mae modd cymharu hyn â ffigurau Cymru gyfan. O'r 2,955,841 o drigolion sy'n byw yng Nghymru, roedd 19% (562,016) yn gallu siarad Cymraeg. Doedd yr 81% (2,393,825) a oedd yn weddill ddim yn gallu siarad Cymraeg.

Mae'r Arolwg Blynyddol o'r Boblogaeth<sup>30</sup> yn casglu gwybodaeth ynghyd am allu'r rheiny sy'n ymateb i siarad Cymraeg ac yn cynnwys cwestiwn ar ba mor aml y mae pobl yn siarad Cymraeg. Mae'n cael ei ddiweddarau bob chwarter, felly mae'n ffynhonnell fwy cyfredol na'r Cyfrifiad. Nododd yr Arolwg Blynyddol o'r Boblogaeth ar gyfer y chwarter a ddaeth i ben ym mis Mehefin 2021 fod 19.6% o'r rheiny a ymatebodd sy'n byw yn y Fwrdeistref Sirol wedi dweud eu bod yn gallu siarad Cymraeg. Mae hyn o'i gymharu â chanran Cymru gyfan o 25.9% o'r rheiny a ymatebodd. Mae modd dadansoddi hyn ymhellach trwy'r data yn y tabl isod.

<b>Sgiliau Cymraeg Trigolion (%)</b>		
	<b>Bwrdeistref Sirol Rhondda Cynon Taf</b>	<b>Cymru</b>
<b>Yn gallu darllen Cymraeg</b>	19.6%	25.9%
<b>Yn gallu ysgrifennu Cymraeg</b>	18.1%	23.7%
<b>Yn gallu deall Cymraeg ar lafar</b>	24.1%	33.6%

Mae'r data'n dangos bod canrannau Cymru gyfan ym mhob maes sgiliau'r Gymraeg yn sylweddol uwch na chanrannau'r Fwrdeistref Sirol. Serch hynny, mae'r data cyfredol yn dangos cynnydd yn nifer y trigolion sy'n gallu darllen, ysgrifennu a deall Cymraeg ar lafar ers y Cyfrifiad yn 2011.

Wrth eu holi am ba mor aml yr oedden nhw'n siarad Cymraeg, mae'r tabl isod yn dangos dadansoddiad o ymatebion y rheiny a ymatebodd sy'n byw yn y Fwrdeistref Sirol o'u cymharu ag ymatebion Cymru gyfan.

<b>Pa mor aml y mae trigolion yn siarad Cymraeg (%)</b>		
	<b>Bwrdeistref Sirol Rhondda Cynon Taf</b>	<b>Cymru</b>
<b>Yn siarad Cymraeg bob dydd</b>	8.1%	15.4%
<b>Yn siarad Cymraeg bob wythnos</b>	5%	5.1%
<b>Yn ei defnyddio'n llai aml</b>	7%	5.6%

<sup>29</sup> [Cyfrifiad 2011](#)

<sup>30</sup> [Arolwg Blynyddol o'r Boblogaeth](#)

Mae'r data'n dangos bod canran y rheiny a ymatebodd sy'n siarad Cymraeg bob dydd yn llawer is ar gyfer y Fwrdeistref Sirol na chanran Cymru gyfan.

Mae'r Arolwg Defnydd Iaith<sup>31</sup> ar gyfer 2013 i 2015 yn cynnwys gwybodaeth fanwl am ruglder siaradwyr Cymraeg a'u defnydd o'r Gymraeg mewn ystod o leoliadau. Wrth edrych lle dysgodd y rheiny a ymatebodd sy'n byw yng Nghymru siarad Cymraeg, dysgodd y mwyafrif, sef 45%, siarad Cymraeg gartref. Dysgodd 6% siarad Cymraeg yn yr ysgol feithrin a'r ysgol gynradd rhwng 2 a 10 oed a dysgodd 14% siarad Cymraeg yn yr ysgol uwchradd yn 11 oed a hŷn. Dysgodd y 2% arall siarad Cymraeg mewn lleoliadau eraill, gan gynnwys ar gyrsiau Cymraeg i Oedolion.

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<sup>31</sup> [Arolwg Defnydd Iaith 2013 i 2015](#)

## ATODIAD TRI: DATA LLINELL SYLFAEN

### DEILLIANT 1: MWY O DDYSGWYR MEITHRIN / TAIR OED YN DERBYN EU HADDYSG TRWY GYFRWNG Y GYMRAEG

Mae'r data yn y tabl isod yn deillio o Asesiadau Digonolrwydd Gofal Plant yr ALL am y cyfnod rhwng 2017 a 2022. Mae'n dangos cyfanswm nifer y lleoliadau gofal plant a'r blynyddoedd cynnar cyfrwng Cymraeg a Saesneg cofrestredig ac anghofrestredig ochr yn ochr â nifer y lleoedd sydd ar gael ledled y Fwrdeistref Sirol.

<b>Cyfanswm nifer y lleoliadau gofal plant a'r blynyddoedd cynnar cyfrwng Cymraeg a Saesneg sydd ar gael ledled y Fwrdeistref Sirol</b>					
<b>Math o ofal plant</b>		<b>Cyfanswm y Lleoliadau Gofal Plant Cofrestredig</b>	<b>Cyfanswm y Lleoedd</b>	<b>Cyfanswm y Lleoliadau Gofal Anghofrestredig</b>	<b>Cyfanswm y Lleoedd</b>
Gwarchodwr Plant		117	564	0	0
Gofal Oriau Dydd	Gofal Diwrnod Llawn	35	142	0	0
	Gofal sesiynol diwrnod llawn	29	47	5	6
	Crèches	0	0	0	0
	Gofal y tu allan i oriau'r ysgol	9	15	6	6
	Darpariaeth Gofal Chwarae Mynediad Agored	5	7	4	4
Nani		0	0	0	0
<b>Cyfanswm</b>		<b>195</b>	<b>775</b>	<b>15</b>	<b>16</b>

Mae'r data yn y tabl isod, sy'n deillio eto o Asesiadau Digonolrwydd Gofal Plant yr ALL am y cyfnod rhwng 2017 a 2022, yn dangos cyfanswm nifer y lleoliadau gofal plant a'r blynyddoedd cynnar cyfrwng Cymraeg cofrestredig ac anghofrestredig (cyfrwng Cymraeg a dwyieithog) ochr yn ochr â nifer y lleoedd sydd ar gael ledled y Fwrdeistref Sirol.

<b>Cyfanswm nifer y lleoliadau gofal plant a'r blynyddoedd cynnar cyfrwng Cymraeg sydd ar gael ledled y Fwrdeistref Sirol</b>					
<b>Math o ofal plant</b>		<b>Cyfanswm y Lleoliadau Gofal Plant Cofrestredig</b>	<b>Cyfanswm y Lleoedd</b>	<b>Cyfanswm y Lleoliadau Gofal Anghofrestredig</b>	<b>Cyfanswm y Lleoedd</b>
Gwarchodwr Plant		1	9	0	0

Gofal Oriau Dydd	Gofal Diwrnod Llawn	7	282	0	0
	Gofal sesiynol diwrnod llawn	16	416	0	0
	Crèches	0	0	0	0
	Gofal y tu allan i oriau'r ysgol	2	64	5	80
<b>Cyfanswm</b>		<b>26</b>	<b>771</b>	<b>5</b>	<b>80</b>

Mae'r data yn y tabl isod wedi'i darparu gan Garfan Rhaglen Dechrau'n Deg yr ALI ac mae'n amlinellu'r lleoedd gofal plant y Rhaglen Dechrau'n Deg a gafodd eu comisiynu o leoliadau gofal plant a'r blynyddoedd cynnar gan yr ALI er mwyn darparu cynnig y Rhaglen Dechrau'n Deg i bob plentyn cymwys. Mae'n cynnwys gwybodaeth ers ymarfer tendro'r Rhaglen Dechrau'n Deg diwethaf yn 2018.

<b>Lleoedd gofal plant Rhaglen Dechrau'n Deg wedi'u comisiynu o leoliadau gofal plant</b>			
<b>Lleoedd gofal plant Rhaglen Dechrau'n Deg</b>	<b>Nifer y lleoliadau Gofal Plant a'r Blynyddoedd Cynnar wedi'u comisiynu</b>	<b>Nifer y lleoedd wedi'u comisiynu</b>	<b>%</b>
Cyfanswm lleoedd gofal plant cyfrwng Saesneg y Rhaglen Dechrau'n Deg wedi'u comisiynu	23	530	77.3%
Cyfanswm lleoedd gofal plant cyfrwng Cymraeg y Rhaglen Dechrau'n Deg wedi'u comisiynu	9	156	22.7%
<b>Cyfanswm</b>	<b>32</b>	<b>686</b>	<b>100%</b>

Mae'r data yn y tabl isod wedi'i ddarparu gan Garfan Rhaglen Dechrau'n Deg yr ALI ac mae'n dangos ym mis Tachwedd 2020, ledled y Fwrdeistref Sirol, roedd 34 o leoedd gofal plant cyfrwng Cymraeg Dechrau'n Deg ychwanegol wedi'u prynu trwy leoliadau gofal plant a'r blynyddoedd cynnar cymeradwy. Roedd 12 o leoedd gofal plant cyfrwng Saesneg Dechrau'n Deg ychwanegol wedi'u prynu trwy leoliadau gofal plant a'r blynyddoedd cynnar cymeradwy, gan gynyddu cyfanswm nifer y lleoedd gofal plant wedi'u prynu i 732. Mae hyn oherwydd dewis rhiant/gwarcheidwad neu ddiffyg lle ar gael mewn lleoliad gofal plant lleol.

**Lleoedd Gofal Plant Ychwanegol y Rhaglen Dechrau'n Deg Wedi'u Comisiynu o Leoliadau Gofal Plant A'r Blynyddoedd Cynnar – Tachwedd 2020**

Lleoedd gofal plant y Rhaglen Dechrau'n Deg	Nifer ychwanegol o leoedd wedi'u comisiynu a gafodd eu prynu	Cyfanswm newydd o leoedd wedi'u comisiynu
Cyfanswm lleoedd gofal plant cyfrwng Saesneg y Rhaglen Dechrau'n Deg wedi'u comisiynu	12	542
Cyfanswm lleoedd gofal plant cyfrwng Cymraeg y Rhaglen Dechrau'n Deg wedi'u comisiynu	34	190
<b>Cyfanswm</b>	<b>46</b>	<b>732</b>

Mae'r data yn y tabl isod wedi'i ddarparu gan Lywodraeth Cymru ac mae'n amlinellu cyfanswm nifer y plant sy'n mynychu Cylchoedd Meithrin yn ystod y pum mlynedd academaidd flaenorol.

<b>Cyfanswm nifer y plant sy'n mynychu Cylchoedd Meithrin yn ystod y pum mlynedd academaidd flaenorol</b>					
Lleoliadau	Blwyddyn Academaidd				
	2015 / 2016	2016 / 2017	2017 / 2018	2018 / 2019	2019 / 2020
Nifer y Lleoliadau	22	24	25	23	19
Nifer y Cylchoedd Meithrin	25	27	25	25	20
Nifer y plant sy'n mynychu Cylchoedd Meithrin	716	813	804	860	669

Mae'r data yn y tabl isod yn deillio o'r CYBLD ac mae'n amlinellu nifer y dysgwyr cyn-feithrin (llawn amser a rhan amser) a meithrin (llawn amser a rhan amser) sy'n mynychu ysgolion cynradd cyfrwng Cymraeg am y tair blynedd academaidd flaenorol, hyd at a chan gynnwys 2020/21.

<b>Cyfanswm nifer y dysgwyr cyn-feithrin (llawn amser a rhan amser) a meithrin (llawn amser a rhan amser) sy'n mynychu ysgolion cynradd cyfrwng Cymraeg am y tair blynedd academaidd flaenorol</b>			
Grŵp Blwyddyn	Blwyddyn Academaidd		
	2018 / 2019	2019 / 2020	2020 / 2021
Cyn-feithrin	24	27	26
Cyn-feithrin (rhan-amser)	19	29	39
Meithrin	421	406	437
Meithrin (rhan-amser)	140	130	95
<b>Cyfanswm</b>	<b>604</b>	<b>592</b>	<b>597</b>

**DEILLIANT 2: MWY O DDYSGWYR DOSBARTH DERBYN / PUM OED YN DERBYN EU HADDYSG TRWY GYFRWNG Y GYMRAEG**

Mae'r data yn y tabl isod yn amlinellu cyfanswm nifer y dysgwyr oedran ysgol gynradd sy'n mynychu ysgolion cyfrwng Cymraeg a Saesneg ledled y Fwrdeistref Sirol yn ystod y tair blynedd academaidd flaenorol, hyd at a chan gynnwys 2020/21. Mae'r wybodaeth yn deillio o'r CYBLD:

<b>Cyfanswm nifer y dysgwyr oedran ysgol gynradd sy'n mynychu ysgolion cyfrwng Cymraeg a Saesneg yn ystod y tair blynedd academaidd flaenorol</b>						
Categori	Blwyddyn Academaidd					
	2018 / 2019		2019 / 2020		2020 / 2021	
	Nifer	%	Nifer	%	Nifer	%
Cyfanswm nifer y dysgwyr sy'n mynychu ysgolion cynradd cyfrwng Saesneg	18,153	81%	18,078	81%	17,894	81.2%
Cyfanswm nifer y dysgwyr sy'n mynychu ysgolion cynradd cyfrwng Cymraeg	4,269	19%	4,220	19%	4,152	18.8%
<b>Cyfanswm nifer y dysgwyr sy'n mynychu ysgolion cynradd</b>	<b>22,422</b>		<b>22,298</b>		<b>22,046</b>	

Mae'r data yn y tabl isod yn deillio o'r CYBLD ac yn amlinellu cyfanswm nifer y dysgwyr dosbarth Derbyn / pum oed sy'n mynychu ysgolion cynradd cyfrwng Cymraeg am y tair blynedd academaidd flaenorol, hyd at a chan gynnwys 2020/21.

<b>Cyfanswm nifer y dysgwyr dosbarth Derbyn / pum oed sy'n mynychu ysgolion cynradd cyfrwng Cymraeg am y tair blynedd academaidd flaenorol</b>			
Grŵp Blwyddyn	Blwyddyn Academaidd		
	2018 / 2019	2019 / 2020	2020 / 2021
Dosbarth Derbyn	517	565	528
Dosbarth Derbyn (rhan-amser)	1	0	0
<b>Cyfanswm</b>	<b>518</b>	<b>565</b>	<b>528</b>

**DEILLIANT 3: MWY O BLANT YN PARHAU I WELLA EU SGILIAU IAITH GYMRAEG WRTH BONTIO O UN CYFNOD O'U HADDYSG STATUDOL I UN ARALL**

Mae'r data yn y tabl isod wedi'i ddarparu gan Lywodraeth Cymru ac mae'n amlinellu cyfraddau pontio plant sy'n mynychu Cylchoedd Meithrin i ysgolion cynradd cyfrwng Cymraeg am y pum mlynedd academaidd flaenorol.

<b>Cyfraddau pontio plant sy'n mynychu Cylchoedd Meithrin i ysgolion cynradd cyfrwng Cymraeg am y pum mlynedd academaidd flaenorol</b>	
Lleoliadau	Blwyddyn Academaidd

	2015 / 2016	2016 / 2017	2017 / 2018	2018 / 2019	2019 / 2020
<b>Canran y plant sy'n pontio o Gylch Meithrin i ysgol gynradd cyfrwng Cymraeg</b>	65.7%	68.9%	68%	70.5%	72.1%

Mae'r data yn y tabl isod yn deillio o'r CYBLD ac mae'n amlinellu cyfraddau pontio dysgwyr rhwng pob Cyfnod Allweddol ar gyfer ysgolion cynradd ac uwchradd cyfrwng Cymraeg am y tair blynedd academaidd flaenorol, hyd at a chan gynnwys 2020/21.

<b>Cyfraddau pontio dysgwyr rhwng pob Cyfnod Allweddol ar gyfer ysgolion cynradd ac uwchradd cyfrwng Cymraeg am y tair blynedd academaidd flaenorol</b>			
Pontio	Blwyddyn Academaidd		
	2018 / 2019	2019 / 2020	2020 / 2021
<b>Y Cyfnod Sylfaen i Gyfnod Allweddol Dau</b>	97.4%	97.5%	96.1%
<b>Cyfnod Allweddol Dau i Gyfnod Allweddol Tri</b>	97.3%	94%	94.7%
<b>Cyfnod Allweddol Tri i Gyfnod Allweddol Pedwar</b>	98.2%	97.3%	98.7%
<b>Cyfnod Allweddol Pedwar i Gyfnod Allweddol Pump</b>	53.5%	55.9%	48.5%

**DEILLIANT 4: MWY O DDYSGWYR YN ASTUDIO AR GYFER CYMWYSTERAU WEDI'U HASESU YN Y GYMRAEG (Y PWNC) A PHYNCIAU TRWY GYFRWNG Y GYMRAEG**

Mae'r data yn y tabl isod yn deillio o'r CYBLD ac mae'n amlinellu cyfanswm nifer y dysgwyr oedran ysgol uwchradd sy'n mynychu ysgolion uwchradd cyfrwng Cymraeg a Saesneg am y tair blynedd academaidd flaenorol, hyd at a chan gynnwys 2020/21.

<b>Cyfanswm nifer y dysgwyr oedran ysgol uwchradd sy'n mynychu ysgolion uwchradd cyfrwng Cymraeg a Saesneg am y tair blynedd academaidd flaenorol</b>						
Categori	Blwyddyn Academaidd					
	2018 / 2019		2019 / 2020		2020 / 2021	
	Nifer	%	Nifer	%	Nifer	%
<b>Cyfanswm nifer y dysgwyr sy'n mynychu ysgolion uwchradd cyfrwng Saesneg</b>	12,685	80.6%	12,868	80.4%	13,346	80.7%
<b>Cyfanswm y dysgwyr sy'n</b>	3,058	19.4%	3,141	19.6%	3,197	19.3%



mynychu ysgolion uwchradd cyfrwng Cymraeg					
Cyfanswm nifer y dysgwyr sy'n mynychu ysgolion uwchradd	15,743	16,009	16,543		

Mae'r data yn y tabl isod yn deillio o'r CYBLD ac mae'n amlinellu cyfanswm nifer y dysgwyr Blwyddyn Deg sy'n mynychu ysgolion uwchradd cyfrwng Cymraeg am y tair blynedd academaidd flaenorol, hyd at a chan gynnwys 2020/21.

<b>Cyfanswm nifer y dysgwyr Blwyddyn Deg sy'n mynychu ysgolion uwchradd cyfrwng Cymraeg am y tair blynedd academaidd flaenorol</b>			
Grŵp Blwyddyn	Blwyddyn Academaidd		
	2018 / 2019	2019 / 2020	2020 / 2021
Blwyddyn Deg	496	513	517

Mae'r data yn y tabl isod yn deillio o StatsCymru. Mae'n amlinellu cyfanswm canran y dysgwyr Blwyddyn 11 wedi'u cofrestru ar gyfer TGAU Cymraeg (iaith gyntaf neu ail iaith), a'r rheiny heb eu cofrestru am y naill na'r llall, mewn ysgolion uwchradd am y tair blynedd academaidd flaenorol, hyd at a chan gynnwys 2019/20.

<b>Cyfanswm canran y dysgwyr Blwyddyn 11 wedi'u cofrestru ar gyfer TGAU Cymraeg (iaith gyntaf neu ail iaith), a'r rheiny heb eu cofrestru am y naill na'r llall, mewn ysgolion uwchradd am y tair blynedd academaidd flaenorol</b>			
Categori	Blwyddyn Academaidd		
	2017 / 2018	2018 / 2019	2019 / 2020
Cymraeg (iaith gyntaf)	17%	17%	18%
Cymraeg (Ail iaith)	45%	59%	63%
Heb eu cofrestru ar gyfer TGAU Cymraeg	34%	24%	19%

Mae'r data yn y tabl isod yn deillio o StatsCymru. Mae'n amlinellu cyfanswm canran y dysgwyr Blwyddyn 12 ac 13 wedi'u cofrestru ar gyfer Cymraeg Safon UG a Safon Uwch (iaith gyntaf neu ail iaith) mewn ysgolion uwchradd am y blynyddoedd academaidd, hyd at a chan gynnwys 2019/20.

<b>Cyfanswm canran y dysgwyr Blwyddyn 12 ac 13 wedi'u cofrestru ar gyfer Cymraeg Safon UG a Safon Uwch (iaith gyntaf neu ail iaith) mewn ysgolion uwchradd am y tair blynedd academaidd flaenorol</b>			
Categori	Blwyddyn Academaidd		
	2017 / 2018	2018 / 2019	2019 / 2020
Cymraeg (iaith gyntaf neu ail iaith)	4.2%	3.7%	I'w gadarnhau

**DEILLIANT 5: MWY O GYFLEOEDD I DDYSGWYR DDEFNYDDIO'R GYMRAEG MEWN CYD-DESTUNAU GWAHANOL YN YR YSGOL**

Mae'r data yn y tabl isod wedi'i ddarparu gan y Consortiwm ac mae'n amlinellu cyfanswm nifer yr ysgolion cynradd ac uwchradd cyfrwng Cymraeg a Saesneg sydd wedi cyflawni'r Siarter Iaith a 'Cymraeg Campus' hyd yma.

<b>Cyfanswm nifer yr ysgolion cynradd ac uwchradd cyfrwng Cymraeg a Saesneg sydd wedi Cyflawni'r Siarter Iaith a 'Cymraeg Campus' hyd yma.</b>				
Lefel	Siarter Iaith		Cymraeg Campus	
	Ysgolion cynradd cyfrwng Cymraeg	Ysgolion uwchradd cyfrwng Cymraeg	Ysgolion cynradd cyfrwng Saesneg	Ysgol uwchradd cyfrwng Saesneg
<b>Wedi cyflawni'r Wobr Efydd</b>	17	Pob un o'r 4 ysgol uwchradd cyfrwng Cymraeg yn gweithio tuag at gyflawni'r wobr efydd.	Dd/B	Dd/B
<b>Wedi cyflawni'r Wobr Arian</b>	8	Dd/B	18	Dd/B
<b>Arall</b>	Dd/B	Dd/B	Dd/B	Mae dwy ysgol uwchradd cyfrwng Saesneg yn rhan o raglen beilot 'Cymraeg Campus'.

**DEILLIANT 6: CYNNYDD YN NARPARIAETH ADDYSG CYFRWNG CYMRAEG AR GYFER DYSGWYR AG ADY (YN UNOL A'R DYLETSWYDDAU WEDI'U PENNU GAN DDEDDF ANGHENION DYSGU YCHWANEGOL A'R TRIBIWNLYS ADDYSG (CYMRU) 2018)**

DD/B

**DEILLIANT 7: CYNYDDU NIFER Y STAFF ADDYSGU SY'N GALLU ADDYSGU'R GYMRAEG AC ADDYSGU TRWY GYFRWNG Y GYMRAEG**

Mae'r data yn y tabl isod wedi'i ddarparu gan Uned Gwasanaethau Cymraeg yr ALI. Mae'n amlinellu cyfanswm nifer a chanran y staff sy'n dweud eu bod yn rhugl neu'n weddol rugl yn y Gymraeg. Roedd yr wybodaeth yma'n gywir ar Awst 2020:

<b>Cyfanswm nifer y staff sy'n dweud eu bod yn rhugl neu'n weddol rugl yn y Gymraeg</b>				
Nifer y staff sydd â sgiliau iaith Gymraeg	Rhugl (Cymraeg Lefel Pedwar a Phump)	Gweddol (Cymraeg Tri)	Rugl Lefel	Cyfanswm (Cymraeg Lefel Tri, Pedwar a Phump)

Categori	Cyfanswm nifer y staff	Nifer	%	Nifer	%	Nifer	%
		Staff ysgolion	5,290	742	14%	175	3.3%
Staff sy ddim wedi'u lleoli mewn ysgolion	7,167	575	8%	143	1.9%	718	10%
<b>Cyfanswm</b>	<b>12,457</b>	<b>1,317</b>	<b>10.5%</b>	<b>318</b>	<b>2.5%</b>	<b>1,635</b>	<b>13.1%</b>

Mae'r data yn y tabl isod yn deillio o'r CBGY ac mae'n amlinellu gallu gweithlu ysgolion yr ALI o ran y Gymraeg ar gyfer y flwyddyn academaidd 2019/20.

**Gallu o ran y Gymraeg cyfanswm nifer yr athrawon (gan gynnwys penaethiaid, athrawon ysgol a cynorthwy-wyr cynnal dysgu ysgolion) sydd wedi'u cyflogi gan yr ALI**

Lefel Sgiliau	Blwyddyn Academaidd 2019 / 2020	
	Nifer	%
Dim Sgiliau	457	22.1%
Lefel Mynediad	456	22.1%
Lefel Sylfaen	325	15.7%
Lefel Canolradd	166	8%
Lefel Uwch	128	6.2%
Lefel Rhugl	511	24.8%
Dim gwybodaeth ar hyn o bryd	21	1%
<b>Cyfanswm</b>	<b>2,064</b>	<b>100%</b>

Mae'r data yn y tabl isod yn deillio o'r CBGY ac mae'n amlinellu cyfanswm y gweithlu ysgolion (gan gynnwys penaethiaid, athrawon ysgol a chynorthwywyr cynnal dysgu ysgolion) sydd wedi'i gyflogi gan yr ALI sy'n dysgu/gweithio trwy gyfrwng y Gymraeg ar gyfer blwyddyn academaidd 2019/20.

**Cyfanswm yr athrawon sydd wedi'u cyflogi gan yr ALI sy'n addysgu/gweithio trwy gyfrwng y Gymraeg**

Categori	Blwyddyn Academaidd 2019 / 2020	
	Nifer	%
Addysgu/gweithio trwy gyfrwng y Gymraeg yn eu swydd bresennol	448	21.7%
Y gallu i addysgu/gweithio trwy gyfrwng y Gymraeg ond ddim yn gwneud hynny yn eu swydd bresennol	143	6.9%
Ddim yn gallu addysgu/gweithio trwy gyfrwng y Gymraeg	838	40.6%
Addysgu'r Gymraeg (y pwnc) yn unig	635	30.7%
<b>Cyfanswm</b>	<b>2,064</b>	<b>100%</b>

Mae'r data yn y tabl isod yn deillio o'r CYBLD. Mae'n amlinellu cyfanswm canran yr athrawon wedi'u cyflogi gan yr ALL sy'n gallu addysgu trwy gyfrwng y Gymraeg ar gyfer y tair blynedd academaidd flaenorol.

<b>Cyfanswm canran yr athrawon sy'n gallu addysgu trwy gyfrwng y Gymraeg</b>			
<b>Categori</b>	<b>Blwyddyn Academaidd</b>		
	<b>2017 / 2018</b>	<b>2018 / 2019</b>	<b>2019 / 2020</b>
<b>Athrawon cymwysedig sy'n addysgu'r Gymraeg yn iaith gyntaf</b>	8.7%	10.9%	9.7%
<b>Athrawon cymwysedig sy'n addysgu'r Gymraeg yn ail iaith (yn unig)</b>	39.1%	38.6%	39.6%
<b>Athrawon cymwysedig sy'n addysgu pynciau eraill trwy gyfrwng y Gymraeg</b>	10.1%	8.4%	9.7%
<b>Athrawon cymwysedig sy'n gallu addysgu trwy gyfrwng y Gymraeg ond sydd ddim yn gwneud hynny</b>	3.6%	6.3%	3.8%
<b>Ddim yn gymwysedig i addysgu trwy gyfrwng y Gymraeg</b>	38.3%	35.9%	37.2%

**ATODIAD PEDWAR: LLEOEDD DROS BEN (CYBLD 2021)**

<b>Ysgol</b>	<b>Nifer y lleoedd</b>	<b>Nifer y Dysgwyr</b>	<b>Cyfradd sy'n llawn</b>	<b>Lleoedd dros ben</b>
<b>Cynradd</b>				
Ysgol Dolau (gan gynnwys yr Uned Gymraeg)	504	510	101.2%	-1.2%
Ysgol Gynradd Heol-y-celyn (gan gynnwys yr Uned Gymraeg)	443	335	75.6%	24.4%
Ysgol Gynradd Penderyn	263	206	78.3%	21.7%
YGG Abercynon	368	300	81.5%	18.5%
YGG Aberdâr	480	424	88.3%	11.7%
YGG Bodringallt	195	118	60.5%	39.5%
YGG Bronllwyn	269	237	88.1%	11.9%
YGG Castellau	300	256	85.3%	14.7%
YGG Evan James	390	295	75.6%	24.4%
YGG Llantrisant	386	272	70.5%	29.5%
YGG Llwyncelyn	383	316	82.5%	17.5%
YGG Llyn y Forwyn	225	171	76.0%	24.0%
YGG Pont Siôn Norton	305	269	88.2%	11.8%
YGG Tonyrefail	374	190	50.8%	49.2%
YGG Ynyswen	342	275	80.4%	19.6%
Ysgol Garth Owlg - Primary phase	467	357	76.4%	23.6%
Ysgol Llanhari - Primary Phase	221	187	84.6%	15.4%
Cyfanswm Cynradd	5915	4718	79.8%	20.2%
<b>Uwchradd</b>				
Ysgol Garth Olwg - Uwchradd	1110	860	77.5%	22.5%
Ysgol Llanhari - Uwchradd	914	514	56.2%	43.8%
YG Rhydywaun	1038	1090	105.0%	-5.0%
YG Cwm Rhondda	1023	755	73.8%	26.2%
Cyfanswm Uwchradd	4085	3219	78.8%	21.2%
Ffynhonnell CYBLD Ebrill 2021				

<b>RHESTR TERMAU</b>	
RhDB	Rhaglen i Ddarpar Benaethiaid
LU	Lefel Uwch
ADY	Anghenion Dysgu Ychwanegol
CAY	Cyllid Anghenion Ychwanegol
ACB	Adroddiad Cynnydd Blynyddol.
CGB	Cynllun Gwaith Blynyddol.
CCG	Clystyrau Cymunedau yn Gyntaf
CaW	Cymunedau am Waith
AGC	Arolygiaeth Gofal Cymru
ADDGP	Aseiad o Ddigonolrwydd Gofal Plant
GACCCD	Gwasanaeth Addysg ar y Cyd Consortiwm Canolbarth y De
BIPCTM	Bwrdd Iechyd Prifysgol Cwm Taf Morgannwg
AGP	Yr Adran Gwaith a Phensiynau
HDCA	Hawdd, Deniadol, Cymdeithasol ac Amserol (EAST)
LM	Lefel Mynediad
CGE	Cronfa Gymdeithasol Ewrop
CGA	Cyngor y Gweithlu Addysg
SAB	Sefydliadau Addysg Bellach
GGD	Gwasanaeth Gwybodaeth i Deuluoedd
LS	Lefel Sylfaen
MCS	Meithrinfa Cyfnod Sylfaen
RhDD	Rhaglen Dechrau'n Deg
LC	Lefel Canolradd
GHG	Gwybodaeth heb ei gasglu
PRhG	Protocolau Rhannu Gwybodaeth
AGA	Addysg Gychwynnol i Athrawon
ALI	Yr Awdurdod Lleol
CDLI	Cynllun Datblygu Lleol
DCD	Dosbarthiadau Cynnal/Cymorth Dysgu
NEET	Ddim mewn Addysg, Cyflogaeth na Hyfforddiant
CPCP	Cymhwyster Proffesiynol Cenedlaethol ar gyfer Prifathrawiaeth
ANC	Athrawon Newydd eu Cymhwyso
DS	Dim Sgiliau
LRh	Lefel Rhugl
UCD	Unedau Cyfeirio Disgyblion
SAC	Statws Athro Cymwysedig/Athrawes Gymwysedig (QTS)
DAC	Darparwr Addysg Cofrestredig
ACEY	Anawsterau Cymdeithasol, Emosiynol ac Ymddygiadol
CLG	Cytundeb Lefel Gwasanaeth
CBGY	Cyfrifiad Blynyddol Gweithlu Ysgolion
Y Cod 2002	Cod Ymarfer Anghenion Addysgol Arbennig Cymru 2002
Deddf 2006	Deddf Gofal Plant 2006
Mesur 2011	Mesur y Gymraeg (Cymru) 2011
Deddf 2013	Deddf Safonau a Threfniadaeth Ysgolion (Cymru) 2013
Rheoliadau 2016	Rheoliadau Deddf Gofal Plant 2006 (Aseidiadau Awdurdodau Lleol) (Cymru) 2016

Rheoliadau 2019	Rheoliadau Cynllun Strategol Cymraeg mewn Addysg (Cymru) 2019
Rheoliadau 2020	Rheoliadau Cynllun Strategol Cymraeg mewn Addysg (Cymru) (Diwygio) (Y Coronafeirws) 2020
Deddf ALNET 2018	Deddf Anghenion Dysgu Ychwanegol a'r Tribiwnlys Addysg (Cymru) 2018
Y Cod Drafft	Cod Drafft ADY Cymru - Rhagfyr 2018
Y Mesur	Adran 13 Mesur Teithio gan Ddysgwyr (Cymru) 2008.
Y Cod Newydd	Y Cod Statudol ADY Newydd
Yr Urdd	Urdd Gobaith Cymru
CACC	Carfan Anghenion Cymhleth Cymru
CSGA	Cynllun Strategol y Gymraeg mewn Addysg
LIC	Llywodraeth Cymru
SCA	Swyddogion Cymraeg mewn Addysg
CSG	Cynllun Sabothol y Gymraeg
Y Garfan GYChI	Carfan y Gwasanaeth Ymgysylltu a Chyfranogiad Ieuenctid
RhCT	Rhondda Cynon Taf
RhCI	Rhaglen Cydnerthedd Iechyd
GTC	Gwasanaeth Teuluoedd Cydnerth
AoST	Amserlen o Sgiliau Tyfu

Tudalen wag



RHONDDA CYNON TAF COUNTY BOROUGH COUNCIL

# Equality & Socio-Economic Impact Assessment



RHONDDA CYNON TAF

## **EQUALITY IMPACT ASSESSMENT FORM INCLUDING SOCIO ECONOMIC DUTY**

(REVISED MARCH 2021)

Please refer to the current Equality Impact Assessment guidance when completing this document. If you would like further guidance please contact the Diversity and Inclusion Team on 01443 444529.

An Equality Impact Assessment must be undertaken at the outset of any proposal to ensure robust evidence is considered in decision making. This documentation will support the Council in making informed, effective and fair decisions whilst ensuring compliance with a range of relevant legislation, including:

- Equality Act 2010 (Statutory Duties) (Wales) Regulations 2011.
- Socio-economic Duty – Sections 1 to 3 of the Equality Act 2010.

This document will also contribute towards our duties to create a More Equal Wales within the:

- Well-being of Future Generations (Wales) Act 2015.

The 'A More Equal Wales – Mapping Duties' guide highlights the alignment of our duties in respect of the above-mentioned legislation.

## SECTION 1 – PROPOSAL DETAILS

**Lead Officer:** Grace Zecca-Hanagan.

**Service Director:** Andrea Richards.

**Service Area:** 21<sup>st</sup> Century Schools and Transformation.

**Date:** 21<sup>st</sup> June 2021.

### 1. a) What are you assessing for impact?

Strategy / Plan	Service Re-Model / Discontinuation of Service	Policy / Procedure	Practice	Information / Position Statement
X				

### 1. b) What is the name of the proposal?

Welsh in Education Strategic Plan (WESP).

### 1. c) Please provide an overview of the proposal providing any supporting links to reports or documents.

Section 84 of The School Standards and Organisation (Wales) Act 2013<sup>1</sup> requires Local Authorities (LAs) to prepare a WESP. The WESP must contain proposals and targets to improve the:

1. Planning and standards of Welsh medium education and teaching; and
2. Report on progress made to meet the targets of the previous WESP.

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<sup>1</sup> [School Standards and Organisation \(Wales\) Act 2013](#)

Since our first WESP was submitted to the Welsh Government (WG) in 2016, there have been significant changes in the Welsh medium education sector at local and national levels. These changes have been mainly influenced by WG legislation, in particular the new Welsh in Education Action Plan<sup>2</sup> and further implementation of the 21st Century Schools and Colleges Programme<sup>3</sup>.

The WG has also updated the regulations regarding WESPs, with the WESP (Wales) Regulations 2019<sup>4</sup> and the WESP (Wales) (Amendment) (Coronavirus) Regulations 2020<sup>5</sup> focusing on four proposals. The principal two being:

1. Extending the duration of the WESP from its current three year implementation cycle to a ten year implementation cycle; and
2. The removal of the current duty on LAs to plan their provision of Welsh medium education based on demand, with the requirement that LAs achieve targets set by the WG which aim to increase the percentage of year one learners in Welsh medium education over the duration of the WESP.

Our target, during the ten year lifespan of this WESP, that has been set by the WG, is to:

*Increase the percentage of year one learners in Welsh medium education by between 8.0% to 12.0% during the ten year lifespan of this WESP. This equates to an increase from 506 year one learners in Welsh medium education to between 720 and 825 year one learners in Welsh medium education.*

This target is based on contributing to the overall long term target, set out in Cymraeg 2050 – A Million Welsh Speakers<sup>6</sup> of one million people in Wales being Welsh speakers by 2050.

As well as the target to increase the percentage of year one learners in Welsh medium education, the WESP includes seven outcomes or areas setting out how LAs are expected to improve Welsh medium and Welsh language education in their locality. The priorities are:

1. Outcome 1: More nursery / three year old learners receive their education through the medium of Welsh.
2. Outcome 2: More reception / five year old learners receive their education through the medium of Welsh.
3. Outcome 3: More learners continue to improve their Welsh language skills when transferring from one stage of their statutory education to another.

<sup>2</sup> [Welsh in Education Action Plan](#)

<sup>3</sup> [21<sup>st</sup> Century Schools and Colleges Programme](#)

<sup>4</sup> [The Welsh in Education Strategic Plan \(Wales\) Regulations 2019](#)

<sup>5</sup> [The Welsh in Education Strategic Plan \(Wales\) \(Amendment\) \(Coronavirus\) Regulations 2020](#)

<sup>6</sup> [Cymraeg 2050 – A Million Welsh Speakers](#)

4. Outcome 4: More learners study for assessed qualifications in Welsh (as a subject) and subjects through the medium of Welsh.
5. Outcome 5: More opportunities for learners to use Welsh in different contexts in school.
6. Outcome 6: An increase in the provision of Welsh medium education for learners with additional learning needs.
7. Outcome 7: Increase the number of teaching staff able to teach Welsh (as a subject) and through the medium of Welsh.

The main strategies and policies that are linked with the WESP 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:

- CSCJES: 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 Education and Inclusion Services’ Directorate’s Strategic Plan: 2021 to 2024.
- RCTCBC Welsh Language Promotion Strategy – 2016 to 2021.
- RCTCBC WESP – 2017 to 2020.
- RCTCBC Childcare Sufficiency Assessment – 2017 to 2022.

More specifically:

- Prosperity for All: The National Strategy and The Programme for Government: Taking Wales Forward aim to drive forward improvements to the Welsh economy and public services. One of the priorities is to enable all learners to be able to use the Welsh language when they leave school.
- Cymraeg 2050 – A Million Welsh Speakers, sets out the WGs ambition for reaching one million Welsh speakers by 2050 and encouraging more people to use and speak Welsh in their everyday lives.
- Education in Wales – Our National Mission, sets out how the education sector will move forward to ensure that the new curriculum is implemented effectively. The intention is for learners to become increasingly bilingual with a strong grasp for other languages. To support this, the Welsh in Education Action Plan and Cymraeg 2050 Action Plan sets the direction for the development of Welsh medium education.

There are links to the Council’s Corporate Plan for the period between 2020 to 2024, 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.

Likewise, the Council’s Five Year Welsh Language Promotion Strategy for the period between 2016 to 2021 facilitates and promotes the Welsh language in the County Borough.

**1. d) Please outline where delivery of this proposal is affected by legislation or other drivers such as code of practice.**

- Section 84 of The School Standards and Organisation (Wales) Act 2013.
- The WESP (Wales) Regulations 2019.
- The WESP (Wales) (Amendment) (Coronavirus) Regulations 2020.

**1. e) Please outline who this proposal affects:**

- Service users: X
- Employees: X
- Wider community: X

**SECTION 2 – SCREENING TEST – IS A FULL EQUALITY IMPACT ASSESSMENT REQUIRED**

Screening is used to determine whether the initiative has positive, negative or neutral impacts upon protected groups. Where negative impacts are identified for protected groups then a full Equality Impact Assessment is required.

Please provide as much detail as possible of how the proposal will impact on the following groups, this may not necessarily be negative, but may impact upon a group with a particular characteristic in a specific way.

**Equality Act 2010 (Statutory Duties) (Wales) Regulations 2011**

The Public Sector Equality Duty requires the Council to have “due regard” to the need to eliminate unlawful discrimination, harassment and victimisation; advance equality opportunity between different groups; and foster good relations between different groups. Please take an intersectional approach in recognising an individual may have more than one protected characteristic.

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Protected Characteristics	Does the proposal have any positive, negative or neutral impacts	Provide detail of the impact	What evidence has been used to support this view?
<b>Age</b> ( <i>Specific age groups i.e., young people or older people</i> ).	Positive.	The proposal will have a positive impact on children and young people of all ages. As a result of the WESP, the Council is expected to improve Welsh medium and Welsh language education and increase the number of learners in Welsh medium education.	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 CSCJES for the previous three academic years.

		<p>As a result of the expected improvements made to Welsh medium and Welsh language education, this proposal will also have a positive impact on parents / carers through the delivery of projects that support capital works that facilitate growth in Welsh medium education, with funding specifically aimed at developing or expanding Welsh medium childcare and early years settings co-located on Welsh medium primary school sites.</p> <p>In addition, The Council's ambitious Band B 21<sup>st</sup> Century Schools and Colleges Programme, alongside funding directly from the Council will deliver projects that will create additional learner places, increasing the capacity of Welsh medium primary and secondary schools.</p> <p>In order to create more Welsh speakers, our education system is dependent on its workforce and we must work nationally with the WG and regionally with the Central South Consortium Joint Education Service (CSCJES) to ensure we</p>	<p>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 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 has remained stable.</p> <p>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 years olds. 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 has remained stable.</p> <p>The Council's target, during the ten year lifespan of this WESP, is to:</p>
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		<p>contribute towards creating a workforce with robust linguistic skills, able to inspire and motivate learners in Welsh medium and Welsh language education. The Council is committed to Welsh medium and Welsh language education workforce planning for primary and secondary schools and has and will continue to work in collaboration with other Council's, the CSCJES and the WG in order to facilitate the creation of more Welsh speakers.</p>	<p><i>Increase the percentage of year one learners in Welsh medium education by between 8.0% to 12.0% during the ten year lifespan of this WESP. This equates to an increase from 506 year one learners in Welsh medium education to between 720 and 825 year one learners in Welsh medium education.</i></p> <p>As well as the target to increase the percentage of year one learners in Welsh medium education, the WESP includes seven outcomes or areas setting out how LAs are expected to improve Welsh medium and Welsh language education in their locality. The priorities linked to this characteristic are:</p> <ul style="list-style-type: none"> <li>• Outcome 1: More nursery / three year old learners receive their education through the medium of Welsh.</li> <li>• Outcome 2: More reception / five year old learners receive their education through the medium of Welsh.</li> <li>• Outcome 4: More learners study for assessed qualifications in Welsh (as a subject) and</li> </ul>
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			<p>subjects through the medium of Welsh.</p> <ul style="list-style-type: none"> <li>• Outcome 7: Increase the number of teaching staff able to teach Welsh (as a subject) and through the medium of Welsh.</li> </ul> <p>At the end of the lifespan of this WESP, the Council will have delivered a number of projects funded via the WG Childcare Offer Capital Grant Scheme and Welsh Medium Capital Grant Scheme. These projects support capital works that facilitate growth in Welsh medium education, with funding specifically aimed at developing or expanding Welsh medium childcare and early years settings co-located on Welsh medium primary school sites. The projects comprise:</p> <ul style="list-style-type: none"> <li>• Dolau Primary School (including Welsh unit).</li> <li>• Ysgol Gynradd Gymraeg Abercynon.</li> <li>• Ysgol Gynradd Gymraeg Aberdar.</li> <li>• Ysgol Gynradd Gymraeg Evan James.</li> <li>• Ysgol Gynradd Gymraeg Ynyswen.</li> </ul>
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			<ul style="list-style-type: none"> <li>• Ysgol Gynradd Gymunedol Gymraeg Llantrisant.</li> <li>• Ysgol Llanhari.</li> </ul> <p>In addition, 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 Gynradd Gymraeg Aberdar.</li> <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 learners currently attending Ysgol Gynradd Gymraeg Pont Sion</li> </ul>
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			<p>Norton and the Welsh medium learners attending the dual language Heol y Celyn Primary School.</p> <ul style="list-style-type: none"> <li>• Deliver a new Welsh all through school for the Rhondda area.</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>• Ysgol Gyfun Rhydywaun – Due for completion in September 2022, this investment will create improved and extended accommodation by adding additional teaching accommodation along with a new sports facility to compliment the recently completed 3G sports pitch and will provide an additional 187 Welsh medium secondary school learner places. These additions will provide state of the art facilities for both Ysgol Gyfun Rhydywaun and the local community, increasing opportunities for participation in the wider community.</li> </ul>
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			<ul style="list-style-type: none"><li>• All through school for the Rhondda area – A consultation on the development of a new Welsh all through school for the Rhondda area will be undertaken.</li><li>• Ysgol Llanhari – The design development of improvement works to Ysgol Llanhari will be undertaken.</li></ul> <p>These projects will create additional learner places, increasing the capacity of Welsh medium primary and secondary schools.</p> <p>In contributing towards the vision of one million people in Wales being Welsh speakers by 2050, we must work to ensure we create a childcare and early years setting and school based workforce with robust linguistic skills, able to inspire and motivate learners in Welsh medium and Welsh language education. This work will be driven at a national level, by the WG, who are currently implementing numerous strategies.</p> <p>Notwithstanding the work that will be driven at a national level, by the</p>
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			<p>WG, there are numerous strategies that could be implemented at a regional and national level. These include but are not limited to:</p> <ul style="list-style-type: none"><li>• Exploring how the LAs Apprenticeship Programme could be utilised to provide school based workforce apprenticeship opportunities within Welsh medium primary and secondary schools.</li><li>• Working in partnership with the Urdd, the LA will work to strengthen links to create alternative, additional pathways for learners through the development of Welsh medium apprenticeships.</li><li>• Utilising the Gatsby Good Career Benchmarks programme, which supports secondary schools to develop a wider range of learning pathways for 14 to 19 year old learners in preparation for the world of work, ensuring the early promotion of the</li></ul>
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			<p>professional learning pathway.</p> <ul style="list-style-type: none"> <li>• Investigating alternative professional learning pathways with the LAs Adult Education Team.</li> <li>• Continuing to support the delivery of the Initial Teacher Education (ITE) programme in alliance with the secondary schools that have formed a partnership with Cardiff Metropolitan University.</li> <li>• Continuing to support the progression of the current school based workforce in completing their ITE programme.</li> </ul>
<p><b>Disability</b> (<i>People with visible and non-visible disabilities or long-term health conditions</i>).</p>	Positive.	<p>The proposal will have a positive impact on children and young people of all ages. As a result of the WESP, the Council is expected to improve Welsh medium and Welsh language education and increase the number of learners in Welsh medium education.</p>	<p>Considerable changes are underway in relation to the statutory provision required to meet the needs of learners with Additional Learning Needs (ALN). The Additional Learning Needs and Education Tribunal (Wales) Act 2018 (the ALNET Act 2018) was introduced in January 2018 and will be implemented in September 2021. The ALNET Act 2018 requires LAs to keep the arrangements for supporting</p>

			<p>learners with ALN under review and consider whether these arrangements are sufficient. It includes a statutory requirement to take reasonable steps to create a Welsh medium and bilingual system of support for learners with ALN. The ALNET Act 2018 is supported by new regulations, including secondary legislation and a new statutory ALN Code (The New Code).</p> <p>For learners with significant ALN, who experience difficulties in coping in mainstream primary and secondary schools, specialist provisions are required. There are a range of specialist provisions located throughout the County Borough which include:</p> <ul style="list-style-type: none"><li>• 44 Learning Support Classes (LSCs).</li><li>• 2 Pupil Referral Units (PRUs).</li><li>• 4 Special Schools.</li></ul> <p>Placements within these specialist provisions are agreed by the Council's Access and Inclusion Service Panels.</p>
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			<p>In addition, approximately £3.4 million Additional Needs Funding (ANF) is available to mainstream primary and secondary schools to ensure robust, inclusive provision for learners who attend mainstream primary and secondary schools with severe and persistent ALN.</p> <p>Welsh medium learners with ALN, who experience difficulties within mainstream primary and secondary schools and require more specialist support, are supported by a specialist peripatetic team – the Welsh Complex Needs Team (WCNT). The WCNT, which includes a Welsh medium specialist teacher and two Learning Support Assistants, provide support through an inclusive delivery model, whereby learners are provided with specialist support within their mainstream primary and secondary schools. During the academic year 2019 / 2020, the WCNT supported a number of learners. Analysis suggests that learners accessing support from the WCNT were making progress that was comparable to that of their peers in</p>
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			<p>equivalent English medium primary and secondary school settings. Further analysis suggests that this inclusive model adopted in Welsh medium primary and secondary schools has been very positive.</p> <p>At the end of the lifespan of this WESP, the Council will have robust processes in place to ensure that all reasonable steps are taken to secure Welsh medium and bilingual ALN provision and will endeavour to provide sufficient ALN provision for learners, who request it, through the medium of Welsh along with a workforce of sufficient size and capability.</p> <p>The ALNET Act 2018 requires all LAs to keep ALN provision under review. As such, LAs must:</p> <ol style="list-style-type: none"><li>1. Keep under review the arrangements in its locality for learners who have ALN.</li><li>2. Consider the extent to which the arrangements are sufficient to meet the needs of the learners ALN.</li></ol>
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			<ol style="list-style-type: none"> <li>3. Consider the sufficiency of ALN provision through the medium of Welsh.</li> <li>4. Consider the size and capability of the workforce available.</li> <li>5. Take all reasonable steps to remedy any insufficient arrangements.</li> <li>6. At fitting times, consult such persons considered appropriate.</li> </ol>
<b>Gender Reassignment</b> ( <i>Anybody who's gender identity or gender expression is different to the sex they were assigned at birth including non-binary identities</i> ).	Neutral.	N/A.	There is no evidence to suggest that the proposal will have an impact on people that share this characteristic.
<b>Marriage or Civil Partnership</b> ( <i>People who are married or in a civil partnership</i> ).	Neutral.	N/A.	There is no evidence to suggest that the proposal will have an impact on people that share this characteristic.
<b>Pregnancy or Maternity</b> ( <i>Women who are pregnant / on maternity leave</i> ).	Positive.	N/A.	Early immersion in the Welsh language and support for parents / carers to seamlessly continue their child's statutory education journey into Welsh medium education, ensuring a continuum of linguistic progression can be established as early as the ante-natal period. Cymraeg for Kids, working alongside Cwm Taf Morgannwg University Health Board's

			(CTMUHB) Midwifery and Health Visiting Team ensure that parents / carers receive key early messages regarding the Welsh language during the ante-natal period.
<b>Race</b> ( <i>Ethnic and racial groups i.e., Gypsy, Roma and Travellers</i> ).	Neutral.	Based on 2020 data, there are four authorised and two unauthorised sites in the County Borough where Gypsy, Roma and Travellers reside.  Based on 2019 data, there are fifteen primary and secondary school aged learners attending primary and secondary schools across the County Borough.	There is no evidence to suggest that the proposal will have an impact on people that share this characteristic.
<b>Religion or Belief</b> ( <i>People with different religions and philosophical beliefs including people with no beliefs</i> ).	Neutral.	N/A.	There is no evidence to suggest that the proposal will have an impact on people that share this characteristic.
<b>Sex</b> ( <i>Women and men, girls and boys</i> ).	Neutral.	N/A.	There is no evidence to suggest that the proposal will have an impact on people that share this characteristic.
<b>Sexual Orientation</b> ( <i>bisexual, gay, lesbian, straight</i> ).	Neutral.	N/A.	There is no evidence to suggest that the proposal will have an impact on people that share this characteristic.

**In addition, due to Council commitments made to the following groups of people we would like you to consider impacts upon them:**

Protected Characteristics	Does the proposal have any positive, negative or neutral impacts	Provide detail of the impact	What evidence has been used to support this view?
<b>Armed Forces Community</b> <i>(Anyone who is serving, has served, family members and the bereaved).</i>	Neutral.	Based on 2021 data, there are 114 school aged learners who are service children attending 48 English and Welsh medium primary and secondary schools across the County Borough.  In total, there are 32 school aged learners who are service children attending 10 Welsh medium primary and secondary schools across the County Borough with 19 primary school aged learners and 13 secondary school aged learners.	There is no evidence to suggest that the proposal will have an impact on people that share this characteristic.
<b>Carers</b> <i>(Anyone of any age who provides unpaid care).</i>	Neutral.	N/A.	There is no evidence to suggest that the proposal will have an impact on people that share this characteristic.

**If the initial screening test has identified negative impacts, then a full Equality Impact Assessment (section 4) must be undertaken. However, if after undertaking the above screening test you determine a full Equality Impact Assessment is not relevant please provide an adequate explanation below:**

No negative impacts have been identified. Therefore, the Council will continue to implement the draft WESP. The evidence to support these conclusions is fully outlined in the draft WESP and the Cabinet report date 20<sup>th</sup> July 2021. This Equality and Socio-economic Impact Assessment is a live document and as such it will be reviewed by the Council's 21<sup>st</sup> Century Schools Team at key points, subject to securing Cabinet approval to engage and consult with a wide range of stakeholders on the draft WESP.

**Are you happy you have sufficient evidence to justify your decision?**      Yes: X      No:

**Name:** Grace Zecca-Hanagan.

**Position:** 21<sup>st</sup> Century Schools.

**Date:** 21<sup>st</sup> June 2021.

Please forward a copy of this completed screening form to the Diversity and Inclusion Team.

PLEASE NOTE – there is a separate impact assessment for Welsh Language. This must also be completed for proposals. Section 3 Socio-economic Duty needs only to be completed if proposals are of a strategic nature of when reviewing previous strategic decisions. Definition of a 'strategic nature' is available on page 6 of the [Preparing for the Commencement of the Socio-economic Duty WG Guidance](#).

### **SECTION 3 – SOCIO-ECONOMIC DUTY (STRATEGIC DECISIONS ONLY)**

The Socio-economic Duty gives us an opportunity to do things differently and put tackling inequality genuinely at the heart of key decision making. Socio-economic disadvantage means living on a low income compared to others in Wales, with little or no accumulated wealth, leading to greater material deprivation, restricting the ability to access basic goods and services.

Please consider these additional groups and the impact your proposal may or may not have on them:

<ul style="list-style-type: none"> <li>• Single parents and vulnerable families.</li> <li>• Pensioners.</li> <li>• Looked after children.</li> <li>• Homeless people.</li> <li>• Students.</li> <li>• Single adult households.</li> </ul>	<ul style="list-style-type: none"> <li>• People living in the most deprived areas in Wales.</li> <li>• People with low literacy and numeracy.</li> <li>• People who have experienced the asylum system.</li> <li>• People misusing substances.</li> <li>• People of all ages leaving a care setting.</li> <li>• People involved in the criminal justice system.</li> </ul>
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<b>Socio-economic disadvantage</b>	<b>Does the proposal have any positive, negative or neutral impacts</b>	<b>Provide detail of the impact</b>	<b>What evidence has been used to support this view?</b>
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<p><b>Low income / income poverty</b> (Cannot afford to maintain payments such as bills, food, clothing, transport etc.).</p>	<p>Positive.</p>	<p>The Learner Travel (Wales) Measure 2008 (the Measure) places a statutory duty on all LAs to provide learners with free transport to their nearest suitable school if they reside beyond safe walking distance to that school. The term suitable school applies to the catchment area for English and Welsh medium, dual language or voluntary aided (faith) mainstream primary, secondary, special school / class or PRU as appropriate. The law relating to safe walking distance is defined as two miles for learners of compulsory school age receiving primary education and three miles for learners of compulsory school age receiving secondary education.</p> <p>The Council has exercised the discretionary powers afforded to it under the Measure to make a more generous provision to learners as set out below:</p> <ul style="list-style-type: none"> <li>• The eligibility criterion for walking distance for learners receiving compulsory primary education at their nearest suitable school has been set at</li> </ul>	<p>There is no evidence to suggest that the proposal will have an impact on people that share this characteristic.</p>
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		<p>one and a half miles, instead of two miles.</p> <ul style="list-style-type: none"><li>• Free transport to the nearest suitable school, where places are available, is provided to learners who meet the one and a half mile eligibility criterion from the start of the Foundation Phase (the start of the school term after their third birthday), rather than from the start of compulsory education (the start of the school term after their fifth birthday).</li><li>• The eligibility criterion for walking distance for learners receiving compulsory secondary education at their nearest suitable school has been set at two miles instead of three miles.</li><li>• Free transport is provided to post 16 learners who meet the two mile eligibility criterion for two years after the end of compulsory education, rather than until the end of compulsory education (the last Friday in June of the school year in which a learner reaches the age of 16). This provision applies to full time attendance at the nearest</li></ul>	
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		<p>school or college to the learner's home at which the approved course of study that they wish to pursue is offered.</p> <ul style="list-style-type: none"> <li>• Free transport to their nearest suitable school is provided to learners (as set out above) in accordance with their preferred religious denomination.</li> </ul> <p>The Council's Learner Travel Policy, Information and Arrangements contains information and advice to parents / carers and learners on how the policy is practically implemented and ensures that it is applied consistently and equitably.</p> <p>The Council's current policy is that learners attending the nearest Welsh medium or dual language school receive free transport in accordance with its agreed policy on walking distance and safe routes.</p> <p>The discretionary elements of the Council's policy are not currently subject to review, but there is an appreciation that if they were to be reviewed in the future, any changes</p>	
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		to discretionary provision could have an adverse effect on Welsh medium education. Any proposed changes would be subject to a consultation with parents / carers and learners and, if agreed, would usually apply from the start of a school year and would have regard to the Learner Travel Statutory Provision and Operational Guidance – June 2014.	
<b>Low and / or no wealth</b> ( <i>Enough money to meet basic living costs and pay bills but have no savings to deal with an unexpected spends and no provisions for the future</i> ).	Neutral.	N/A.	There is no evidence to suggest that the proposal will have an impact on people that share this characteristic.
<b>Material deprivation</b> ( <i>Unable to access basic goods i.e., financial products like life insurance, repair / replace broken electrical goods, warm home, hobbies etc.</i> ).	Neutral.	N/A.	There is no evidence to suggest that the proposal will have an impact on people that share this characteristic.
<b>Area deprivation</b> ( <i>Where you live (rural areas) where you work (accessibility of public transport)</i> ).	Neutral.	N/A.	There is no evidence to suggest that the proposal will have an impact on people that share this characteristic.
<b>Socio-economic background</b> ( <i>Social class i.e., parents' education, employment and income</i> ).	Neutral.	FSM.	There is no evidence to suggest that the proposal will have an impact on people that share this characteristic.  FSM

<p><b>Socio-economic disadvantage</b>  <i>(What cumulative impact will the proposal have on people or groups because of their protected characteristic(s) or vulnerability or because they are already disadvantaged)</i></p>	<p>Positive.</p>	<p>The Welsh Index of Multiple Deprivation (WIMD) is the official measure of relative deprivation for small areas, also known as Lower Super Output Areas (LSOAs). There are 1,909 LSOAs.</p> <p>The WIMD is currently made up of eight separate domains, compiled from a range of indicators. The domains are:</p> <ol style="list-style-type: none"> <li>1. Income.</li> <li>2. Employment.</li> <li>3. Health.</li> <li>4. Education.</li> <li>5. Access to Services.</li> <li>6. Housing.</li> <li>7. Community Safety.</li> <li>8. Physical Environment.</li> </ol> <p>WIMD provides insight into area-based deprivation by measuring concentrations of deprivation. However, many non-deprived people live in deprived areas, and many deprived people live in non-deprived areas. The WIMD is a way of identifying areas in the order of most to least deprived. It does not provide a measure of the level of deprivation in an area, but rather whether an area is more or less</p>	<p>The Council's ambitious Band B 21<sup>st</sup> Century Schools and Colleges Programme, alongside funding directly from the Council, will invest in Welsh medium primary and secondary schools located in some of the most deprived areas in Wales, according to the most deprived 10.0% of LSOA in Wales. These projects will create additional learner places, increasing the capacity of Welsh medium primary schools and improving the quality of the learning environment.</p> <p>Currently, every parent / carer who requests a Welsh medium FSP childcare place is offered one – either in a LA run FSP childcare and early years setting or via a commissioned childcare setting. Despite this offer, parents / carers often decline the childcare place due to there being an English medium childcare place in closer proximity to their home, hence, locality is favouring their original language preference. The LAs Programme Flexibility Team will re-commission Welsh medium FSP childcare places to ensure there is enough opportunity for parents /</p>
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		<p>deprived relative to all other areas in Wales.</p> <p>Based on 2019 data, 18.0% of LSOAs in the County Borough are in the most deprived 10.0% of LSOA in Wales. Welsh medium primary and secondary schools located within these areas include:</p> <ul style="list-style-type: none"> <li>• Ysgol Gynradd Gymraeg Abercynon.</li> <li>• Ysgol Gynradd Gymraeg Bodringallt.</li> <li>• Ysgol Gynradd Gymraeg Bronllwyn.</li> <li>• Ysgol Gynradd Gymraeg Tonyrefail.</li> <li>• Ysgol Gyfun Cwm Rhondda.</li> <li>• Ysgol Gyfun Rhydywaun.</li> </ul> <p>However, there are also Welsh medium primary and secondary located with areas in the most least deprived in the County Borough including:</p> <ul style="list-style-type: none"> <li>• Ysgol Gynradd Gymraeg Castellau.</li> <li>• Ysgol Gynradd Gymunedol Gymraeg Llantrisant.</li> <li>• Ysgol Garth Olwg.</li> </ul>	<p>carers to access Welsh medium FSP childcare and early years settings in their locality. This will be achieved by commissioning small numbers of placements, across a greater number of childcare and early years settings to ensure adequate geographical spread across the County Borough. The LA aims to provide at least 25.0% of all FSP childcare places through the medium of Welsh.</p> <p>In addition, enhanced marketing of Welsh medium FSP childcare and early years settings will be used to actively encourage parents / carers to consider them as an option for their child.</p>
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		<ul style="list-style-type: none"><li>• Ysgol Gynradd Gymraeg Aberdar.</li></ul> <p>One of the aims of Cymraeg 2050 is to provide our children with the best start in the language by expanding support for families to transmit the language in the home. Embedding the goal to expand Welsh medium early years provision, as well as ensuring a greater understanding of the range of programmes targeted at disadvantaged children, families and communities can make a vital contribution to the tackling poverty agenda, and ensure all children across Wales, regardless of their background or where they live, have the opportunity to become confident Welsh speakers. The LA is committed to providing childcare to families eligible for the WGs Flying Start Programme (FSP). As one of the four pillars of the WGs FSP, childcare is a key component, giving eligible families with children between the ages of 2 to 3 free childcare for two and a half hours a day, five days a week for thirty nine weeks of the year. An element of FSP childcare is provided by LA run</p>	
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		<p>FSP childcare and early years settings, with the vast majority being provided by commissioned childcare and early years settings. At present, approximately 25.0% of FSP childcare commissioned is through the medium of Welsh.</p>	
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**SECTION 4 – FULL EQUALITY IMPACT ASSESSMENT**

You should use the information gathered at the screening stage to assist you in identifying possible negative / adverse impacts and clearly identify which groups are affected.

**4. a) In terms of disproportionate / negative / adverse impacts that the proposal may have on a protected group, outline the steps that will be taken to reduce or mitigate for each group identified. Attached a separate action plan where impacts are substantial.**

There is no evidence to suggest that the proposal will have a disproportionate / negative / adverse impact on a protected group.

**4. b) If ways of reducing the impact have been identified but are not possible, please explain why they are not possible.**

There is no evidence to suggest that the proposal will have a disproportionate / negative / adverse impact on a protected group.

**4. c) Give sufficient detail of data or research that has led to your reasoning, in particular, the sources used for establishing the demographics of service users / staff.**

There is no evidence to suggest that the proposal will have a disproportionate / negative / adverse impact on a protected group.

**4. d) Give details of how you engaged with services users / staff on the proposals and the steps taken to avoid any disproportionate impact on a protected group. Explain how you have used feedback to influence your decision.**

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There is no evidence to suggest that the proposal will have a disproportionate / negative / adverse impact on a protected group.

**4. e) Are you satisfied that the engagement process complies with the requirements of the Statutory Equality and Socio-economic Duties?**

Yes: X      No:

**SECTION 5 – MONITORING AND REVIEW**

**5. a) Please outline how the implementation of the proposal will be monitored:**

In accordance with the WESP (Wales) Regulations 2019, the Council will make every effort to build and maintain constructive working relationships with all relevant groups and organisations who can contribute towards the success of this WESP. Of particular importance in the formulation, implementation and evaluation of this WESP will be our WESP Strategic Group. The WESP Strategic Group is comprised of officers from the Council, along with officers from a number of external groups and organisations and is guided by a Terms of Reference.

Alongside, the WESP Strategic Group and of upmost importance to the success of this WESP is the Marketing and Promotion Sub Group. The Marketing and Promotion Sub Group is comprised of officers from the Council, along with officers from a number of external groups and organisations and is guided by a Terms of Reference.

In Addition to the WESP Strategic Group and Marketing and Promotion Sub Group, where and when necessary, the Council will establish ‘task and finish’ Sub Groups comprised of officers from the Council, along with officers from a number of external groups and organisations. Each Sub Group will be tasked with the achievement of specified objectives and guided by a Terms of Reference.

**5. b) When is the evaluation of the proposal due to be reviewed?**

From 2023 onwards, the Council will implement two main methods of reporting on the progress of this WESP:

1. Annual Work Plan (AWP).
2. Annual Progress Report (APR).

The AWP is intended to be a practical working document to help keep track of progress in the short term and will be utilised by the WESP Strategic Group to track progress of this WESP.

The WESP (Wales) Regulations 2019 require LAs to review their WESP and submit an APR, based on that review, to the WG by 31st July each year. The APR is intended to capture the key achievements in relation to the WESP.

Whilst the statutory responsibility for the WESP sits with the Council, a range of external groups and organisations have a key role in formulating, implementing and evaluating its progress regularly throughout its lifespan.

#### **5. c) Who is responsible for the monitoring and review of the proposal?**

21<sup>st</sup> Century Schools Team.

#### **5. d) How will the results of the monitoring be used to develop future proposals?**

The Councils target, during the ten year lifespan of the WESP, that has been set by the WG, contributes to the overall long term target, set out in Cymraeg 2050 – A Million Welsh Speakers, of one million people in Wales being Welsh speakers by 2050. In order to achieve this long term target, the WG has set out a series of targets, in ten yearly increments. The Council will make every effort to build and maintain constructive working relationships with all relevant groups and organisations who can contribute towards the success of this WESP.

### **SECTION 6 – REVIEW**

As part of the Impact Assessment process all proposals that fall within the determination of ‘Key Decisions’ must be submitted to the Review Panel. This panel is made up of officers from across Council Services and acts as a critical friend before your proposal is finalised and published for SLT / Cabinet approval.

If this proposal is a ‘Key Decisions’ please forward your impact assessment to [Councilbusiness@rctcbc.gov.uk](mailto:Councilbusiness@rctcbc.gov.uk) for a Review Panel to be organised to discuss your proposal. The EqIA guidance document provides more information on what a Key Decision is.

It is important to keep a record of this process so you can demonstrate how you have considered equality and socio-economic outcomes. Please ensure you update the relevant sections below:



Officer Review Panel Comments	Date Considered	Brief description of any amendments made following Officer Review Panel considerations
<ul style="list-style-type: none"> <li>• Suggestions were made to add depth to the 'Age' protected characteristics through the inclusion of a wider age groups.</li> <li>• Questions were raised about the WCNT, specifically the number of learners with ALN supported by the WCNT and how the positive impact of the work carried out by the WCNT is monitored.</li> <li>• Suggestions were made about adding further detail to the 'Pregnancy or Maternity' protected characteristic.</li> <li>• Under the 'Race' protected characteristic, questions were raised about the ethnic background of learners attending Welsh medium primary and secondary schools compared to English medium primary and secondary schools.</li> <li>• Under the 'Sex' protected characteristic, questions were raised about the male / female split of learners attending Welsh medium primary and secondary schools compared to English medium primary and secondary schools.</li> <li>• Under the 'Socio-economic Disadvantage' category of Section 3, additional information has been provided about LSOAs.</li> <li>• Under the 'Socio-economic Disadvantage' category of Section 3, additional information</li> </ul>	17 <sup>th</sup> November 2021.	<ul style="list-style-type: none"> <li>• Parents / carers and the workforce have been added to the 'Age' protected characteristics in order to provide an additional layer of assessment.</li> <li>• This data will be including within the WESP Annual Work Plan. The ALNET Act 2018 requires all LAs to keep ALN provision under review. As such, LAs must: <ol style="list-style-type: none"> <li>1. Keep under review the arrangements in its locality for learners who have ALN.</li> <li>2. Consider the extent to which the arrangements are sufficient to meet the needs of the learners ALN.</li> <li>3. Consider the sufficiency of ALN provision through the medium of Welsh.</li> <li>4. Consider the size and capability of the workforce available.</li> <li>5. Take all reasonable steps to remedy any insufficient arrangements.</li> <li>6. At fitting times, consult such persons considered appropriate.</li> </ol> </li> <li>• Early immersion in the Welsh language and support for parents / carers to seamlessly continue their child's statutory education journey into Welsh medium education, ensuring a continuum of linguistic progression can be established as early as the ante-natal period. Cymraeg for Kids,</li> </ul>

<p>has been provided about programmes targeted at disadvantaged children, families and communities that can make a vital contribution to the tackling poverty agenda, and ensure all children across Wales, regardless of their background or where they live, have the opportunity to become confident Welsh speakers.</p>		<p>working alongside CTMUHB Midwifery and Health Visiting Team ensure that parents / carers receive key early messages regarding the Welsh language during the ante-natal period.</p> <ul style="list-style-type: none"> <li>• The Council's ambitious Band B 21<sup>st</sup> Century Schools and Colleges Programme, alongside funding directly from the Council, will invest in Welsh medium primary and secondary schools located in some of the most deprived areas in Wales, according to the most deprived 10.0% of LSOA in Wales. These projects will create additional learner places, increasing the capacity of Welsh medium primary schools and improving the quality of the learning environment.</li> <li>• Additional information has been provided about the LA FSP and the aims of the FSP to provide at least 25.0% of all FSP childcare places through the medium of Welsh. In addition, enhanced marketing of Welsh medium FSP childcare and early years settings will be used to actively encourage parents / carers to consider them as an option for their child.</li> </ul>
<p><b>Consultation Comments</b></p>	<p><b>Date Considered</b></p>	<p><b>Brief description of any amendments made following consultation</b></p>
<p>The eight week statutory consultation period concluded on 8<sup>th</sup> November 2021. In total 38 responses were received.</p>	<p>10<sup>th</sup> November 2021.</p>	<p>Following the conclusion of the statutory consultation period, the draft WESP has been updated to include additional detail in relation to:</p>

<p>The feedback provided via the statutory consultation is incorporated into a Statutory Consultation Report, alongside the Proposed WESP.</p>		<ul style="list-style-type: none"> <li>• Additional Welsh Language Immersion Class pilot projects.</li> <li>• Additional Welsh Medium Capital Grant projects.</li> <li>• Additional 21<sup>st</sup> Century Schools Band B projects.</li> <li>• Updated national, regional and local strategies and policies that are linked with the WESP.</li> <li>• Updated data sets from the Welsh Government.</li> </ul> <p>In addition, a number of common consultation response themes were identified. The draft WESP has been updated to reflect these.</p>
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## SECTION 7 – SUMMARY OF IMPACTS FOR THE PROPOSAL

Provide below a summary of the Equality Impact Assessment. This summary should be included in the equality and socio-economic impact section of the Cabinet report template. The Equality Impact Assessment should be published alongside the report.

In summary, this Equality and Socio Economic Impact Assessment identifies both positive and neutral impacts, and no negative impacts upon the protected characteristics.

The proposal will have a positive impact on children and young people of all ages, parents / carers and the workforce. As a result of the WESP, the Council is expected to improve Welsh medium and Welsh language education and increase the number of learners in Welsh medium education, which in turn could provide increased choice for parents / carers and more opportunities for the workforce. The Council will show clear leadership and commitment in its vision for Welsh medium education and, as such, our target is to:

*Increase the percentage of year one learners in Welsh medium education by between 8.0% to 12.0% during the ten year lifespan of this WESP. This equates to an increase from 506 year one learners in Welsh medium education to between 720 and 825 year one learners in Welsh medium education.*

Under the 'Socio-economic Disadvantage' category of Section 3, information has been provided about LSOAs demonstrating the positive impact the work of the WESP will have on learners residing within these areas. The Council's ambitious Band B 21<sup>st</sup> Century Schools and Colleges Programme, alongside funding directly from the Council, will invest in Welsh medium primary and secondary schools located in some of the most deprived areas in Wales, according to the most deprived 10.0% of LSOA in Wales. These projects will create additional learner places, increasing the capacity of Welsh medium primary schools and improving the quality of the learning environment.

In addition, information has been provided about programmes targeted at disadvantaged children, families and communities that can make a vital and positive contribution to the tackling poverty agenda, and ensure all children across Wales, regardless of their background or where they live, have the opportunity to become confident Welsh speakers through the LA FSP. One of the aims of the FSP is to provide at least 25.0% of all FSP childcare places through the medium of Welsh. In addition, enhanced marketing of Welsh medium FSP childcare and early years settings will be used to actively encourage parents / carers to consider them as an option for their child.

The achievement of this target will require a multifaceted approach. Ensuring the availability of Welsh medium education in the right location 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 contributing towards the vision of one million people in Wales being Welsh speakers by 2050.

Recognising the importance of Cymraeg 2050, and how essential the education system is to achieve its vision, the WESP sets out the Council's ten year plan for increasing and improving the planning of the provision of Welsh medium and Welsh language education. It builds on the work of the previous WESP for the period between 2017 to 2022 and sets out a workplan which demonstrates how the Council intends to achieve its ten year vision.

In developing this WESP, 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 long term growth in Welsh medium and Welsh language education, including the Equality Act 2010 (Statutory Duties) (Wales) Regulations 2011 and the Socio-economic Duty – Sections 1 to 3 of the Equality Act 2010. The Council has and will continue to ensure there is a clear alignment with all current and relevant local, regional and national legislation, strategies, policies and action plans that impact upon Welsh medium and Welsh language education.

## **SECTION 8 – AUTHORISATIONS**

**Lead Officer:** Grace Zecca-Hanagan.

**Name:** Grace Zecca-Hanagan.

**Position:** 21<sup>st</sup> Century Schools.

**Date:** 17<sup>th</sup> November 2021.

**I recommend that the proposal:**

Is implemented with no amendments:

Is implemented taking into account the mitigating actions outlined:

Is rejected due to disproportionate negative impacts on protected groups of socio-economic disadvantage:

**Head of Service / Director Approval:**

**Name:** Andrea Richards.

**Position:** Service Director 21<sup>st</sup> Century Schools and Transformation.

**Date:** 17<sup>th</sup> November 2021.

Please submit this impact assessment with any SLT / Cabinet reports.

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RHONDDA CYNON TAF COUNTY BOROUGH COUNCIL

# Welsh Language Impact Assessment



RHONDDA CYNON TAF

## 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 Welsh in Education Strategic Plan (WESP) 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 Welsh in Education Strategic Plan (WESP).
<b>Directorate / Department</b>	Education and Inclusion Services – 21 <sup>st</sup> Century Schools Team.
<b>Service Director</b>	Andrea Richards.
<b>Officer Completing the WLIA</b>	Grace Zecca-Hanagan.
<b>Email</b>	<a href="mailto:Grace.C.Zecca-Hanagan@rctcbc.gov.uk">Grace.C.Zecca-Hanagan@rctcbc.gov.uk</a>
<b>Brief Description</b>	<p>Section 84 of The School Standards and Organisation (Wales) Act 2013<sup>3</sup> requires Local Authorities (LAs) to prepare a WESP. The WESP must contain proposals and targets to improve the:</p> <ol style="list-style-type: none"> <li>1. Planning and standards of Welsh medium education and teaching; and</li> <li>2. Report on progress made to meet the targets of the previous WESP.</li> </ol> <p>Since our first WESP was submitted to the Welsh Government (WG) in 2016, there have been significant changes in the Welsh medium education sector at local and national levels. These changes have been mainly influenced by WG legislation, in particular the new Welsh in Education Action Plan<sup>4</sup> and further implementation of the 21<sup>st</sup> Century Schools and Colleges Programme<sup>5</sup>.</p> <p>The WG has also updated the regulations regarding WESPs, with the WESP (Wales) Regulations 2019<sup>6</sup> and the WESP (Wales) (Amendment) (Coronavirus) Regulations 2020<sup>7</sup> focusing on four proposals. The principal two being:</p> <ol style="list-style-type: none"> <li>1. Extending the duration of the WESP from its current three year implementation cycle to a ten year implementation cycle; and</li> </ol>

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

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

<sup>3</sup> [School Standards and Organisation \(Wales\) Act 2013](#)

<sup>4</sup> [Welsh in Education Action Plan](#)

<sup>5</sup> [21<sup>st</sup> Century Schools and Colleges Programme](#)

<sup>6</sup> [The Welsh in Education Strategic Plan \(Wales\) Regulations 2019](#)

<sup>7</sup> [The Welsh in Education Strategic Plan \(Wales\) \(Amendment\) \(Coronavirus\) Regulations 2020](#)



	<p>2. The removal of the current duty on LAs to plan their provision of Welsh medium education based on demand, with the requirement that LAs achieve targets set by the WG which aim to increase the percentage of year one learners in Welsh medium education over the duration of the WESP.</p>
<b>Date</b>	21 <sup>st</sup> June 2021.
<b>Outline who this Proposed Strategy / Plan Affects?</b>	<p>The WESP is a County Borough wide plan. As such all children and young people, learners, parents / carers and the wider community residing in the County Borough could benefit from it.</p> <p>In addition, several external groups and organisations could benefit from the WESP. 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>• Menter Iaith.</li> <li>• Mudiad Meithrin.</li> <li>• RhaG.</li> <li>• The Urdd.</li> <li>• University of South Wales.</li> <li>• WG.</li> </ul>
<b>Aims of the Proposed Strategy / Plan? How do these Relate to the Welsh language?</b>	<p>Our target, during the ten year lifespan of this WESP, that has been set by the WG, is to:</p> <p><i>Increase the percentage of year one learners in Welsh medium education by between 8.0% to 12.0% during the ten year lifespan of this WESP. This equates to an increase from 506 year one learners in Welsh medium education to between 720 and 825 year one learners in Welsh medium education.</i></p> <p>This target is based on contributing to the overall long term target, set out in Cymraeg 2050 – A Million Welsh Speakers<sup>8</sup> of one million people in Wales being Welsh speakers by 2050.</p> <p>As well as the target to increase the percentage of year one learners in Welsh medium education, the WESP includes seven outcomes or areas setting out how LAs are expected to improve Welsh medium and Welsh language education in their locality. The priorities are:</p> <ol style="list-style-type: none"> <li>1. <b>Outcome 1:</b> More nursery / three year old learners receive their education through the medium of Welsh.</li> <li>2. <b>Outcome 2:</b> More reception / five year old learners receive their education through the medium of Welsh.</li> <li>3. <b>Outcome 3:</b> More learners continue to improve their Welsh language skills when transferring from one stage of their statutory education to another.</li> </ol>

<sup>8</sup> [Cymraeg 2050 – A Million Welsh Speakers](#)

	<p>4. <b>Outcome 4:</b> More learners study for assessed qualifications in Welsh (as a subject) and subjects through the medium of Welsh.</p> <p>5. <b>Outcome 5:</b> More opportunities for learners to use Welsh in different contexts in school.</p> <p>6. <b>Outcome 6:</b> An increase in the provision of Welsh medium education for learners with additional learning needs.</p> <p>7. <b>Outcome 7:</b> Increase the number of teaching staff able to teach Welsh (as a subject) and through the medium of Welsh.</p>															
<p><b>Current Linguist Profile of Geographical Area(s) Concerned</b></p>	<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.</p> <p>The 2011 Census<sup>9</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 the 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% (2,393,825) were not able to speak Welsh.</p> <p>The Annual Population Survey<sup>10</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.</p> <table border="1" data-bbox="488 1256 1437 1559"> <thead> <tr> <th colspan="3"><b>Welsh Language Skills of Residents – (%)</b></th> </tr> <tr> <th></th> <th><b>County Borough of Rhondda Cynon Taf</b></th> <th><b>All Wales</b></th> </tr> </thead> <tbody> <tr> <td><b>Can Read Welsh</b></td> <td>18.2%</td> <td>25.8%</td> </tr> <tr> <td><b>Can Write Welsh</b></td> <td>16.7%</td> <td>23.5%</td> </tr> <tr> <td><b>Can Understand Spoken Welsh</b></td> <td>23.5%</td> <td>33.0%</td> </tr> </tbody> </table> <p>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.</p> <p>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.</p>	<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%
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<sup>9</sup> [2011 Census](#)

<sup>10</sup> [Annual Population Survey](#)

<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>11</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 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,

<sup>11</sup> [Welsh Language Use Survey 2013 to 2015](#)

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>Total Number of Primary 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 Primary Schools</b>	18,241	80.9%	18,153	80.9%	18,078	81.0%
<b>Total Number of Learners Attending Welsh Medium Primary Schools</b>	4,291	19.0%	4,269	19.0%	4,220	18.9%
<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 years olds. 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%

	<table border="1" data-bbox="488 192 1437 528"> <tr> <td data-bbox="488 192 759 304"><b>Key Stage Two to Key Stage Three</b></td> <td data-bbox="759 192 983 304">111.7%</td> <td data-bbox="983 192 1209 304">113.9%</td> <td data-bbox="1209 192 1437 304">110.1%</td> </tr> <tr> <td data-bbox="488 304 759 416"><b>Key Stage Three to Key Stage Four</b></td> <td data-bbox="759 304 983 416">95.5%</td> <td data-bbox="983 304 1209 416">98.4%</td> <td data-bbox="1209 304 1437 416">97.3%</td> </tr> <tr> <td data-bbox="488 416 759 528"><b>Key Stage Four to Key Stage Five</b></td> <td data-bbox="759 416 983 528">62.2%</td> <td data-bbox="983 416 1209 528">55.5%</td> <td data-bbox="1209 416 1437 528">59.6%</td> </tr> </table> <p data-bbox="459 566 1469 638">The transition data indicates that transition of learners between Key Stages does not appear to be a significant problem.</p>	<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%
<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%										
<b>Other Relevant Data / Research</b>	<p data-bbox="459 638 1422 678">The main strategies and policies that are linked with the WESP are:</p> <p data-bbox="459 712 587 752">National:</p> <ul data-bbox="459 790 1469 1597" style="list-style-type: none"> <li>• Wellbeing of Future Generations (Wales) Act 2015.</li> <li>• Prosperity for All: The National Strategy – 2017.</li> <li>• The Programme for Government: Taking Wales Forward – 2016 to 2021.</li> <li>• Cymraeg 2050: A Million Welsh Speakers.</li> <li>• The School Standards and Organisation (Wales) Act 2013.</li> <li>• The Welsh in Education Strategic Plans and Assessing the Demand (Wales) Regulations 2013.</li> <li>• Professor Donaldson’s Independent Review of Curriculum and Assessment Arrangements in Wales – 2015.</li> <li>• Curriculum for Wales – 2022.</li> <li>• Cymraeg 2050 Action Plan – 2019.</li> <li>• Education in Wales – Our National Vision – 2017 to 2021.</li> <li>• Welsh in Education Action Plan – 2017 to 2021.</li> <li>• Welsh Medium Capital Grant.</li> <li>• Childcare Act 2006.</li> <li>• WG Childcare Offer.</li> <li>• Reducing Infant Class Sizes.</li> <li>• The Additional Learning Needs and Education Tribunal (Wales) Act 2018.</li> <li>• Special Educational Needs Code of Practice for Wales.</li> </ul> <p data-bbox="459 1630 596 1671">Regional:</p> <ul data-bbox="459 1709 1426 1783" style="list-style-type: none"> <li>• CSC JES: Business Plan – 2021 to 2022.</li> <li>• Cwm Taf Public Services Board: Wellbeing Plan – 2018 to 2023.</li> </ul> <p data-bbox="459 1816 547 1856">Local:</p> <ul data-bbox="459 1895 1469 2045" style="list-style-type: none"> <li>• RCTCBC Corporate Plan – 2020 to 2024: Making a Difference.</li> <li>• RCTCBC Local Development Plan – 2006 to 2021.</li> <li>• RCTCBC Education and Inclusion Services’ Directorate’s Strategic Plan: 2021 to 2024.</li> </ul>												

- RCTCBC Welsh Language Promotion Strategy – 2016 to 2021.
- RCTCBC WESP – 2017 to 2020.
- RCTCBC Childcare Sufficiency Assessment – 2017 to 2022.

More specifically:

- Prosperity for All: The National Strategy and The Programme for Government: Taking Wales Forward aim to drive forward improvements to the Welsh economy and public services. One of the priorities is to enable all learners to be able to use the Welsh language when they leave school.
- Cymraeg 2050 – A Million Welsh Speakers, sets out the WGs ambition for reaching one million Welsh speakers by 2050 and encouraging more people to use and speak Welsh in their everyday lives.
- Education in Wales – Our National Mission, sets out how the education sector will move forward to ensure that the new curriculum is implemented effectively. The intention is for learners to become increasingly bilingual with a strong grasp for other languages. To support this, the Welsh in Education Action Plan and Cymraeg 2050 Action Plan sets the direction for the development of Welsh medium education.

There are links to the Council’s Corporate Plan for the period between 2020 to 2024, 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 Welsh Language (Wales) Measure 2011<sup>12</sup> (the 2011 Measure), requires the LA to produce a five year strategy to facilitate and promote the Welsh language. The first five year strategy, RCT – Welsh Language Promotion Strategy<sup>13</sup>, was approved in 2016 and outlined a number of key policy areas to maintain and increase the number of Welsh speakers during its lifecycle. The first five year strategy has now concluded, and the LA is currently planning to formulate a new five year strategy. In developing this WESP, the RCT – Welsh Language Promotion Strategy has been taken into consideration in order to encourage and facilitate long term growth in Welsh medium and Welsh language education and the LA has and will continue to ensure there is a clear alignment with it.

<sup>12</sup> [Welsh Language \(Wales\) Measure 2011 \(the 2011 Measure\)](#)

<sup>13</sup> [Rhondda Cynon Taf – Welsh Language Promotion Strategy – 2016](#)

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			<p>Our target, during the ten year lifespan of this WESP, is to:</p> <p><i>Increase the percentage of year one learners in Welsh medium education by between 8.0% to 12.0% during the ten year lifespan of this WESP. This equates to an increase from 506 year one learners in Welsh medium education to between 720 and 825 year one learners in Welsh medium education.</i></p> <p>As well as the target to increase the percentage of year one learners in Welsh medium education, the WESP includes seven outcomes or areas setting out how LAs are expected to improve Welsh medium and Welsh language education in their locality. The priorities are:</p> <p>1. <b>Outcome 1:</b> More nursery / three year old learners receive</p>	<p>An Annual Work Plan, intended to be a practical working document, will be developed to keep track of progress.</p> <p>The target of increasing the percentage of year one learners in Welsh medium education is based on contributing to the overall long term target of one million people in Wales being Welsh speakers by 2050, as set out in Cymraeg 2050: A Million Welsh Speakers.</p> <p>The delivery of the WESP will contribute to all seven well-being goals within the Future Generation (Wales) Act 2015, in particular:</p> <ul style="list-style-type: none"> <li>• A More Prosperous Wales, by developing a skilled and well-educated population.</li> <li>• A More Equal Wales, by creating a society that</li> </ul>	<p>The Council is required to review the WESP and submit an Annual Progress Report, based on that annual review, to the WG each year. The Annual Progress Report is intended to capture the achievements in relation to the WESP and will be used to identify both positive and negative (if any) impacts of it.</p> <p>The target of increasing the percentage of year one learners in Welsh medium education will require a multifaceted approach and the Council will make every effort to build and maintain constructive working relationships with all relevant groups and organisations who can</p>



				<p>their education through the medium of Welsh.</p> <p>2. <b>Outcome 2:</b> More reception / five year old learners receive their education through the medium of Welsh.</p> <p>3. <b>Outcome 3:</b> More learners continue to improve their Welsh language skills when transferring from one stage of their statutory education to another.</p> <p>4. <b>Outcome 4:</b> More learners study for assessed qualifications in Welsh (as a subject) and subjects through the medium of Welsh.</p> <p>5. <b>Outcome 5:</b> More opportunities for learners to use Welsh in different contexts in school.</p> <p>6. <b>Outcome 6:</b> An increase in the provision of Welsh medium education for learners with additional learning needs.</p> <p>7. <b>Outcome 7:</b> Increase the number of teaching staff able to teach Welsh (as a subject) and through the medium of Welsh.</p>	<p>enables people to fulfil their potential no matter what their background or circumstances (including their socio economic background and circumstances).</p> <ul style="list-style-type: none"> <li>• A Wales of Vibrant Culture and Thriving Welsh Language, by creating a society that promotes and protects culture, heritage and the Welsh language, and which encourages people to participate in the arts, and sports and recreation.</li> </ul>	<p>contribute towards it. Ensuring the availability of Welsh medium education in the right location 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 contributing towards the vision of one million people in Wales being Welsh speakers by 2050.</p> <p>Alongside the WESP, the Council has developed a Five Year Work Plan which sets out actions for each of the seven outcomes or areas with the aim of contributing towards improving Welsh medium and Welsh language education and achieving our target of increasing the percentage of year one</p>
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						learners in Welsh medium education.
2. Numbers and / or percentages of Welsh speakers.	X			<p>The Welsh Language Use Survey<sup>14</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 plus. The remaining 2.0% learned to speak Welsh in other settings, including at 'Welsh for Adults' courses.</p> <p>The target of increasing the percentage of year one learners in Welsh medium education will require a multifaceted approach. The Council will work to ensure the benefits of Welsh medium and Welsh language education are</p>	<p>The development and implementation of targeted marketing and promotion strategies to ensure the benefits of Welsh medium and Welsh language education are promoted to parents / carers 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.</p> <p>In addition, Welsh language immersion classes will be used to support learners who are late comers.</p>	<p>The Council will develop and implement targeted marketing and promotion strategies to ensure the benefits of Welsh medium and Welsh language education are promoted to parents / carers.</p> <p>The Council will consider creating a Welsh language immersion class for late comers alongside the development of its Band B 21<sup>st</sup> Century Schools and Colleges Programme.</p> <p>Eligible parents / carers and the wider community will be supported and encouraged to participate in activities through the medium of Welsh in order to improve their confidence and retain their fluency in the Welsh</p>

<sup>14</sup> [Welsh Language Use Survey 2013 to 2015](#)

			<p>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 late comers.</p> <p>Although the Council has no Welsh language immersion classes for late comers in any of our schools at present, schools requiring Welsh language immersion support for learners who are late comers are funded to support the accelerated acquisition of Welsh language skills for learners as and when the need arises. As such, Welsh medium schools are provided with funding directly to ensure that any late comers to Welsh medium education are provided with the necessary support and skills to enable them to thrive within their school.</p> <p>This is considered to be working effectively, however, given that many LAs are implementing varying models of Welsh language immersion classes to support learners who are late comers to</p>		<p>language through CfW pre-employment activities.</p>
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			<p>Welsh medium education, work with the WG, CSC JES and other regional education consortia could be beneficial in understanding what opportunities for joint working could be had to ensure children and young people who are late comers to Welsh medium education are sufficiently supported.</p> <p>In addition, eligible parents / carers and the wider community are supported and encouraged to participate in activities through the medium of Welsh order to improve their confidence and retain their fluency in the Welsh language. Communities for Work (CfW), a WG partnership programme between the LA and Department for Work and Pensions (DWP), supported by the European Social Fund (ESF), delivers employment support services in all fifty two Communities First Clusters (CFC) in Wales. Dedicated CfW Project Teams are in place to provide support to individuals to access employment. CfW offer pre-employment activities that introduce conversational Welsh to</p>		
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				parents / carers and the wider community and a pathway to employment course that includes basic Welsh language skills which can lead on to a Welsh for Adults course.		
3. Opportunities to promote the Welsh language.	X			<p>The Council will make every effort to build and maintain constructive working relationships with all relevant groups and organisations who can contribute towards the success of this WESP. Of particular importance in the formulation, implementation and evaluation of the WESP will be our WESP Strategic Group. The WESP Strategic Group is comprised of officers from the Council, along with officers from a number of external groups and organisations and is guided by a Terms of Reference.</p> <p>Alongside, the WESP Strategic Group and of upmost importance to the success of the WESP is the Marketing and Promotion Sub Group. The Marketing and Promotion Sub Group is comprised of officers from the Council, along with officers from a number of external groups and</p>	<p>An Annual Work Plan, intended to be a practical working document, will be developed to keep track of progress.</p> <p>The development and implementation of targeted marketing and promotion strategies to ensure the benefits of Welsh medium and Welsh language education are promoted to parents / carers 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 Council will utilise both national and regional marketing and promotion strategies, developed and provided by the</p>	<p>The Council is required to review the WESP and submit an Annual Progress Report, based on that annual review, to the WG each year. The Annual Progress Report is intended to capture the achievements in relation to the WESP and will be used to identify both positive and negative (if any) impacts of it.</p> <p>A Marketing and Promotion Sub Group, comprised of officers from the Council, along with officers from a number of external groups and organisations will be established and guided by a Terms of Reference.</p>

				organisations and is guided by a Terms of Reference.	WG and CSC JES, as well as local marketing and promotion strategies developed by the Council along with officers from a number of external groups and organisations who form the WESP Strategic Group.	
4. Compliance with the Councils statutory Welsh language standards.	X			<p>The WESP will comply with the Council's statutory Welsh language standards.</p> <p>In developing this WESP, 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 long term growth in Welsh medium and Welsh language education. The Council has and will continue to ensure there is a clear alignment with all current and relevant local, regional and national legislation, strategies, policies and action plans that impact upon Welsh medium and Welsh language education.</p>	An Annual Work Plan, intended to be a practical working document, will be developed to keep track of progress.	<p>The Council is required to review the WESP and submit an Annual Progress Report, based on that annual review, to the WG each year. The Annual Progress Report is intended to capture the achievements in relation to the WESP and will be used to identify both positive and negative (if any) impacts of it.</p> <p>The target of increasing the percentage of year one learners in Welsh medium education will require a multifaceted approach and the Council will make every effort to build and maintain constructive working relationships with all relevant groups and</p>

						<p>organisations who can contribute towards it.</p> <p>Of particular importance in the formulation, implementation and evaluation of the WESP will be our WESP Strategic Group. The WESP Strategic Group is comprised of officers from the Council, along with officers from a number of external groups and organisations and is guided by a Terms of Reference.</p> <p>In the formulation of the WESP, a WESP Virtual Planning Day took place. In attendance were officers from the Council, along with officers from a number of external groups and organisations who each have a role in contributing to formulating, implementing and evaluating the WESP. They include:</p>
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					<ul style="list-style-type: none"><li>• CSC JES.</li><li>• Coleg y Cymoedd.</li><li>• CTMUHB.</li><li>• Menter Iaith.</li><li>• Mudiad Meithrin.</li><li>• RhaG.</li><li>• The Urdd.</li><li>• University of South Wales.</li><li>• WG.</li></ul> <p>In order to ensure the formulation of a robust WESP, the Council also developed an online questionnaire as a pre-statutory consultation phase. This was distributed to officers from the Council, along with officers from a number of external groups and organisations.</p> <p>All communication, including the WESP virtual Planning Day, email correspondence and documentation as well as the statutory consultation process has</p>
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						<p>and will continue to be shared bilingually with all external groups and organisations.</p> <p>Feedback will be encouraged to be in the medium of Welsh to provide opportunities for the use of the Welsh language. Where required and requested, simultaneous translation has and will continue to be provided.</p>
5. Treating the Welsh language, no less favourably than the English language.	X			<p>As the Council looks to the future, it wants to build on what it has achieved to date and make sure that every town and community in the County Borough is a great place to live, work and play. The Council's ambition is for everyone to be as healthy, independent and prosperous as possible throughout their lives. Enabling access to a good education, developing skills and decent employment opportunities are all priority areas.</p> <p>Integral to achieving this ambition is the vision that:</p>	<p>An Annual Work Plan, intended to be a practical working document, will be developed to keep track of progress.</p>	<p>The Council is required to review the WESP and submit an Annual Progress Report, based on that annual review, to the WG each year. The Annual Progress Report is intended to capture the achievements in relation to the WESP and will be used to identify both positive and negative (if any) impacts of it.</p> <p>The Council will continue to progress and deliver the remaining projects</p>

			<p>There are good schools, so all children and young people, whatever their learning need is, have equitable access to good English and Welsh medium education.</p> <p>The Council will deliver this vision by supporting children to have the best start in life and be ready for learning through an improved early years' system, supporting families through the childcare offer and by investing in new and significantly improved school and community facilities through the 21<sup>st</sup> Century Schools and Colleges Programme.</p>		<p>funded via the WG Childcare Offer Capital Grant Scheme and Welsh Medium Capital Grant Scheme. These projects support capital works that facilitate growth in Welsh medium education, with funding specifically aimed at developing or expanding Welsh medium childcare and early years settings co-located on Welsh medium primary school sites. The projects recently completed or due for complete during the first five academic years of the WESP comprise:</p> <ul style="list-style-type: none"> <li>• Dolau Primary School (including Welsh unit).</li> <li>• Ysgol Gynradd Gymraeg Abercynon.</li> <li>• Ysgol Gynradd Gymraeg Aberdar.</li> <li>• Ysgol Gynradd Gymraeg Evan James.</li> </ul>
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						<ul style="list-style-type: none"> <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</li> </ul>
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						<p>Primary School will also be extended.</p> <ul style="list-style-type: none"><li>• Deliver an extension to Ysgol Gynradd Gymraeg Aberdar.</li><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 learners currently attending Ysgol Gynradd Gymraeg Pont Sion Norton and the Welsh medium learners attending the dual language Heol y Celyn Primary School.</li><li>• Deliver a new Welsh all through</li></ul>
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						<p>school for the Rhondda area.</p> <ul style="list-style-type: none"><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>• Ysgol Gyfun Rhydywaun – Due for completion in September 2022, this investment will create improved and extended accommodation by adding additional teaching accommodation along with a new sports facility to compliment the recently completed 3G sports pitch and</li></ul>
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						<p>will provide an additional 187 Welsh medium secondary school learner places. These additions will provide state of the art facilities for both Ysgol Gyfun Rhydywaun and the local community, increasing opportunities for participation in the wider community.</p> <ul style="list-style-type: none"> <li>• All through school for the Rhondda area – A consultation on the development of a new Welsh all through school for the Rhondda area will be undertaken.</li> <li>• Ysgol Llanhari – The design development of improvement works to Ysgol</li> </ul>
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						Llanhari will be undertaken.
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<b>Stage Three – Strengthening the Proposal</b>		
<b>What?</b>	<b>When?</b>	<b>Who?</b>
<p>Consultation and engagement with stakeholders.</p>	<p>To date, a WESP virtual Planning Day has taken place. In attendance were several external groups and organisations who each have a role in contributing to preparing, implementing and evaluating the WESP. They include:</p> <ul style="list-style-type: none"> <li>• CSC JES.</li> <li>• Coleg y Cymoedd.</li> <li>• CTMUHB.</li> <li>• Menter Iaith.</li> <li>• Mudiad Meithrin.</li> <li>• RhaG.</li> <li>• The Urdd.</li> <li>• University of South Wales.</li> <li>• WG.</li> </ul> <p>In addition, the Council has also developed an online questionnaire as a pre-statutory consultation phase in order to ensure the development of a robust WESP.</p> <p>All communication, including the WESP virtual Planning Day, email correspondence and documentation as well as the statutory consultation process has and will continue to be</p>	<ul style="list-style-type: none"> <li>• 21<sup>st</sup> Century Schools Team.</li> </ul>

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	<p>shared bilingually with all external groups and organisations.</p> <p>Feedback will be encouraged in the medium of Welsh to provide opportunities for the use of the Welsh language. Where required and requested, simultaneous translation has and will continue to be provided.</p> <p>The draft WESP has been subject to a comprehensive public consultation with a wide range of stakeholders for no less than an eight week period. In addition, it has been scrutinised by the Children and Young People Scrutiny Committee and the Welsh Language Cabinet Steering Group.</p> <p>Current circumstances will inevitably limited the opportunity for face to face engagement, however, the Council will make best use of a of social media, virtual meetings and digital tools to engage with stakeholders.</p>	
WESP Strategic Group.	<p>The Council will make every effort to build and maintain constructive working relationships with all relevant groups and organisations who can contribute towards the success of this WESP. Of particular importance in the formulation, implementation and evaluation of the WESP will be our WESP Strategic Group. The WESP Strategic Group is comprised of officers from the Council, along with officers from a number of</p>	<ul style="list-style-type: none"> <li>• 21<sup>st</sup> Century Schools Team.</li> <li>• WESP Strategic Group.</li> </ul>



	<p>external groups and organisations and is guided by a Terms of Reference.</p> <p>Alongside, the WESP Strategic Group and of utmost importance to the success of the WESP, is the Marketing and Promotion Sub Group. The Marketing and Promotion Sub Group is comprised of officers from the Council, along with officers from a number of external groups and organisations and is guided by a Terms of Reference.</p> <p>In Addition to the WESP Strategic Group and Marketing and Promotion Sub Group, where and when necessary, the Council will establish 'task and finish' Sub Groups comprised of officers from the Council, along with officers from a number of external groups and organisations. Each Sub Group will be tasked with the achievement of specified objectives and guided by Terms of Reference.</p>	
Five Year Work Plan.	<p>The Council is required to review the WESP and submit an Annual Progress Report, based on that annual review, to the WG each year. The Annual Progress Report is intended to capture the achievements in relation to the WESP and will be used to identify both positive and negative (if any) impacts of it.</p> <p>The target of increasing the percentage of year one learners in Welsh medium education will require a multifaceted approach and the Council</p>	<ul style="list-style-type: none"> <li>• 21<sup>st</sup> Century Schools Team.</li> <li>• WESP Strategic Group.</li> </ul>

	<p>will make every effort to build and maintain constructive working relationships with all relevant groups and organisations who can contribute towards it. Ensuring the availability of Welsh medium education in the right location 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 contributing towards the vision of one million people in Wales being Welsh speakers by 2050.</p> <p>Alongside the WESP, the Council has developed a Five Year Work Plan which sets out actions for each of the seven outcomes or areas with the aim of contributing towards improving Welsh medium and Welsh language education and achieving our target increasing the percentage of year one learners in Welsh medium education.</p>	
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<b>Stage Four – Review</b>		
<b>Welsh Language Services Comments</b>	<b>Date Considered</b>	<b>Brief Description</b>
<p>This is a very detailed WLIA which lists many of the intended positive impacts this proposal will have on the Welsh language.</p> <p>Welsh Language Services encourage you to consider further the following:</p>	7 <sup>th</sup> June 2021.	<p>The action that we propose to take to have a positive / increased positive impact and mitigate / reduce any negative impact on the Welsh language include:</p> <ol style="list-style-type: none"> <li><b>1. Opportunities for persons to use the Welsh language.</b></li> </ol>

<ul style="list-style-type: none"> <li>• To list actions, in section two, that you propose to take to have a positive / increased positive impact on the Welsh language. This, along with the seven outcomes of the WESP, should also consider whole community impact.</li> <li>• To consider the steps you'll take to increase the positive impacts or mitigate any negative impacts. You may wish to consider things such as marketing activities, choice architecture and proposed interventions that will assist the proposal to reach the targeted outcomes.</li> <li>• In Section Three, we encourage you to draw down the mitigation from Section Two that you intend to implement. This is to demonstrate and record the commitment to these changes for officer(s) / SLT / Cabinet to be aware of (as not all intended actions will be possible to implement).</li> </ul>		<ul style="list-style-type: none"> <li>• The Local Authority is required to review the WESP and submit an Annual Progress Report, based on that annual review, to the WG each year. The Annual Progress Report is intended to capture the achievements in relation to the WESP and will be used to identify both positive and negative (if any) impacts of it.</li> <li>• The target of increasing the percentage of year one learners in Welsh medium education will require a multifaceted approach and the Local Authority will make every effort to build and maintain constructive working relationships with all relevant groups and organisations who can contribute towards it.</li> <li>• The Local Authority has developed a Five Year Work Plan which sets out actions for each of the seven outcomes or areas with the aim of contributing towards improving Welsh medium and Welsh language education and achieving our target of increasing the percentage of year one learners in Welsh medium education.</li> </ul> <p><b>2. Numbers and / or percentages of Welsh speakers.</b></p> <ul style="list-style-type: none"> <li>• The Local Authority will develop and implement targeted marketing and promotion strategies to ensure the benefits of Welsh</li> </ul>
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		<p>medium and Welsh language education are promoted to parents / carers.</p> <ul style="list-style-type: none"><li>• The Local Authority recognises that we must demonstrate to parents / carers that it is never too late to be educated through the medium of Welsh with the use of Welsh language immersion classes to support learners who are late comers to Welsh medium education. The Local Authority recognises the importance of immersion in the Welsh language for learners who wish to transition from English to Welsh medium education, so as to further encourage the uptake of Welsh medium education. Although the Local Authority has no Welsh language immersion support classes for late comers in any of our schools at present, schools are encouraged to support learners who are late comers to Welsh medium education as and when the need arises. This is considered to be working effectively, however, in order to support learners who are late comers to Welsh medium education, the Local Authority has recently successfully obtained funding via the WG Welsh Language Immersion Support Grant, to pilot the creation of Welsh language immersion support classes for late comers or those learners who require additional support in two Welsh medium primary schools in the County Brough as well as piloting a peripatetic model of Welsh language</li></ul>
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		<p>immersion support across all Welsh medium primary schools in the County Borough.</p> <ul style="list-style-type: none"> <li>• Eligible parents / carers and the wider community will be supported and encouraged to participate in activities through the medium of Welsh order to improve their confidence and retain their fluency in the Welsh language through CfW pre-employment activities.</li> </ul> <p><b>3. Opportunities to promote the Welsh language.</b></p> <ul style="list-style-type: none"> <li>• The Local Authority is required to review the WESP and submit an Annual Progress Report, based on that annual review, to the WG each year. The Annual Progress Report is intended to capture the achievements in relation to the WESP and will be used to identify both positive and negative (if any) impacts of it.</li> <li>• The Local Authority will develop and implement targeted marketing and promotion strategies to ensure the benefits of Welsh medium and Welsh language education are promoted to parents / carers.</li> </ul> <p><b>4. Compliance with the Councils statutory Welsh language standards.</b></p> <ul style="list-style-type: none"> <li>• The Local Authority is required to review the WESP and submit an Annual Progress</li> </ul>
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		<p>Report, based on that annual review, to the WG each year. The Annual Progress Report is intended to capture the achievements in relation to the WESP and will be used to identify both positive and negative (if any) impacts of it.</p> <ul style="list-style-type: none"><li>• The target of increasing the percentage of year one learners in Welsh medium education will require a multifaceted approach and the Local Authority will make every effort to build and maintain constructive working relationships with all relevant groups and organisations who can contribute towards it.</li><li>• Of particular importance in the formulation, implementation and evaluation of the WESP will be our WESP Strategic Group. The WESP Strategic Group is comprised of officers from the Local Authority, along with officers from a number of external groups and organisations and is guided by a Terms of Reference.</li><li>• All communication has and will continue to be shared bilingually with all external groups and organisations.</li><li>• Feedback will be encouraged to be in the medium of Welsh to provide opportunities for the use of the Welsh language. Where required and requested, simultaneous translation has and will continue to be provided.</li></ul>
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		<p><b>5. Treating the Welsh language, no less favourably than the English language.</b></p> <ul style="list-style-type: none"><li>• The Local Authority is required to review the WESP and submit an Annual Progress Report, based on that annual review, to the WG each year. The Annual Progress Report is intended to capture the achievements in relation to the WESP and will be used to identify both positive and negative (if any) impacts of it.</li><li>• In recent years, the Local Authority has committed to increasing the quality and availability of early years Welsh medium provision co-located on primary school sites by securing £4 million of Welsh Government investment to spend on a number of projects. A further bid for investment to continue the growth in this area has been submitted to the Welsh Government, the outcome of which is still awaited.</li><li>• The Local Authority's ambitious Band B 21<sup>st</sup> Century Schools and Colleges Programme comprises a range of projects, with the inclusion of a number of projects that propose to increase the capacity of Welsh medium primary and secondary schools. During the first five years of this WESP, the Local Authority's ambitious Band B 21<sup>st</sup> Century Schools and Colleges Programme will have been completed.</li></ul>
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		<p>The mitigation that we intend to implement to reduce any negative impact on the Welsh language include:</p> <p><b>1. Consultation and engagement with stakeholders.</b></p> <ul style="list-style-type: none"><li>• To date, a WESP virtual Planning Day has taken place. In attendance were several external groups and organisations who each have a role in contributing to preparing, implementing and evaluating the WESP.</li><li>• In addition, the Local Authority has also developed an online questionnaire as a pre-statutory consultation phase in order to ensure the development of a robust WESP.</li><li>• All communication has and will continue to be shared bilingually with all external groups and organisations.</li><li>• Feedback will be encouraged to be in the medium of Welsh to provide opportunities for the use of the Welsh language. Where required and requested, simultaneous translation has and will continue to be provided.</li><li>• The draft WESP has been subject to a comprehensive public statutory consultation with a wide range of stakeholders for an eight week period between Monday 13<sup>th</sup> September 2021 to Monday 8<sup>th</sup> November 2021 in line with guidance outlined with in the Welsh Government Guidance on Welsh in</li></ul>
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		<p>Education Strategic Plans (WESP Guidance).</p> <ul style="list-style-type: none"> <li>• In addition, it has been scrutinised by the Children and Young People Scrutiny Committee and the Welsh Language Cabinet Steering Group.</li> <li>• Current circumstances inevitably limited the opportunity for face to face engagement, however, the Local Authority made best use of a of social media, virtual meetings and digital tools to engage with stakeholders.</li> </ul> <p><b>2. WESP Strategic Group.</b></p> <ul style="list-style-type: none"> <li>• The Local Authority will make every effort to build and maintain constructive working relationships with all relevant groups and organisations who can contribute towards the success of this WESP. Of particular importance in the formulation, implementation and evaluation of the WESP will be our WESP Strategic Group. The WESP Strategic Group is comprised of officers from the Local Authority, along with officers from a number of external groups and organisations and is guided by a Terms of Reference.</li> <li>• Alongside, the WESP Strategic Group and of upmost importance to the success of the WESP, is the Marketing and Promotion Sub Group. The Marketing and Promotion Sub Group is comprised of officers from the Local</li> </ul>
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		<p>Authority, along with officers from a number of external groups and organisations and is guided by a Terms of Reference.</p> <ul style="list-style-type: none"> <li>• In Addition to the WESP Strategic Group and Marketing and Promotion Sub Group, where and when necessary, the Local Authority will establish ‘task and finish’ Sub Groups comprised of officers from the Local Authority, along with officers from a number of external groups and organisations. Each Sub Group will be tasked with the achievement of specified objectives and guided by Terms of Reference.</li> </ul> <p><b>3. Five Year Work Plan.</b></p> <ul style="list-style-type: none"> <li>• The Local Authority has developed a Five Year Work Plan which sets out actions for each of the seven outcomes or areas with the aim of contributing towards improving Welsh medium and Welsh language education and achieving our target increasing the percentage of year one learners in Welsh medium education.</li> </ul>
<b>Officer Review Comments</b>	<b>Brief Description</b>	<b>Date Considered</b>
<p>Following the Review Panel Meeting, the following comments were made in relation to the Welsh Language Impact Assessment for the WESP:</p>	<ul style="list-style-type: none"> <li>• Updated information has been included regarding the Local Authorities Welsh Language Promotion Strategy.</li> <li>• In order to provide an ‘audit trail’ of progress made to the Welsh Language Impact Assessment, additional detail has been provided regarding the updates</li> </ul>	<p>17<sup>th</sup> November 2021.</p>

<ul style="list-style-type: none"> <li>• A new template has been developed, which is to be used for future Welsh Language Impact Assessments.</li> <li>• Reference should be made to the Local Authorities new Welsh Language Promotion Strategy which will proceed the current one that is due to expire.</li> <li>• Repeated information that is provided under 'Numbers and / or percentages of Welsh speakers' within Section Two to be removed.</li> <li>• Additional detail was requested under 'Officer Comments' within Section Four in relation to the comments received from the Local Authorities Welsh Language Services on 7<sup>th</sup> June 2021.</li> <li>• Where relevant updated strategies, and policies should be included.</li> </ul>	<p>made in relation to comments received from the Local Authorities Welsh Language Services on 7<sup>th</sup> June 2021.</p> <ul style="list-style-type: none"> <li>• Reference has been made to the Local Authorities Education and Inclusion Directorates new strategic plan –Education and Inclusion Services' Directorate's Strategic Plan: 2021 to 2024.</li> </ul>	
<p><b>Consultation Comments</b></p>	<p><b>Brief Description</b></p>	<p><b>Date Considered</b></p>
<p>The eight week statutory consultation period concluded on 8<sup>th</sup> November 2021. In total 38 responses were received.</p> <p>The feedback provided via the statutory consultation is incorporated into a Statutory Consultation Report, alongside the Proposed WESP.</p>	<p>Following the conclusion of the statutory consultation period, the draft WESP has been updated to include additional detail in relation to:</p> <ul style="list-style-type: none"> <li>• Additional Welsh Language Immersion Class pilot projects.</li> <li>• Additional Welsh Medium Capital Grant projects.</li> <li>• Additional 21<sup>st</sup> Century Schools Band B projects.</li> </ul>	<p>10<sup>th</sup> November 2021.</p>

	<ul style="list-style-type: none"> <li>• Updated national, regional and local strategies and policies that are linked with the WESP.</li> <li>• Updated data sets from the Welsh Government.</li> </ul> <p>In addition, a number of common consultation response themes were identified. The draft WESP has been updated to reflect these.</p>	
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**Stage Five – Monitoring, Evaluating and Reviewing**

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In accordance with the WESP (Wales) Regulations 2019, the Council will make every effort to build and maintain constructive working relationships with all relevant groups and organisations who can contribute towards the success of this WESP. Of particular importance in the formulation, implementation and evaluation of the WESP will be our WESP Strategic Group. The WESP Strategic Group is comprised of officers from the Council, along with officers from a number of external groups and organisations and is guided by a Terms of Reference.

Alongside, the WESP Strategic Group and of upmost importance to the success of the WESP, is the Marketing and Promotion Sub Group. The Marketing and Promotion Sub Group is comprised of officers from the Council, along with officers from a number of external groups and organisations and is guided by a Terms of Reference.

In Addition to the WESP Strategic Group and Marketing and Promotion Sub Group, where and when necessary, the Council will establish 'task and finish' Sub Groups comprised of officers from the Council, along with officers from a number of external groups and organisations. Each Sub Group will be tasked with the achievement of specified objectives and guided by Terms of Reference.

From 2023 onwards, the Council will implement two main methods of reporting on the progress of this WESP:

1. Annual Work Plan.
2. Annual Progress Report.

The Annual Work Plan is intended to be a practical working document to help keep track of progress in the short term and will be utilised by the WESP Strategic Group to track progress of this WESP.

The 2019 Regulations require LAs to review their WESP and submit an Annual Progress Report, based on that review, to the WG by 31<sup>st</sup> July each year. The Annual Progress Report is intended to capture the achievements in relation to the WESP.

Whilst the statutory responsibility for the WESP sits with the Council, a range of external groups and organisations have a role in formulating, implementing and evaluating its progress regularly throughout its lifespan.

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

As the Council looks to the future, it wants to build on what it has achieved to date and make sure that every town and community in the County Borough is a great place to live, work and play. The Council's ambition is for everyone to be as healthy, independent and prosperous as possible throughout their lives. Enabling access to a good education, developing skills and decent employment opportunities are all priority areas.

Integral to achieving this ambition is the 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'.*

The Council will deliver this vision by supporting children to have the best start in life and be ready for learning through an improved early years' system, supporting families through the childcare offer and by investing in new and significantly improved school and community facilities through the 21<sup>st</sup> Century Schools and Colleges Programme.

The Council will show clear leadership and commitment in its vision for Welsh medium education and, as such, our target is to:

*Increase the percentage of year one learners in Welsh medium education by between 8.0% to 12.0% during the ten year lifespan of this WESP. This equates to an increase from 506 year one learners in Welsh medium education to between 720 and 825 year one learners in Welsh medium education.*

The achievement of this target will require a multifaceted approach. Ensuring the availability of Welsh medium education in the right location 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 contributing towards the vision of one million people in Wales being Welsh speakers by 2050.

Recognising the importance of Cymraeg 2050, and how essential the education system is to achieving its vision, the WESP sets out the Council's ten year plan for increasing and improving the planning of the provision of Welsh medium and Welsh language education. It builds on the work of the

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previous WESP for the period between 2017 to 2022<sup>15</sup> and sets out a workplan which demonstrates how the Council intends to achieve its ten year vision.

In developing this WESP, 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 long term growth in Welsh medium and Welsh language education. The Council has and will continue to ensure there is a clear alignment with all current and relevant local, regional and national legislation, strategies, policies and action plans that impact upon Welsh medium and Welsh language education.

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<b>Stage Seven – Sign Off</b>			
<b>Name of Officer Completing WLIA</b>	Grace Zecca-Hanagan	<b>Service Director</b>	Andrea Richards, Service Director for 21 <sup>st</sup> Century Schools and Transformation
<b>Position</b>	21 <sup>st</sup> Century Schools	<b>I recommend that the proposed strategy / plan</b>	Is implemented with no amendments.
			Is implemented taking into account the mitigating actions outlined.
			Is rejected due to disproportionate negative impacts on the Welsh language.
<b>Signature</b>	Grace Zecca-Hanagan.	<b>Signature</b>	Andrea Richards
<b>Date</b>	21 <sup>st</sup> June 2021.	<b>Date</b>	17 <sup>th</sup> November 2021

<sup>15</sup> [Rhondda Cynon Taf County Borough Council – Welsh in Education Strategic Plan – 2017 to 2020](#)



## RHONDDA CYNON TAF COUNTY BOROUGH COUNCIL

### CABINET

13th DECEMBER 2021

### CONSULTATION OUTCOMES ON THE EDUCATION AND INCLUSION SERVICES DRAFT STRATEGIC PLAN 2021-2024

### REPORT OF THE DIRECTOR OF EDUCATION AND INCLUSION SERVICES IN DISCUSSION WITH THE CABINET MEMBER FOR EDUCATION AND INCLUSION SERVICES (COUNCILLOR JOY ROSSER)

**Author:** Gaynor Davies, Director of Education and Inclusion Services

#### 1. PURPOSE OF THE REPORT

- 1.1 To update Cabinet on stakeholder consultation outcomes on the Education and Inclusion Services Draft Strategic Plan for 2021-2024.
- 1.2 To provide Cabinet with the opportunity to contribute to the non-statutory consultation process in respect of the Education and Inclusion Services Draft Strategic Plan for 2021-2024.

#### 2. RECOMMENDATIONS

It is recommended that Cabinet:

- 2.1 Consider the information provided in respect of the stakeholder feedback on the Education and Inclusion Services Draft Strategic Plan for 2021-2024 and determine if any amendments are required.
- 2.2 Note the comments and observations of the Children and Young People Scrutiny Committee which provided feedback as part of the consultation process on the 13<sup>th</sup> of October 2021, and pre-scrutiny of the Education and Inclusion Services Draft Strategic Plan on the 8<sup>th</sup> of December 2021 following the consultation process.
- 2.3 Subject to 2.1 and 2.2 above, approve 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).

### **3. REASONS FOR RECOMMENDATIONS**

- 3.1 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.

### **4. BACKGROUND TO THE STRATEGIC PLAN**

- 4.1 The pandemic has shone a light on the critical and invaluable role that our schools play in supporting our learners, their families, and wider communities. Our workforce has worked tirelessly and creatively throughout the pandemic to keep our learners and staff safe, maintaining continuity in learning and supporting the most vulnerable during a period of unprecedented challenge. The highly effective partnership working displayed across our schools and Council departments has demonstrated that together we can make a real difference to the lives of the learners and the communities that we serve.
- 4.2 Learners and their families have shown resilience and perseverance in adapting to the impact of the pandemic, acquiring new ways of accessing education and well-being support. These changes have not been without their challenges, but the invaluable support provided by the educational workforce has ensured that barriers to learning have been proactively addressed and tackled, and learner progression sustained. Nevertheless, we know that some learners and families have been more adversely affected than others, and it is imperative that these learners are well supported to ensure their progression during this next phase of recovery and reform.
- 4.3 There is currently tremendous change within the Education system as schools prepare and implement transformational plans for the delivery of the new Curriculum for Wales and Additional Learning Needs and Educational Tribunal Act (2018). Enhanced well-being for all, ensuring progression for all learners and closing the gap in outcomes between our most and least disadvantaged and vulnerable learners remain high priorities for improvement as we work together to ensure that our learners access the best possible opportunities in the early years, throughout their formal education and beyond.
- 4.4 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. We also need to ensure that those who suffer socio-economic disadvantage are well supported to overcome any barriers to learning that they face. The Strategic Plan sets out the direction for the Education and Inclusion Services Directorate and schools for the next 3 years, describing our mission, vision and ambition for our schools in Rhondda Cynon Taf.
- 4.5 Our mission quite simply is: **‘To deliver equity and excellence in Education and enhanced well-being for all’**. The robust partnerships that have been forged



between the local authority and non-maintained settings, schools and PRUs throughout the pandemic has strengthened our collective drive and purpose to ensure that all learners access the highest quality teaching and learning experiences, so that they are able to progress and grow as lifelong learners. Our aspirations for our learners have remained high despite the challenges faced, as our children have the right to access a first-class education that enables them to realise their ambitions.

- 4.6 Our 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’**. Excellent leadership and professional practice are critical to ensuring that we create an effective culture of equity and excellence in education and high expectations for all, so that we can ensure the success of all schools and learners across the County Borough.
- 4.7 We need to collectively address the educational impact of the inequalities that have been compounded by the pandemic and ensure that funding and pedagogical policies support the progression and development of all learners, including the most vulnerable groups. Ensuring that all learners attend school regularly and engage with learning is of critical importance during this recovery phase.
- 4.8 Disruptions to learning and to social interactions and experiences have affected some learners’ physical and mental health and well-being, as well as the staff that support them. This plan reaffirms our commitment to learner and staff well-being and mental health, and the vital importance of ensuring that everyone’s emotional needs are well supported.
- 4.9 Stakeholder responses are detailed in the Consultation Report in Appendix 1, and these have been used to inform changes to the revised strategic plan, located in Appendix 2. In light of the robust consultation processes and extended deadlines, it is proposed that the timescales for implementing the strategic plan are amended from 2021-2024 (academic year) to 2022-2025 (financial year). The updated Education and Inclusion Services Strategic Plan sets out the high-level strategic actions the Directorate will take over the next three years. The revised timescales will ensure that the plan is aligned with corporate self-evaluation and delivery planning processes which take place on a financial year rather than an academic year basis.
- 4.10 Our amended strategy 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. These are also reflective of our local corporate priorities and are set within the context of national and local recovery and reform.

Priority 1: Developing a highly skilled educational workforce and excellent leadership at all levels.

Priority 2: Supporting educational settings to deliver a transformational curriculum, high quality teaching and learning and improved outcomes for all.

Priority 3: Ensuring equity and support for vulnerable learners and their families.

Priority 4: Enhancing the well-being of our learners and the workforce.

Priority 5: Delivering 21st Century learning environments and innovative services for our learners and communities.

## **5. EQUALITY AND DIVERSITY IMPLICATIONS/SOCIO-ECONOMIC DUTY**

5.1 An Equality Impact Assessment (with Social-Economic Duty) for the Education and Inclusion Services Draft Strategic Plan is detailed in Appendix 3.

## **6. WELSH LANGUAGE IMPLICATIONS**

6.1 A Welsh Language Impact Assessment for the Education and Inclusion Services Draft Strategic Plan is detailed in Appendix 4.

## **7. CONSULTATION/INVOLVEMENT**

7.1 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.

7.2 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.

7.3 Full detail on the consultation outcomes are provided in the Consultation Report in Appendix 1. The feedback from the consultation process was extremely positive with a clear mandate supporting the proposed mission, vision, values and five overarching priorities. Consultees came forward with a number of positive suggestions in respect of the actions they felt the Education and Inclusion Services Directorate should focus on strategically and these are summarised within the Consultation Report. These have subsequently been incorporated into the final version of the amended Education and Inclusion Services Strategic Plan in Appendix 2 where appropriate.

## **8. FINANCIAL IMPLICATION(S)**

8.1 There are no financial implications aligned to this report.

## **9. LEGAL IMPLICATIONS OR LEGISLATION CONSIDERED**

9.1 There are no legal requirements aligned to this report.

## **10. LINKS TO THE CORPORATE AND NATIONAL PRIORITIES AND THE WELL-BEING OF FUTURE GENERATIONS ACT**

10.1 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.

10.2 The delivery of the Education and Inclusion Services Strategic Plan will also contribute 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.

## **11. CONCLUSION**

11.1 The recent pandemic has presented us all with unprecedented challenges and the workforce has worked tirelessly in partnership to overcome these for the benefit of our learners and communities. As we now progress to the next phase of recovery and reform, it is imperative that this momentum is sustained and that the Education and Inclusion Services Directorate works collaboratively with schools and other partners to achieve our shared mission, vision, values and priorities for improvement across the education system. A clear and cohesive strategy is now essential for ensuring that our learners have the best start in life and access the right support at the right time so that they can achieve their aspirations. The need to intervene early and effectively is critical so that the inequalities and difficulties that have been compounded by the pandemic are overcome and greater equity is achieved.

11.2 Our school leaders and our education workforce need to access the highest quality professional learning so that our next generation of learners have the right qualifications, knowledge, and literacy, numeracy and digital skills to succeed in the rapidly changing and digitally connected world that we inhabit. The last 18 months have demonstrated to us that our current and future generations of learners and workforce need to be resilient, adaptable, and creative. We cannot be certain what challenges we will be presented with for the duration of this plan. However, we can be confident that by working collaboratively as 'one team' we are better placed to achieve our mission for equity and excellence in Education, improved well-being for all and a better and brighter future for our learners and communities.

**LOCAL GOVERNMENT ACT 1972**  
**AS AMENDED BY**  
**THE LOCAL GOVERNMENT (ACCESS TO INFORMATION) ACT 1985**  
**RHONDDA CYNON TAF COUNTY BOROUGH COUNCIL**  
**CABINET**

**13 DECEMBER 2021**

**REPORT OF THE DIRECTOR OF EDUCATION AND INCLUSION SERVICES IN  
DISCUSSION WITH THE CABINET MEMBER FOR EDUCATION AND INCLUSION  
SERVICES (COUNCILLOR JOY ROSSER)**

**Item: CONSULTATION OUTCOMES ON THE EDUCATION AND INCLUSION  
SERVICES DRAFT STRATEGIC PLAN 2021-2024**

**Background Papers:** None

**Officer to Contact:**  
Gaynor Davies, Director of Education and Inclusion Services



**RHONDDA CYNON TAF  
EDUCATION AND INCLUSION SERVICES DIRECTORATE**

# Consultation report on the Draft Strategic Plan for 2021-2024

Mae'r ddogfen yma ar gael yn y Gymraeg  
This document is available in Welsh

## APPENDIX 1:

# CONSULTATION REPORT: EDUCATION AND INCLUSION SERVICE DRAFT STRATEGIC PLAN 2021-2024

## 1. INTRODUCTION

- 1.1 This Consultation Report presents the outcome of the consultation on the Education and Inclusion Services Draft Strategic Plan 2021-2024.
- 1.2 Section 2 provides the background and context to this strategic plan.
- 1.3 Section 3 presents the methodology used to undertake this consultation.
- 1.4 Section 4 details the consultation findings and analysis of the responses provided as part of the consultation process.
- 1.5 Section 5 provides an overview of the Consultation Report and key findings.

## 2. BACKGROUND

- 2.1 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. The Education and Inclusion Services Draft Strategic Plan for 2021-2024 sets out the direction for the Education and Inclusion Services Directorate and schools for the next 3 years, describing our mission, vision and ambition for our schools in Rhondda Cynon Taf.
- 2.2 Our mission quite simply is: **‘To deliver equity and excellence in Education and enhanced well-being for all’**. The robust partnerships that have been forged between the local authority and non-maintained settings, schools and PRUs throughout the pandemic has strengthened our collective drive and purpose to ensure that all learners access the highest quality teaching and learning experiences, so that they are able to progress and grow as lifelong learners. Our aspirations for our learners have remained consistently high despite the challenges faced, as our children have the right to access a first-class education that enables them to realise their ambitions. The need to aspire to excellence in Education and enhanced wellbeing for all has never been greater.
- 2.3 Our 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’**. Excellent leadership and professional practice are critical to ensuring that we create an effective culture of equity and excellence in education and high expectations so that we can ensure the success of all schools and learners across the County Borough.

2.4 Our revised strategy 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. These are also reflective of our local Corporate priorities and are set within the context of national and local recovery and reform.

Priority 1: Developing a highly skilled educational workforce and excellent leadership at all levels.

Priority 2: Supporting educational settings to deliver a transformational curriculum, high quality teaching and learning and improved outcomes for all.

Priority 3: Ensuring equity and support for vulnerable learners and their families.

Priority 4: Enhancing the well-being of our learners and the workforce.

Priority 5: Delivering 21st Century learning environments and innovative services for our learners and communities.

### **3. METHODOLOGY**

3.1 The purpose of this consultation was to gather views on the Education and Inclusion Services Draft Strategic Plan 2021-2024.

3.2 The Director of Education and Inclusion Services and senior officers worked in partnership with headteachers across Rhondda Cynon Taf schools to co-construct and shape the content of the draft Strategic Plan prior to consultation.

3.3 The draft Strategic Plan was subject to a comprehensive public consultation with a wide range of stakeholders from the 11<sup>th</sup> of October to the 4<sup>th</sup> of November 2021. An online survey was designed and made available to the public via the Council's consultation webpage.

3.4 The draft Strategic Plan and an in-depth survey was also sent directly to:

- All Headteachers;
- All Chairs of Governors;
- RCT Governors' Association;
- Central South Consortium;
- Trade Unions; and
- Education and Inclusion Services staff.

- 3.5 In addition, the draft Strategic Plan was considered by the Children and Young People's Scrutiny Committee on the 13<sup>th</sup> of October and pre-scrutinised on the 8<sup>th</sup> of December 2021.
- 3.6 To capture learner voice in relation to matters that are important to children and young people, engagement sessions took place in a cross section of schools across the County Borough which included:
- Schools across Rhondda, Cynon and Taf;
  - A secondary faith school;
  - Two Welsh medium schools (one primary and one all through school);
  - An English medium secondary school; and
  - A special school.

A total of 130 learners were involved in this consultation process.

- 3.7 Current circumstances inevitably limited the opportunity for face-to-face engagement; however, the local authority made the best use of a variety of digital tools to engage with stakeholders.
- 3.8 In total, 13 responses to the public consultation were received. The results are outlined in paragraph 6.3.
- 3.9 A total of 47 responses were received from the following stakeholders:
- Headteachers;
  - Chairs of Governing Bodies;
  - RCT Governors' Association;
  - Education and Inclusion Services staff; and
  - Trade Unions.

#### **4. CONSULTATION RESULTS**

##### **Headteachers, Chairs of Governing Bodies, Education Staff and Trade Union Responses**

- 4.1 A total of 47 responses were received. The stakeholder group included: 19 from Headteachers; 13 from Chairs of Governors; 13 from Education staff; 1 from the RCT Governors' Association; and 1 from a Trade Union. Please note that comments have been summarised for ease of reference but both negative and positive comments are included to provide accurate and fair representation of the feedback provided.
- 4.2 95.7% of the stakeholder group either strongly agreed or agreed that 'Section 3: Our local context' reflected our local circumstances very well and that further improvements could be made by as reflected in the following comments:
- Continued funding for Family Engagement Officers to allow schools to be proactive in engaging with parents/carers.



- Further analysis on vulnerable learners, including trend and national comparative data.
- Reference to Welsh medium learners, Welsh Government and local WESP targets.
- Including information on housing and the standard of this.
- RCT's overarching priorities reflect a commitment to securing growth and improvement but we have to ensure that these are fit for purpose and are relevant across the authority given the socio-economic variations that exist.
- There is absolutely no criticism of the ambition but when pushing ahead with restructuring of schools as part of the 21st Century Schools plan, there has to be an evaluation of the impact on outcomes, the fitness for purpose of staffing structures, results and the wellbeing and opportunities of the workforce in these schools.
- There is no real pointer towards the value of consultation via social partnership. This has always been a strong feature of RCT but in the context of emergency Covid planning and the raft of directives from Welsh Government, this appears to have become less of a priority.
- More information on involving parents within schools, e.g., sessions with parents helping them develop skills to help their children at home with their learning.
- The delivery of the transformational curriculum in 'settings', schools and PRUs should include non-maintained settings.
- Further information should be provided on the pandemic experience and reference to an Emergency Plan, with some evaluation on what has happened previously.
- More information on 'pupil voice' and how this would be obtained and publicised would be helpful.
- The document should state how governors should be supported other than through training. Regional Leaders of Governance have been appointed, can this group be used as a reference group to assist governors? If so, can this be stated. If not, who can governors refer to?
- How can governors support the planning to close this skills deficit?
- Section 3 lists key achievements but there needs to be some detail on how everything was done for future use/reference.

4.3 The stakeholder group either strongly agreed or agreed in 97.8% of cases that Section 4: on 'The Changing Educational Landscape' highlights all the national and local contextual factors affecting the education system in Wales. It was felt that this could be further improved as reflected in the following comments:

- Greater information in relation to progress against Welsh Government's ambition to create a million Welsh speakers and our local progress towards achieving targets.
- Reference to capacity pressures to implement reforms due to staffing challenges.

- Details on how the new curriculum lacks the opportunity for learners to be taught manipulative skills, these skills have become more delayed due to the pandemic.
- Developing wellbeing and self-knowledge should be mandatory skill on a level with literacy, numeracy and digital competence.
- Additional Learning Needs and Educational Tribunal Act (2018) creates a heavy workload for the ALNCo – this is not 'cost neutral' for schools' budgets as non-contact time is required to implement the Act.
- Helping parents understand the changes and improvements.
- All of the points are relevant and there is a reference to improving wellbeing by involving regional bodies and partner agencies alongside schools.
- It would be good to see the strategic plan facilitating more cross-sector provision to enhance health, wellbeing and the longer-term prosperity and employment opportunities.
- The Changing Educational landscape is now a reality, and a significant amount of work has been undertaken by the workforce to ensure that the new Curriculum will be fit for purpose in their settings. This has considerable implications for teaching and learning and in the longer term, the future of education post-14 and post-16. Consultation with stakeholders is more important now than ever before and RCT must be mindful of the pressures on teachers and support staff as well as school leaders. In his “Renew and Reform” report, the Education Minister talks about giving space to teachers to reduce the toll of the new Curriculum. RCT must ensure that this does not result in added bureaucracy passed onto teachers.
- Reference to the latest Educational Workforce Council survey in respect of the new Curriculum would be helpful including data that states that 33.3% of schoolteachers either strongly agreed or agreed they were prepared to deliver the new curriculum. A total of 64.5% of School Leaders said that more time to prepare for the New Curriculum would be of most benefit.
- Reintroducing the Duke of Edinburgh Scheme within schools, and a focus on giving back to the community in the volunteering sector would be helpful in learning valuable life skills.

4.4 A total of 97.8% either strongly agreed or agreed that Section 5: 'Our Key Achievements from March 2020 – July 2021', reflected the successes of the Directorate and schools across Rhondda Cynon Taf from March 2020-July 2021 very well. Comments received are detailed below:

- Could not fault this aspect.
- More emphasis could have been made of the super-human efforts of all school staff involved in carrying out these changes, e.g., headteachers and site managers doing extra shifts, teachers covering for others who were shielding or vulnerable; staff taking work to children's homes, etc.
- Grateful for the advice and support the school has been given throughout the past year.

- Response and support offered through the initial Covid-19 outbreaks and resulting lockdown periods was very strong and certainly helped in providing the right response to our school community.
- Section 5 lists Key Achievements but there needs to be some detail on how everything was done for future use/reference.
- There is reference to 'pupil voice' but no information on how this is obtained or how frequently, and how it is publicised.
- Document does not state how governors will be supported other than through training. Regional Leaders of Governance have been appointed, can this group be used as a reference group? How can governors support the planning to close this skills deficit?
- These achievements are commendable in challenging times.
- Reference to partnership working with representative Trade Unions and social partnership working and its benefits would be helpful.

4.5 Section 6 of the strategic document outlines 'Our Mission' statement 'To deliver equity and excellence in education and enhanced wellbeing for all'. A total of 97.8% either strongly agreed or agreed that the Mission statement outlined our fundamental purpose very clearly and concisely. Comments received are detailed below:

- More information required on the role of CSC and RCT in regard to school improvement.
- No further improvements - excellent mission statement.
- Less is more - keep it simple but relevant to the audience.
- Interested to be involved in the strategies/structure (because it is absolutely the right thing).
- Relentless focus on ensuring excellent educational experiences and teaching and learning that meets the needs of all learners.
- Additional Needs Funding - real concerns about the ability to provide equity as we move forward.
- There is a strong commitment to achieving equity and excellence and promoting wellbeing for teachers and learners. Partnership working and listening to the needs and achievements of teachers and learners in particular would helpfully facilitate this.
- Enhanced wellbeing is a recognised priority and is a key factor to secure a committed workforce that feels valued, recognised and motivated.

4.6 Section 7 outlined 'Our Vision' which is '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'. A total of 97.8% either strongly agreed or agreed that this reflected the Education Directorate and schools' future goals well. It was identified that further improvements could be made by:

- Reference to systems to support leader wellbeing – good to see a commitment to this in this section - leader wellbeing goes hand in hand with effective leadership.

- Role of CSC and role of RCT in professional learning.

#### 4.7 **Section 8 outlined the five Strategic Priorities over the next 3 years**

A total of 100% of respondents either strongly agreed or agreed with Strategic Priority 1: Developing a highly skilled educational workforce and excellent leadership at all levels is an appropriate high level.

A total of 100% of respondents either strongly agreed or agreed with Strategic Priority 2: Supporting educational settings to deliver a transformational curriculum, high quality teaching and learning and improved outcomes for all is an appropriate high-level priority.

A total of 97.8% of respondents either strongly agreed or agreed with Strategic Priority 3: Ensuring equity and support for vulnerable learners and their families is an appropriate high-level priority.

A total of 97.8% of respondents either strongly agreed or agreed Strategic Priority 4: Enhancing the wellbeing of our learners and the workforce is an appropriate high-level priority.

A total of 84.8% % either strong agreed or agreed with Strategic Priority 5: Delivering 21st Century learning environments and innovative services for our learners and communities is an appropriate high-level priority.

Further improvements could be made to the strategic priorities by:

- Ensuring greater reference to the specific and unique challenges faced by Welsh medium schools and the need to develop learners' language skills in English, Welsh or ALN settings;
- Focusing on good teaching and learning, rather than trying to do a little of everything;
- Making explicit reference to partnerships across different agencies/sectors and how schools can be central to targeting and directing different types of provisions that are in tune with student, staff and community needs;
- Placing emphasis on Children's Mental Health Services, knowing how the pandemic has affected learners and their families; There should be more support available at all levels to address unmanageable behaviour and issues with parental involvement that colours learners' attitudes to school;
- Encouraging wider consultation and periodic evaluation;
- Reviewing the range of specialist provisions to ensure there is enough scope to meet the needs of learners requiring provision over and above that which could be expected in a mainstream;
- Referencing PCP somewhere as this underpins success in all elements of transformation agenda;
- Addressing issues with tarmac on yards and sloping play areas that do not lend themselves to outdoor learning and activities to enhance well-being.

How will the narrowing of the attainment gap ever be achieved if all pupils never have the same resources available to them; and

- Building on the lessons learned in providing support to schools, teachers and learners during the closure of schools and home schooling.

4.8 100% of respondents agreed that Section 9 'How will we achieve our priorities?' reflected the core values that will underpin our work well. Further comments made included:

- Maintaining the high standards in place already with flexibility adopted where needed.
- These are ideal priorities and aspirations but for these to be achieved there has to be consultation, effective planning and leadership and due regard for the wider priorities associated with educational transformation. We must not forget the role of teachers and support workers and regularly seek their views and experiences;
- We need to move quicker in supporting families with sustaining good school attendance, some families only seek help at crisis point; and
- Leadership unfortunately is not the same in every school, thus priorities are different in each school. Stricter monitoring should ensure a more consistent approach, making schools accountable.

4.9 A total of 97.8% either strongly agreed or agreed that Section 10 'How will our success be measured?', provided a good overview of what will be achieved together if our strategic plan is effectively implemented. Further improvements to Section 10 could be achieved by:

- Using the before and after measures and evaluating the impact and the benefits achieved;
- Referencing social partnership working and joint consultation between key stakeholders and representative professional organisations; and
- Referencing increased attendance; happier children/pupils; higher grades; increasing school leavers accessing higher education/employment.

4.10 A total of 97.8% either strongly agreed or agreed that Section 11 provided an appropriate conclusion to the document. It was considered that further improvements to Section 11 (Conclusion) could be made by:

- Providing an affirmation that an emergency plan is in place which builds upon the experiences during the past 18 months to address any further challenges the Education Directorate may face; and
- Addressing the impact of the past two years and how we navigate the next challenges in education. Clear direction, funding, supporting wellbeing, regular consultation through social partnership and strategic leadership are more important now than ever.

4.11 Further comments noted included the following:

- The document contextualises our direction, as schools and local authority, very well and it is positive to note a variety of indicators of success, with wellbeing of pupils and staff being high on the agenda;
- An inspirational and fair document. More focus on how we develop Welsh medium education for all learners (and the challenges faced) and celebration of the fact that we are creating and expanding the next generation of Welsh speakers;
- RCT should be recognised for providing bespoke support throughout the pandemic rather than a one size fits all;
- As a governor, the wellbeing/mental health of senior leaders, all staff and pupils is a priority;
- It is a well set out plan taking into account all areas. I cannot fault it;
- The last two years have certainly emphasised the importance of collaboration and this plan is right to highlight its importance. Given the pace of our working environment it is going to take a very robust structure and the commitment of many to make this happen when all around is expecting excellence, the definition of which is a debate in itself;
- The document sets out very aspirational aims and I look forward to my school community contributing to its success;
- This is a much-needed document and will be beneficial in supporting strategic planning at a service level with a common vision and aims on which to build our planning and operational service delivery;
- I'm looking forward to using this to underpin service improvements;
- There are a few typos; and
- Thorough and well-thought out document, clearly showing main focus and aims, and how they will be achieved.

4.12 A total of 69.6% felt that the strategic plan could have a positive impact on opportunities for people to use and promote the Welsh language. 28.3.% had no opinion on the matter.

4.13 A total of 4.4% considered that the strategic plan treated the Welsh language less favourably than the English language. 73.9% disagreed that this was the case.

4.14 There were no significant comments relating to how negative and positive effects could be overcome, other than to comment that WESP targets required monitoring and mitigating actions if these were not met. Developing pride in the Welsh language was considered to be important as was the development of free courses in the workplace.

## **5. PUBLIC CONSULTATION**

5.1 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. A total of 13 respondents completed the questionnaire – 7 teachers and support staff and 5 parents/carers and 1 other.

- 5.2 A total of 92% agreed with the mission statement 'To deliver equity and excellence in Education and enhanced well-being for all'.
- 5.3 Of the responses received, 83% agreed with the vision of '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'.
- 5.4 Feedback was also provided on the five strategic priorities.
- A total of 100% agreed with Strategic priority 1: Developing a highly skilled educational workforce and excellent leadership at all levels.
  - A total of 100% agreed with Strategic Priority 2: Supporting educational settings to deliver a transformational curriculum, high quality teaching and learning and improved outcomes for all.
  - A total of 100% agreed with Strategic Priority 3: Ensuring equity and support for vulnerable learners and their families.
  - A total of 92% agreed with Strategic Priority 4: Enhancing the well-being of our learners and the workforce.
  - A total of 83% agreed with Strategic Priority 5: Delivering 21st Century learning environments and innovative services for our learners and communities. A further 8% did not agree with Strategic Priority 5 and a further 8% did not know.
- 5.5 A total of 75% felt that the Strategic Plan could have a positive impact on opportunities for people to use and promote the Welsh language and 17% did not know.
- 5.6 A total of 67% did not think the Strategic Plan treated the Welsh language less favourably than the English, 25% did not know and 8% felt that it did.
- 5.7 Further comments made during the public consultation included some observations in relation to the investment into a specific Welsh medium school which was deemed to be unfair given that the building was relatively new, and it was perceived that schools with older Victorian buildings required more urgent investment. It should however be noted that investment into this specific school was due to capacity pressures and the works were deemed to be essential from a school planning perspective due to increasing pupil admissions.
- 5.8 Further comments were made in relation to statementing and Individual Development Plans and the need to ensure that learners were placed in settings that were suitable to their needs.

## **6. LEARNER VOICE**

- 6.1 Learner voice activities took place in a cross section of schools during the weeks commencing the 8<sup>th</sup> of November and the 15<sup>th</sup> of November 2021.
- Ysgol Garth Olwg – Welsh medium 3-19 school;

- St John’s School – faith secondary school;
- Ferndale Community School – 11-16 secondary school;
- Ysgol Llyn y Forwyn – Welsh medium primary school;
- Maesgwyn Special School – secondary special school.

6.2 A total of 130 children and young people took part and included learners eligible for free school meals, children and young people with additional learning needs and learners of a non-white British ethnicity.

6.3 Learners were asked a series of questions and were encouraged to provide responses to the queries posed. Collated responses were then submitted electronically to the local authority. There have been summarised and grouped together according to key themes identified. Responses are summarised but all are included for reference.

**i) What types of teaching and learning experiences, activities and opportunities help you to learn best?**

Trips	I enjoy going on trips; more educational school trips to theatres, museums.
Visitors/External speakers	Science workshops; visits from the Police, Fire Service or School Nursing staff.
Teachers	They provide us with experiences every day; good teachers; teachers in our school.
ICT	Plenty of computers in the class for everyone; more use of devices/more on-line learning; blended learning to be able to re-visit lessons in order to review and check; podcasts.
Books	Plenty of books in the class for everyone; good books; when people read stories.
Resources	Resources and things that I can see; good resources.
Assemblies	Assemblies.
Discussion/reflection	Time to discuss and think.
Creative activities	Performances ‘in character’.
Governors	Governors coming to school to observe and opportunities to discuss our work with them.
Sporting activities	Sporting Marvels; school tours.
Wellbeing/Social/Emotional Development	Wellbeing lessons to help us deal with things; life skills lessons; timetabled access to the sensory room; regulation and reflection sessions really help; listening to music; removing unnecessary rules (e.g., coats in classrooms) to make students more comfortable in their learning environment.
Teaching and Learning/Curriculum/Qualifications	More option choices linked to our interests; more practical lessons/interactive lessons; less testing; more exam practice; quick quizzes, individual learning;



	learning step by step; enquiry work; theme work, specific subjects, a combination of working through books and tools/ digitised methods - e.g., online quizzes; group work, research and expression of opinion; debating; flip activities to pre-learn before lessons.
World of work	More opportunities for work experience.

**ii) How could we improve your learning environment to help with your learning, health and wellbeing?**

Communication	Having our voices heard so we make a difference.
Outdoor facilities	Level yard and more space to play; school yard is awful, and this makes me feel sad – I am looking forward to our new school; school yard/walls have holes; MUGA; external fitness equipment; outdoor gym.
Health and Wellbeing	Safe room where I can go if I feel sad; the lego 'cwtch' helps provide a quiet space for us; reflection garden; bigger sensory room; longer breaktimes to spend time with friends; more wellbeing sessions like relax kids; friendship bench for lonely pupils; feeling safe on the school site – Covid regulations; drop-in sessions with school counsellor; get to know staff; teacher understanding of wellbeing; counsellor on site; designated sensory rooms.
ICT/technology	Allow pupils to use their phones in class more; more iPad/ICT access; internet that is reliable all of the time; digital resources - e.g., C-Touch; sufficient investment in digital equipment; on-line learning.
Resources	Bigger budget to buy resources.
Food/refreshments	Coffee machines; water fountains; healthier lunches; know what is in food choices.
Facilities	More cooking facilities; comfortable premises; flexible space to work with pens; enough facilities for sport; facilities during break time; indoor gym; new toilets; better cloakrooms; larger reading corner – our new school will help; more space in which to learn.
Teaching and learning/curriculum	After school learning for all subjects; remove seating plans; smaller classes; remove sets; more PE lessons; smaller classes; more practical subjects (Art, PE, etc.); more off-site learning.

**iii) What are the biggest challenges faced by children and young people and what support would help?**

Teaching and learning	Learning to read is difficult – I get help; improving written and reading – we’ve been home for a long time, but we need to improve now.
Poverty	Children without food; children without paper and pencils; children without a dictionary.
Family	Children without supportive parents; sometimes things happen in my home that make me sad, but I come to school and tell my teacher.
ICT	It is difficult for children without a computer at home; some find working on chrome books difficult – the prefects help.
Health and Wellbeing	Feeling lonely since Covid/missing friends; travelling on my Taxi with others (Covid concerns); help with my anger which has got worse since Covid; social media issues; pressure to do well; mental health support; balancing life’s demands; working at home and at school; Covid systems.
Academic performance	Getting a job when I leave school; falling behind because of Covid; examination/homework pressures; external assessments within the context of Covid; daily classroom pressures to keep up with the work/do well; difficulties in keeping up with the work online when learners are absent; making the right GCSE choices; uncertainty in relation to examinations; more support to help with gaps in work; revision classes in and outside of schools.
Support	Buddy system with the older year groups; additional study sessions; Year 8 is too young to choose your options; better communication between teachers when setting homework and tests to even it out; job apprenticeships; help when you leave school; more transition for Yr 11; do not like walking through the older students into school.

**iv) What else do you think we need to do to improve your education and how can we make sure that your voice is heard by the Council?**

Learning Environment	I am looking forward to having a new school – this will improve things for us; changing room for PE; give us a new school; newer learning environments.
Support/Communication	Talk to us; emails; phone calls; making contact with officers on the Council website; school council meetings/regular meetings with the Council; Teams

	meeting with the Director; newsletters from the Council to pupils; using online questionnaires more consistently to feedback/raise concerns; need to know how beneficial our knowledge is; someone to speak to from the Council; provide a list of sites that would tell learners what is happening in Education.
Class sizes	Smaller classes.
Funding	Bigger budgets for schools; more funding and checks that it is spent on learner support.
Wellbeing	A greater capacity for personal mentoring.
ICT	A personal digital resource for all pupils; having every lesson online to revisit.

**v) How can we support your parents/carers and communities to ensure that you make good progress in school?**

Communication	Use the web to notify parents; visit our school; send letters/newsletters; by ensuring learner voice and listening to learners; more phone calls when we've done well; more newsletters home; more information on qualifications; Seesaw – shows our parents/carers us having fun and doing well; more training on Seesaw for parents/carers; home school books; open a complaints and question centre; more parents days/communication as most parents do not know what is going on; keep parents informed of homework; share good news with parents/communities.
Sharing work	Show work to parents/including on site; parents' evening/more meetings; communication from the school; using the web to advertise/communicate things to people.
Resources	Provide free books to parents.
Food	Ensure every child has a meal.
Mental health and wellbeing	Mental Health and other support groups; make it known that the school is a safe place; give support to our key workers.
ICT	Digital equipment for every learner; improve school website; develop an App that tells parents/carers and communities about schools.
Careers	Better careers advice outside lesson time.

**vi) Do you have any comments to make?**

Come to our school - it is a special school; Welsh is the best language – that is why I like coming to school.
The condition of our school is not acceptable.

I love Mathematics and Science.
I have good friends in this school.
It`s been really hard in schools since Covid.
Concerns about the future after Year 11; worried about the loss in learning; need help when choosing Year 12 options as we do not know the teachers; more advice and support for Year 11.
Feel forgotten at the top of the valley. Need to improve transport provision.

**vii) Do you have any questions for the Director of Education in the Council?**

When will our new school be ready? Can we have changing rooms and a level yard please? Thanks for listening and for giving us a new school! Would you like to come to visit our school to talk to us?; We would like to meet you!
Can we have Internet that`s reliable all of the time, as this is so frustrating when it`s not working.
Fair budgets for schools.
Can we have healthier food menus?
How can you help year 11 and year 10 in planning for their next steps?
Can all year 11 leavers have a free bus pass for 2 years?
Can we have more meetings with the Council to discuss our future?
Will our voices be heard, and will it make a difference?

**7. CONCLUSION**

The feedback provided from the survey responses provide a strong mandate for continuing with the outlined mission, vision, values and five identified priorities for improvement over the next three years. Suggestions made by stakeholders have been considered and adaptations made to the Strategic Plan where required. The extremely helpful learner voice feedback has also provided an opportunity to cross reference the views of learners with the contents of the Strategic Plan to ensure that there is alignment.

The Strategic Plan will inform annual delivery plans in the Education and Inclusion Services Directorate for a 3 year period. These will be monitored on a quartely basis.

Appendix 2



**RHONDDA CYNON TAF  
EDUCATION AND INCLUSION SERVICES DIRECTORATE**

# Draft Strategic Plan for 2021-2024

## Content

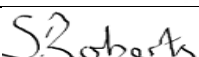
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## Section 1: Foreword

Now more than ever, a clear and renewed mission and vision is required for the Education and Inclusion Service and schools in Rhondda Cynon Taf as we 'renew' and 'reform' and tackle the impact of the pandemic on our communities.

The pandemic has shone a light on the critical and invaluable role that our schools play in supporting our learners, their families, and wider communities. Our workforce has worked tirelessly and creatively throughout the pandemic to keep our learners and staff safe, maintaining continuity in learning and supporting the most vulnerable during a period of unprecedented challenge. The highly effective partnership working displayed across our schools and Council departments has demonstrated that together we can make a real difference to the lives of the learners and the communities that we serve. Learners and their families have also shown resilience and perseverance in adapting to the impact of the pandemic, acquiring new ways of accessing education and well-being support, with learners gaining qualifications through new centre assessed and determined grade processes. These changes have not been without their challenges, but the invaluable support provided by the educational workforce has ensured that barriers to learning have been proactively addressed and tackled, and learner progression sustained. Nevertheless, we know that some learners and families have been more adversely affected than others, and it is imperative that these learners are well supported to ensure their progression and engagement during this next phase of recovery.

A new and exciting era is now upon us as schools prepare and implement transformational plans for the delivery of the new Curriculum for Wales and Additional Learning Needs and Educational Tribunal Act (2018). Good well-being for all, ensuring progression for all learners and closing the gap in outcomes between our most and least disadvantaged and vulnerable learners remains a high priority for improvement as we work together to ensure that our learners access the best possible opportunities in the early years, throughout their formal education and beyond. Our ambitions for our learners remain very high and this strategy outlines our shared vision for improvement and the key actions that we will take together to ensure that this is realised.

	Councillor Joy Rosser Cabinet Member for Education and Inclusion Services
	Gaynor Davies Director of Education and Inclusion Services
	Simon Roberts Chair of the Federation of Primary Headteachers
	Justin O'Sullivan Chair of the Association of Secondary Headteachers
	David Jenkins Chair of the Association of Special School/PRU Headteachers

## Section 2: Introduction

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. This 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.

Our mission quite simply is: **‘To deliver equity and excellence in Education and enhanced well-being for all’**. The robust partnerships that have been forged between the local authority and non-maintained settings, schools and PRUs throughout the pandemic has strengthened our collective drive and purpose to ensure that all learners access the highest quality teaching and learning experiences, so that they are able to progress and grow as lifelong learners. Our aspirations for our learners have remained steadfastly high despite the challenges faced, as our children have the right to access a first-class education that enables them to realise their ambitions.

It is recognised that the pandemic has placed the education system under immense pressure and impacted on the health and well-being of our learners, workforce and communities. The economic, social and emotional impact of COVID-19 on our communities has been considerable and we have seen a significant growth in families living in poverty. We know that deprivation can cause inequalities and some families have faced multiple adverse experiences, including financial hardship, bereavement, loss, trauma, poor mental and physical ill-health. Among the learners who have been the most significantly impacted by school closures and other restrictions, basic skills, learning, well-being and attendance have regressed, and it is imperative that we now focus on improving learner progress and mental health and well-being. Ensuring that we secure improved attendance rates is an absolutely priority against a backdrop of ongoing anxiety about the transmission of COVID-19 in our communities.

Our schools’ unwavering commitment to achieving continuity in learning and meeting the well-being needs of our school communities throughout the pandemic has made a real difference to the lives of children, young people and their families. This has been achieved through sheer hard work and excellent partnership working within and across schools, local authority departments and the regional school improvement service. The sense of ‘one team’ pulling together to achieve our shared priorities has remained strong and these solid foundations and robust partnerships will stand us all in good stead as we now progress towards the next phase of renewal and reform, and a brighter and more optimistic future for our learners and our communities.

Our 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’**.



Excellent leadership and professional practice are critical to ensuring that we create an effective culture of equity and excellence in education and high expectations, so that we can ensure the success of all schools and learners across the County Borough.

The financial environment for the Council, the wider public sector and residents continues to be challenging and we need to ensure that we invest in our priorities and draw on research so that we make informed decisions about the most appropriate high impact strategies and approaches that need to be adopted. Our policies must ensure that they impact positively on those who experience socio-economic disadvantage and vulnerable groups.

We need to collectively address the educational impact of the inequalities that have been compounded by the pandemic and ensure that funding and pedagogical policies support the progression and development of all learners, including the most vulnerable groups. Ensuring that all learners attend school regularly is of critical importance.

Disruptions to learning and to social interactions and experiences has affected some learners' physical and mental health and well-being, as well as the staff that support them. This plan reaffirms our commitment to learner and staff well-being and mental health, and the vital importance of ensuring that everyone's emotional needs are well supported.

A smooth transition across all phases of education is important if learners are to thrive and achieve the best outcomes possible. Early years is a key area for development as it provides the platform on which future development and learning is built upon. It is important that learners start school with the necessary pre-requisite skills to make expected progress, as this will impact on their future educational experiences. Providing effective intervention in the early years and ensuring high quality provision and intervention for the most vulnerable and disadvantaged learners will remain key priorities so that educational standards are raised, attendance is improved, and the attainment gap narrowed. Learners in examination years require specific support to ensure that they achieve their goals and progress to further education, employment, apprenticeships or training.

As a Council we will continue to invest in our schools as part of our ambitious 21<sup>st</sup> Century Schools and Capital Investment Programme so that our learners have access to stimulating learning environments that will adequately prepare them for life in a digitally connected and rapidly evolving society. Our learners need a transformational curriculum that will develop their attributes, skills and knowledge so that they become ambitious, capable, confident and ethically informed individuals.

We will undoubtedly rise to the new challenges that we will face as we 'renew' and 'reform', and together we will ensure that we deliver on our co-constructed priorities for 2021-2024.

## Section 3: Our Local Context

The Council's Corporate Plan for 2020-2024 is guided by the vision of making Rhondda Cynon Taf **"the best place in Wales to live, work and play, where people and businesses are independent, healthy and prosperous"**.

Its proposed main purpose is: **"To provide strong community leadership and create the environment for people and businesses to be independent, healthy and prosperous"**.

The current Corporate Plan focuses on three key priorities:

1. Ensuring People: are independent, healthy and successful;
2. Creating Places: where people are proud to live, work and play;
3. Enabling Prosperity: creating the opportunity for people and businesses to be innovative; be entrepreneurial; and fulfil their potential and prosper.

The Corporate Plan sets out a vision, priorities and principles that continue to maximise the Council's contribution to the seven national well-being goals outlined in the Well-being of Future Generations (Wales) Act 2015. The Act requires all public bodies in Wales to think about the long-term impact of their decisions, to work better with people, communities and each other, and to prevent persistent problems such as poverty, health inequalities and climate change. These national goals, together with the five Ways of Working, will continue to be incorporated into the detailed action plans that will deliver the Council's three priorities. The Education Directorate's Strategic Plan will reflect these overarching priorities and a golden thread will run through the Corporate, Directorate and Service Plans to ensure that there is alignment in strategic developments.

The Corporate Plan places an important emphasis on the climate change agenda and highlights the Council's ambition to being a 'A net-zero Green House Gas Council by 2050', to meet the recommendation of the UK Committee on Climate Change. Modernisation of our school buildings and ensuring that they are energy efficient remains a priority, and there is excellent support for our ambitious 21<sup>st</sup> Century Schools Programme and the effective delivery of our Welsh in Education Strategic Plan. The Band B funding envelope provisionally approved by Welsh Government equates to £252M and this investment will build on the excellent work achieved as part of Band A developments.

Effective early intervention and preventative approaches are central to the Corporate Plan so that we overcome the barriers commonly associated with disadvantage and avoid the need for the involvement of statutory services. A clear focus on providing the right support at the right time is imperative if we are to give our children the best start and chances in life. There is a corporate recognition that learning occurs both within the home and educational context, and effective parental engagement and high-quality early years support is essential for getting our learners ready for statutory schooling. This need has been heightened by the pandemic as countless learners have missed out on invaluable early learning, play and social interaction opportunities during this challenging period.

Ensuring and facilitating the engagement of parents/carers in their children's learning and mainstream services is imperative if children are to achieve their potential.

Our schools and the Education Directorate have a critical role in ensuring that the needs of learners are considered in everything that we do and that their voices are heard. A clear focus on school and service improvement is essential to ensure that our learners have access to the highest quality teaching and learning, and the specialist services to meet their needs. Continuous school and service improvement is critically important and our commissioned school improvement service, Central South Consortium (CSC), is instrumental in ensuring that we have a self-improving system across the five local authorities which it represents regionally.

Stakeholder feedback will be routinely sought to ensure that we provide services that are fit for purpose and meet the needs of our learners, schools and the wider community. The importance of social partnerships in securing partner feedback will continue to underpin and shape strategic developments so that we can ensure continued service and school improvement, and effective collaborative working. Narrowing the attainment gap that exists between vulnerable groups so that all learners, including those with the most complex additional learning needs and disabilities, achieve their potential is an important Corporate strategic priority. The delivery of a transformational curriculum in excellent schools and PRUs will provide our learners with the best possible chance of achieving their potential and progressing on to further education, employment, training or apprenticeships when they leave school. Providing first-class educational opportunities will be critical in breaking the poverty cycle that exists in some of our communities.

Rhondda Cynon Taf's population continues to grow and at the time of writing has a population of 241,873. It is the third largest local authority in Wales by population and has lower levels of employment than the Welsh average, with 67.3% of the population (aged 16+) in employment compared with 72.8% across Wales. A total of 18.6% of the population is aged 0-15 (17.8% in Wales). The growth in the number of learners across the County Borough that are eligible for free school meals has been significant and approximately one in four (25.72%, April 2021) learners are now eligible which reflects the significant economic impact of the pandemic on our communities.

Prior to the pandemic, improving attendance and reducing exclusions were priorities for improvement and this remains to be the case. It is imperative that significant improvements in engagement and attendance are secured particularly at a time when anxiety relating to the COVID-19 virus remains high. Schools require strategies to secure good attendance and to improve patterns of behaviour through the development of highly effective whole school, group and targeted approaches. To enhance the capacity of secondary and all through schools to meet need of learners with significant social, emotional and behavioural needs, an additional investment of £1.1M has been made to strengthen the continuum of provision and bespoke learning opportunities for the most disengaged young people. This investment will be instrumental in supporting mainstream inclusion for some of our most disadvantaged learners, reducing incidents of fixed term exclusion and the demand for more costly specialist PRU placements.

In addition to this enhanced investment, Cabinet has supported the funding of family engagement officers within some of our most disadvantaged communities. These family engagement roles strengthen the capacity of schools to engage with families beyond the school gate, promoting multi-agency working and access to timely family support to overcome hardship and any barriers to learning and engagement. There is well documented research evidence which highlights that family involvement is one of the strongest predictors of children's school success, and that families play pivotal roles in their children's cognitive, social and emotional development from birth through adolescence. Nevertheless, many families require support to develop resilience and to overcome the multiple stress factors commonly associated with financial hardship, so they are better placed to support their child's learning and engagement in education. Strong partnership working across Council departments, school and families will be essential if we are to achieve sustainable improvements in learner outcomes.

Economic prosperity, social cohesion and well-being are built on the foundations of excellent schools and education and delivering on our Corporate and Education Strategic Plans will be critical in improving the life chances and prosperity of current and future generations of children and young people in Rhondda Cynon Taf.

## Section 4: The Changing Educational Landscape

The educational landscape is significantly changing and there will be a new curriculum for schools and funded non-maintained settings in Wales from September 2022. The Curriculum for Wales has been shaped by international research and evidence from across the world. A defining feature of the new curriculum framework is the emphasis on learner progression, which will be supported by new assessment arrangements that enable each individual learner to make progress at an appropriate pace, taking into account their diverse needs. To support these developments there are new approaches to professional learning and to supporting schools which will collectively complement and enhance the new 3-16 curriculum. The need for a new curriculum is self-evident, as the current national curriculum was introduced in the late 1980s, when life bore little resemblance to the fast paced, digitally connected and technologically advancing age that we now find ourselves in. Life now is very different, and society is changing. As educators we need to equip our learners with the skills, knowledge and experiences that will ensure that they play a full and active role in their communities and in wider society.

The four core purposes of the new curriculum will form the basis for all future decisions about national and local educational priorities and should underpin all teaching and learning in Rhondda Cynon Taf so that we develop:

- ambitious, capable learners, ready to learn throughout their lives;
- enterprising, creative contributors, ready to play a full part in life and work;
- ethical, informed citizens of Wales and the world; and

- healthy, confident individuals, ready to lead fulfilling lives as valued members of society.

The new curriculum will be an important vehicle for embedding the United Nations Convention on the Rights of the Child (UNCRC) in the experience of learning and teaching and for giving our learners an understanding of their rights. Six areas of learning and experience (AOLEs) have been developed as a central element of the new curriculum.

These are:

- Languages, Literacy and Communication;
- Mathematics and Numeracy;
- Science and Technology;
- Health and Well-being;
- Humanities; and
- Expressive Arts.

Literacy, numeracy and digital competence are mandatory skills that have to be taught across all AOLEs and will need to be considered within all curriculum design. It will be the responsibility of all teachers to ensure progression in these skills across and within all the AOLEs.

In addition to these areas, the school's curriculum will also cover:

- human rights and the United Nations Convention on the Rights of the Child;
- diversity and respecting differences;
- experiences and skills for careers and the workplace;
- local, national and international aspects of all learning; and
- relationships and sexuality education.

The new curriculum should be considered as a journey that builds on knowledge, skills and experiences. There may be times when learners move forward quickly, slow down to make sure they understand a topic, or even take a detour because they discover something that interests them. Progression will not always be linked to a learner's age as learning does not happen in the same way and at the same time for everyone. Learners will progress as their knowledge increases, understanding deepens, communication skills grow, and skills improve. Assessment will be built into a school's curriculum and will be part of children's everyday learning experiences, planned in a way that fosters the teachers' and learners' understanding of individual progression. As a result, it is vital that the curriculum that is taught and experienced by learners prepares them to thrive in a future where digital skills, adaptability and creativity, alongside knowledge, are crucial. In essence, we are preparing our current generation of learners for jobs that do not yet exist.

There is a recognition that leadership development will be a prime driver in delivering these transformational reforms. The National Academy of Education Leadership (NAEL) has been put in place alongside new developmental teaching and leadership standards for

Wales. The main purpose of NAEL is to contribute to the development of the professional capabilities of current and aspiring leaders across the education system by providing coherence and quality assurance for the range of educational leadership development opportunities available in Wales. Strong leadership is essential if schools are to evolve into creative learning organisations and to promote the 'readiness' of staff to deliver the new curriculum. The Organisation for Economic Co-operation and Development's (the OECD) report in 2020, 'Achieving the New Curriculum for Wales', emphasised the importance of all aspects of the school system aligning with the new curriculum and its underlying principles. To support this, the 'School Improvement Guidance - Framework for Evaluation, Improvement and Accountability' was published by the Welsh Government in January 2021. This draft guidance provides a new point of reference for schools, local authorities, diocesan authorities, regional consortia and Estyn and outlines the expectations of them in contributing to school improvement. Welsh Government plan to make this draft guidance statutory in September 2022.

The introduction of the new curriculum contributes to our national goals as set out in the Well-being of Future Generations (Wales) Act 2015. The underlying importance of promoting well-being is a theme that runs through the new curriculum and in particular the Health and Well-being Area of Learning and Experience. This is further strengthened by Welsh Government's recently published Framework on embedding a whole-school approach to emotional and mental well-being (2021). This provides a basis for schools, PRUs and education settings to review their own well-being landscape and to develop strategic approaches for securing improvements. The framework recognises that schools alone cannot meet all the needs of a population of children and young people and sets out the role of regional bodies and partner agencies in supporting schools. Strengthening partnership working for those with the most complex mental health needs is vitally important if we are to upskill the workforce and ensure that learners access the vital services that they require.

The new curriculum also supports another of the Act's overarching goals, namely 'A Wales of vibrant culture and thriving Welsh language'. Welsh Government's strategy 'Cymraeg 2050: A Million Welsh Speakers', has been devised to achieve this goal. The Council's Welsh in Education Strategic Plan (WESP) has recently been updated and sets out the priorities for improvement over the forthcoming ten years, up to and including 2032, to make progress towards the achievement of a growth of between 8-12% in the percentage of year one learners in Welsh medium education. This equates to an increase from 506 learners to between 720 and 825 year one learners in Welsh medium education.

Our strategic decisions will be informed by the need to safeguard children's rights and to ensure that the needs of children and young people experiencing socio-economic disadvantage are effectively met. Children's rights are enshrined in Welsh law under the Rights of Children and Young Persons (Wales) Measure 2011 - underlining Wales' commitment to the United Nations Convention on the Rights of the Child (UNCRC). In 2004, the Welsh Government formally adopted the UNCRC as the basis of policy making relating to children and young people. In Rhondda Cynon Taf we will ensure that children's rights are given appropriate consideration so that we support children and young people's

right to be safe, to play, to have an education, to be healthy and be happy. There are four key articles which form the basis of the rights set out in the UNCRC which includes:

- Right to non-discrimination (article 2)
- Commitment to the best interests of the child (article 3)
- Right to life, survival and development (article 6)
- Right to be heard (article 12).

Article 12 of the UNCRC is about the rights of children and young people to express their views, feelings and wishes, and to have their views considered and taken seriously. This right will be an important focus as part of the three-year strategic plan.

The current educational landscape has been significantly complicated by the pandemic. Jeremy Miles, the Minister for Education and Welsh Language, issued a statement in June 2021 outlining Welsh Government's priorities for renewal and reform and the need to place learners' progression and well-being at the heart of everything as we recover from the pandemic. To support schools to progress with recovery and the implementation of key reforms the Minister has implemented a number of key changes to reduce unnecessary burdens on school. These include:

- the suspension of end of key stage assessment and moderation requirements;
- the suspension of key stage 4 and legacy sixth form performance measures has been extended to the 2021/22 academic year. Qualification awards data will not be used to report on attainment outcomes at a school, local authority or regional consortium level and will not be used to hold schools to account for their learners' outcomes;
- school categorisation will not take place in the academic year 2021/22 and schools will not be assigned a published category as part of this support process;
- all schools will be required to undertake effective self-evaluation to support continuous improvement. Evaluation, improvement, and accountability arrangements will require consideration of a broad range of information, relevant to a school's own context. This should include support from local authorities and regional consortia, using the learner level information to reflect on and improve their existing arrangements. A national evaluation and improvement resource is also being produced which will support schools in undertaking robust self-evaluation.

Alongside these key reforms is a national commitment to equity. Significant emphasis has been placed on well-being and the support for learners with additional learning needs (ALN) with significant policy development. The implementation of the Additional Learning Needs and Educational Tribunal Act (2018) (ALNET Act) has commenced and a phased approach to its implementation will be adopted over the next three years. Strong strategic leadership of these transformational ALN reforms will be essential to ensure that schools are compliant with our new statutory responsibilities and effectively meet the needs of our most vulnerable learners and their families.

Estyn extended the suspension of their core inspection programme for schools and pupil referral units to include the autumn term 2021, although monitoring visits to schools in a statutory category have continued. During 2021–2022, Estyn will support the education system in renewing and reforming, with a particular focus on supporting the preparation for Curriculum for Wales and additional learning needs reform. From spring 2022, Estyn will pilot the new inspection arrangements in a small number of schools and PRUs.

New socio-economic duties came into force in Wales 2021 under Section 1 of the Equality Act (2010). This places a clear duty on public bodies to consider the impact of strategic decisions on improving the outcomes for those who suffer economic adversity. This legislation aims to improve the lives of those who are most vulnerable by addressing the inequalities most commonly associated with poverty and all policy decisions will be informed by this important duty.

The pandemic has undoubtedly created additional pressures on the education system in Wales at a time of significant reform and change. Our local authority strategy will work in synergy with this changing national landscape whilst recognising and addressing the particular needs of Rhondda Cynon Taf and its communities. It reflects both national and local priorities and sets out a road map of activity for the Education and Inclusion Services Directorate and schools for the next three years so that we deliver sustainable school and service improvements and improved outcomes for our learners.

## Section 5: Our Key Achievements from March 2020-July 2021

Since March 2020, school leaders and Education officers have radically adapted traditional delivery models to focus on maintaining continuity in learning through blended learning approaches and ensuring that the well-being needs of all learners, and in particular the most vulnerable, have been supported. Emergency childcare hubs for vulnerable learners and the children of key workers were quickly established at the start of the pandemic and strategic plans swiftly refocussed to ensure that these were reflective of new and emerging priorities. It is impossible to capture all of the strategic achievements of the Education and Inclusion Services Directorate and schools during this period and to capture the sterling efforts of our workforce, but key achievements are summarised as follows:

### **Keeping learners and staff safe**

- The local authority routinely published robust, well-informed and regularly updated guidance and protocols to support schools to keep learners and staff safe;
- Schools developed and regularly updated complex risk assessments and business continuity plans to reflect changes in national and local guidance and presenting risks;
- Parents and carers were regularly provided with information and guidance to keep their children and communities safe;



- Effective and wide-ranging communication strategies were established with stakeholders to ensure swift and consistent messaging;
- Highly effective systems, support networks and processes for managing high numbers of COVID-19 cases were established for stakeholders 7 days a week, which minimised disruption to learning and maintained continuity in learning. Excellent partnerships and team working both within schools and across Council departments ensured that high numbers of cases and close contacts were efficiently and effectively identified, and swift action taken to mitigate risks;
- The Directorate and schools worked in partnership to establish 25 emergency childcare hubs, ensuring that the children of key workers and vulnerable learners were effectively identified and supported in safe environments;
- Data information systems were aligned across Directorates to produce management information for schools on vulnerable learners as defined by Welsh Government thus ensuring timely targeted support and attendance information was shared to ensure professional oversight and targeted support for our most vulnerable learners and families;
- Schools were swiftly supplied with PPE, signage, sanitiser, thermal devices and face coverings to minimise transmission risks in schools;
- School and classroom layouts were remodelled, and standard operational procedures significantly changed to minimise transmission risk to staff and learners;
- The Education Directorate developed guidance, processes and procedures to deliver a mass lateral flow testing (LFT) pilot on a secondary school site;
- Schools and families were provided with detailed advice, guidance and supplies to undertake lateral flow testing for school staff and secondary school learners; and
- The vaccination programme for eligible school staff was made available to mitigate risks for the most vulnerable learners.

### **Continuity in Learning**

- In partnership with Central South Consortium (CSC), schools had access to advice, guidance and professional learning on blended and remote learning;
- Education and CSC shared best practice on blended and remote learning, which facilitated school to school support;
- Working collaboratively with schools and ICT colleagues, the Education Directorate ensured that all learners had access to digital learning and that digitally excluded learners were identified and provided with appropriate devices (in excess of 5,400 devices were provided across RCT);
- We ensured that learners and staff were safeguarded on-line through the provision of appropriate advice and written guidance for schools;
- In partnership with CSC and schools, the remote learning offer across schools was quality assured and strategic support provided where required;

- We collated and analysed stakeholder feedback (including parent/carer surveys) to shape and further improve the blended learning offer and Council Services; and
- Schools worked tirelessly to develop robust processes and procedures to produce Centre Assessed/Determined Grades that accurately reflected learners' abilities.

### **Supported the most vulnerable**

- Effectively delivered the Coronavirus Childcare Assistance Scheme across 99 settings for 747 children;
- Administered and delivered breakfast clubs for in excess of 3,500 learners on a termly basis;
- Ensured access to free school meals in the community for approximately 8,500 learners at the start of the pandemic;
- Provided BACS payments for in excess of 10,000 learners eligible for free school meals;
- Provided targeted support and transport to engage the most vulnerable in childcare hubs and in distance learning;
- Provided virtual, telephone and home visits to support vulnerable learners and their families;
- Remodelled local authority services and school support for those in need, ensuring that non-statutory and statutory duties were met;
- Secured funding and the provision of family engagement officers for 6 all through/secondary schools;
- Secured additional funding to extend the family engagement officer pilot to 13 primary schools in the areas of greatest deprivation;
- Secured in excess of £1.1M for step 4 provisions in targeted all through/secondary schools which supported the development of bespoke provision for learners with significant social, emotional and behavioural needs;
- In partnership with a range of Council departments and school staff, co-ordinated and delivered a summer activity programme for vulnerable children and the children of critical workers across 7 educational settings; and
- Delivered the Summer Holiday Enrichment Programme (SHEP) in 16 school settings.

### **Enhanced digital capacity across the system**

- Developed digital and agile working capacity across the Directorate and schools through the effective use of Zoom, Microsoft Teams and other digital applications and ensured access to training and guidance for the workforce on the use of applications;
- Improved the use of digital technology and management information systems across the Directorate and evaluated data to improve service delivery and secure improvements. This included:

- ▶ collation of data on attendance at childcare hubs according to vulnerable groups and key worker status
- ▶ production of live data reports attendance, exclusions, admissions, COVID-19 cases in schools and in-year transfers
- ▶ data reporting on engagement and targeted support for vulnerable groups
- ▶ data reporting on service engagement and involvement with the most vulnerable
- ▶ use of e-forms for wide ranging online applications
- ▶ use of Microsoft forms to inform swift multi-disciplinary decision making on COVID-19 cases and the reduction of transmission risks
- ▶ introduction of Microsoft forms for undertaking stakeholder feedback
- ▶ convened Hub leads, headteacher, governor and multi-disciplinary recovery planning meetings virtually
- ▶ introduction of 'My Concern' across all settings to digitise safeguarding procedures and to ensure consistency in approaches across settings;
- Implemented the Hwb Infrastructure programme and delivered improved connectivity across school sites; and
- Developed and consulted on a 5-year Digital Strategy for Schools.

### **School Improvement**

- Schools and services continued to progress with Curriculum for Wales and ALNET Act (2018) reforms through professional learning opportunities, cluster workshops, strategic planning and implementation;
- Schools delivered an improved blended learning offer and demonstrated increased learner engagement over time;
- A total of 3 schools were removed from Estyn review during the pandemic;
- Historical red/amber schools actively engaged in progress meetings and have made good or strong progress on recommendations and Post Inspection Action Plans in nearly all cases;
- All schools in budget deficit have made excellent progress in delivering their budget recovery plans;
- Schools have effectively used step 4 funding to establish bespoke provision for learners with significant social, emotional and behaviour difficulties in 11 secondary schools;
- Induction for new and acting headteachers in RCT has been provided;
- A further cohort of aspiring headteachers have successfully completed a local authority leadership programme which was widely reported as transformational by participants;
- A cohort of middle leaders have completed a positively evaluated Leading from the Centre professional learning course; and
- In partnership with CSC and Human Resources, support and guidance for headteacher/staff well-being has been provided.

### **Continued to deliver on 21<sup>st</sup> Century Schools Developments**

- Secured approval in principle of £167.39M (enhanced to £252.207M in September 2021) from Welsh Government for the delivery of Band B Capital projects:
  - ▶ a new school for Hirwaun Primary School has been finalised and £10.2M invested
  - ▶ significant works to increase capacity and provide early years childcare are being undertaken in Ysgol Gynradd Gymraeg Aberdar with an investment of £4.5M planned
  - ▶ Ysgol Gyfun Rhydywaun is undergoing significant refurbishment with an investment of £12M
  - ▶ plans for a new Welsh medium primary school for Rhydyfelin are underway at an estimated cost of £13M
  - ▶ a new 3-16 school is planned on the Pontypridd High School site, with an estimated investment of £8M
  - ▶ a new 3-16 school is planned on the Hawthorn High School site, with an investment of £21M
  - ▶ new block/remodelling for Bryncelynnog Comprehensive is planned at a cost of £15M;
- In addition to the Band B Capital projects, the Council has a number of Mutual Investment Model (MIM) schemes in development including 3 new schools for Llanilltud Faerdref Primary, Pontyclun Primary and Penygawsi Primary at an estimated cost of £23M;
- The Council secured a brand new site for a new school planned for Ysgol Gynradd Gymraeg Llyny-y-forwyn at an estimated cost of £8.5M;
- The significant expansion of Dolau Primary School is planned with an investment of £10M estimated;
- The Council has provided a new £1M early years setting at Treorchy Primary School;
- A new classroom extension has been put in place at Ysgol Gynradd Gymraeg Llantrisant at a cost of £800k;
- A new £700k Cylch Meithrin has been established at Ysgol Gynradd Gymraeg Ynyswen;
- Ysgol Gynradd Gymraeg Abercynon has received an investment of approximately £200k to create a new Welsh medium sessional care provision;
- Significant work at a cost of £730k is being undertaken at Dolau Primary School to create new Welsh medium sessional care provision;
- A new early years provision at Gwauncelyn Primary School will be established at a cost of £745k with completion planned for January 2022;
- A new early years provision at Cwmlai Primary School, costing £750k, is in progress with completion planned for April 2022;

- A small capital grant scheme has resulted in improvements in a number of early years settings to make adaptations to support the effective management of COVID-19; and
- A substantial amount of funding has been invested as part of the schools' Capital Programme during the pandemic.

It should be noted that the partnership working with schools extended to other Council departments including Public Health and Protection, Health and Safety, Human Resources, Corporate Estates, Finance, ICT, Children's Services and many others. A culture and ethos of 'one team' working together to make a difference has been a strong feature throughout the pandemic and has enabled the Council and our schools to deliver positive outcomes for our communities.

## Section 6: Our Mission

Our mission in Rhondda Cynon Taf is to:

**'To deliver equity and excellence in Education  
and enhanced well-being for all'**

Our mission is to strive for excellence in all we do, where excellence is defined as the gradual result of always striving to do better and securing improvements. The benefits achieved from effective short, medium and long term improvement work focused on a set of key priorities will ensure improved outcomes for our learners and will take us on our journey to a better brighter future.

It is widely acknowledged that excellence 'takes hard work, strong leadership, clear vision and relentless commitment to achieve' (Estyn 2020). We will ensure that our schools are well supported on their journey to achieving equity and excellence in Education and enhanced well-being for all. For settings where practice is already deemed to be excellent or very strong, opportunities for sharing best practice and for facilitating school to school support, in partnership with the Central South Consortium, will be encouraged.

Equity can only be achieved if we ensure that the system successfully identifies and addresses the unique challenges that present themselves to individuals or groups of learners. Our learners deserve to experience equity in education and have access to the right support at the right time to overcome barriers to learning, engagement and attendance. Deprivation, gender, sexuality, adverse childhood experiences, ethnicity, additional learning needs or disability should not prevent our learners from reaching their potential and achieving positive outcomes. To achieve the four core purposes of the new curriculum, strong leadership and a relentless focus on ensuring excellent educational

experiences and teaching and learning that meets the needs of all learners will be essential.

## Section 7: Our Vision

Our vision is:

**'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'**

Our workforce is central to us making a difference to the lives of our learners and communities. Despite the challenges faced during the pandemic, we remain positively focused on ensuring that we have the highest quality school leaders and educational practitioners in our schools. Having a highly skilled and trained workforce will enable us to deliver a transformational curriculum and high-quality educational experiences across our schools, which will remain a critical focus over the next three years and beyond.

An emphasis on strong leadership and professional learning, will help deliver on the high expectations we all share for our learners and schools. By investing in the professional development of our school leaders and workforce we aim to create high quality teaching and learning that is underpinned by a robust understanding of pedagogy, child development and subject knowledge. The challenges we face in closing the attainment gap are such that our teaching approaches and interventions need to be research informed and based on best practice at local, regional, national and international levels. Securing improvements in the quality of teaching and learning and the effectiveness of school support will be critical in securing the four core purposes of the new curriculum and sustaining excellent practice across all schools. Central to this vision is good school attendance and engagement in education where all teachers are skilled in meeting the needs of learners with significant ALN and promoting successful inclusion.

Investment in professional learning needs to span the education workforce so learners are well supported across the spectrum of staff with responsibility for teaching, supporting learning, engagement and well-being. Staff with skills in establishing warm, caring and positive relationships and learning environments will be critical in supporting our learners during this important phase of renewal and reform. Clarity in the professional learning offer will be important in minimising duplication across the system.

## Section 8: Our Strategic Priorities

Our revised strategy 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. These are also reflective of our local corporate priorities set within the context of national and local recovery and reform.

<b>Priority 1:</b>	<b>Developing a highly skilled educational workforce and excellent leadership at all levels.</b>
<b>Priority 2:</b>	<b>Supporting educational settings to deliver a transformational curriculum, high quality teaching and learning and improved outcomes for all.</b>
<b>Priority 3:</b>	<b>Ensuring equity and support for vulnerable learners and their families.</b>
<b>Priority 4:</b>	<b>Enhancing the well-being of our learners and the workforce.</b>
<b>Priority 5:</b>	<b>Delivering 21st Century learning environments and innovative services for our learners and communities.</b>

<b>Strategic Priority 1:</b>	Developing a highly skilled educational workforce and excellent leadership at all levels.
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This priority focuses on developing a highly skilled educational workforce and excellent leadership at all levels by:

- Ensuring that governors, senior and middle leaders have the highest ambition and expectations and achieve consistency in the implementation of key policies and systems;
- Ensuring school governance is strong through high quality training, support and challenge;
- Ensuring effective social partnerships to support the effective development and implementation of strategic developments;
- Ensuring effective self-evaluation and the collation of regular stakeholder feedback, including learner voice, to shape strategic improvement plans at local authority and school level;
- Establishing a headteacher reference group to assist with strategic developments;

- Ensuring that school improvement support is aligned with the new draft framework for evaluation, improvement and accountability, and delivers the necessary school improvements;
- In partnership with CSC, further developing our schools as learning organisations as a means of realising the new curriculum;
- Providing excellent professional learning for staff, in partnership with CSC;
- Exploring and evaluating different models of professional leadership at school and cluster level through professional learning opportunities and strategic support;
- Improving the quality of teachers' pedagogy and research informed practice;
- Ensuring the effective implementation of professional standards for teachers and other professionals;
- Ensuring school leaders develop effective plans to keep their school communities safe;
- Ensuring that all newly appointed school leaders access induction and a mentor;
- Ensuring that there is a robust succession planning strategy in place and that there is an investment in leadership training for aspiring headteachers;
- Identifying staffing pressures and developing effective approaches to attracting and retaining the highest quality school leaders and staff to RCT; and
- Working with partners to ensure the quality and sufficiency of staff for schools, particularly in the Welsh medium sector.

<b>Strategic Priority 2:</b>	Supporting educational settings to deliver a transformational curriculum, high quality teaching and learning and improved outcomes for all.
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Strategic priority 2 focuses on supporting educational settings to deliver a transformational curriculum, high quality teaching and learning and improved outcomes for all. This will be achieved by:

- Ensuring that our commissioned school improvement service reflects our unique local context and supports our schools to continuously improve and deliver improved teaching and learning and positive learner progression for all;
- Strengthening the development of a self-improving system, effective school to school support and the sharing of best practice;
- Ensuring that the schools with the greatest needs access bespoke and effective support to improve and to get Curriculum for Wales ready;
- Ensuring a fully integrated cross directorate early years strategic plan for 0-7 year olds that ensures that learners access the right support at the right time;
- Ensuring that non-maintained and maintained early years settings provide the necessary development of appropriate cognitive, social and emotional skills and the necessary pre-requisite skills for learning and progression;



- Ensuring that teaching and learning in all schools and PRUs is improved and aligned with the new requirements of the AOLES;
- Connecting new curriculum developments to innovative projects aimed at supporting the Council's ambitious Climate Change Strategy;
- Ensuring that there is synergy between the Health and Well-being Area of Learning and Experiences and the Framework for Embedding A Whole School Approach to Emotional and Mental Well-being;
- Strengthening cluster-based approaches to develop and deliver the new curriculum and to share best practice;
- Explore cross sector partnerships to develop the new curriculum with a view to improving learning and wellbeing and longer term health, prosperity and employment benefits;
- Improving evaluation approaches at all levels to understand the progress made by all learners;
- Ensuring that schools effectively track learner outcomes, and robustly evaluate targeted strategies and interventions aimed improving learner progression;
- Ensuring that schools are supported to be research-informed and apply local, national and international evidence based best practice to their own settings;
- Ensuring that schools have a shared understanding of Equity and Excellence in Education;
- Ensuring that all learners make progress in literacy, numeracy and ICT; and the attainment gap between the most and least affluent peers is narrowed;
- Implementing and evaluating the impact of the Council's literacy project aimed at improving standards in writing in secondary schools;
- Developing and evaluating a strategic initiative aimed at improving the development of speech and language skills in the early years;
- Ensuring that all schools have a programme of cultural, sporting, creative and recreational enrichment activities for learners throughout their statutory schooling;
- Ensuring that parents/carers are kept informed about key reforms and are supported to enhance their child's learning; and
- Working in partnership with CSC to ensure that schools are supported to develop bilingual competence and the development of Welsh language skills.

<b>Strategic Priority 3:</b>	Ensuring equity and support for vulnerable learners and their families.
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Strategic priority 3 focuses on ensuring the right learning pathway and support for vulnerable learners and their families. This will be achieved by:

- Ensuring that all school staff have received appropriate professional learning on the ALNET Act and are fully aware of their statutory duties and the principles of person centred practice;

- Supporting schools to effectively self-evaluate ALN provision and strategically plan for improvement;
- Ensuring that governing bodies receive an annual report on ALN and scrutinise provision;
- Establishing sustainable and self-reliant cluster-based approaches to ALNET Act transformation;
- Strengthening partnership working with schools, health, social care and FEIs in order to deliver improved outcomes for the most vulnerable and disadvantaged;
- Continuing to improve the quality of targeted support so that the educational outcomes of all vulnerable groups, including learners eligible for free school meals, with ALN, ethnic minority groups and children that are looked after are improved;
- Ensuring that those most adversely affected by the pandemic are identified and access enhanced support to make measurable progress;
- Implementing and evaluating the effectiveness of strategic programmes and interventions aimed at overcoming the barriers to attendance and engagement for the most disadvantaged and vulnerable;
- Ensuring that all schools engage in provision mapping for ALN and can demonstrate impact;
- Ensuring that models of enhanced capacity funding for ALN is aligned with the ALN reforms and supports effective mainstream inclusion;
- Ensuring that parents/carers are well informed about the ALNET Act (2018) and are supported and empowered to meet their children's needs;
- Exploring the viability of establishing a sub-regional sensory service;
- Further improving outcomes for children that are looked after by piloting a Virtual School for looked after children;
- Reviewing and remodelling individual and group tuition provision;
- Ensuring that elective home education processes, procedures and provision are effective in meeting the needs of learners;
- Ensuring that there is an integrated early years offer for learners with ALN;
- Ensuring seamless transition across all phases and ensuring greater continuity in education, particularly in the Welsh medium sector;
- Developing more extensive alternative learning pathways for 14-19 year olds and evaluating the effectiveness of step 4 provision development across key schools;
- Providing learners with access to high quality careers information and guidance that enables them to make informed decisions about their future educational path and careers;
- Strengthening approaches to Gatsby and preparation for the world of work, training and further education;

- Supporting effective family engagement and partnership working across the Resilient Families Service, families and schools; and
- Further extending and evaluating the effectiveness of the SEREN programme.

<b>Strategic Priority 4:</b>	Enhancing the well-being of our learners and the workforce.
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Priority 4 focuses on enhancing the well-being of our learners and the workforce. This will be delivered by:

- Supporting schools to self-evaluate against the 'Framework on Embedding a Whole School Approach to Emotional and Mental Well-being' and to deliver effective strategic plans aimed at improving staff and learner well-being;
- Developing professional learning to support effective implementation of the Framework, in partnership with our regional school improvement service;
- Extending trauma informed practice across all schools, including train the trainer models;
- Establishing cluster well-being champions and effective cluster initiatives and practice;
- Using evidence based research to inform best practice in the support of vulnerable learners and enquiry based research and intervention;
- Further extending family engagement roles across the County Borough and evaluating the impact of funding on outcomes;
- Ensuring that the continuum of support for learners with social, emotional and behavioural difficulties is fit for purpose and delivers improved outcomes for learners;
- Re-aligning the Attendance and Well-being Service to ensure effective support for schools and learners to overcome barriers to attendance and engagement;
- Ensuring enhanced wellbeing support is in place for learners and staff which is clearly defined and accessible (e.g., counselling services, mentoring schemes);
- Developing integrated well-being pathways for learners in partnership with Children's Services, Youth Services and CAMHS;
- Extending PERMA across schools and evaluating impact;
- Developing consistent and holistic measures of well-being and data packs;
- Routinely capturing learner voice across the system about issues relating to well-being and learning, ensuring that this shapes strategic priorities;
- Ensuring that approaches relating to children's rights are embedded across all schools and that learner's voices are listened to and inform strategic developments;
- Promoting access to breakfast clubs and free school meals for eligible learners;
- Ensuring that schools are proactively involved in healthy schools' schemes and actively promote physical activity and lifestyles;

- Promoting opportunities for learners to actively engage in their communities, through active participation in sport, leisure and play activities; and
- Implementing an effective anti-bullying strategy.

<b>Strategic Priority 5:</b>	Delivering safe 21 <sup>st</sup> Century learning environments and innovative services for our learners and communities.
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Strategic Priority 5 focuses on delivering safe 21<sup>st</sup> Century learning environments and innovative services for our learners and communities. This will be achieved by:

- Ensuring effective delivery of our ambitious Band B 21<sup>st</sup> Century Schools Capital and Mutual Investment Model (MIM) Modernisation Programme;
- Ensuring new schools are built to Net Zero Carbon standards wherever possible and are low in carbon emissions and energy efficient;
- Delivering on Welsh Government's Early Years Grant and further developing the Childcare Offer;
- Creating well designed and accessible schools that deliver the requirements of the ALNET Act;
- Further developing effective approaches to outdoor learning and enhancing the external environment and the biodiversity of our school estate;
- Supporting schools to deliver on the Council's Climate Change Strategy;
- Ensuring that developments are aligned with the Local Development Plan and address the Welsh in Education Strategic Plan;
- Develop, implement and closely monitor the implementation and impact of the new 10 year WESP;
- Developing effective partnership approaches to promoting community cohesion and the Prevent agenda;
- Ensuring that schools have robust safeguarding processes and procedures, and consistent information management approaches;
- Building on our Community Focused Schools approaches and opportunities for strengthening joint working between schools and communities for the benefit our learners and their families;
- Delivering on our Digital Strategy for Schools and our Hwb Transformation Programme so that schools are well placed to deliver on the new Curriculum for Wales;
- Developing more effective platforms for sharing digital information, guidance and policy documents for learners, schools, parents/carers and other stakeholders;
- Enhancing opportunities for securing stakeholder feedback on all aspects of service design and delivery;
- Strengthening engagement and communication channels with learners; and

- Establishing an effective multi-agency approach to substance misuse and community safety challenges.

## Section 9: How will we achieve our priorities?

Our work across the Education and Inclusion Services Directorate and schools will be underpinned by the four core values of:

### Collaboration – Aspiration – Inclusion – Innovation

- Partnership and effective **collaboration** will be integral to supporting our most vulnerable learners and families so that they have the best chance of achieving success. Strong partnerships will be established across the system in pursuit of excellence and improved outcomes for all learners. Schools will be supported to address under-performance and timely action taken when there is concern about leadership, school performance or educational outcomes. With CSC, we will identify and provide access to the most effective practice in order to build capacity for improvement throughout the system. Headteachers, governors, senior and middle leaders and all practitioners will be supported to make a full and active contribution to system leadership and to build capacity for school to school support across the system.
- All learners will be encouraged, challenged and supported to have high **aspirations** and expectations of themselves. All learners will have the right to access the highest quality teaching and learning opportunities and support to enable them to achieve their ambitions and the best outcomes of which they are capable. There must be a relentless focus on securing learner engagement, attendance and improvement in the outcomes achieved by all: only the highest level of ambition and expectations will do. We will work in partnership with families and the communities that we serve so that current and future generations of children and young people have the best possible chance of achieving success and prosperity.
- All learners and families face different and unique challenges and will access timely support and/or guidance to overcome potential barriers. Our schools will be supported to ensure they promote **inclusion** and restorative practices which offer solutions to assist learners to overcome barriers to learning and engagement. The well-being and rights of all learners will be at the core of everything we do, and their rights will be respected and their views on the decisions that affect them will be listened to and given due consideration. All learners will be safeguarded from harm and should feel safe and secure in their schools, homes and communities. All

learners will have access to opportunities to develop their Welsh language skills and awareness of their cultural heritage. Difference and diversity will be embraced, and equity actively promoted.

- We must ensure that school leaders and all other partners share the belief that all learners are entitled to an education of the highest quality, recognising that their journey through school occurs only once. We will invest in the professional and personal development of our staff so as to maintain a highly skilled, resilient, aspirational workforce that is committed to **innovation** and creative practice. All learners will be educated in calm, purposeful and safe environments that are fit for 21st Century learning. We will take positive steps to protect our natural environment and assets for current and future generations to come. Resources, support and challenge must be targeted intelligently and placed where the need is greatest. There must be clear lines of accountability and rigorous evaluation of impact to ensure value for money from deployed resources: we must all be accountable for the successful deployment of resources for the benefit of our communities.

## Section 10: How will our success be measured?

Success in achieving our priorities will result in:

- A highly skilled and trained workforce with the necessary skills, knowledge and experience to deliver on the Curriculum for Wales and ALNET Act (2018);
- Strong leadership and professional practice across our schools resulting in the improved educational attainment, attendance, and exclusion rates of learners, particularly in targeted cohorts of disadvantaged and vulnerable learners;
- Greater equity in the outcomes of learners experiencing socio-economic disadvantage and more affluent peers, resulting in a narrowing of the attainment gap between different groups of learners;
- Improved teaching and learning across our schools, and a curriculum that is both innovative and strongly aligned with the AOLEs;
- More learners achieving their aspirations and securing places in further education, employment, training, and apprenticeships on leaving school;
- Improved strategic planning and provision for ALN across all schools, inclusive schools and improved outcomes for learners;
- Improved mental and emotional well-being for staff and learners;
- Good progress will be made on our Band B 21<sup>st</sup> Century Schools Programme, with significant developments across the school estate;
- Our schools will make a significant and active contribution towards the Council's climate change agenda;

- More learners will be accessing Welsh medium education with good progress reported against the Welsh in Education Strategic Plan;
- More learners and parents/carers reporting high levels of satisfaction in relation to the education provided for them;
- More stakeholders valuing the specialist support provided by the local authority;
- More partners actively involved and engaged in the delivery of our strategic plans, working collaboratively for the benefit of our communities; and
- Increased uptake and use of our school premises by the wider community, with greater community engagement in cultural, sporting and youth engagement activities.

## Section 11: Conclusion

The recent pandemic has presented us all with unprecedented challenges and we have all worked tirelessly to overcome these for the benefit of our learners and communities. As we now progress to the next phase of reform, it is imperative that this momentum is sustained and that we work in partnership to achieve our shared mission, vision, and priorities for improvement across the education system. A clear and cohesive strategy is now essential for ensuring that our learners have the best start in life, access to the right support at the right time so that they become successful lifelong learners. The need to intervene early and effectively is critical so that the inequalities and difficulties that have been compounded by the pandemic are overcome and greater equity is achieved.

Our school leaders and our education workforce need to access the highest quality professional learning so that our next generation of learners achieve good qualifications and have well established literacy, numeracy and digital skills so that they are well prepared for the rapidly changing and digitally connected world that we inhabit. The last 18 months have demonstrated to us that our current and future generation of learners and workforce need to be resilient, adaptable, and creative. We cannot be certain what challenges we will be presented with for the duration of this plan. However, we can be confident that by working collaboratively as one team we are stronger and better placed to achieve our mission for equity and excellence in Education, improved well-being for all and a better and brighter future for learners and communities.



## **Appendix 4: An Equality Impact Assessment (with Social-Economic Duty) for the Education and Inclusion Service Draft Strategic Plan 2021-2024**

### **EQUALITY IMPACT ASSESSMENT FORM INCLUDING SOCIO ECONOMIC DUTY**

(REVISED MARCH 2021)

Please refer to the current Equality Impact Assessment guidance when completing this document. If you would like further guidance please contact the Diversity and Inclusion Team on 01443 444529.

An Equality Impact Assessment must be undertaken at the outset of any proposal to ensure robust evidence is considered in decision making. This documentation will support the Council in making informed, effective and fair decisions whilst ensuring compliance with a range of relevant legislation, including:

- Equality Act 2010 (Statutory Duties) (Wales) Regulations 2011.
- Socio-economic Duty – Sections 1 to 3 of the Equality Act 2010.

This document will also contribute towards our duties to create a More Equal Wales within the:

- Well-being of Future Generations (Wales) Act 2015.

The 'A More Equal Wales – Mapping Duties' guide highlights the alignment of our duties in respect of the above-mentioned legislation.



## SECTION 1 – PROPOSAL DETAILS

**Lead Officer:** Gaynor Davies

**Service Director:** Andrea Richards

**Directorate:** Education and Inclusion Services

**Date:** 23<sup>rd</sup> November 2021

### 1. a) What are you assessing for impact?

Strategy / Plan	Service Re-Model / Discontinuation of Service	Policy / Procedure	Practice	Information / Position Statement
X				

### 1. b) What is the name of the proposal?

Education and Inclusion Services Draft Strategic Plan for 2021-2024

### 1. c) Please provide an overview of the proposal providing any supporting links to reports or documents.

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. 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 in the context of the Council's Corporate Plan for 2020-2024.<sup>1</sup>

Our mission is: **'To deliver equity and excellence in Education and enhanced well-being for all'**. The robust partnerships that have been forged between the local authority and non-maintained settings, schools and PRUs throughout the pandemic

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<sup>1</sup> [RCTCBC Corporate Plan 2020-2024 – Making a Difference.](#)

has strengthened our collective drive and purpose to ensure that all learners access the highest quality teaching and learning experiences, so that they are able to progress and grow as lifelong learners. Our aspirations for our learners have remained steadfastly high despite the challenges faced, as our children have the right to access a first-class education that enables them to realise their ambitions.

Our 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’.**

The Strategic Plan 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. These are also reflective of our local Corporate priorities set within the context of national and local recovery and reform. These priorities are:

Priority 1: Developing a highly skilled educational workforce and excellent leadership at all levels.

Priority 2: Supporting educational settings to deliver a transformational curriculum, high quality teaching and learning and improved outcomes for all.

Priority 3: Ensuring equity and support for vulnerable learners and their families.

Priority 4: Enhancing the well-being of our learners and the workforce.

Priority 5: Delivering 21st Century learning environments and innovative services for our learners and communities.

The main strategies and policies that are linked with the 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 Education and Inclusion Services' Directorate's Strategic Business Plan: Every School a Great School.
- 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. The intention is for learners to become increasingly bilingual with a strong grasp for other languages. To support this, the Welsh in Education Action Plan and Cymraeg 2050 Action Plan sets the direction for the development of Welsh medium education.

There are links to the Council's Corporate Plan for the period between 2020 to 2024. 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.

**1. d) Please outline where delivery of this proposal is affected by legislation or other drivers such as code of practice.**

- Section 84 of The School Standards and Organisation (Wales) Act 2013.

**1. e) Please outline who this proposal affects:**

- Service users: X
- Employees: X
- Wider community: X

## **SECTION 2 – SCREENING TEST – IS A FULL EQUALITY IMPACT ASSESSMENT REQUIRED**

Screening is used to determine whether the initiative has positive, negative or neutral impacts upon protected groups. Where negative impacts are identified for protected groups then a full Equality Impact Assessment is required.

Please provide as much detail as possible of how the proposal will impact on the following groups, this may not necessarily be negative, but may impact upon a group with a particular characteristic in a specific way.

## Equality Act 2010 (Statutory Duties) (Wales) Regulations 2011

The Public Sector Equality Duty requires the Council to have “due regard” to the need to eliminate unlawful discrimination, harassment and victimisation; advance equality opportunity between different groups; and foster good relations between different groups. Please take an intersectional approach in recognising an individual may have more than one protected characteristic.

Protected Characteristics	Does the proposal have any positive, negative or neutral impacts	Provide detail of the impact	What evidence has been used to support this view?
<b>Age</b> ( <i>Specific age groups i.e., young people or older people</i> ).	Positive.	The proposal will have a positive impact on children and young people of all ages. The Strategic Plan will support the Education Directorate as we ‘renew’ and ‘reform’ and tackle the impact of the pandemic on our communities through the achievement of our strategic priorities:	The positive impact that the achievement of our strategic priorities will have upon children and young people of all age groups will be evidenced by exclusion, attendance data, inspection outcomes, evaluation of school performance by CSC based on the gathering of first-hand evidence by improvement partners in schools e.g., book looks, classroom observations, learner voice/stakeholder feedback. Due to the suspension of end of key stage data reporting and the restrictions on the publication of local, regional and national data during the pandemic, analysis of impact will be at an individual school level. LA level data will be possible for attendance, bullying, exclusions

		<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</li> </ul>	<p>and reduced timetable data but trend data is not reliable at present due to the pandemic and the suspension of a number of key performance measures which are no longer reported on at a LA, regional or national level. Impact will be monitored by</p> <ul style="list-style-type: none"> <li>○ a highly skilled and trained workforce with the necessary skills, knowledge and experience to deliver on the Curriculum for Wales and ALNET Act (2018) – engagement in training will be reviewed and school performance evaluated by school improvement partners;</li> <li>○ strong leadership and professional practice across our schools resulting in the improved educational attainment, attendance, and exclusion rates of learners, particularly in targeted cohorts of disadvantaged and vulnerable learners;</li> <li>○ greater equity between the outcomes of learners from</li> </ul>
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		and innovative services for our learners and communities.	<p>economically and/or disadvantaged families and their more affluent peers, resulting in a narrowing of the attainment gap between different groups of learners. This will be evaluated at an individual school level and will be based on a range of holistic measures;</p> <ul style="list-style-type: none"><li>○ improved teaching and learning across our schools, and a curriculum that is both innovative and strongly aligned with the AOLEs. Feedback will be provided via CSC on schools' performance, inspection reports etc;</li><li>○ more learners achieving their aspirations and securing places in further education, employment, training, and apprenticeships on leaving school as demonstrated from an analysis of key performance indicators;</li><li>○ improved strategic planning and provision for ALN across all schools, inclusive schools and improved outcomes for learners. This will be evaluated</li></ul>
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			<p>by Inclusion Service professionals from provision maps, school-based reviews and data analysis of outcomes;</p> <ul style="list-style-type: none"><li>○ improved mental and emotional well-being for staff and learners as reflected from key datasets e.g., PERMA, attendance and exclusion data;</li><li>○ good progress will be made on our Band B 21st Century Schools Programme, with significant developments across the school estate. Progress will be monitored quarterly and reported on routinely;</li><li>○ our schools will make a significant and active contribution towards the Council's climate change agenda. This will be reported on to Cabinet where appropriate;</li><li>○ more learners will be accessing Welsh medium education with progress reported against the Welsh in Education Strategic Plan. Annual delivery plan will be devised and routinely evaluated for progress. There</li></ul>
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			<p>will also be Cabinet and Scrutiny Committee reporting on this;</p> <ul style="list-style-type: none"> <li>○ more learners and parents/carers reporting high levels of satisfaction in relation to the education provided for them as reflected on survey outcomes;</li> <li>○ more stakeholders valuing the specialist support provided by the local authority. This will be evaluated via stakeholder feedback and engagement;</li> <li>○ more partners actively involved and engaged in the delivery of our strategic plans, working collaboratively for the benefit of our communities; and</li> <li>○ increased uptake and use of our school premises by the wider community, with greater community engagement in cultural, sporting and youth engagement activities.</li> </ul>
<p><b>Disability</b> (<i>People with visible and non-visible disabilities or long-term health conditions</i>).</p>	<p>Positive.</p>	<p>The proposal will have a positive impact on children and young people of all ages. The strategic priorities have been developed to ensure equity between the</p>	<p>The Additional Learning Needs and Education Tribunal (Wales) Act 2018 (the ALNET Act 2018) was introduced in January 2018. The ALNET Act 2018 requires LAs</p>

		<p>outcomes of all learners, irrespective of deprivation, gender, sexuality, adverse childhood experiences, ethnicity, additional learning needs or disability</p>	<p>to keep the arrangements for supporting learners with ALN under review and consider whether these arrangements are sufficient. The ALNET Act 2018 is supported by new regulations, including secondary legislation and a new statutory ALN Code (The New Code).</p> <p>For learners with significant ALN, who experience difficulties in coping in mainstream primary and secondary schools, specialist provisions are required. There are a range of specialist provisions located throughout the County Borough which include:</p> <ul style="list-style-type: none"><li>• 44 Learning Support Classes (LSCs).</li><li>• 2 Pupil Referral Units (PRUs).</li><li>• 4 Special Schools.</li></ul> <p>The quality of these provisions will be assessed in partnership with CSC improvement partners and judgements made on performance based on Estyn inspections, responses to strategic and</p>
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		<p>improvement partner support, available data (exclusion, attendance, PERMA and other data), stakeholder feedback, first hand evidence of learner progress as gathered by Inclusion Service professionals and Improvement Partners. School level data and learner outputs will also be scrutinised to evaluate progress.</p> <p>In addition, approximately £3.4 million Additional Needs Funding (ANF) is available to mainstream primary and secondary schools to ensure robust, inclusive provision for learners who attend mainstream primary and secondary schools with severe and persistent ALN. LSC datasets will be routinely analysed to ensure learner progress and outcomes of vulnerable groups for attendance and exclusion will be extracted and reviewed.</p> <p>It is a funding condition of the Band B 21<sup>st</sup> Century Schools and Colleges Programme that all new school facilities delivered under the Programme must be compliant</p>
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			with the Equality Act 2010. Design development within RCT's 21 <sup>st</sup> Century Schools Programme to date already incorporates total accessibility at the heart of the design.
<b>Gender Reassignment</b> ( <i>Anybody who's gender identity or gender expression is different to the sex they were assigned at birth including non-binary identities</i> ).	Positive.	The proposal will have a positive impact on children and young people of all ages. The strategic priorities have been developed to ensure equity between the outcomes of all learners, irrespective of deprivation, gender, sexuality, adverse childhood experiences, ethnicity, additional learning needs or disability	The delivery of new school buildings and facilities under the Band B 21 <sup>st</sup> Century Schools and Colleges Programme will see the inclusion of toilets which are non-designated (gender neutral), with full height cubicles for privacy and shared hand wash facilities. The inclusion of these facilities on previous schemes under the Band A Programme have been welcomed for the numerous advantages they bring. Schools will be encouraged to have inclusive policies and practices that are respectful of diversity and promotes acceptance. Success would be measured by evaluating attendance/engagement/wellbeing data as appropriate.
<b>Marriage or Civil Partnership</b> ( <i>People who are married or in a civil partnership</i> ).	Neutral.	N/A.	There is no evidence to suggest that the proposal will have an

			impact on people that share this characteristic.
<b>Pregnancy or Maternity</b> ( <i>Women who are pregnant / on maternity leave</i> ).	Neutral.	N/A.	There is no evidence to suggest that the proposal will have an impact on people that share this characteristic.
<b>Race</b> ( <i>Ethnic and racial groups i.e., Gypsy, Roma and Travellers</i> ).	Positive.	The proposal will have a positive impact on children and young people of all ages. The strategic priorities have been developed to ensure equity between the outcomes of all learners, irrespective of deprivation, gender, sexuality, adverse childhood experiences, ethnicity, additional learning needs or disability	The achievement of the strategic priorities will ensure equity between the outcomes of all learners, resulting in a narrowing of the attainment gap between different groups of learners.
<b>Religion or Belief</b> ( <i>People with different religions and philosophical beliefs including people with no beliefs</i> ).	Neutral.	N/A.	There is no evidence to suggest that the proposal will have an impact on people that share this characteristic.
<b>Sex</b> ( <i>Women and men, girls and boys</i> ).	Neutral.	N/A.	There is no evidence to suggest that the proposal will have an impact on people that share this characteristic.
<b>Sexual Orientation</b> ( <i>bisexual, gay, lesbian, straight</i> ).	Neutral.	N/A.	There is no evidence to suggest that the proposal will have an impact on people that share this characteristic.

In addition, due to Council commitments made to the following groups of people we would like you to consider impacts upon them:

Protected Characteristics	Does the proposal have any positive, negative or neutral impacts	Provide detail of the impact	What evidence has been used to support this view?
<b>Armed Forces Community</b> <i>(Anyone who is serving, has served, family members and the bereaved).</i>	Neutral.	<p>Based on 2021 data, there are 114 school aged learners who are service children attending 48 English and Welsh medium primary and secondary schools across the County Borough.</p> <p>In total, there are 32 school aged learners who are service children attending 10 Welsh medium primary and secondary schools across the County Borough with 19 primary school aged learners and 13 secondary school aged learners.</p>	There is no evidence to suggest that the proposal will have an impact on people that share this characteristic.
<b>Carers</b> <i>(Anyone of any age who provides unpaid care).</i>	Neutral.	N/A.	There is no evidence to suggest that the proposal will have an impact on people that share this characteristic.

**If the initial screening test has identified negative impacts, then a full Equality Impact Assessment (section 4) must be undertaken. However, if after undertaking the above screening test you determine a full Equality Impact Assessment is not relevant, please provide an adequate explanation below:**

No negative impacts have been identified. Therefore, the Education Directorate will continue to implement the draft Strategic Plan for 2021-2024, subject to Cabinet approval. The evidence to support these conclusions is fully outlined in the draft Strategic Plan and the Cabinet report dated 4<sup>th</sup> October 2021. This Equality and Socio-economic Impact Assessment is a live document and as such it will be reviewed by the Education and Inclusion Services on a continual basis and will form part of annual Service Self Evaluations.

**Are you happy you have sufficient evidence to justify your decision?**      Yes: X      No:

**Name:** Gaynor Davies.

**Position:** Director of Education and Inclusion Services

**Date:** 23<sup>rd</sup> November 2021.

Please forward a copy of this completed screening form to the Diversity and Inclusion Team.

PLEASE NOTE – there is a separate impact assessment for Welsh Language. This must also be completed for proposals. Section 3 Socio-economic Duty needs only to be completed if proposals are of a strategic nature or when reviewing previous strategic decisions. Definition of a ‘strategic nature’ is available on page 6 of the [Preparing for the Commencement of the Socio-economic Duty Welsh Government Guidance](#).

### **SECTION 3 – SOCIO-ECONOMIC DUTY (STRATEGIC DECISIONS ONLY)**

The Socio-economic Duty gives us an opportunity to do things differently and put tackling inequality genuinely at the heart of key decision making. Socio-economic disadvantage means living on a low-income compared to others in Wales, with little or no accumulated wealth, leading to greater material deprivation, restricting the ability to access basic goods and services.

Please consider these additional groups and the impact your proposal may or may not have on them:

<ul style="list-style-type: none"> <li>• Single parents and vulnerable families.</li> <li>• Pensioners.</li> <li>• Looked after children.</li> <li>• Homeless people.</li> <li>• Students.</li> <li>• Single adult households.</li> </ul>	<ul style="list-style-type: none"> <li>• People living in the most deprived areas in Wales.</li> <li>• People with low literacy and numeracy.</li> <li>• People who have experienced the asylum system.</li> <li>• People misusing substances.</li> <li>• People of all ages leaving a care setting.</li> <li>• People involved in the criminal justice system.</li> </ul>
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<b>Socio-economic disadvantage</b>	<b>Does the proposal have any positive, negative or neutral impacts</b>	<b>Provide detail of the impact</b>	<b>What evidence has been used to support this view?</b>
<p><b>Low-income / income poverty</b>  <i>(Cannot afford to maintain payments such as bills, food, clothing, transport etc.).</i></p>	<p>Positive.</p>	<p>The implementation of this strategy will see the Education and Inclusion Services continue to support low-income families across the county borough. The number of learners across the County Borough that are eligible for free school meals has grown significantly during the pandemic, with approximately one in four learners (25.72%, April 2021) now eligible which reflects the significant economic impact of the pandemic on our communities. This Strategy commits to the continued promotion of access to</p>	<p>RCTCBC ensured access to free school meals in the community for approximately 8,500 learners at the start of the pandemic and provided BACS payments for more than 10,000 learners eligible for free school meals. We also provided targeted support and transport to engage the most vulnerable learners in childcare hubs and in distance learning.</p> <p>The Learner Travel (Wales) Measure 2008 (the Measure) places a statutory duty on all local authorities to provide learners with free transport to their nearest</p>

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		<p>breakfast clubs and free school meals for eligible learners.</p> <p>It also commits to continuing to improve the quality of targeted support so that the educational outcomes of all vulnerable groups, including learners eligible for free school meals, with ALN, ethnic minority groups and children that are looked after are improved.</p> <p>It also promotes enhanced support for those experiencing challenges or hardship via funding for step 4 provisions or family engagement support,</p>	<p>suitable school if they reside beyond safe walking distance to that school. The term suitable school applies to the catchment area for English and Welsh medium, dual language or voluntary aided (faith) mainstream primary, secondary, special school/class or PRU as appropriate. The law relating to safe walking distance is defined as two-miles for learners of compulsory school age receiving primary education and three miles for learners of compulsory school age receiving secondary education.</p> <p>The Council has exercised the discretionary powers afforded to it under the Measure to make a more generous provision to learners as set out below:</p> <ul style="list-style-type: none"><li>• The eligibility criterion for walking distance for learners receiving compulsory primary education at their nearest suitable school has been set at one and a half miles, instead of two miles.</li></ul>
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			<ul style="list-style-type: none"><li>• Free transport to the nearest suitable school, where places are available, is provided to learners who meet the one and a half mile eligibility criterion from the start of the Foundation Phase (the start of the school term after their third birthday), rather than from the start of compulsory education (the start of the school term after their fifth birthday).</li><li>• The eligibility criterion for walking distance for learners receiving compulsory secondary education at their nearest suitable school has been set at two miles instead of three miles.</li><li>• Free transport is provided to post 16 learners who meet the two mile eligibility criterion for two years after the end of compulsory education, rather than until the end of compulsory education (the last Friday in June of the school year in which a learner reaches the age of 16). This provision applies to full time attendance</li></ul>
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			<p>at the nearest school or college to the learner's home at which the approved course of study that they wish to pursue is offered.</p> <ul style="list-style-type: none"> <li>• Free transport to their nearest suitable school is provided to learners (as set out above) in accordance with their preferred religious denomination.</li> </ul> <p>The Council's Learner Travel Policy, Information and Arrangements contains information and advice to parents / carers and learners on how the policy is practically implemented and ensures that it is applied consistently and equitably. We have also invested heavily in provision for vulnerable groups and those suffering socio-economic disadvantage e.g., FEO, step 4 provision development. Impact of this investment is routinely evaluation and is reported on to Cabinet.</p>
<p><b>Low and / or no wealth</b> (<i>Enough money to meet basic living costs and pay bills but have no savings</i>)</p>	<p><b>Positive.</b></p>	<p>This strategy commits to continuing to improve the quality of targeted support so that the</p>	<p>We recognise that throughout the pandemic some disadvantaged and vulnerable families have faced</p>

<p><i>to deal with an unexpected spends and no provisions for the future).</i></p>		<p>educational outcomes of all vulnerable groups, including learners eligible for free school meals, with ALN, ethnic minority groups and children that are looked after are improved.</p>	<p>multiple adverse experiences, including financial hardship. The Strategy will ensure that there is continued support to those learners who have been the most significantly impacted by school closures and other restrictions through making effective intervention in the early years and ensuring high quality provision and intervention for the most vulnerable and disadvantaged learners' key priorities.</p> <p>Achieving our strategic priorities will ensure strong leadership and professional practice is in place across our schools resulting in the improved educational attainment, attendance, and exclusion rates of learners, particularly in targeted cohorts of disadvantaged and vulnerable learners.</p>
<p><b>Material deprivation</b> (<i>Unable to access basic goods i.e., financial products like life insurance, repair / replace broken electrical goods, warm home, hobbies etc.</i>).</p>	<p><b>Positive.</b></p>	<p>Material deprivation of some learners in RCT has become more pronounced during the pandemic due to financial hardship and other adverse experiences, as learners without access to the necessary equipment during school closures were at risk of reduced</p>	<p>Working collaboratively with schools and ICT colleagues, the Education Directorate ensured that all learners had access to digital learning and that digitally excluded learners were identified and provided with appropriate devices (more than 5,400 devices were</p>

		<p>engagement and widening the attainment gap. The Education Directorate will continue to support these learners through multi-agency working between families, schools, and the Resilient Families Service.</p>	<p>provided across RCT). This offer of support to digitally excluded learners during the pandemic evidences the Education Directorate's commitment to support children and young people from low-income and deprived backgrounds to ensure financial circumstances do not prevent our learners from reaching their full potential and achieving positive outcomes.</p> <p>This strategy commits to redoubling our efforts to support these families through family engagement officers. These family engagement roles strengthen the capacity of schools to engage with families beyond the school gate, promoting multi-agency working and access to timely family support to overcome hardship and any barriers to learning and engagement. Good access to school uniform grants has been secured and is actively promoted. There is also a pilot on the extension to the school day in one of our RCT schools.</p>
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<p><b>Area deprivation</b> (<i>Where you live (rural areas) where you work (accessibility of public transport).</i>)</p>	<p>Neutral.</p>	<p>N/A</p>	<p>There is no evidence to suggest that the proposal will have an impact on people that share this characteristic.</p>
<p><b>Socio-economic background</b> (<i>Social class i.e., parents' education, employment and income).</i>)</p>	<p>Positive.</p>	<p>Increased multi-agency working between families, schools and the Resilient Families Service will improve engagement with families in this category to ensure they have the necessary support to overcome barriers to their child achieving their potential and achieving positive outcomes.</p>	<p>Families play pivotal roles in their children's cognitive, social and emotional development from birth through adolescence. Many families require support to develop resilience and to overcome the multiple stress factors commonly associated with financial hardship, so they are better placed to support their child's learning and engagement in education. Family engagement roles are instrumental in supporting those facing socio-economic disadvantage.</p>
<p><b>Socio-economic disadvantage</b> (<i>What cumulative impact will the proposal have on people or groups because of their protected characteristic(s) or vulnerability or because they are already disadvantaged)</i>)</p>	<p>Positive.</p>	<p>The Welsh Index of Multiple Deprivation (WIMD) is the official measure of relative deprivation for small areas, also known as Lower Super Output Areas (LSOAs). There are 1,909 LSOAs.</p> <p>Based on 2019 data, 18.0% of LSOAs in the County Borough are in the most deprived 10.0% of LSOAs in Wales.</p>	<p>The Education Directorate has secured funding and the provision of family engagement officers for 6 all through/secondary schools, with additional funding secured to extend the family engagement officer pilot to 13 primary schools in the areas of greatest deprivation in the County Borough.</p> <p>Delivery of the Summer Holiday Enrichment Programme (SHEP) in 16 school settings, providing food</p>

		<p>The Strategy will support learners and their families living in the most deprived areas of the County Borough through enhanced engagement with families through family engagement officers and multi-agency working.</p>	<p>and nutrition education, physical activity, enrichment sessions and healthy meals to children in some of the most deprived communities in the County Borough.</p>
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**SECTION 4 – FULL EQUALITY IMPACT ASSESSMENT**

You should use the information gathered at the screening stage to assist you in identifying possible negative / adverse impacts and clearly identify which groups are affected.

**4. a) In terms of disproportionate / negative / adverse impacts that the proposal may have on a protected group, outline the steps that will be taken to reduce or mitigate for each group identified. Attached a separate action plan where impacts are substantial.**

There is no evidence to suggest that the proposal will have a disproportionate / negative / adverse impact on a protected group.

**4. b) If ways of reducing the impact have been identified but are not possible, please explain why they are not possible.**

There is no evidence to suggest that the proposal will have a disproportionate / negative / adverse impact on a protected group.

**4. c) Give sufficient detail of data or research that has led to your reasoning, in particular, the sources used for establishing the demographics of service users / staff.**

There is no evidence to suggest that the proposal will have a disproportionate / negative / adverse impact on a protected group.

**4. d) Give details of how you engaged with services users / staff on the proposals and the steps taken to avoid any disproportionate impact on a protected group. Explain how you have used feedback to influence your decision.**

There is no evidence to suggest that the proposal will have a disproportionate / negative / adverse impact on a protected group.

**4. e) Are you satisfied that the engagement process complies with the requirements of the Statutory Equality and Socio-economic Duties?**

Yes: X      No:

## **SECTION 5 – MONITORING AND REVIEW**

**5. a) Please outline how the implementation of the proposal will be monitored:**

The 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.

The Strategic Plan will also be subject to annual review as part of the Education and Inclusion annual Services 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’.

**5. b) When is the evaluation of the proposal due to be reviewed?**

Annually following Cabinet approval.

The Strategic Plan is intended to set out the progress we will achieve over the next three years and will be subject to continuous monitoring and review, with annual reviews taking place as part of the Service Self Evaluation.

**5. c) Who is responsible for the monitoring and review of the proposal?**

Director of Education and Inclusion Services

**5. d) How will the results of the monitoring be used to develop future proposals?**

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 results of the monitoring 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 current Strategic Plan.



## SECTION 6 – REVIEW

As part of the Impact Assessment process all proposals that fall within the determination of ‘Key Decisions’ must be submitted to the Review Panel. This panel is made up of officers from across Council Services and acts as a critical friend before your proposal is finalised and published for SLT / Cabinet approval.

If this proposal is a ‘Key Decision’ please forward your impact assessment to [Councilbusiness@rctcbc.gov.uk](mailto:Councilbusiness@rctcbc.gov.uk) for a Review Panel to be organised to discuss your proposal. The EqIA guidance document provides more information on what a Key Decision is.

It is important to keep a record of this process so you can demonstrate how you have considered equality and socio-economic outcomes. Please ensure you update the relevant sections below:

<b>Officer Review Panel Comments</b>	<b>Date Considered</b>	<b>Brief description of any amendments made following Officer Review Panel considerations</b>
<b>Consultation Comments</b>	<b>Date Considered</b>	<b>Brief description of any amendments made following consultation</b>

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## SECTION 7 – SUMMARY OF IMPACTS FOR THE PROPOSAL

Provide below a summary of the Equality Impact Assessment. This summary should be included in the equality and socio-economic impact section of the Cabinet report template. The Equality Impact Assessment should be published alongside the report.

In summary, this Equality and Socio Economic Impact Assessment identifies positive and neutral impacts, and no negative impacts upon the protected characteristics.

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. 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.

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.'

The Education Directorate will deliver this vision by supporting children to have the best start in life and be ready for learning through an improved early years' system, supporting families through the childcare offer and multi-agency working, and by investing in new and significantly improved school and community facilities through the 21st Century Schools and Colleges Programme.

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.

## **SECTION 8 – AUTHORISATIONS**

**Lead Officer:**

**Name: Gaynor Davies**

**Position: Director of Education and Inclusion Services**

**Date: 23<sup>rd</sup> November 2021**

**I recommend that the proposal:**

Is implemented with no amendments:

Is implemented taking into account the mitigating actions outlined:

Is rejected due to disproportionate negative impacts on protected groups of socio-economic disadvantage:

**Head of Service / Director Approval:**

**Name: Gaynor Davies**

**Position: Director of Education and Inclusion Services**

**Date: 23<sup>rd</sup> November 2021**

Please submit this impact assessment with any SLT / Cabinet reports.

## Appendix 5: 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>2</sup> to ensure compliance with the Welsh Language (Wales) Measure 2011<sup>3</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>Service Director</b>	Andrea Richards
<b>Officer Completing the WLIA</b>	Gaynor Davies
<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>
<b>Date</b>	23 <sup>rd</sup> November 2021.
<b>Outline who this Proposed Strategy / Plan Affects?</b>	<p>The Strategic Plan is specific to the Education and Inclusion Services. As such all children, learners, parents/carers, and the wider communities serviced by our schools could benefit from it.</p> <p>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> </ul>

<sup>2</sup> [Welsh Language Standards \(No.1\) Regulations 2015](#)

<sup>3</sup> [Welsh Language \(Wales\) Measure 2011](#)

	<ul style="list-style-type: none"> <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>
<p><b>Aims of the Proposed Strategy / Plan? How do these Relate to the Welsh language?</b></p>	<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></p> <p>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>
<p><b>Current Linguist Profile of Geographical Area(s) Concerned</b></p>	<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.</p> <p>The 2011 Census<sup>4</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</p>

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<sup>4</sup> [2011 Census](#)

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

The Annual Population Survey<sup>5</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>6</sup> for the years 2013 to 2015, contains detailed information about Welsh speaker's fluency and their use of the

<sup>5</sup> [Annual Population Survey](#)

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

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 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):

**Total Percentage of Statutory School Aged Learners Who Access their Learning Through Welsh Medium Primary, Middle and Secondary Schools**

LA	Academic Year		
	2018	2019	2020
<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:

**Total Number of Primary School Aged Learners Attending Schools in the County Borough Split by English and Welsh Medium**

Category	Academic Year					
	2017		2018		2019	
	Number	%	Number	%	Number	%

<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 Medium Primary Schools</b>	4,291	19.0%	4,269	19.0%	4,220	18.9%
<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</b>	12,550	80.7%	12,685	80.6%	12,868	80.4%



<b>Medium Secondary Schools</b>							
<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:  
ational:  

- 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 Education and Inclusion Services' Directorate's Strategic Business Plan: Every School a Great School.
- 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.

<b>Stage Two – Impact Assessment</b>						
<b>Will the Proposed Strategy / Plan Affect Any / All of the Following?</b>						
	<b>Yes</b>	<b>No</b>	<b>No Impact / Negligible</b>	<b>Why it will have a + VE + / - VE - Impact on the Welsh Language?</b>	<b>Evidence</b>	<b>Action(s) to Mitigate – VE – Impacts / Better Contribute to + VE + Impacts?</b>
1. Opportunities for persons to use the Welsh language.	X			<p>This Strategy will facilitate 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.</p> <p>The Council recognises the 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.</p>	<ul style="list-style-type: none"> <li>• The plan focuses on the effective implementation of the Council's Band B 21<sup>st</sup> Century School and Colleges Programme which will focus on improving the quality of Welsh medium provision and enhancing provision.</li> <li>• The school-based workforce will be supported with continued professional learning, networking, and opportunities to share best practice. Welsh medium professional learning opportunities. Welsh medium schools also have a bespoke approach to delivering school improvement</li> </ul>	<ul style="list-style-type: none"> <li>• Promotion of access to Welsh medium education will be undertaken through the effective implementation of the WESP and promotional approaches including the Council's website, Starting Schools booklet and other marketing approaches. Our Welsh medium schools have significant surplus capacity and interventions will be put in place to attract learners</li> </ul>

			<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 and in order to achieve the targets of the new WESP, it is vital to ensure a school-based workforce of sufficient size and capability. In order to create more Welsh 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>In recent years, support has been given to promote and increase learner's use of the Welsh language in primary and secondary schools and in social contexts. This has been done through the Welsh Language Charter (Siarter Iaith), developed by Gwynedd Council, and various other projects, in partnership with</p>	<p>services, which is proving to be high effective in strengthening partnership approaches.</p> <ul style="list-style-type: none"> <li>To promote and increase learners' use of the Welsh language in primary and secondary schools with all English medium primary and secondary schools being supported to achieve the Cymraeg Campus Bronze Award.</li> </ul> <p>CSC will continue to roll out Siarter Iaith developments.</p>	<p>from the English Medium to the Welsh medium sector. This will include the potential development of a Welsh language immersion class in the County Borough.</p> <ul style="list-style-type: none"> <li>Ensure that schools are supported locally and regionally, including by the CSC JES Welsh in Education Officer to share best practice.</li> <li>The Welsh Language Charter and Cymraeg Campus will continue to be implemented by CSC.</li> </ul>
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			<p>the CSC JES and the Urdd. These include but are not limited to:</p> <ul style="list-style-type: none"> <li>• Implementing the Welsh Language Charter in all Welsh medium primary and secondary schools in order to develop learners' use of the Welsh language.</li> <li>• Implementing Cymraeg Campus in a number of English medium primary schools and piloting it in two English medium secondary schools.</li> <li>• Supporting English medium secondary schools to provide informal opportunities to use the Welsh language and intensive Welsh language learning opportunities through the Urdd's Cymraeg Bob Dydd project.</li> </ul> <p>The aim has been to embed positive habits and attitudes</p>		<ul style="list-style-type: none"> <li>• The Urdd will continue to implement the Cymraeg Bob Dydd Project.</li> <li>• Learn Welsh Glamorgan, the nationally approved Welsh Language training provider are soon to be launching Welsh Language lessons tailored to parents and carers and more general courses for anyone with an interest in learning Welsh. Headteachers have been encouraged to promote this upcoming opportunity to increase opportunities for persons in our</li> </ul>
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			<p>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. Facilitating the use of the Welsh language, across the curriculum and in wider contexts in primary and secondary 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.</p> <p>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>Further consideration will be given to consulting on a proposal to establish a learning support class in Ysgol Gartholwg. These plans were temporarily suspended due to the pandemic and resources allocated to the school as step 4 provision. A commitment has been provided to consulting on a possible proposal to</p>	<p>communities to speak and learn Welsh.</p> <p>A proposal to consult on any changes in Welsh medium ALN provision will be presented to Cabinet in December 2021.</p>
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				<p>Funding for Family Engagement Officers has been provided in the most deprived communities, and this included Ysgol Heol Y Celyn.</p> <p>The Digital Strategy will have positive impacts for Welsh medium education.</p>	<p>establish ALN provision in the new school in Rhydfelin.</p> <p>Resources have been provided to Ysgol Heol y Celyn to support family engagement.</p> <p>Significant improvements in the digital infrastructure of Welsh medium schools have taken place and will continue to do so.</p>	<p>The support provided will enhance the capacity of one of our dual language schools to engage learners in WM education.</p> <p>Monitoring the implementation of the plan will ensure continued improvements are delivered.</p>
2. Numbers and / or percentages of Welsh speakers.	X			<p>The Welsh Language Use Survey<sup>7</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</p>	<p>The development and implementation of targeted marketing and promotion strategies to ensure the benefits of Welsh medium and Welsh language education are promoted to parents/carers from the initial early years, through to primary and</p>	<p>As part of work undertaken to deliver the new WESP, the Education Directorate will develop and implement targeted marketing and promotion strategies to ensure the benefits of Welsh medium and</p>

<sup>7</sup> [Welsh Language Use Survey 2013 to 2015](#)

			<p>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 late comers.</p>	<p>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.</p> <p>The impact of the 21<sup>st</sup> Century Schools and Colleges Programme and any investment in ALN provision on the numbers of learners accessing Welsh medium education will be closely monitored and evaluated.</p>	<p>Welsh language education are promoted to parents/carers.</p> <p>The Band B 21<sup>st</sup> Century Schools and Colleges Programme has a significant number of Welsh medium projects. The Council has allocated resources to establish Welsh medium ALN provision in Ysgol Gartholwg and has committed to consulting on establishing a potential WM learning support class provision in the new school in Rhydyfelin.</p>
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					The effectiveness of any language immersion provision on numbers of learners transitioning into the Welsh medium sector will be evaluated and closely monitored.	The Council has secured funding from Welsh Government for grant funding relating to the development of language immersion provision. A report will be presented to Cabinet to consider a long term plan for language immersion provision in RCT shortly.
3. Opportunities to promote the Welsh language.	X			This will be achieved by investing significantly in new or significantly refurbished Welsh medium 21 <sup>st</sup> Century Schools.  Plans are afoot to promote stakeholder access to information on Education Services, including	The development and implementation of targeted marketing and promotion strategies under the new WESP to ensure the benefits of Welsh medium and Welsh language education are promoted.  Access to the Education landing page on the Council website will be significantly	As part of the annual Service Self Evaluation, progress towards completing our mission and vision as set out in the Strategy will be 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>Welsh medium services and provisions.</p> <p>The WESP has been consulted on and is due to be presented to various committees for approval and consideration. It has extensive detail included within it in relation to the promotion of the Welsh language.</p>	<p>improved and more readily accessible in due course.</p> <p>Progress against the WESP will be reported to Cabinet and Scrutiny Committee and an annual report will be produced.</p>	
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.</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.</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.</p>
5. Treating the Welsh language, no less favourably than the English language.	X		<p>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 included treating the Welsh language no less favourably than the English language.</p>	<p>As part of the routine 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 will also be routinely evaluated.</p>	<p>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</p>

						<p>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><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</li></ul>
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						<p>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.</p> <ul style="list-style-type: none"><li>• Deliver an extension to Ysgol Gynradd Gymraeg Aberdar.</li><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</li></ul>
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						<p>attending the dual language Heol y Celyn Primary School.</p> <ul style="list-style-type: none"> <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 Rhydywaun.</li> </ul>
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<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'	Ongoing. This will be a continued collaborative effort between all stakeholders.	RCT / Schools / Partners

booklets to promote the positive experiences that can be achieved through seeking an education through the medium of Welsh.		
Submit an application to WG in relation to language immersion proposal.	By late October.	RCT.
Consult on the strategy and amend the document to reflect stakeholder feedback.	At the end of the consultation period.	Director of Education and Inclusion Services.

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#### Stage Four – Review

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.

If this proposal is a Key Strategic Decision please forward your impact assessment to [CouncilBusiness@rctcbc.gov.uk](mailto:CouncilBusiness@rctcbc.gov.uk) for an Officer Review Panel to be organised to discuss your proposal. [See our guidance document](#) for more information on what a Significant Key Decision is.

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.

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:

<b>Welsh Language Services Comments</b>	<b>Date Considered</b>	<b>Brief Description</b>
<b>Officer Review Comments</b>	<b>Brief Description</b>	<b>Date Considered</b>
<b>Consultation Comments</b>	<b>Brief Description</b>	<b>Date Considered</b>

**Stage Five – Monitoring, Evaluating and Reviewing**

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 annual Services 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’.

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.

Tudalen 557

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

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.'

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 (RCTCBCs) 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.

Tudalen 558

<b>Stage Seven – Sign Off</b>			
<b>Name of Officer Completing WLIA</b>	Gaynor Davies	<b>Service Director</b>	Andrea Richards, Service Director for 21 <sup>st</sup> Century Schools and Transformation
<b>Position</b>	Director of Education and Inclusion Services	<b>I recommend that the proposed strategy / plan</b>	Is implemented with no amendments.



			Is implemented taking into account the mitigating actions outlined.
			Is rejected due to disproportionate negative impacts on the Welsh language.
<b>Signature</b>	<i>Gwynor Davies</i>	<i>A. Rhys</i>	
<b>Date</b>	23 <sup>rd</sup> November 2021	23 <sup>rd</sup> November 2021	

Tudalen way



## RHONDDA CYNON TAF COUNTY BOROUGH COUNCIL

### CABINET

13 DECEMBER 2021

#### REVIEW OF LEARNING SUPPORT CLASS PROVISION FOR PUPILS WITH SIGNIFICANT ADDITIONAL LEARNING NEEDS

#### REPORT OF THE DIRECTOR OF EDUCATION AND INCLUSION SERVICES IN DISCUSSION WITH THE CABINET MEMBER FOR EDUCATION AND INCLUSION SERVICES (COUNCILLOR JOY ROSSER)

**Author:** Ceri Jones, Head of Inclusion Services

#### **1. PURPOSE OF THE REPORT**

- 1.1 The purpose of the report is to provide Members with an opportunity to reconsider the proposal for the creation of additional mainstream Welsh medium Learning Support Class (LSC) provision for pupils with Additional Learning Needs (ALN) at Ysgol Garth Olwg.

#### **2. RECOMMENDATIONS**

It is recommended that the Cabinet:

- 2.1 Consider the information contained within this report.
- 2.2 Note the proposal for the creation of a Welsh medium LSC provision to support pupils with significant additional learning needs within the context of the School Organisation Code (2018) and the 21<sup>st</sup> Century School Modernisation Programme.
- 2.3 Formally approve to recommence consultation on the following proposal: To create a new Key Stage 3/4 LSC provision for pupils with significant Additional Learning Needs (ALN) at Ysgol Garth Olwg.

#### **3. REASONS FOR RECOMMENDATIONS**

- 3.1 To progress the proposal in accordance with the process outlined in the School Organisation Code (011/2018) so that an improved continuum of Welsh medium Additional Learning Needs (ALN) provision can be achieved in RCT.

#### **4. BACKGROUND**

- 4.1 Cabinet may recall that a report was previously submitted in December 2019 requesting approval to consult with stakeholders regarding the proposal to create new LSC provisions in a number of RCT secondary settings. Approval was given and the consultation process was implemented. Unfortunately, the statutory process lapsed due to the Covid pandemic.
- 4.2 In June 2020 officers sought further approval to amend the original statutory proposal. Due to the impact of the pandemic the Council needed to progress without delay to provide funding to four secondary schools to establish school-based Step 4 provision to meet the needs of our most vulnerable learners with social, emotional and behavioural difficulties in their local communities. This funding request was approved and has subsequently improved the continuum of Additional Learning Provision available within RCT.
- 4.3 Considerable changes are underway in Wales in relation to the statutory provision required to meet the needs of pupils with additional learning needs (ALN). The Additional Learning Needs and Education Tribunal (Wales) (ALNET) Act was introduced in January 2018. The Act requires local authorities to keep under review the arrangements for supporting pupils with ALN within their area and consider whether these are sufficient. This includes a statutory requirement to take all reasonable steps to create a bilingual system of support for pupils with ALN. The Act is supported by a new statutory Additional Learning Needs Code 2021. The Code is based on the following principles:
- meeting the needs of pupils with ALN should be part of a whole school approach to school improvement;
  - pupils must be supported to participate in mainstream education and in the National Curriculum as fully as possible wherever this is feasible.
- 4.4 For pupils with more significant needs who experience difficulties in coping with mainstream education, more specialist placements are required. Rhondda Cynon Taf has a range of specialist provisions which includes: 44 LSCs, 2 Pupil Referral Units (PRUs) and 4 Special Schools. These placements are agreed by Access and Inclusion Service panels. However, the LA does not currently have a discreet Welsh medium LSC provision for pupils with additional learning needs. In light of the requirements of the ALNET Act, it is vital that this shortfall is addressed, and approval is sought to create a specialist LSC provision for Welsh medium Key Stage 3/4 pupils with significant ALN.

## 5. CURRENT POSITION

- 5.1 RCT spends in the region of £4.6M annually on the provision of LSCs. There are currently approximately 374 pupils accessing the 44 LSC provisions within RCT across a range of needs. Table 1 outlines the range of mainstream LSCs currently available:

**Table 1: Current Mainstream Learning Support Classes**

ALN Learning Support Classes	Foundation Phase (FP) or Key Stage (KS)	Number of classes	Percentage of Overall LSCs
Autistic Spectrum Disorder (ASD)	FP	5	39%
	KS 2	6	
	KS 3/4	6	
Complex Learning Difficulties	FP	3	27%
	KS 2	6	
	KS 3/4	3	
Hearing Impairment	FP/KS 2	1	2%
Observation & Assessment	FP	1	7%
Early Years Assessment and Intervention	FP	2	
Nurture	FP	2	18%
Social, Emotional & Behavioural Difficulties	KS 2	4	
	KS 3/4	2	
Speech and Language Difficulties	FP/KS 2	2	7%
	KS 3/4	1	
<b>Total</b>		<b>44</b>	<b>100%</b>

- 5.2 Currently Welsh medium pupils with significant additional learning needs who would meet the criteria for LSC provision within English medium settings are supported by a specialist peripatetic team. The team, which includes a Welsh medium specialist teacher and two Learning Support Assistants, who provide support through an inclusive delivery model whereby pupils are provided with specialist support within their mainstream settings.
- 5.3 During the Academic Year 2019/20 the Welsh Complex Needs Team supported 14 pupils with an age range of Year 1 to Year 10 of which:
- 1 attended Foundation Phase;
  - 6 attended Key Stage 2;
  - 7 attended Key Stage 3.

5.4 Data analysis suggests that pupils accessing support from the central Welsh Complex Needs Team are making progress that is comparable to that of their peers in English medium LSCs. An evaluation of the above provision in Autumn Term 2019 showed that the above inclusive model adopted in Welsh medium settings has been very positive.

5.5 However, it is concerning to note that due to a lack of Welsh medium LSC provision, 1 pupil had to move from Welsh medium education in 2018/19 and 2 pupils in September 2019/20 in order to access specialist English medium LSC provision.

## **6. PROPOSAL FOR CHANGE**

6.1 It is proposed that a new Welsh medium Key Stage 3/4 LSC provision for pupils with significant additional learning needs be established from September 2022 at Ysgol Garth Olwg to ensure the LA meets its new statutory duties to provide bi-lingual ALN provision.

6.2 The LA does not currently have any dedicated Learning Support Class provision to support pupils with additional learning needs that wish to be educated via the medium of Welsh. From September 2021 it is our statutory duty to work proactively towards establishing a fully bi-lingual system and therefore it is imperative that the above Welsh medium provision is put in place as soon as possible.

## **7. EQUALITY AND DIVERSITY IMPLICATIONS/SOCIO-ECONOMIC DUTY**

7.1 The Council has to satisfy its public sector duties under the Equalities Act 2010 (including specific Welsh public sector duties). Pursuant to these legal duties Councils must in making decisions have due regard to the need to (1) eliminate unlawful discrimination, (2) advance equality of opportunity and (3) foster good relations on the basis of protected characteristics.

7.2 Equality and Community Impact Assessments are being prepared in respect of this proposal and will be published on the Council's website as a part of the Consultation Documentation in accordance with the requirements of Welsh Government's School Organisation Code (2<sup>nd</sup> Edition) (011/2018) (the "Code"). These will be shared with the review panel as a part of the consultation process.

## **8. WELSH LANGUAGE IMPLICATIONS**

8.1 A Welsh Impact Assessment will be prepared in respect of this proposal and will be published on the Council's website as a part of the Consultation Documentation in accordance with the requirements of Welsh Government's School Organisation Code (2<sup>nd</sup> Edition)

(011/2018) (the “Code”). This will also be shared with the review panel as a part of the consultation process.

## **9. CONSULTATION/INVOLVEMENT**

- 9.1 The consultation process in respect of this proposal will be undertaken under the arrangements outlined in the Welsh Government’s School Organisation Code (011/2018). These arrangements stipulate that consultation must be undertaken when the proposal is at a formative stage and that a consultation document must be prepared and circulated to prescribed consultees, as well as being published on the Council’s website.
- 9.2 The consultation document for the proposal outlined in this report is attached as Appendix 1 to this report. The consultation period, if it is agreed to progress this matter, will run from the 5<sup>th</sup> January 2022 until 18<sup>th</sup> February 2022.
- 9.3 The proposed potential timetable for completion of the statutory process is set out in the table below:

<b>Action</b>	<b>Detail</b>	<b>Dates</b>
Cabinet permission to consult	Cabinet to consider this proposal and give approval to commence consultation.	9 December 2021
Statutory public consultation	Consultation document to be published on the Council website for a minimum of 6 weeks.	5 January 2022
Report back to Cabinet	Cabinet to consider the consultation report and determine whether to publish the report and approve the publication of the proposal in the form of a statutory notice.	March 2022
Publish Statutory Notice	Statutory notice to be published for a 28-day period (if approved by Cabinet).	April 2022
Decision by Cabinet	Cabinet to consider a report on the outcome of the statutory notice period including details of objections received, and an appropriate recommendation.	June 2022
Implementation	In accordance with Cabinet decision, continue with status quo or implement proposal.	September 2022

The Consultation report attached is in draft subject to Cabinet approval.

## **10. FINANCIAL IMPLICATION(S)**

- 10.1 Secondary schools hosting LSC provisions are funded via the Council for one Specialist Teacher and two Learning Support Assistants at an approximate cost of £112k per class. Funding that is currently

provided to Ysgol Garth Olwg to establish a Step 4 provision following the amended proposal in June 2020 will be re-directed to support the establishment of the proposed new LSC for learners with significant ALN.

- 10.2 The creation of the LSC will incur a transportation cost in line with the Council's Learner Travel Policy, however this increase in cost is seen as a necessity in order to enhance provision for RCT's most vulnerable pupils. Costs cannot be quantified at this time as placements are pupil led.

## **11. LEGAL IMPLICATIONS OR LEGISLATION CONSIDERED**

- 11.1 Section 316A of the Education Act 1996 specifies that children with SEN/ALN should normally be educated in mainstream schools if this is compatible with them receiving the special educational/additional learning provision that their learning difficulty requires; the efficient education of other children, and the efficient use of resources.
- 11.2 Section 315 of the Education Act 1996 also requires local authorities to ensure that SEN/ALN provision is kept under review. The ALN Code for Wales (2021) places a statutory duty upon the LA to keep under review the overall Additional Learning Provision (ALP) available in its area and supporting arrangements, to ensure provision is sufficient to meet the overall needs of its population of learners with ALN and that provision is available in Welsh.

## **12. LINKS TO THE CORPORATE AND NATIONAL PRIORITIES AND THE WELL-BEING OF FUTURE GENERATIONS ACT**

- 12.1 The proposal will ensure that two of the Council's three key priorities will be met. These include:
- Economy: Building a strong economy
  - People: Promoting independence and positive lives for everyone.
- 12.2 The proposal will ensure that some of the Council's most vulnerable pupils will have the best chance of achieving positive outcomes, whilst also ensuring equity and support for vulnerable learners and their families in line with strategic priority 3 of the Education and Inclusion Services Directorate's Strategic Plan. The proposal will also ensure more efficient and effective use of Council resources to promote the development of social inclusion and positive outcomes for learners.
- 12.3 The proposal will ensure there is renewed capacity to focus on prevention which is a key statutory requirement of the Wellbeing and



Future Generations Act and a key element of the Council's Corporate Plan.

- 12.4 The proposal will also assist the directorate in achieving strategic priority 3 of the Directorate of Education and Inclusion Services Strategic Plan: Ensuring equity and support for vulnerable learners and their families

### **13. CONCLUSION**

- 13.1 Section 315 of the Education Act 1996 and the statutory ALN Code for Wales requires LAs to regularly review arrangements for supporting pupils with ALN and to ensure that provision is sufficient, meets the needs of its communities and is available in Welsh.
- 13.2 The priority for the Education and Inclusion Services Directorate is to continue to focus on driving up standards in schools and to improve the outcomes for all children and young people. In light of the Welsh Government ALN Transformation Agenda and the Council's vision to increase the number of Welsh medium learners in its schools by responding proactively to both national and local strategies such as the Welsh Government Welsh Language Strategy: Cymraeg 2050, Rhondda Cynon Taf's Welsh in Education Strategic Plan and the current 21<sup>st</sup> Century Schools plan for the restructure of Welsh medium provision in the Taf area, it is essential to enhance current Welsh medium ALN provision within RCT.
- 13.3 The proposed additional LSC will ensure that the Council has an enhanced focus on providing more effective mainstream inclusion opportunities for Welsh medium pupils with significant Additional Learning Needs. The importance of mainstream inclusion for pupils with ALN is reflected in the revised Estyn Common Inspection Framework which highlights that judgements of achievement for all learners including those with additional learning needs should take account of progress made in relation to agreed learning goals from individual starting points. The framework also recognises the positive impact that the expertise within a LSC can have on enhancing practice and improving outcomes for learners with ALN across the whole school.
- 13.4 It is recommended therefore, that approval is given to recommence consultation on the proposed enhancement to RCT's current mainstream LSC provision so that we can urgently address the lack of Welsh medium LSC provision within RCT.

**LOCAL GOVERNMENT ACT 1972**

**AS AMENDED BY**

**THE LOCAL GOVERNMENT (ACCESS TO INFORMATION) ACT 1985**

**RHONDDA CYNON TAF COUNTY BOROUGH COUNCIL**

**CABINET**

**13 DECEMBER 2021**

**REPORT OF THE DIRECTOR OF EDUCATION AND INCLUSION SERVICES IN DISCUSSION WITH THE CABINET MEMBER FOR EDUCATION AND INCLUSION SERVICES (COUNCILLOR JOY ROSSER)**

Officer to contact: Ceri Jones, Head of Inclusion Services



**Consultation on the**

**ENHANCEMENT OF WELSH MEDIUM  
LEARNING SUPPORT CLASS PROVISION  
WITHIN RHONDDA CYNON TAF**

November 2021

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# Section 1

## Introduction

Rhondda Cynon Taf (RCT) County Borough Council wishes to seek the views of a wide range of stakeholders on the proposal to enhance Welsh medium mainstream Learning Support Class (LSC) provision within RCT.

The proposal seeks to address the need to create Welsh medium specialist LSC provision, in line with the requirements of the Additional Learning Needs Education Tribunal (ALNET) Act (2018) to provide a bilingual Additional Learning Needs (ALN) system.

To achieve this aim, the proposal for change is:

### ***Proposed development of new provision***

It is proposed that a Welsh medium LSC Key Stage 3/4 LSC provision for pupils with significant ALN is established at Ysgol Garth Olwg accommodating 14 pupils in September 2022.

## Who will we consult?

We are seeking the views of the following stakeholders:

- The Governing Bodies, parents/carers and staff of Ysgol Garth Olwg
- Governing Bodies, parents/carers of pupils attending primary schools within the catchment area of the proposed host secondary school
- The Church in Wales and Roman Catholic Diocesan Authorities
- The Governing Body of Coleg Y Cymoedd
- The Governing Body of the University of South Wales
- Welsh Ministers including Welsh Minister for Education and Skills
- Menter Iaith
- Assembly Members and members of Parliament for all constituencies and regional areas serving Rhondda Cynon Taf
- Estyn
- Cwm Taf Morgannwg Local Health Board
- Teaching and Support staff trade unions
- Central South Consortium Joint Education Service
- South Wales Police and Crime Commissioner
- The Early Years and Childcare Partnership
- South East Wales Transport Association
- The local Communities First Partnerships
- The Welsh Language Commissioner
- Neighbouring local authorities
- SNAP Cymru

## **What will the consultation process entail?**

The consultation will start on the 5<sup>th</sup> January 2022 and will be completed at 5pm on 18<sup>th</sup> February 2022. Feedback from the consultation will be collated and summarised and a report presented to the Council's Cabinet in March 2022. This consultation report will be available for all persons to view on the Council website and copies can be obtained on request from the address detailed on [www.rctcbc.gov.uk](http://www.rctcbc.gov.uk).

The Council's Cabinet will consider the report, based on the feedback, and decide whether to proceed with the proposal, make changes to the proposal or not to proceed with the proposal. If the Cabinet decides not to proceed, that will be the end of this proposal for the foreseeable future.

If the Cabinet decides to proceed with the proposal, a Statutory Notice will be published in April 2022 providing a 28 day notice period for objections.

The School Organisation Code (011/2018) requires that anyone wishing to make objections to a school organisation proposal has the opportunity to do so. To be considered as statutory objections, objections **must** be made in writing or by email, and sent to the Council within 28 days of the date on which the proposal was published.

If there are objections, the Council's Director of Education & Inclusion Services will publish an objection report providing a summary of the objections and her response to them within 7 days of the determination decision by the Council's Cabinet. This report will also be available for all persons to view on the Council's website and copies can be obtained on request from the address detailed in Appendix 1.

If the Council's Cabinet approve the proposal, the proposal will be implemented in accordance with the date given in the statutory notice or any subsequently modified date. In the case of this proposal, the implementation date is the 1<sup>st</sup> of September 2022.

## **What do you now have to consider?**

The remainder of the consultation document sets out the rationale for the proposed creation of a Welsh medium LSC provision within RCT.

We would like you to consider the information contained within this document and to hear your views as to whether or not you support the proposal.

## **How do you make your views known?**

A consultation questionnaire is attached (Appendix 1) and is also available on the Council's internet site at [www.rctcbc.gov.uk](http://www.rctcbc.gov.uk). The questionnaire also enables consultees to register their wish to be notified of the publication of the

consultation report to the Council's Cabinet. Schools will also be offered opportunities to consult with pupils and are advised to consult with School Council representatives to seek pupil views. You are also entitled to put your views in writing to:

**Director of Education and Inclusion Services,  
Education Directorate,  
Ty Trevithick,  
Abercynon  
CF45 4UQ**

**Telephone: (01443) 744333**

**E-mail: [A&IService@rctcbc.gov.uk](mailto:A&IService@rctcbc.gov.uk)**

**Fax: (01443) 744024**

All correspondence should be received 18<sup>th</sup> February 2022.

Please note that responses to the consultation will not be counted as objections to the proposal. Objections can only be forwarded following the publication of the Statutory Notice. The consultation documentation will be distributed in both English and Welsh.

Consultation events will be held, and you are welcome to attend the appropriate meeting.

## **Consultation Events**

The following consultation meetings are to be held:

<b>Consultation Group</b>	<b>Time</b>	<b>Date</b>	<b>Venue</b>
<b>School Council</b>	<b>9:30am - 10:30am</b>	<b>27<sup>th</sup> Jan 2022</b>	<b>Ysgol Garth Olwg</b>
<b>Governing Body and staff</b>	<b>3:30pm - 4:30pm</b>	<b>27<sup>th</sup> Jan 2022</b>	<b>Ysgol Garth Olwg Community Centre</b>
<b>RCT residents</b>	<b>4:30pm - 6:00pm</b>	<b>27<sup>th</sup> Jan 2022</b>	<b>Ysgol Garth Olwg Community Centre</b>

## Section 2

### Background

RCT has an excellent range of ALN provisions which allows the majority of pupils to attend schools near to where they live. These include 44 LSCs attached to mainstream settings, 4 special schools and 2 Pupil Referral Units (PRUs). However, RCT does not currently have Welsh medium specialist provision.

In addition to this, £6.4M is delegated Enhanced Capacity Funding (ECF) annually to support pupils with severe and persistent needs in mainstream settings. This is in line with RCT's vision for inclusive education and the right for children with ALN to be educated in their local mainstream school where appropriate.

The Additional Learning Needs Education Tribunal (ALNET) Act provides detailed guidance on the duties and responsibilities of local authorities (LAs) in meeting the ALN of children and young people. Children and young people have ALN if they have a learning difficulty which calls for an additional learning provision to be made for them. A learning difficulty is evident when children and young people have:

- significantly greater difficulty in learning than the majority of children and young people of the same age; or
- a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children and young people of the same age in schools within the area of the locality.

The ALN Code for Wales (2021) recommends that early years and school settings adopt a graduated response to meeting ALN. A graduated response means that progressively greater expertise and support can be brought in to address the difficulties a child or young person may be experiencing. Additional or different provision should be made depending on the severity of the child/young person's level of need.

Section 316A of the Education Act 1996 specifies that children with ALN should normally be educated in mainstream schools so long as this is compatible with them receiving the additional learning provision that their learning difficulty calls for, the efficient education of other children, and the efficient use of resources. For those pupils who have very significant needs, more specialist placements are required, and this might result in a placement in one of our specialist provisions. These placements are agreed by the Access & Inclusion Service panels.



Despite the wide range of LSC provisions attached to mainstream schools, in light of the requirements of the ALNET Act (2018) it is felt necessary to enhance the current LSC provision to address the current gap in provision and to ensure the LA complies with its new legislative duty. Whilst the LA does provide Welsh medium peripatetic support it feels this should now be enhanced.

In the context of the above, the proposal for change seeks to achieve the following aim:

- to create a specialist LSC provision for Welsh medium Key Stage 3/4 pupils with significant ALN;

## **Overview of the Proposal**

RCT County Borough Council wishes to seek the view of a wide range of stakeholders on the proposal to proceed with establishing a new Welsh medium LSC provision with effect from the 1<sup>st</sup> September 2022:

- Key Stage 3/4 LSC provision for pupils with significant ALN at Ysgol Garth Olwg.

## **What is the basis for this proposal?**

Section 315 of the Education Act 1996 requires LAs to regularly review arrangements for supporting pupils with SEN/ALN and to ensure that provision is sufficient and meets the needs of its communities.

The priority for the Education and Inclusion Service Directorate is to continue to focus on driving up standards in schools and to improve the outcomes for all children and young people. In light of the Welsh Government ALNET Act and the Council's vision to increase the number of Welsh medium learners in its schools by responding proactively to both national and local strategies, such as the Welsh Government Welsh Language Strategy: Cymraeg 2050, Rhondda Cynon Taf's Welsh in Education Strategic Plan and the current 21<sup>st</sup> Century Schools Programme to increase and improve Welsh medium provision RCT, it is essential to enhance current Welsh medium ALN provision within RCT.

Within Outcome 6 of RCT's Welsh in Education Strategic Plan (WESP) 2022 – 2032 there is an expectation at the end of lifespan of the WESP, that the LA will have robust processes in place to ensure that all reasonable steps are taken to secure Welsh medium and bilingual ALN provision and will endeavour to provide sufficient ALN provision for learners, who request it, through the medium of Welsh along with a workforce of sufficient size and capability.

The proposed additional LSC will support this expectation by ensuring that the LA has an enhanced focus on providing more effective mainstream inclusion opportunities for Welsh medium pupils with significant ALN.

The importance of mainstream inclusion for pupils with ALN is reflected in the revised Estyn Common Inspection Framework which highlights that judgements of achievement for all learners including those with additional learning needs should take account of progress made in relation to agreed learning goals from individual starting points. The framework also recognises the positive impact that the expertise within a LSC can have on enhancing practice and improving outcomes for learners with ALN across the whole school.

### **What is the educational case for the proposal to create additional LSC provision?**

The advantages of implementing the proposed changes includes:

- an enhanced focus on improved mainstream LSC provision which provides improved life chances for our most vulnerable learners;
- appropriate continuum of provision which is well matched to pupils' primary needs;
- compliance with one of the underpinning principles of the ALNET Act that all pupils should access mainstream education where possible;
- improved educational outcomes and pupil engagement due to effectively meeting pupil needs;
- greater opportunities for mainstream inclusion in local community schools;
- ensuring that LSC provision is situated within education settings that are accessible and appropriate for the needs of pupils with wide ranging needs, including physical and medical needs;
- improving the range and quality of facilities and learning resources available to the benefit of all pupils;
- compliance with a core aim of ALNET Act to create a bilingual ALN system; and
- the enhanced LSC provision will be hosted by a school that has the capacity for the development of an additional class due to surplus spaces and can accommodate the additional pupils who will be placed in the school.

### **What are the financial implications of the proposal?**

The LA proposal if agreed will have a positive impact on pupils with ALN across RCT as it will mean that the funding will be directed to establish a

provision that addresses an area of growing need. The proposal will ensure that the County Borough Council continues in its commitment to meeting the needs of learners with ALN effectively by addressing gaps in existing provision thus improving the quality of provision within Rhondda Cynon Taf.

The schools will be delegated sufficient funding to establish the proposed provision. The funding will cover staffing and capitation costs. The proposal does not involve any transfer or disposal of land.

The creation of the new LSC will incur a transportation cost in line with the Council's Learner Travel Policy. However, this increase in cost is seen as a necessity in order to enhance provision for RCT's most vulnerable pupils. Costs cannot be predicted at this time as placements are pupil led.

### **What is the likely impact of the proposal on school pupils?**

It is anticipated that the proposal will have a significantly positive impact on Welsh medium pupils with significant ALN by providing an inclusive model of specialist provision hosted by a mainstream school that can meet their identified needs within their local community.

Transportation would be provided in line with the Council's Learner Travel Policy and placement made in the nearest and most appropriate specialist setting. If placed within LSCs pupils may be required to travel out of catchment however, enhancing the number of LSCs does provide additional options.

The Welsh Government and the Council has adopted the UN Convention on the Rights of the Child which is expressed in seven core aims that all children and young people:

1. Have a flying start in life;
2. Have a comprehensive range of education and learning opportunities;
3. Enjoy the best possible health and are free from abuse, victimisation and exploitation;
4. Have access to play, leisure, sporting and cultural activities;
5. Are listened to, treated with respect, and have their race and cultural identity recognised;
6. Have a safe home and a community which supports physical and emotional wellbeing;
7. Are not disadvantaged by poverty.

We consider that this proposal benefits children in their communities in accordance with the seven core aims set out above.

## **What is the likely impact of the proposal on the staff of the LSC?**

There will be no negative impact on existing LSC staff as current LSCs will be unaffected by the proposal. The proposal will have a positive impact creating a new teaching and 2 non-teaching LSC posts, providing development opportunities for existing staff.

## **What is the likely impact of the proposal on the local communities?**

A Community Impact Assessment has been completed and is included as an appendix. This proposal will not have any significant impact on the local community as more local children will be able to access specialist provision within their local community and the new provision will address a gap in existing provision. The school will make effective use of any surplus space within the school and develop a resource that will be of benefit to vulnerable children and young people, and their parents/carers. The proposed establishment of the LSC will enhance the overall capacity of the host school to meet a diverse range of needs as there will be further specialist ALN expertise within the school.

In addition, Equality Impact and Welsh Language Assessments have been completed for this proposal and are attached as appendices. These will be updated after the consultation has been completed to ensure that they include pertinent issues that have arisen and need to be taken into account. The assessments will be presented to the Council's Cabinet in the report that sets out the consultation feedback received in respect of this proposal.

## **What are the disadvantages of this proposal?**

Implementing this plan will be of benefit to Welsh medium pupils with significant ALN across RCT and will ensure greater equality and access to specialist provision.

The creation of the new LSC could potentially cause some limited disruption to Ysgol Garth Olwg as the proposed host school. However, it is recognised that hosting a specialist LSC provision has a positive impact on enhancing practice and improving outcomes for pupils with ALN across the whole school.

The Council considers that the educational advantages of the proposal outweigh the short-term impact of the changes for the pupils and parents.

## **What alternative options have been considered?**

In light of the requirements of the ALNET Act to do nothing would mean that RCT would not be meeting its statutory duty to meet the identified ALN of some of its most vulnerable pupils.

There is clearly identified need for this provision within RCT and it would be in children and young people's best interest to address this. Some consideration was given to re-directing resources to further enhance the capacity of mainstream schools to meet need in local community schools. However, in so doing this could make the continuum of provision more fragmented.

Whilst alternative options have been considered, these have not been pursued given the obvious benefits of implementing these changes. Alternative secondary schools could be approached to establish a specialist provision. However, Ysgol Garth Olwg was selected because of their inclusive practice, success in supporting pupils with ALN in the mainstream and its surplus capacity. Establishing this provision will reduce the need for demand for English medium LSC provision and will ensure that learners with significant needs that require more intensive support can access this in the Welsh medium sector.

### **Community, Equality and Welsh Language Impact Assessments**

Community Impact, Equality Impact and Welsh Language Assessments have been prepared in respect of this proposal and are attached as appendices. Copies will also be published on the Council's website hard copies can be obtained by emailing a request to [A&IService@rctcbc.gov.uk](mailto:A&IService@rctcbc.gov.uk) or by telephoning 01443 744333.

## **Section 3**

### **Proposed New Provision**

RCT County Borough Council proposes to create a new Welsh medium LSC provision with effect from the 1<sup>st</sup> of September 2022 for pupils with significant ALN at Ysgol Garth Olwg accommodating 14 pupils.

### **Background to the opening of the new LSC**

Improving the quality of education and raising standards is one of the Council's key priorities. It is considered that improving standards and educational outcomes for some of our most vulnerable pupils will improve their life chances, access to the world of work and other education pathways. Ensuring that our provisions are well matched to the needs of pupils is central to pupils achieving positive outcomes.

One of the main targets outlined in the Council's Welsh in Education Strategic Plan (WESP) is to increase the number of children receiving education through the medium of Welsh, which will assist the local authority in working towards the Cymraeg 2050 Welsh Government target of having 1 M people in Wales able to speak Welsh by 2050. We consider that this proposal will address the existing lack of Welsh medium LSC provision, allowing Welsh medium pupils with significant ALN to remain in a Welsh medium education setting and work towards the Council's WESP. Rising exclusion rates has historically been a source of concern in the LA.

The LSC will be located within the secondary school as it has appropriate accommodation. By locating specialist provision within mainstream settings, pupils will have the opportunity for increased inclusion. This is supported by the Estyn Common Inspection Framework, which highlights the positive impact that the expertise within a LSC can have on enhancing practice and improving outcomes for learners with ALN across the whole school.

The LA currently has 8 LSC provisions within the 17 all through and secondary school provisions. The additional LSC will enhance current provision by providing specialist Welsh medium LSC for the County Borough. The establishment of the Welsh medium LSC for pupils with significant ALN will address a current gap in LSC provision.

### **Information on the school affected by the proposal**

#### **Ysgol Garth Olwg**

##### ***General Information***

Ysgol Garth Olwg is located Main Road, Church Village, Pontypridd, CF38 1DX. The school is a newly created 3–19 Welsh medium provision and is situated on a site that has benefited from the 21<sup>st</sup> Century School

Modernisation Programme. The LA's building condition survey reports the school as a category A. The school does not currently have LSC provision but has accessed enhanced resources to develop in-house Step 4 provision for learners with more complex needs.

**Pupil Projections**

The pupil numbers and forecast information for Ysgol Garth Olwg from 2021/2022 are shown below and are obtained from the statutory PLASC which is undertaken in January each year. The pupil forecasts for Ysgol Garth Olwg are calculated in accordance with guidance issued by Welsh Government. The numbers shown exclude nursery age pupils, as required by Welsh Government's Statutory School Organisation Code.

Pupil Numbers and forecast information:

School Name	2018/19	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24	2024/25	2025/26
Ysgol Garth Olwg 11-16	810	813							
Ysgol Garth Olwg 3-16			1183	1210	1208	1237	1230	1242	1218

Capacity: Secondary 1110; Primary 324.

**Quality and Standards**

As this is a new education setting there are no Estyn reports currently available. This proposal does not adversely impact any children as it is proposed that the provision is established to meet an identified need.

Ysgol Garth Olwg is a school that accesses core and not enhanced support from Central South Consortium.

The proposal will ensure that the current gap in secondary LSC provision for Welsh medium pupils with significant ALN is addressed.

## Consultation Response Pro-forma

In order to help the Council reach a decision, it would be very helpful if you could answer the following questions. Completed questionnaires should be returned to:

Director of Education and Inclusion Services,  
Access and Inclusion Service,  
Ty Trevithick,  
Abercynon,  
CF45 4UQ,  
or by email to [A&IService@rctcbc.gov.uk](mailto:A&IService@rctcbc.gov.uk)

### Proposal: Creation of a Welsh medium Learning Support Class with effect from the 1st of September 2022:

- Key Stage 3/4 LSC provision for pupils with significant ALN at Ysgol Garth Olwg.

1b. Do you agree with the proposal?      **Yes**                      **No**                      **Not sure**

Please let us know the reasons for your choice

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2. Please state any alternative options, additional views or points which you would like to be taken into account (attach additional sheets if necessary)

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3. How you feel the proposal could impact opportunities for people to use and promote the Welsh Language (Positive or Negative) and if in any way it treats the Welsh Language less favourably than the English Language?

**Positive**                      or                      **Negative**

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4. Please state how positive effects could be increased, or negative effects be decreased?

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Please indicate who you are (e.g., parent of a pupil at named school, governor at named school etc.)

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Please provide contact details if you wish to be notified of publication of the consultation report

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Thank you for taking the time to complete this questionnaire.  
Please forward completed questionnaires to the above address **no later than 5pm on the 18<sup>th</sup> February 2022.**

The Council is committed to keeping your personal information safe and secure and keeping you informed about how we use your information. To learn about how your privacy is protected and how and why we use your personal information to provide you with services, please visit our Consultation privacy notice here: [www.rctcbc.gov.uk/serviceprivacynotice](http://www.rctcbc.gov.uk/serviceprivacynotice) and the Council's **data protection** pages here: [www.rctcbc.gov.uk/dataprotection](http://www.rctcbc.gov.uk/dataprotection).

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## RHONDDA CYNON TAF COUNTY BOROUGH COUNCIL

### CABINET

13<sup>TH</sup> DECEMBER 2021

### UPDATE ON THE RCT NATIONAL EISTEDDFOD 2024 – COMMUNITY ENGAGEMENT

**REPORT OF DIRECTOR - PUBLIC HEALTH, PROTECTION, AND COMMUNITY SERVICES AND DIRECTOR OF PROSPERITY AND DEVELOPMENT IN DISCUSSIONS WITH CLLR. RHYS LEWIS, CABINET MEMBER FOR STRONGER COMMUNITIES, WELLBEING AND CULTURAL SERVICES, AND CLLR. ROBERT BEVAN, CABINET MEMBER FOR ENTERPRISE DEVELOPMENT AND HOUSING**

**Author:** Wendy Edwards, Service Director – Community Services - 07557082875

#### **1. PURPOSE OF THE REPORT**

- 1.1 The purpose of the report is to provide Members with an update on the work currently being undertaken in collaboration with National Eisteddfod officers in preparation for the 2024 Eisteddfod in Rhondda Cynon Taf specifically in relation to community engagement.

#### **2. RECOMMENDATIONS**

It is recommended that the Cabinet:

- 2.1 Notes the content of the report.  
2.2 Considers whether further information is required.

#### **3. REASONS FOR RECOMMENDATIONS**

- 3.1 The report is to inform Cabinet Members of the approach being adopted to engage with communities to ensure that the National Eisteddfod in Rhondda Cynon Taf is a success not only during Eisteddfod week and the weeks and months leading up to that week but that there will be a significant positive legacy that remains for the longer term.

#### **4. BACKGROUND**

- 4.1 The National Eisteddfod of Wales is one of the world's largest festivals attracting 175,000 visitors annually. It is notable that the first modern National Eisteddfod was held at Aberdare in 1861 but it was in 1956 that it last visited Rhondda Cynon Taf when it was held at Mountain Ash.
- 4.2 An expression of interest to host the festival was made in 2017 and in March 2019 the National Eisteddfod Committee ratified Rhondda Cynon Taf as the host county for the festival in August 2022. Unfortunately, due to the impact of the Covid pandemic on the planned National Eisteddfod at Tregaron and then at Llyn and Eifionydd the following year, the date for the National Eisteddfod in Rhondda Cynon Taf has had to be postponed until August 2024.
- 4.3 However, preparatory work and discussions have been on-going and the Council appointed an Eisteddfod Project Officer at the end of 2019 to work closely with National Eisteddfod Officers to promote the festival and engage with communities. The pandemic limited the opportunities to engage directly with communities but during this period National Eisteddfod Officers applied for funding from the National Lottery Heritage Fund to pilot a new strategy for community engagement in Rhondda Cynon Taf that will form the blueprint for future Eisteddfodau.
- 4.4 The partnership between the Local Authority, the National Eisteddfod and communities will be vital to the success of the festival. Now that Wales is at Alert Level 0 it will be possible to start engaging directly with communities.

#### **5. COMMUNITY ENGAGEMENT**

- 5.1 As part of the project to develop a community strategy the National Eisteddfod has appointed a Community Development Officer (Katie Hall from Aberdare) whose role is funded by the NLHF. The aim will be to use culture and heritage to bring people together and to create opportunities through events and activities to engage with local people. She will work closely with the Council's Eisteddfod Project Officer (Scott Thomas).
- 5.2 The focus on heritage and culture aligns with the themes identified by the Council as integral to the Rhondda Cynon Taf National Eisteddfod which will provide an opportunity to showcase the unique cultural heritage of the county borough and the cultural importance of the language as the Council works to contribute towards the Welsh Government's vision of growing a million Welsh speakers by 2050.
- 5.3 The National Eisteddfod's NLHF project is divided into 2 parts:
- Phase 1 of the project will target young people aged 16- 25 to make the Welsh language and the Eisteddfod relevant outside of the classroom and

school – music will form an important element of this engagement. During Phase 1 older people will also be targeted as they often influence family decisions. Events and activities celebrating the local area’s heritage and culture using Welsh will be developed to attract this group. 5 events will be delivered between December 2021 and April 2022.

- Phase 2 of the project will see the delivery of a further 5 events between May and August 2022. At the end of this period, it is envisaged that the National Eisteddfod’s Community Strategy will be finalised and that these events will help shape the National Eisteddfod in Rhondda Cynon Taf.

5.4 A community forum is being established – an inaugural meeting took place on 3<sup>rd</sup> November - and there is a clear commitment to work with a wide range of officers and Elected Members to ensure that they engage with different communities and groups.

5.5 Presentations have already been made by the National Eisteddfod Chief Executive Officer and her team to the Cabinet Welsh Language Steering Group and the Strategic Arts and Culture Committee where they were very well received. One of the key messages was the need to be inclusive ensuring that people understood that there was something for everyone in the Eisteddfod and it was not just for people who could speak Welsh.

5.6 The Council’s Eisteddfod Officer has been supporting the National Eisteddfod Officers:

- By researching and sharing information on community groups;
- Working with the Youth Engagement and Participation Service to explore ways of engaging young people in the Eisteddfod;
- Organising and facilitating meetings with Council services as they start to consider a wide range of issues in preparation for 2024, for example, the infra-structure group that is due to meet in December 2021;
- Linking with community members who are keen to contribute to the promotion of the Eisteddfod for example, supporting a local historian (formerly a Reference Librarian in the Library Service) who is writing a book about previous National Eisteddfodau in Rhondda Cynon Taf.
- Contact has also been made with other Local Authority Officers, for example in Monmouthshire, to learn from their experiences of preparing for the coming of the National Eisteddfod.

5.7 Relationships are also being developed between the National Eisteddfod’s Artistic team and Rhondda Cynon Taf’s Arts Service and a meeting is due to take place on 15<sup>th</sup> November to start discussing the artistic programme.

## **6. LEGACY**

6.1 The National Eisteddfod’s aims in relation to legacy for Rhondda CynonTaf are:

- Community legacy – more Welsh and bilingual activities and events locally;
- Cultural legacy – increase in interest in local culture and heritage and more people interested in the story of RCT at a national level;
- Linguistic legacy - more people choosing to learn Welsh and choosing to use the language as part of their daily life;
- Economic legacy – effect of around £15.9 million on the local economy during Eisteddfod week;
- Digital legacy - community project aims to improve people’s digital skills;
- Inclusivity legacy -people of all backgrounds feeling more confident about Welsh and feeling that the language and culture belongs to everyone, and choosing to come to Welsh and bilingual events;
- Volunteering legacy – a bank of volunteers of all ages with the skills to continue volunteering bilingually in local groups and organisations following the Eisteddfod.

6.2 The above align to Council priorities as identified in the Welsh Language Promotion Strategy and Action Plan and the Corporate Plan.

## **7. EQUALITY AND DIVERSITY IMPLICATIONS / SOCIO-ECONOMIC DUTY**

7.1 This is an information report and therefore no equality and diversity screening is necessary.

## **8. WELSH LANGUAGE IMPLICATIONS**

8.1 This is an information report and therefore no Welsh Language assessment is necessary.

## **9. CONSULTATION / INVOLVEMENT**

9.1 This is an information report therefore no consultation is required.

## **10. FINANCIAL IMPLICATION(S)**

10.1 There are no financial implications aligned to this report.

## **11. LEGAL IMPLICATIONS OR LEGISLATION CONSIDERED**

11.1 There are no legal implications aligned to this report.

## **12. LINKS TO THE CORPORATE AND NATIONAL PRIORITIES AND THE WELL-BEING OF FUTURE GENERATIONS ACT.**

12.1 The Welsh language is a cross-cutting theme in the Council’s Corporate Plan and the Council has a Strategy and Action Plan for the Promotion of the Welsh Language which includes a focus on increasing the use of the Welsh

Language within communities by working with partners to deliver and/or facilitate events and activities. The work undertaken in partnership with the National Eisteddfod will support this as well as contributing to Cymraeg 2050 – the Welsh Government’s Strategy to achieve 1 million Welsh speakers by 2050.

- 12.2 The Corporate Plan recognises the important role that culture and heritage plays in supporting the wellbeing of residents enabling them to be independent or maintain their independence for longer. Supporting the development of events to engage with residents of all ages will contribute to the Council’s aim of increasing participation in arts and culture.
- 12.3 The success of the Rhondda Cynon Taf Eisteddfod is dependent on a partnership between the National Eisteddfod, the Council and local communities. This report highlights how the National Eisteddfod and the Council are working together to ensure that communities across the county borough are involved in the preparations for the festival, that no one feels excluded, and that they have an opportunity to shape the events and activities that will be developed so that there is a longer-term legacy after 2024.
- 12.4 The main well-being goal being addressed is goal 6 – a Wales of vibrant culture and thriving Welsh language. However, as recognised in the Corporate Plan, participation in arts and culture has a positive impact on promoting health and well-being and brings people together, thereby increasing community cohesion.

### **13. CONCLUSION**

- 13.1 The successful application by the National Eisteddfod team to the NLHF for funding to pilot a new approach to community engagement in Rhondda Cynon Taf will ensure that communities across the county borough will be involved in shaping the events that take place in the run-up to, and during Eisteddfod week.
- 13.2 The Council’s Eisteddfod Project Officer and other Council Officers will continue to work closely with the National Eisteddfod team especially in relation to their work of engaging with communities across the whole of the county borough. Our common aim is to ensure maximum involvement by communities and to promote the message that the Eisteddfod is for everyone and you do not need to be able to speak Welsh to enjoy and participate in its activities and events.
- 13.3 The importance of this work cannot be under-estimated as it will be central to the success of the festival, and its legacy, in Rhondda Cynon Taf.
- 13.4 Further reports will be prepared for Members in the period between now and the 2024 RCT Eisteddfod updating Members on a range of issues associated with the event in addition to the ongoing community engagement work.

**Other Information:**

**Relevant Scrutiny Committee**

Overview and Scrutiny Committee



**LOCAL GOVERNMENT ACT 1972**

**AS AMENDED BY**

**THE LOCAL GOVERNMENT (ACCESS TO INFORMATION) ACT 1985**

**RHONDDA CYNON TAF COUNTY BOROUGH COUNCIL**

**CABINET**

**13<sup>TH</sup> DECEMBER 2021**

**REPORT OF DIRECTOR - PUBLIC HEALTH, PROTECTION, AND COMMUNITY SERVICES AND DIRECTOR OF PROSPERITY AND DEVELOPMENT IN DISCUSSIONS WITH CLLR. RHYS LEWIS, CABINET MEMBER FOR STRONGER COMMUNITIES, WELLBEING AND CULTURAL SERVICES AND CLLR. ROBERT BEVAN, CABINET MEMBER FOR ENTERPRISE DEVELOPMENT AND HOUSING**

**UPDATE ON THE RCT NATIONAL EISTEDDFOD 2024 – COMMUNITY ENGAGEMENT**

**Background Papers:**

None

**Officer to contact:**

Wendy Edwards – Service Director, Public Protection - 07557082875

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## RHONDDA CYNON TAF COUNTY BOROUGH COUNCIL

### CABINET

13<sup>TH</sup> DECEMBER 2021

### REGIONAL EMPLOYABILITY FRAMEWORK

#### REPORT OF THE DIRECTOR OF PUBLIC HEALTH, PROTECTION AND COMMUNITY SERVICES IN DISCUSSIONS WITH CLLR RHYS LEWIS, CABINET MEMBER FOR STRONGER COMMUNITIES, WELLBEING AND CULTURAL SERVICES

**Author:** Wendy Edwards, Service Director – Community Services  
Tel: 07557082875

#### **1. PURPOSE OF THE REPORT**

- 1.1 The purpose of the report is to gain Cabinet approval for the principle of a locally delivered, regionally coordinated approach to employability after European funding has ended.

#### **2. RECOMMENDATIONS**

It is recommended that the Cabinet:

- 2.1 Notes the content of the report:
- 2.2 Endorses the principle of a locally delivered, regionally coordinated approach to employability post-EU funding.
- 2.3 Approves the Framework for Future Employability in the Cardiff City Region (CCR) as outlined in sections 4.4 – 4.8 and Appendix A.

#### **3. REASONS FOR RECOMMENDATIONS**

- 3.1 All 10 Local Authorities in the CCR deliver employability programmes to support our residents into employment or to help them progress to more sustainable or better paid employment. Together we have supported tens of thousands of people across the CCR into employment, into better paid employment and into further learning and played an important role in early intervention and prevention.

- 3.2 There is a history of co-operation and collaboration between Local Authority partners across a range of European-funded programmes; and Lead Employment Support Officers from the 10 Local Authorities meet regularly as a Local Authority Cluster group under the Regional Skills Partnership. This ensures that good practice is shared, relevant information on employment and skills is disseminated, and it has provided opportunities for regional collaboration, for example, most recently in the development of a successful joint application for £1.9 million funding to the Community Renewal Fund.
- 3.3 The 2019 Cardiff Capital Region Employment and Skills Plan highlights the value and importance that employers place on 'employability' and the key role that it plays in helping residents into the jobs of the future. In light of the recovery from the Covid pandemic this is more important than ever. Consequently, the Regional Skills Partnership Local Authority Cluster Group have been working collaboratively to produce a new Regional Framework to guide how employability activities are delivered in the region in future. If approved, this will place us in a good position for accessing future funding opportunities when they become available.
- 3.4 The approach outlined in the Framework for Future Employability has been approved by the Regional Skills Partnership and the Regional Business Council.
- 3.5 It should be noted that the Framework for Future Employability outlines the principles to be adopted – any future application(s) for funding will need further approval from each Local Authority's Cabinet prior to submission to a funding body.

#### **4. BACKGROUND**

- 4.1 Since 2014, across the CCR, EU-funded programmes have supported over 50,000 residents to secure a qualification and have helped almost 15,000 long-term unemployed into employment.
- 4.2 European Funding is ending in 2022/23. In order to plan ahead and prepare for changes, Local Authority Lead Officers who sit on the Regional Skills Partnership Local Authority Cluster Group developed a discussion paper - 'Shaping Employability to Achieve the Vision of the CCR Employment and Skills Plan' (Appendix A) – that sets out:
- What is employability?
  - What have employability programmes achieved?
  - How employability has been delivered in CCR
  - Lessons learnt from EU Programmes – what worked well and what could be improved;
  - The future context for employability;

- An employability framework fit for the future – priorities for future delivery;
  - Conclusions and next steps.
- 4.3 In Rhondda Cynon Taf, this paper was shared with the key services who deliver employability programmes to ensure that relevant officers were able to contribute to the document and the approach under development.
- 4.4 There are **3 elements** to the proposed Framework:
- A shared vision;
  - Shared values;
  - Common tools and approaches.
- 4.5 The Framework proposes a **shared vision** for a regional employability service which is:
- Responsive enough to rapidly changing employability trends / priorities;
  - Flexible enough to still address individual barriers;
  - Still aligned to local circumstances and still delivered by local teams;
  - Engaged with industry to support people into more sustainable roles;
  - With a particular focus on the following challenges:
    - Poverty arising from unemployment, under employment and unsustainable employment;
    - Early Interventions for young people at risk of NEET;
    - Barriers to high quality sustainable employment faced by adults
    - Priority Industry Engagement.
- 4.6 The Framework has been based on the following **shared principles** which reflect lessons learnt from 20 years of experience delivering employability projects:
- **Subsidiarity works:** Local Authority delivered projects have great penetration into their target communities. LA employability teams have been embedded in communities for over 20 years and so have a strong understanding of residents' barriers, good networks with local support organisations, and are delivered by experienced, well-established (and well-known) practitioners. Local Authority delivered projects have developed good knowledge of local labour markets, and good relations with local and regional employers built over many years. Collectively we have networks of thousands of employers who engage with

employability programmes as part of their recruitment. As a result, local authority teams have been able to select those activities which best work for the participants and businesses in their respective local area.

- **A trusted brand:** Local authority delivered projects are trusted by participants. Without trust, it is impossible to engage those furthest from the labour market. They are also trusted by local employers because of the positive impact that they have had on local recruitment and upskilling.
- **Prevention over profitability:** Local Authority led delivery has been motivated by tackling the root causes of participants barriers, however complex and however long that intervention takes. They have been successful at working as part of a wider Early Intervention & Prevention coalition of support agencies, employer networks and early intervention to help participants.
- **Continuity of provision is valuable and cost-effective:** Under current EU programmes Local Authority employability teams employ support workers, counsellors and employer liaison officers. Many have developed networks in their local area over 20 years. Collectively there are hundreds of years of experience and local knowledge that would be lost if employability projects were to end. In a profession that relies on building long-term 1:1 relationships with clients, the loss of this expertise could take decades to recover. Add to this the financial cost of decommissioning existing services (office costs, redundancy costs, re-branding) and it is clear that continuity between projects significantly improves the short and long-term cost-effectiveness for the region.
- **Shared learning adds value:** Over the past two decades strong networks have emerged between employability projects, training providers, higher and further education institutions, the voluntary sector and the business community. Local Authority led provision is effective at working in partnership to deliver in areas where partners' have greater expertise, experience of knowledge.
- **Decades of progress towards real change:** Prior to the Covid-19 pandemic, regional qualifications levels were rising, unemployment was low. Youth employability teams were able to implement a 10-year preventative approach (through successive projects like Prevent, Lift and Inspire) which is benefitting a generation of young people. As a result of intervention, NEET figures were amongst their lowest ever.
- **Simplified Costs has reduced bureaucracy:** During the 2014-2020 ESF programme, the EU introduced a model of simplified

costs called “FR40” which has had a significant and positive impact on efficiency. FR40 essentially pays 40% of the total staffing costs to the provider to create a fund that can be used for all other non-staffing costs. This allows for the creation of a flexible barriers and training fund that can be tailored to the individual project participants. Local Authorities can now design interventions around a participant’s needs and not around a pre-conceived list of compliant purchases.

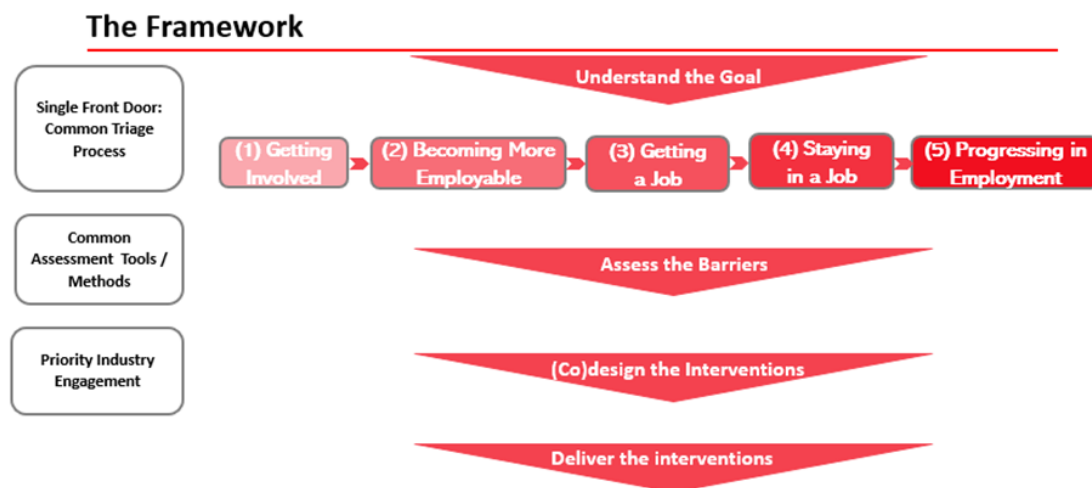
- **Assess participants for their “employability” journey, not their “project” journey:** Currently a participant is assessed when they enter each project. Each uses a different approach to determine eligibility and to assess what support to provide to a participant. To some extent this is necessary – the questions asked of an 11 or 16 year-old will be different from those asked of a 30 or 50 year old. But there should be more commonality between and coordination of assessment tools so that a client can move seamlessly in and out of support at key stages in their employability journey.
- **Flexible outcomes:** Whilst FR40 has made project delivery more flexible, the current ESF-funded programmes are still rigid in their outcomes. The Covid-19 pandemic has again highlighted the need for employability to adapt quickly to changing labour market conditions and priorities (e.g. the flexibility to switch from economic inactivity to unemployment; from long-term unemployment to short-term unemployment; or from unemployment to under-employment). The end of EU funding requirements means that apprenticeships, further learning and volunteering (as stepping-stones to employment) could all become more acceptable progression outcomes. Moreover, flexible outcomes can be better aligned to the regional labour market and demography.
- **One Framework, but not necessarily one Project:** Some projects (particularly C4W/+) are wider than just employability. Others (particularly the Inspire 2 Achieve reduction of risk of NEET project) require specialist interventions. Whilst these interact with an employability project, they may also sit alongside rather than within it. They are however, part of the overall employability approach.
- **Not just a job, but a sustainable job - closer alignment with industry:** There is substantial change taking place in the economic base of the CCR, accelerated by Covid-19. The employability ‘skills’ needed to work in this emerging economy are also likely to evolve. With the adoption of a Regional Employment and Skills Plan, and cluster groups in priority sectors, we face a unique opportunity to improve the alignment between our project

design and the demands of industry in the local area whilst supporting our participants into fair, long-term employment including supporting regional apprenticeship and graduate opportunities. Analysis has already commenced with Data Cymru and the Regional Skills Partnerships on entry level opportunities within the priority sectors.

4.7 It is proposed that delivery of the Framework for Future Employability in the CCR will use **common tools and approaches**, particularly at 5 key transition points:

- The interface with Pre-16 NEET prevention activity;
- Recruitment & engagement of participants;
- Triage and caseworker allocation: understanding the goal and the support available;
- Client assessment process: assessing barriers & what a participant can do;
- The menu of support & intervention: co-designing and delivering the interventions.

4.8 The diagram below shows a representation of the key components of the framework. It will be noted that the 5-step process already used in Rhondda Cynon Taf is an integral part of the Framework:



## 5. NEXT STEPS

5.1 Key aspects of this new approach will shortly be tested now that the regional application for funding to the Community Renewal Fund, led by Torfaen County Borough Council, for £1.9 million pounds has been approved by UK Government. (Rhondda Cynon Taf's Cabinet approved the submission of this application – Connect, Engage, Listen, Transform - on 17<sup>th</sup> June 2021).



- 5.2 Further work is currently being undertaken to co-produce the detail of each shared tool / approach through a series of workshops led by LA Employability leads and inviting NEETs leads and other employability partners from the Regional Skills Partnership (Working Wales, third sector groups, Department for Work and Pensions, TUC and WG Skills and Employability team). Feedback from our Council representatives on these workshops has been very positive and supportive of the approach being developed.
- 5.3 This will allow officers to commence preparatory work for a regional submission to the UK Government Shared Prosperity Fund once details of the fund are issued.
- 5.4 Any draft regional application will be presented to the Regional Skills Partnership, Regional Business Council and Local Authority Cabinets for consideration prior to submission.

## **6. RISKS**

- 6.1 As the priorities for the Shared Prosperity Fund (SPF) have not yet been announced, there is a risk that the proposed Framework for Future Employability in the CCR will not align to these priorities. To mitigate this risk, officers have carefully reviewed the priorities within the Community Renewal Fund (CRF) which is seen as a precursor to SPF.
- 6.2 Other organisations deliver regional/national employability programmes and there is a risk of misalignment or duplication. To mitigate this risk, officers have started engagement with other employability agencies operating in the region, including Welsh Government (Skills & Employability), DWP, Working Wales and the third sector. All are supportive of the concepts set out in the proposed 'Framework for Future Employability in the CCR' and are keen to work with the local authorities on the detail which will lead to any future SPF funding bid. Officers are working closely with the DWP to minimise competition for participants between current LA and DWP projects.
- 6.3 It is not yet clear whether the same level of financial resource as is currently available from the ESF will be made available from the SPF.

At this stage, the proposed Framework for Future Employability in the CCR is not a funding application – it is a strategic document setting out the principles of how employability activity should be delivered within the region and what it should seek to achieve. Any funding application/s will need to be scaled to the resources available.

- 6.4 Without certainty on the timescales for a funding decision from the SPF, there is a risk that funding from the ESF may end before

replacement funding is in place. This will have implications for staffing levels.

At this stage, the proposed 'Framework for Future Employability in the CCR' is seeking to agree the principles of how employability activity should be delivered. The implications for any gaps in provision would be considered as part of any subsequent applications for funding once more detail is released on post-EU funding streams.

## **7. EQUALITY AND DIVERSITY IMPLICATIONS / SOCIO-ECONOMIC DUTY**

7.1 An Equality Impact Assessment has been completed and can be seen at Appendix B.

## **8. WELSH LANGUAGE IMPLICATIONS**

8.1 A Welsh Language Impact Assessment has been completed and can be seen at Appendix C.

## **9. CONSULTATION / INVOLVEMENT**

9.1 The proposed 'Framework for Future Employability in the CCR' has been presented to both the Regional Skills Partnership and Regional Business Council.

9.2 It has been endorsed by the 10 Local Authority Directors with responsibility for Economy/Skills/Regeneration.

9.3 Initial discussions have been held with the Department of Work and Pensions, Working Wales and Welsh Government (Skills and Employability)

## **10. FINANCIAL IMPLICATION(S)**

10.1 There are no financial implications aligned to this report.

## **11. LEGAL IMPLICATIONS OR LEGISLATION CONSIDERED**

11.1 There are no legal implications aligned to this report.

## **12. LINKS TO THE CORPORATE AND NATIONAL PRIORITIES AND THE WELL-BEING OF FUTURE GENERATIONS ACT.**

12.1 The approach advocated in this report will contribute to the delivery of our Corporate Plan priority of helping people into work and better paid employment by:

- Working with partners to provide employment support;
- Offering specific support to help people find work such as care leavers, people with disabilities and Universal Credit claimants.

In addition, the impact of being in employment has wider benefits than just on the individual, the positive effects can be seen on families and communities. Sustainable, good quality work reduces poverty and the adverse effects of poverty on individuals and their families.

12.2 The importance of improving the employability of individuals and enhancing their skills is featured in a number of regional and national strategies and policy documents including:

- CCR Employment and Skills Plan 2019;
- CCR Industrial and Economic Growth Plan;
- Welsh Government Employability Plan;
- Welsh Government Programme for Government;
- Welsh Government Regional Framework in Wales after Brexit;
- Welsh Government One Million Welsh Speakers.

12.3 The proposal is well-aligned to a **long-term** way of working:

- By supporting households into employment and helping to sustain and improve the quality of that employment, employability activity is a key part of the suite of early intervention & prevention activities. This reduces the likelihood of long-term challenges resulting from deprivation, adverse childhood experiences, and unemployment.
- This regional employability framework introduces a mechanism for priority industry engagement aligned to the Regional Skills Partnership priority sectors. This mechanism is specifically designed to support participants not just into a job, but into a sustainable, long-term career pathway.
- The regional employability framework is a response to some long-term emerging threats including the impact of Covid-19 on the future labour market, the impact of Brexit on the future labour market, the changing nature of retail, and the introduction of industry 4.0 and increased automation.

12.4 The proposal is also well-aligned to a **preventative** way of working:

- Employability activity supports young people who are “at risk” of becoming NEET based on well-established risk factors. By intervening early, employability programmes help to prevent generational unemployment.

- Employability activity supports people to progress in their employment, helping to address issues of in-work poverty before they result in a participant feeling forced to leave the labour market.
- 12.5 The proposal is well-aligned to an **integrated** way of working as the regional framework seeks to embed employability as part of the suite of activity used to address a number of policy objectives including:
- **Adverse Childhood Experiences, Child Poverty & Community Deprivation:** Pre-16 reduction of risk of NEET activity helps young people to access the skills, support and readiness to embrace long-term and sustainable employment, and break often generational cycles of unemployment. Similarly, programmes to support people into employment and to progress in employment help to raise families' income and lift communities out of poverty.
  - **Regional Economic Performance.** This employability framework is aligned to regional labour market demand and is based on an assessment of the strengths, weaknesses, opportunities and threats within the regional labour market. Aligning employability activity to the needs of economy will help businesses to grow, employ people, and sustain local incomes.
  - **Integration of Refugees.** This employability framework is aligned to activity like REACH and to ESOL provision.
  - **Supporting population health & wellbeing.** This employability framework retains a focus on supporting those with work-limiting health conditions as well as promoting general wellbeing within employment. It is widely referenced that sustainable employment improves population health outcomes.
- 12.6 The proposal is also well-aligned to a **collaborative** way of working. It has been jointly developed by LA Officers from the 10 authorities in South East Wales and has been considered by the Regional Skills Partnership and Regional Business Council. Having been developed by the regional cluster group, it is particularly focussed on ensuring that there is a coordinated and joined up employability offer across the region. As the proposal develops further engagement, collaboration and co-design will take place with FE, Independent Training Providers, HE and the third sector.
- 12.7 The proposal is also well-aligned to an **Involving** way of working. The assessment of what has worked well and what has not worked well is based on participant experiences and case studies as much as statistical data. In addition, the proposal is based on empowering the teams closest to delivery to design the framework, strategy &

programmes as is evidenced by the recent workshops that have been held to discuss the common toolkits.

12.8 The proposal will contribute to the following Well-being goals:

- **A Prosperous Wales** - Delivering employability support to local residents will support them to gain employment and/or improve their positions within the workplace thereby increasing their income. It will also potentially have an effect on the productivity and growth for companies in the region.
- **A Resilient Wales** – employability programmes support community resilience by building sustainable employment within communities, reducing inequalities between communities.
- **A Healthier Wales** - Employment is widely seen as a positive wider determinant of health. Employability programmes support people, including those with work-limiting health conditions, to enter and progress in employment. They also help to lift people and their families out of poverty which is also seen as a determinant of health.
- **A More Equal Wales** – Employability programmes help people to fulfil their potential no matter what their background or circumstances, for example programmes provide specific support to those in deprived communities, those with disabilities or work-limiting health conditions and those for whom English is a second language.
- **A Wales of Cohesive Communities** – employability programmes support people to develop a range of skills, including digital skills that will enable them to be better connected.
- **A Globally responsible Wales** - Employability programmes will work closely with priority industries to help steer the labour market towards those growing industries. Many of these industries focus on developing products that will support global health (med tech, life science etc) or reduce greenhouse gas emissions (e.g. e-mobility).
- **A Wales of Vibrant Culture and Thriving Welsh Language** – adopting a regional approach will provide more opportunities for people across the region to access the support they need through the medium of Welsh as partners can share their resources and specialist knowledge about the Welsh language sector and enhance their links with organisations that can deliver training in the medium of Welsh. This will also support the increasing number of businesses in the SE Wales region that identified a need for bilingual staff.

## **13. CONCLUSION**

- 13.1 Local Authorities across South East Wales have developed extensive expertise over the past twenty years in supporting their residents to improve their employability, develop their skills and gain and progress in work. With European funding coming to an end there is an opportunity to agree the principles of a regional approach to future employability that is consistent with the CCR Employment and Skills Plan.
- 13.2 These principles, if approved, can form the basis of future regional applications for funding that will benefit individuals, communities and businesses across South East Wales.
- 13.3 The success of the recent regional application for £1.9 million to the Community Renewal Fund (the largest allocation under CRF in Wales) is an example of what can be achieved together in a highly competitive funding market.

### **Other Information:**

#### **Relevant Scrutiny Committee**

Finance and Performance Scrutiny Committee

**LOCAL GOVERNMENT ACT 1972**

**AS AMENDED BY**

**THE LOCAL GOVERNMENT (ACCESS TO INFORMATION) ACT 1985**

**RHONDDA CYNON TAF COUNTY BOROUGH COUNCIL**

**CABINET**

**13<sup>TH</sup> DECEMBER 2021**

**REPORT OF THE DIRECTOR OF PUBLIC HEALTH AND PROTECTION,  
AND COMMUNITY SERVICES IN DISCUSSIONS WITH CLLR RHYS  
LEWIS, CABINET MEMBER FOR STRONGER COMMUNITIES,  
WELLBEING AND CULTURAL SERVICES**

**REGIONAL EMPLOYABILITY FRAMEWORK**

**Background papers: None**

**Officer to contact:**

Wendy Edwards - Service Director, Community Services

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# Shaping Employability to Achieve the Vision of the CCR Employment & Skills Plan

A Discussion Paper from the RSP Cluster Group

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In 2019 the Cardiff Capital Regional Skills Partnership adopted its **Employment and Skills Plan**. This sets a clear vision of the future skills needs of the City Region and the activities that regional partners need to deliver to achieve this.

Employability features strongly. The value and importance that employers place on 'employability' skills is clearly reflected. So too is the need to help individuals address their personal barriers to employment to avoid communities being "left behind" in a very competitive labour market. With the impact of the Covid-19 pandemic now being felt in the economy and labour market, employability is more important now than ever.

There is recognition too of the important role and impact of Local Authority employability projects. With expertise built up over 20 years, the projects epitomise the benefits of subsidiarity and devolution. They are delivered as close as possible to the citizen. They are flexible making them highly responsive to local labour market changes. They are focussed on the personal needs of the client and not the need to generate profit. They create a long-term relationship with thousands of clients, helping people into work, to remain in work, and to progress into better paid work at various stages in their lives. They work together, solving problems in partnership with each other and with other early intervention and prevention services. They are respected and trusted by residents.

The end of EU funding is an opportunity to learn lessons: to remove some of the artificial barriers, constraints and bureaucracy. It is an opportunity to shape a new long-term local authority-led employability programme. But with EU funding ending in 2022, there is a need to do so quickly.

In this context, this discussion paper considers:

- The lessons learnt from employability delivery during the EU programmes
- The achievements and impact of locally-led employability programmes
- CCR labour market challenges and the "new context" for future employability

And concludes with the principles of a future employability approach:

- Local Authority-led delivery using...
- ... a common approach to "**pre-assessment & engagement**" and...
- ... a common "**Triage system**" and...
- ... a common "**Assessment Toolkit**" and ...
- ... a common but flexible "**menu of support & interventions**"

## What is Employability?

At its core, employability is about removing an individual's barriers to finding, maintaining or progressing in sustainable employment whatever that barrier may be. This could be **skills** (general or occupationally specific), it could be **job readiness/awareness**, or it could be the availability of **support**.

Employability programmes *target* the individual but they *impact* on families, communities, employers and the economy too. From an employer's perspective, staff with the right skills, knowledge and attitude can "hit the ground running" and can introduce new thinking on products and processes adding significant value for the company. At a macro-economic scale, employability programmes can help prepare the workforce to move from lower demand to higher demand (or higher value) occupations.

Consequently, employability programmes have a positive impact on various economic policy objectives including:

- Early intervention & prevention
- Child poverty
- Young people at risk of becoming NEET
- Preparation for work and long-term unemployment
- Youth unemployment
- Short-term unemployment
- Economic integration of refugees (e.g. REACH)
- Under-employment and work-limiting health conditions
- Maximising income, in-work poverty & progression
- Workforce development and employee retention
- Preparation for entry into RSP priority sectors



With such wide impacts, employability is well-reflected in several national strategies and policy documents:

- **CCR Industrial and Economic Growth Plan:** *"We must... target our most deprived and isolated communities and support regenerative growth... GVA per capita remains low, like other regions in the UK. Participation rates - the proportion of the population that is economically-active - could be higher"*
- **UK Industrial Strategy:** *"We need to narrow disparities between communities in skills and education and remove barriers faced by workers from underrepresented groups in realising their potential."*
- **WG Employability Plan:** *"It is one of the prime responsibilities of Government to educate, train and prepare people for the world of work and to remove barriers which prevent people from accessing work so that they can make a contribution to society."*  
*"We are creating a new service, the Employment Advice Gateway, to provide employment-related advice and guidance to people in Wales... Careers Wales will be given an enhanced role to operate the Employment Advice Gateway"*

- **WG Programme for Government:** *“Low skill levels are the single biggest barrier to building the Welsh economy we want, and often the biggest barrier for individuals in securing meaningful work. It is critical we tailor skills support to individuals’ needs, while addressing other barriers such as poor health, transport and caring responsibilities to drive up prosperity levels for all.”*

*We will deliver the Young Persons Guarantee, giving everyone under 25 the offer of work, education, training, or self-employment.”*

- **WG: Regional Framework in Wales After Brexit:** *[What works] “Unemployed participants on EU-funded employability projects are 46 per cent more likely to find work over twelve months than non-participants. Economically inactive participants are 84 per cent more likely to find work than similar economically inactive people who have not benefited from this support”*
- **WG: A More Equal Wales: Preparing for the commencement of the Socio-economic duty.** *Socio-economic disadvantage leads to inequality of outcome including lower paid work and poorer skills and attainment.*
- **WG: Wellbeing of Future Generations Act:** *“Applying the well-being goals can help tackle poverty as it helps you identify where the main determinants of poverty exist, how they work together and what opportunities there might be.”*
- **One Million Welsh Speakers:** *“The evidence received suggests that there is a demand for a bilingual workforce to meet business and customer needs; this can be addressed by developing the linguistic skills and confidence to meet the requirements of businesses.” “Employers in the Childcare sector were the most likely of all sectors to consider Welsh language skills important. 84 per cent considered such skills important, and 42 per cent ‘very important’.*
- **Youth Engagement and Progression Framework:** *“The recently published Tackling Poverty plan clearly identifies that reducing the number of young people who are not engaged in education, employment or training (NEET) will have a long-term impact on the lives of not just today’s young people, but generations to come. The cost of not addressing this issue is not just economic, but impacts on levels of unemployment, under employment, crime, well-being, substance misuse, premature death and early motherhood.”*

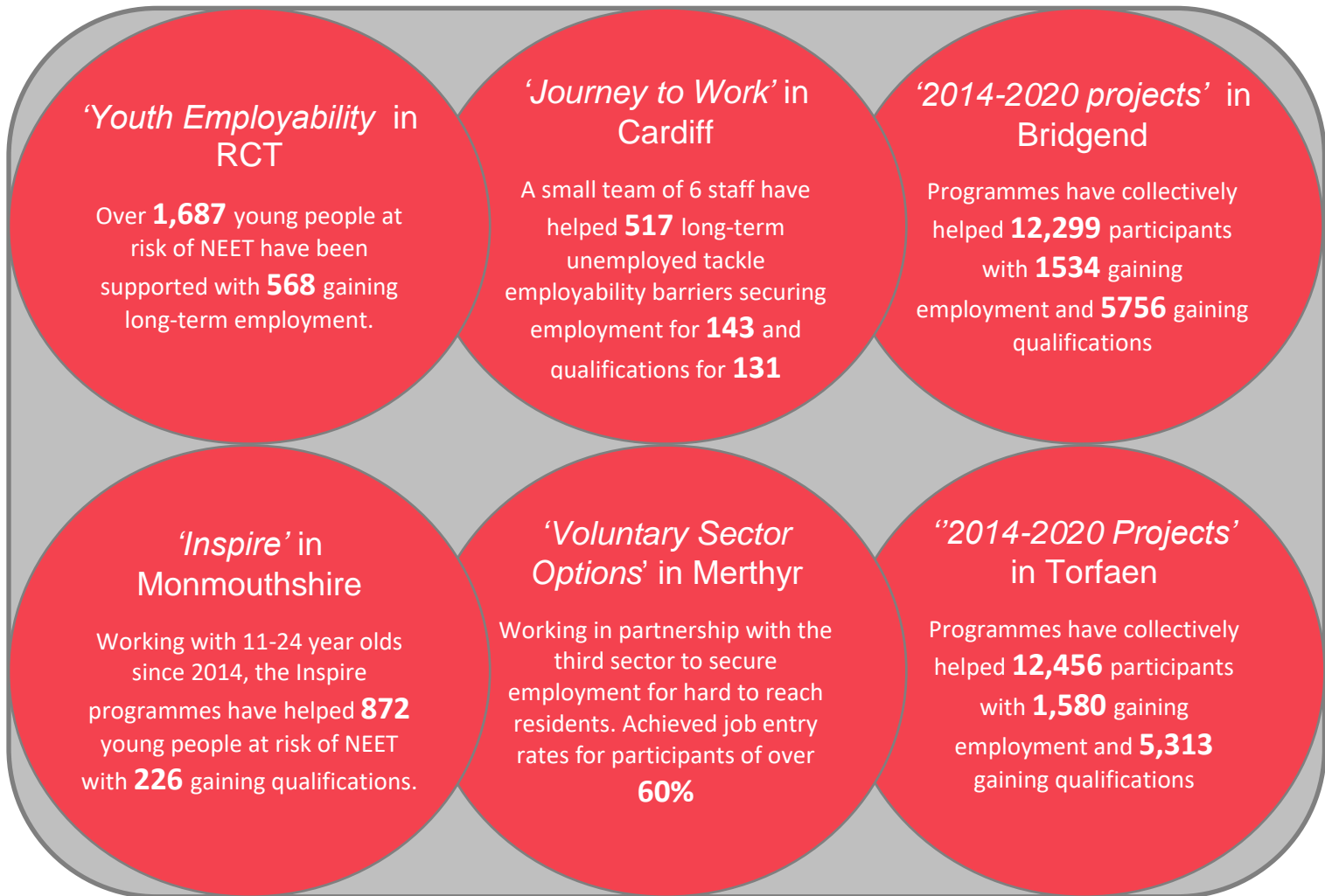
## What have Employability Programmes Achieved?

It is well-established that reducing unemployment and economic inactivity, improving skills levels and equipping workers with the ambition to progress in their careers is one of the principal drivers of regional productivity growth. Employability programmes in the Cardiff City Region have helped thousands of people to improve their skills, gain new qualifications and enter / progress in employment.

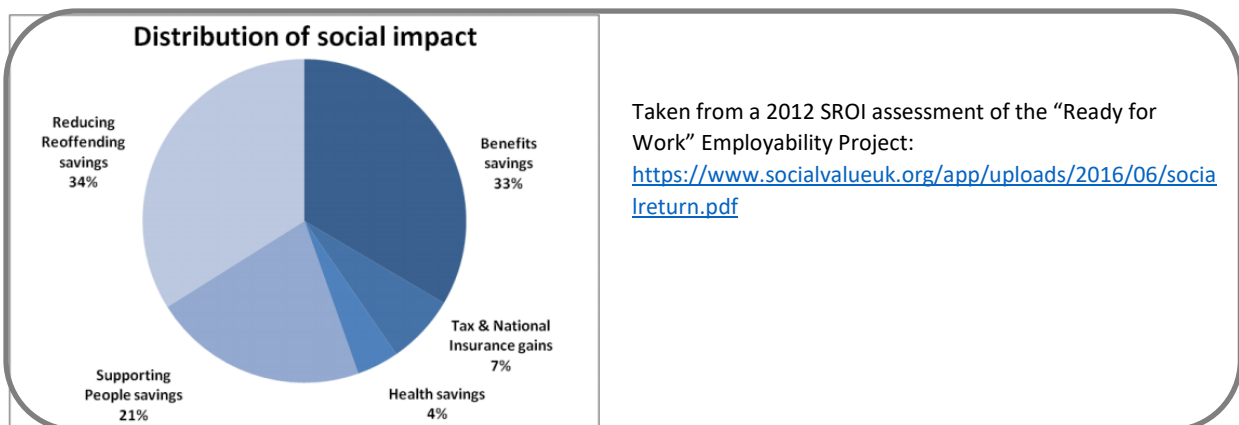
**‘2014-2020 Structural Funds’ in the CCR**

The projects supported **14,522** long-term unemployed into employment and **51,127** to gain qualifications

For over 20 years local authority led programmes have had success in deprived communities; success working in partnership with the third and private sectors; success working with young people and with vulnerable adults. Highlights include



But the statistics do not show the full impact of these interventions. It is well-established that employability programmes have a high social return on investment. A 2012 evaluation of employability programmes showed cashable impacts across various government departments:



Closer to home, a 2019 **social return on investment** study for RCT showed a net social impact of £2,080,078 on the £405,000 Inspire to Work project alone. A social return on investment of £5.10 for every £1 spent.

**“RCT I2W: A social return on investment of £5.10 for every £1.00 spent”**

Nor do they show the impact on individuals:

### Monmouthshire Inspires to Achieve

*In Spring 2016, Monmouthshire Inspire to Achieve (I2A) was asked to intervene to support a year 9 boy (“X”) who was not attending school. He had a turbulent family background, no contact with his dad and had recently seen his older sister sectioned under the Mental Health Act leading a severe decline in his own mental health. “X” withdrew from all facets of life and was becoming increasingly violent. His school attendance fell to 30% with 56% unauthorised absence. At this point I2A was asked to intervene.*

*“X” continued to work towards core subjects in school whilst receiving pastoral support for his emotional needs and employability skills support from I2A. Through intense 1:1 support, “X” and his case worker have developed a trusting and effective relationship which has identified his barriers to employment and has significantly reduced his anxiety and improved his confidence. He is now close to completing a BTEC L2 Qualification in Work Skills (ahead of his peers) and his attendance has increased to almost 90% (a 200% increase). He now has the ambition to progress into a career in advertising and design.*

### Torfaen Bridges into Work helps land Dream Job

*In Winter 2020, Torfaen Bridges into Work (BiW2) supported Andrew Wilkinson into his dream job. Andrew was paralysed from the chest down following a road traffic accident 18 years ago. Prior to his accident he worked as a full-time scaffolder. Considered as long term unemployed and having no formal qualifications, he contacted BiW2, where he received support from Employment Mentors who helped him to build his confidence, develop his CV, complete online qualification and ultimately to secure a job as an assistive technologist at Rookwood Hospital – the hospital that provided him with treatment following his accident.*

## How employability has been delivered in CCR

The project-based nature of EU structural funding led to a plethora of employability programmes, each based on the principles above, but targeting a different **clientele**, **geography**, or **employability outcome** and using slightly different models, assessment tools and interventions.

To add to the complexity, there are many wider programmes that have an employability component, including: DWP Restart, DWP Kickstart, and Communities 4 Work+. This is alongside the Working Wales service that provides an independent careers information, advice, coaching and signposting service that incorporates referrals to the full breadth of employability and other provision

## Summary of Recent EU-Funded Employability Programmes

	<b>Clientele</b>	<b>Geography</b>	<b>Outcome</b>
Bridges into Work	<ul style="list-style-type: none"> <li>• Long-term unemployed</li> <li>• Age 25+</li> </ul>	<ul style="list-style-type: none"> <li>• BGCBC, TCBC, CCBC, BCBC, MTCBC</li> <li>• Non-CF* areas</li> </ul>	<ul style="list-style-type: none"> <li>• Long-term unemployment</li> <li>• Economic Inactivity</li> </ul>
Working Skills for Adults	<ul style="list-style-type: none"> <li>• In Employment</li> <li>• Age 16+</li> <li>• QCF2 or lower</li> </ul>	<ul style="list-style-type: none"> <li>• BGCBC, TCBC, CCBC, BCBC, MTCBC</li> </ul>	<ul style="list-style-type: none"> <li>• In work poverty / career progression</li> </ul>
Nurture, Equip, Thrive	<ul style="list-style-type: none"> <li>• In Employment</li> <li>• Age 16+</li> </ul>	<ul style="list-style-type: none"> <li>• BGCBC, TCBC, CCBC, BCBC, MTCBC</li> </ul>	<ul style="list-style-type: none"> <li>• Underemployment &amp; Work limiting health conditions</li> <li>• Workforce development</li> </ul>
Journey 2 Work	<ul style="list-style-type: none"> <li>• Long-term unemployed</li> <li>• Age 25+</li> </ul>	<ul style="list-style-type: none"> <li>• CCC, NCC, MCC</li> <li>• Non-CF areas</li> </ul>	<ul style="list-style-type: none"> <li>• Long-term unemployment</li> <li>• Economic Inactivity</li> </ul>
Skills @ Work	<ul style="list-style-type: none"> <li>• In Employment</li> <li>• Age 16+</li> <li>• QCF2 or lower</li> </ul>	<ul style="list-style-type: none"> <li>• CCC, NCC, MCC</li> <li>• Non-CF areas</li> </ul>	<ul style="list-style-type: none"> <li>• In work poverty / career progression</li> </ul>
Building Resilience, Prosperity & Wellbeing (SWAW)	<ul style="list-style-type: none"> <li>• In Employment</li> <li>• Returning to Work</li> <li>• WLHC</li> </ul>	<ul style="list-style-type: none"> <li>• RCTCBC</li> <li>• Non-CF* &amp; CF areas</li> </ul>	<ul style="list-style-type: none"> <li>• Long-term unemployment</li> <li>• Underemployment &amp; Work limiting health conditions</li> </ul>
Communities 4 Work	<ul style="list-style-type: none"> <li>• Age 16+</li> <li>• AND QCF2 or lower; OR</li> <li>• WLHC; <b>OR</b></li> <li>• BME; <b>OR</b></li> <li>• Jobless Household</li> </ul>	<ul style="list-style-type: none"> <li>• Whole CCR</li> <li>• CF areas</li> </ul>	<ul style="list-style-type: none"> <li>• Long-term unemployment</li> <li>• Economic Inactivity</li> </ul>
PACE	<ul style="list-style-type: none"> <li>• Economically Inactive</li> <li>• Parents</li> <li>• AND NEET 16-24 OR 25+</li> </ul>	<ul style="list-style-type: none"> <li>• Non-CF</li> <li>• Whole CCR</li> </ul>	<ul style="list-style-type: none"> <li>• Long-term unemployment</li> <li>• Economic Inactivity</li> </ul>
ReAct	<ul style="list-style-type: none"> <li>• Redundant less than 3 months</li> <li>• &lt;16+ hours /week since redundancy</li> </ul>	<ul style="list-style-type: none"> <li>• Whole CCR</li> </ul>	<ul style="list-style-type: none"> <li>• Short-term unemployment</li> <li>• Careers advisory role</li> </ul>
Traineeships	<ul style="list-style-type: none"> <li>• Age 16-17</li> <li>• NEET</li> </ul>	<ul style="list-style-type: none"> <li>• Whole CCR</li> </ul>	<ul style="list-style-type: none"> <li>• Youth Unemployment</li> <li>• Careers advisory role</li> </ul>
Active Inclusion Fund	<ul style="list-style-type: none"> <li>• Age 25+ <b>AND</b></li> <li>• 54+ econ. inactive;</li> <li>• <b>OR</b> BAME &amp; long-term unemployed; <b>OR</b></li> <li>• Carer &amp; econ. inactive;</li> <li>• <b>OR</b> QCF2 or lower;</li> <li>• <b>OR</b> WLHC</li> </ul>	<ul style="list-style-type: none"> <li>• Whole CCR</li> </ul>	<ul style="list-style-type: none"> <li>• Long-term unemployment</li> <li>• Economic Inactivity</li> <li>• Underemployment &amp; Work limiting health conditions</li> </ul>
Upskilling at Work	<ul style="list-style-type: none"> <li>• Employees QCF2 or lower</li> </ul>	<ul style="list-style-type: none"> <li>• Whole CCR</li> </ul>	<ul style="list-style-type: none"> <li>• Developing priority sectors</li> <li>• Career progression</li> </ul>
Inspire to Achieve	<ul style="list-style-type: none"> <li>• Age 11-16</li> <li>• At risk of NEET</li> </ul>	<ul style="list-style-type: none"> <li>• Whole CCR (East &amp; West projects)</li> </ul>	<ul style="list-style-type: none"> <li>• At risk of NEET</li> <li>• Careers advisory role</li> </ul>
Inspire to Work	<ul style="list-style-type: none"> <li>• Age 16-24</li> <li>• NEET</li> </ul>	<ul style="list-style-type: none"> <li>• Whole CCR (East &amp; West projects)</li> </ul>	<ul style="list-style-type: none"> <li>• Youth Unemployment</li> </ul>

\*CF – Communities First

Each employability project relies on staff resource to deliver or procure the appropriate mix of interventions that address their participants' barriers and achieve the project outcome. In some cases this involves specialist referrals to other programmes. These staffing roles / interventions / specialist referrals are summarised below:

Staff Resource	Interventions /	Specialist Referrals
Design & Deliver Qualifications (e.g. Agored)		Specialist referral: Prison leavers
Employer Liaison Officers	Delivery of courses via accredited centres (e.g. Pearsons, Highfields)	Specialist referral: Learning difficulties
Financial Inclusion Officers		Specialist referral: LAC
Counsellors	Volunteering	Specialist referral: work limiting health condition
Health & Wellbeing Support	Work Placements	
Post-16 Youth Worker Support	Job Prep / Employment Support	
Pre-16 Youth Support Workers	FE Referrals	
	Barriers Fund	

## Lessons Learnt from the EU Programmes

### What has Worked Well?

- **Subsidiarity works:** Local Authority delivered projects have great penetration into their target communities. LA employability teams have been embedded in communities for over 20 years and so have a strong understanding of residents' barriers, good networks with local support organisations, and are delivered by well-established (and well-known) practitioners.
- **Local knowledge is crucial:** Local Authority delivered projects have developed good knowledge of local labour markets, and good relations with local and regional employers built over many years. Collectively we have networks of thousands of employers who engage employability as part of their recruitment. Importantly, Local Authorities also have a strong understanding of the emerging employment opportunities in their local area.
- **A trusted brand:** Local authority delivered projects are trusted by participants. Without trust, it is impossible to engage those furthest from the labour market.
- **Prevention over profitability:** Local Authority led delivery has been motivated by tackling the root causes of participants barriers, however complex and however long that intervention takes. They have been successful at working as part of a wider Early Intervention & Prevention coalition of support agencies, employer networks and early intervention teams (e.g. money advice, benefits, foodbanks, ESOL provision, volunteering agencies, adult learning, children's services, education welfare, housing and health & wellbeing advisory services) to help participants.

- **Continuity of provision is valuable *and* cost-effective:** Under current EU programmes Local Authority employability teams employ 100s of support workers, counsellors and employment liaison officers. Many have developed networks in their local area over 20 years. Collectively there are hundreds of years of experience and local knowledge that would be lost if employability programmes were to end. In a profession that relies on building long-term 1:1 relationships with clients, the loss of this expertise could take decades to recover. Add to this the financial cost of decommissioning existing services (office costs, redundancy costs, re-branding) and it is clear that continuity between programmes significantly improves the short and long-term cost-effectiveness for the region
- **Shared learning adds value:** Over the past two decades strong networks have emerged between employability programmes, training providers, higher and further education institutions, the voluntary sector and the business community. Local Authority led provision is effective at working in partnership to deliver in areas where partners' have greater expertise, experience of knowledge.
- **Decades of progress towards real change:** Prior to the Covid-19 pandemic, regional qualifications levels were rising, unemployment was low. Youth employability teams were able to implement a 10-year preventative approach (through successive programmes like Prevent, Lift and Inspire) which is benefitting a generation of young people. As a result of intervention, NEET figures were amongst their lowest ever.
- **Simplified Costs has reduced bureaucracy:** The FR40 simplified costs model used during the 2014-2020 programmes has had a significant impact on efficiency. This essentially creates a barriers and training fund for project participants. Local Authorities can now design interventions around a participant's needs and not around a pre-conceived list of compliant purchases.

### What could be improved?

- **Assess participants for their "employability" journey, not their "project" journey:** Currently a participant is assessed when they enter each project. Each uses a different approach to determine eligibility and to assess what support to provide to a participant. To some extent this is necessary – the questions asked of an 11 or 16 year-old will be different from those asked of a 30 or 50 year old. But there should be more commonality between and coordination of assessment tools so that a client can move seamlessly in and out of support at key stages in their employability journey.
- **Flexible outcomes:** Whilst FR40 has made project delivery more flexible, the current ESF-funded programmes are still rigid in their outcomes. The Covid-19 pandemic has again highlighted the need for employability to adapt quickly to changing labour market conditions and priorities (e.g. the flexibility to switch from economic inactivity to unemployment; from long-term unemployment to short-term unemployment; or from unemployment to under-employment). The end of EU funding requirements means that apprenticeships, further learning and volunteering could all become more acceptable progression outcomes.
- **One Framework, but not necessarily one Programme:** Some programmes (particularly C4W/+) are wider than just employability. Others (particularly the Inspire 2 Achieve reduction of risk of NEET programme) require specialist interventions. Whilst these interact with an employability programme, they may also sit alongside rather than within it.



- **Hide ‘even more’ of the wiring:** Each project currently has strong brand identity amongst their clients, but the sheer number of brands can create confusion. There are examples of good practice in “hiding the wiring” (creating a seamless experience for a participant) within individual local authorities, but as a region there are still too many brands for employability alone (let alone complementary national programmes like Communities 4 Work/+, Jobs Growth Wales or Restart). There should be a clearer brand hierarchy, fewer brands, and a more consistent and universally accepted approach to triage across all employability interventions in the CCR.
- **Closer alignment with industry:** We want to move from projects which focus on ‘how do I support an individual into a job’ to ‘how do I support an individual into a *sustainable* job’ There is substantial change taking place in the economic base of the CCR, accelerated by Covid-19. The employability ‘skills’ needed to work in this emerging economy are also likely to evolve. With the adoption of a regional Employment and Skills Plan, and cluster groups in priority sectors, we face a unique opportunity to improve the alignment between our programme design and the demands of industry. There are some good innovative ideas:
  - E-learning modules for employability staff so that they are better placed to understand and therefore direct support towards priority sectors.
  - “Try before you qualify” model, supporting employability candidates into the workplace in priority sector roles before they make a decision on which qualification route to pursue.

## The Future Context for Employability

The Covid-19 pandemic has brought into sharp focus the scale of the employability challenge. Structural changes are taking place in the economy at a rate not seen for decades with some well-established sectors declining rapidly.

The following represent opportunities / threats to the delivery of employability support:

- **Brexit:** The impact of Brexit on the industrial base of the CCR remains uncertain. Pre-departure assessments highlighted a high risk to the South Wales economy with its relatively high proportions of manufacturing employment and personal/financial services. Brexit impacts do not yet appear to be impacting on the labour market, but any decline in manufacturing employment will impact on the number of opportunities for employability clients.
- **Retail & Customer Service:** Even before Covid-19 restrictions the retail sector was transitioning away from bricks and mortar premises in town and city centres. Retail is one of the most popular and accessible routes from our employability programmes and any decline in retail employment will impact on opportunities for employability clients. The shift online (accelerated by Covid-19) will create other opportunities – in delivery and warehousing occupations in particular – but the propensity of these workplaces to cluster near to major transport routes will impact on the accessibility of any vacancies to employability clients. This is a particularly acute risk for young people at risk of becoming NEET.
- **Automation and Industry 4.0:** The CCR Industrial Strategy recognises a regional strength in advanced manufacturing and seeks to promote growth and innovation within key manufacturing sub-sectors (including medical devices and diagnostics, compound semi-conductors and transport engineering). The extent to which automation will reduce employment in South Wales’ largely SME manufacturers is unclear, but there is clearly a need to prepare employability programmes for the impact of a reduced number of lower-skilled occupations within these sectors. This will require better employability pathways, improved perceptions of the sector amongst clients and a stronger link between employability and technical skills.

- **Human Foundational Economy:** The Human Foundational Economy includes several priority sectors for the CCR RSP and has continued potential as a strong source of vacancies for employability clients. But there is a risk that these roles may perpetuate a low-wage economy and a need for employability programmes to engage with the sector to promote fair work, improve job security, improve the reputation of the sector and stimulate progression opportunities.
- **Covid-19: labour market tightening:** The Covid-19 pandemic has forced many businesses to either cease trading temporarily or adjust their business model. Schemes like the Coronavirus Job Retention Scheme (furlough) and relief funds have to date limited the number of redundancies, but there remain risks to the labour market as this support is gradually withdrawn. At the peak of the pandemic, the ratio between claimants and vacancies rose substantially, and further such peaks may be seen. Any tightening of the labour market is likely to reduce opportunities for employability clients. In addition, employability teams are likely to be working with a more diverse range of clients, many of whom may not have previously been unemployed and may need to reskill / upskill. The extent to which demand on employability services will increase post Covid is, as yet, unknown
- **Covid-19: The psychological barriers:** Research conducted with children and young people by the Children’s Commissioners Office shows that young people’s emotional and psychological wellbeing has been severely impacted by the Covid-19 pandemic. This is highly likely to ‘present’ as an additional barrier to employment amongst the most vulnerable and may affect their ability to achieve their potential in education and/or to sustain employment.

## An Employability Framework Fit for the Future

### The priorities for future delivery

Reflecting on the context, on what has worked well, and on the lessons from earlier programmes, any future employability approach for the CCR should:

- Use a single long-term employability “model” which can rapidly respond to changeable policy priorities, but is flexible enough to cater to individual barriers and needs.....
- ..... as the basis for designing common programmes together and with our partners across the region which address our three principal employability themes: “flexible employability support”; “anti-poverty interventions” and “early intervention for young people at risk of becoming NEET” .....
- ..... which would include a common triage process, a “single front door” that ‘hides the wiring’, and common participant assessment tools .....
- ..... and which would be delivered by teams in each of the 10 LAs with the flexibility to directly deliver, procure or refer participants onto a range of approved interventions .....
- ..... funded through the Levelling Up Programme or other similar funds.....
- ..... alongside activity to work with the RSP cluster groups to design pre-employment pathways for priority sectors.
- .....with the aim to give the region the direction, stability and maturity to collectively engage with or bid for other emerging contracts (e.g. Kickstart, CAEHRs, Jobs Growth Wales+, apprenticeship programmes).....

## The Pre-Assessment Process

The pre assessment engagement process is about reaching out to individuals, supporting them into regular activity and positive routines, and helping them to connect with others.

Many economically inactive and unemployed individuals are not actively engaged with employability services. This may be because they are not interested in working, have had poor experiences of employability services in the past, or are unaware of the range of services available.

To overcome this lack of engagement, a number of mechanisms will be used to reach out to individuals and engage them in employability services. These include:

- Pro-active marketing.
- Effective location of services
- Community outreach workers
- Partnership working with community organisations.
- Co-location of services.
- Adopting area-based approach and client group-based approach

Upon engagement, Triage officers will begin the Triage process to identify the most suitable provision for the client.

## The Triage Process

A triage process is an integral feature of employability programmes to successfully refer a client to the project which can best support the skills, needs and circumstances of the client and for which the client is eligible. Under the proposed framework, all 10 authorities, and partner organisations, will design a common, collective, consistent approach to triage.

In practice the client or referral body completes, with the client's agreement, an expression of interest which is sent to a Triage Officer. The Triage Officer must fully understand all the provision in the area, what that provision can achieve for the client and then assesses the details of the client that have been provided. If there are areas which need further clarification the Triage Officer would contact the client to ask for more details. When the Triage Officer is confident they have that level of detail which allows them to make a sound judgment they refer to the most suitable provision for the client in that locality.

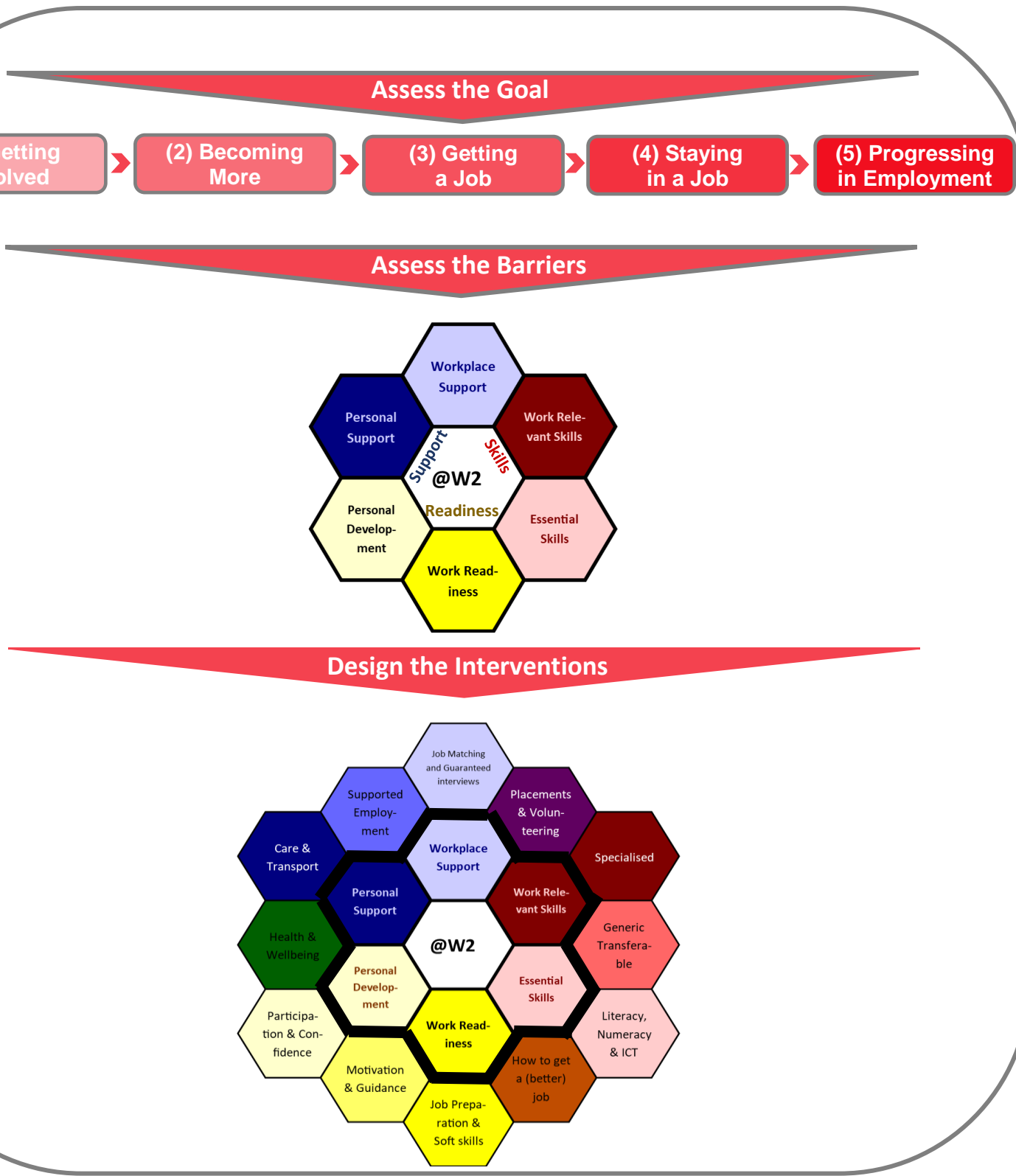
The Triage Officer would notify the referrer that the client had been triaged to the particular project. The receiving agency would be asked to notify Triage when the client is successfully enrolled on the provision. Should the Mentor on that project undertake assessment with that client and determine that the provision is unsuitable for that clients needs they would refer back to the Triage Officer with any new information which would able the Triage Officer to make a new provision.

When clients complete their time on a particular project, for example they get a job, and would leave that project a judgment must be made if there is other provision which could continue to meet the clients needs, for example in work support, a referral back to Triage or at least informing Triage that a referral is made to another project is key so the clients employability journey can be tracked.

Many clients are re-referred to provision and seeing what schemes they have successfully or unsuccessfully completed helps inform Triage Officers when making the next referral and ensures that the client is eligible for that provision.

## The Client Assessment Process

The model below provides a comprehensive and complete range of employment and skills interventions coordinated by the RSP. The ability to seamlessly link the client's journey, whatever their age, from their first engagement with employment and skills provision, demonstrates a model of local integration and delivery of services, which maximises benefits for clients. The various stages of the model below allow a client to re-engage at various stages of their employability journey. This section provides further information about the pipeline, and the different stages and interventions within it.



## Alignment to Other Provision

An employability programme should not be developed in isolation from the wider skills provision in the CCR to ensure that participants can readily and seamlessly access specialist support, and, importantly, to provide opportunities for participants to progress into more technical skills development activities in priority sectors.

The following conversations should be prioritised during programme design:

- **Communities 4 Work(+):** National anti-poverty programmes have wider objectives which can complement the employability proposals in this discussion paper. In some LAs the projects may be delivered under the same management structures. Discussions should focus on a shared/consistent approach to branding, triage, and assessment.
- **NEET prevention:** Any successor programme to Inspire 2 Achieve will be an important feeder into the employability programme. Discussions should focus on the referral process from Inspire 2 Achieve into the employability programme.
- **RSP Priority Sector Cluster Groups:** Learning the lessons from previous EU programmes, the successor employability framework will need to establish a clear pathway into each sector for employability clients. This will need to consider the requirements of entry level job roles as well as technical skills requirements. This work – looking at starter roles – is now underway jointly between the local authorities and the RSP team.
- **Working Wales & School's Employer Engagement:** The creation of Working Wales and the launch of Jobs Growth Wales+ creates an opportunity to join up “careers & aspirations” workstreams with employability programmes. There are already pockets of good practice focussed on STEM in schools (BGCB) and coordination of opportunities for young people (Cardiff Commitment).
- **Further Education Provision & Technical Skills:** Upskilling / reskilling is likely to remain an important part of the employability offer and technical skills will play an increasing role in that. Discussions with FE should focus on the assessment/intervention model and how it can act as a seamless feeder into existing/proposed FE provision.
- **Work-based Learning & Specialist Apprenticeship Provision:** The end of EU funding restrictions provides an opportunity to embrace apprenticeships as a progression route from employability programmes. There are opportunities for joint promotion, and the co-design of the assessment/referral process. There are also opportunities to align to local-authority / third-sector led specialist apprenticeship provision like Y Prentis and Aspire. This collaborative programmes brings together education, industry and the local authority to provide skilled opportunities in the advanced manufacturing sector. With its strong industry links and track record of supporting industry with recruitment, training & work placements, the Aspire programme could represent a link from employability provision into technical skills development. Y Prentis can do likewise into construction routes.
- **Public Sector Shared Apprenticeships and InFuSe:** A public sector testbed is likely to stimulate new service provision and new occupational routes in the public sector. This could be a strong source of future opportunities for employability clients and should be considered at an early stage of InFuSe's development.
- **CCR Investment Pipeline:** The CCR City Deal is developing a strong pipeline of upcoming investments in infrastructure (creating opportunities for construction vacancies) and innovation

(creating opportunities for technological vacancies). If a clear “early warning” system could be created to notify employability programmes when an investment proposition looks likely to receive support, it will help the employability teams to begin to prepare the workforce to reskill for these opportunities.

## Conclusions and Next Steps

The adoption of a new framework for employability and a commitment from the RSP to seek funding to sustain the teams required to deliver this framework would usher in an exciting new era for employability in the CCR.

Learning lessons from the EU programmes, our proposed framework would create a system based on coordination not competition; a system based on flexibility and responsiveness to structural changes in the regional labour market; a system aligned to the priority sectors with distinct employability pathways into each one.

The case is strong for locally delivered employability. It provides excellent value for money and social return on investment. It is based on over 20 years of experience, and relationships with local communities that would take years to recover if that expertise was lost.

Adopting the proposed framework for employability would give the Regional Skills Partnership a mechanism to:

- Rapidly adapt to changing regional employability priorities in response to structural changes in the economy and labour market (i.e. getting the right mix between short-term unemployed, long-term unemployed, NEETs, under-employment etc).
- Improve the integration of employability with the other elements of the Regional Employment and Skills Plan, like careers and aspiration, technical education and cluster development.

And it would provide direction to local authorities (working with the Cardiff City Deal) to seek funding from the Levelling Up fund to establish a long-term, regionally-minded, locally-delivered employability approach. It would provide a launchpad for further collaboration with other emerging contracts like Kickstart, Jobs Growth Wales+ or other programmes coming from the CAEHRS.

### Immediate Next Step

Subject to approval on the principles within this paper from the RSP, the LA cluster group will commence work with partners on an employability project proposal for submission to Shared Prosperity Fund.

## WELSH LANGUAGE IMPACT ASSESSMENT TOOL

This Welsh Language Impact Assessment (WLIS) tool enables RCT Council to consider the principles and requirements of the [Welsh Language Standards \(No.1\) Regulations 2015](#) to ensure compliance with the [Welsh Language \(Wales\) Measure 2011](#).

<b>Stage 1 – Information Gathering</b>	
<b>NOTE:</b> As you complete this tool you will be asked for <b>evidence to support your views</b> . Please see <a href="#">Welsh Language Impact Assessment Guidance</a> for more information on data sources.	
<b>Proposal Name:</b>	<b>THE PRINCIPLES OF A REGIONAL APPROACH TO EMPLOYABILITY</b>
<b>Department</b>	PHP&CS
<b>Service Director</b>	Wendy Edwards
<b>Officer Completing the WLIA</b>	
<b>Email</b>	Wendy.Edwards@rctcbc.gov.uk
<b>Phone</b>	07557082875
<b>Brief Description</b>	<ul style="list-style-type: none"><li>• Local Authorities across the Cardiff Capital Region have successfully delivered employability programmes for two decades. These programmes have supported tens of thousands of residents into employment, into better paid employment or into further learning; have helped our young NEET residents; and have been a key pillar for early intervention and prevention.</li><li>• The 2019 Cardiff Capital Region Employment and Skills plan highlights the value and importance that employers place on ‘employability’ and the key role that it plays in helping residents into the jobs of the future. In light of the recovery from the Covid pandemic this is more important than ever.</li><li>• Consequently, the Regional Skills Partnership Local Authority Cluster Group have been working collaboratively to produce a new Regional Framework to guide how employability activities are delivered in the region in future.</li></ul>

	<ul style="list-style-type: none"> <li>With the ending of European Social Fund funding in 2023, this framework will form the basis of regional applications for post-EU funding for employability.</li> </ul>
<b>Date</b>	23/08/2021
<b>Please outline who this proposal affects? (Service Users, Employees, Wider Community)</b>	Service Users, Employees and the Wider Community
<b>What are the aims of the policy, and how do these relate to the Welsh Language?</b>	The aim of the policy is to develop a regional approach to employability across the CCR area.
<b>Who will benefit / Could the policy affect Welsh language groups? If so, list them here.</b>	<p>Individuals who are not currently working, those working who are receiving support to enhance their skills and to retain employment and young people not in education, employment or training.</p> <p>All of these groups of people could include Welsh language speakers.</p>
<b>Current linguistic profile of the geographical area(s) concerned</b>	<p>Every ten years the nation sets aside one day for the Census, a count of all people and households. The Census is a key source of information about the number of people who can speak Welsh.</p> <p>The <a href="#">2011 Census</a> indicated that of the 1,426,636 residents living in the 10 County Boroughs involved with this project (RCT, Cardiff, Bridgend, Caerphilly, Monmouth, Vale of Glamorgan, Newport, Merthyr, Blaenau Gwent, Torfaen) 10.6% (150,792) were able to speak Welsh.</p>
<b>Other relevant data or research</b>	



## Stage 2 – Impact Assessment

In this section you need to consider the impact, the evidence and any action you are taking for improvement. This is to ensure that the opportunities for people who choose to live their lives and access services through the medium of Welsh are not inferior to what is afforded to those choosing to do so in English, in accordance with the requirement of the Welsh Language (Wales) Measure 2011.

Please note there is a separate impact assessment for Equality and Socio-Economic duty that must also be completed for policy proposals.

Remember that effects that are positive for some groups could be detrimental to others - even among Welsh language groups. Consider the effects on different groups. For example, a proposal may be beneficial to Welsh learners, but not to Welsh speakers.

### **Will the proposed action affect any or all of the following?**

	<b>Does the proposal have any positive, negative or neutral impacts?</b>	<b>Describe why it will have a positive/negative or neutral impact on the Welsh language.</b>	<b>What evidence do you have to support this view?</b>	<b>What action(s) can you take to mitigate any negative impacts or better contribute to positive impacts?</b>
<p><b>Opportunities for persons to use the Welsh language</b></p> <p>e.g. staff, residents and visitors</p> <p>The rights of Welsh speakers and learners to use Welsh when dealing with</p>	<b>Positive</b>	<p>The proposed framework references the need for a bilingual workforce to meet business and customer needs under the heading One Million Welsh Speakers.</p> <p>Including a reference to that as part of the strategy highlights the commitment to considering Welsh language skills at all levels and as part of the triage process. In doing so, it enables us to highlight opportunities for clients that</p>	<p><i>Shaping Employability to Achieve the Vision of the CCR Employment &amp; Skills Plan</i></p> <p><i>A Discussion Paper from the RSP Cluster Group</i></p> <p>“The findings also suggest that many</p>	<p>Update the plan to discuss in more depth the value of the Welsh language to different sectors, and how we propose to integrate supporting opportunities for persons to use the Welsh language into the triage process. We could reference the</p>

<p>the council and for staff to use Welsh at Work</p>		<p>will promote the use of their Welsh language skills.</p>	<p>businesses anticipate that Welsh language skills will be more important to them in future and suggest a desire for training, advice and information among some businesses.” - <a href="#">The Welsh language and the economy: a review of evidence and methods - Executive summary</a></p> <p><a href="#">Report of the Welsh Language and Economic Development Task and Finish Group to the Minister for Economy, Science and Transport</a></p> <p><a href="#">Welsh language skills needs in eight sectors - Report</a></p>	<p><a href="#">Cardiff Capital Region Skills Partnership Employment and Skills Plan 2019-22</a> which mentions that “just over a third of organisations said they wished to increase the use of Welsh in their business or organisation by hiring more Welsh staff” and what we’ll do to ensure these skills are enquired about on referral so that we can match clients up to in-need sectors depending on their Welsh language skills, amongst other skill areas.</p> <p>Furthermore we may wish to ensure that the short-term recommendations of the CCR Employment and Skills plan to “support the increasing demand for Welsh language skills” is reflected in our plan.</p>
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	<b>Positive</b>	The proposal seeks to retain current staff, whose expertise in some instances spans 20 years, within the local community via a shared bid to funders. Many staff currently working for the 10 Local Authorities in question are Welsh speakers. Ensuring they are kept in employment will provide opportunities for them to maintain and develop their Welsh language skills.	In RCT, for example, of the 109 members of staff employed in roles that support people to gain employment – 13 are level 4/5 Welsh speakers (12%) and 2 are Level 3 (2%).	<p>Ensure all staff working wear their corporate lanyards which indicate their language skills or use laith Gwaith materials, and include proactive offers in their email signatures. This should encourage more informal Welsh within the office environment to be spoken in addition to with clients and key partners.</p> <p>Ensure enough Welsh language provision is available in all 10 local authority areas. This may mean the need to prioritise the recruitment of Welsh speaking mentors and staff during future vacancy opportunities. Or make use of Welsh-speaking staff across the region to provide peripatetic support?</p>
	<b>Positive</b>	The proposal, as a Local Authority led project, has resulted in the need for this		Update the plan to discuss in more depth the value of

		<p>Welsh Language Impact Assessment. Ensuring a robust Impact Assessment is complete which highlights the strengths and areas for improvement demonstrates why a LA-led bid will be more advantageous for the Welsh language when compared to a private sector bid. Despite the known advantages of Welsh to the private sector, private sector bids may still not prioritise the importance of the Welsh language in their service delivery due to perceived additional costs of bilingual provision.</p>		<p>the Welsh language to different sectors, and how we propose to integrate supporting opportunities for persons to use the Welsh language into the triage process – which is best served by Local Authorities vs private for-profit organisations.</p>
	<p><b>Neutral</b></p>	<p>It makes specific reference to the importance of Further Education Provision &amp; Technical Skills but does not mention Welsh language within this context. Similarly the Human Foundational Economy section does not reference the Welsh language either.</p>	<p>“The FE and work-based learning sectors and Coleg Cymraeg Cenedlaethol, in collaboration with the Welsh Government, are set to increase the availability of Welsh language technical and vocational qualifications in order to help reach our goal of a million Welsh speakers by 2050” - <a href="#">Welsh Government Employability Plan</a></p>	<p>Update the plan to discuss in more depth the value of FE provision of technical and vocational qualifications to our employment sectors and how important Welsh medium provision is in ensuring we have staff equipped with the knowledge and language skill necessary to thrive in these industries.</p>

			<p>The <a href="#">Cardiff Capital Region</a></p> <p><a href="#">Skills Partnership</a></p> <p><a href="#">Employment and Skills Plan 2019-22</a> aims to 'strengthen the post-16 further education offer in priority sectors through increased specialisation to meet the demand from employers across the City Region.</p> <p>Through our engagement with the sector groups it is evident that the desire for Welsh language varies across the sectors; Creative and Human Foundational Economy both citing a requirement for Welsh language skills - <a href="#">Cardiff</a></p>	
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			<a href="#">Capital Region</a> <a href="#">Skills Partnership</a> <a href="#">Employment and Skills Plan 2019-22.</a>	
<b>Numbers and / or percentages of Welsh speakers</b> e.g. Welsh Medium Education / Study Opportunities. Links with the Welsh Government's <a href="#">Cymraeg 2050 Strategy / RCTCBC Five Year Welsh Language Strategy</a>	<b>Neutral</b>	<p>The proposal discusses the impact secure employment can have on the individual and the family/community setting but doesn't discuss any possible impact Welsh language essential employment may have on language transmission at home or use in the community setting.</p> <p>Language transmission tends to happen in areas with an already high percentage of Welsh speakers in the community. With this comes regular opportunity to use the Welsh language. There is currently no consideration in the plan of the potential benefits that Welsh essential employment may have on language use in the community and language transmission in the home setting.</p>	<p>"Even where both members of a couple speak Welsh, the latest census shows that around one in five of their children (aged 3 to 4) don't speak Welsh. In households where there are two adults, and one of them is a Welsh speaker, one in two children (aged 3 to 4) are not Welsh speakers" - <a href="#">National policy on Welsh language transmission and use in families, Welsh Government Consultation Document.</a></p>	<p>Update the plan to discuss in more depth the value of the Welsh language to different sectors, and how we will integrate supporting opportunities for person to use the Welsh language into the triage process.</p> <p>Employment in an industry requiring Welsh language skill may result in a knock on effect of language transmission happening in the home setting/community use as the parents will value the benefit within the employment sector and this should be included as a consideration in any plan.</p>
	<b>Neutral</b>	<a href="#">The Welsh Government's Programme for the 6th Senedd</a> references the need	Development of childcare courses are	Update the plan to discuss the intention to secure

		to “expand our Welsh language early years provision”. Our plan doesn’t mention this ambition with regards to the employability opportunities this may bring.	included as a priority area in the <a href="#">Cardiff Capital Region Skills Partnership Employment and Skills Plan 2019-22</a> .	good quality, Welsh-medium learning opportunities and courses in priority sectors to strengthen our client’s ability to work using their Welsh language skills in those sectors.
<p><b>Opportunities to promote the Welsh language</b></p> <p>e.g. status, use of Welsh language services, use of Welsh in everyday life in work and in the community</p> <p>Actively encourage and promote the use of our services in Welsh to see an increase in demand over time</p>	<b>Positive</b>	It is proposed that the new regional set-up would include fewer brands and be more accessible for members of the public. If any bid were to be successful, then it would mean a Welsh language brand for all of the programmes offered through the partnership. Further the Welsh language would be respected and treated no less favourably than the English language in all its advertising.	Local Authorities are required to comply with the Welsh Language Standards. Each LA’s compliance notice can be <a href="#">found here</a> .	Anecdotal evidence suggests that many Welsh speakers who haven’t used their Welsh since school are fearful that their skills are not ‘up to scratch’ and so would be put off by a role that required Welsh as an essential skill. To mitigate this, a campaign may be developed to target Welsh speakers with skills appropriate for the role. For example, a Welsh-essential childcare worker role may only need Welsh language level 3 skills. We could target the course to those with those skills as assessed during the triage process.
	<b>Negative</b>	The triage process section within the plan does not mention the need to assess Welsh language skills during	<i>Shaping Employability to Achieve the Vision of the</i>	Update the plan to reference the importance of recording Welsh

		<p>the enrolment process. Assessing skills and capturing language preference, and understanding the difference between these two, is very important.</p> <p>Clients who prefer communication in English may have Welsh language skill but lack confidence in using them. Being aware of this during the triage process could help identify training areas/ and suitable employment sectors.</p>	<p><i>CCR Employment &amp; Skills Plan</i></p> <p><i>A Discussion Paper from the RSP Cluster Group</i></p>	<p>language skills and communication preferences of individuals during the triage process. This not only ensures compliance with the relevant Welsh Language Standards but also allows the Triage Officer to make recommendations for onward referral to areas that may support Welsh language skills progression and or use, and industries where Welsh language skills have been highlighted as a priority.</p>
<p><b>Compliance with the <a href="#">Council's Statutory Welsh Language Standards</a></b> e.g. increasing or reducing the Council's ability to deliver services through the Medium of Welsh.</p> <p>Consider the rights of Welsh</p>	Positive	<p>The proposal seeks to ensure Local Authorities will be best placed to lead on employability programmes in the region moving forward dependent on funding. This will result in all advertising, branding, online content, referral forms and public information complying with the requirements of the relevant standards.</p>	<p>E.g., programmes run by RCT Council are promoted in Welsh. We also employ mentors who can provide a Welsh language service where this is requested.</p>	<p>New employability programmes could have Welsh-only names/brands to promote the Welsh language within the community.</p>



speakers to use Welsh when dealing with the Council and for staff to use Welsh at Work				
	Positive	Retaining staff within the employability programmes sector should result in Welsh language service provision remaining as it.	In RCT, for example, of the 109 members of staff employed in roles that support people to gain employment – 13 are level 4/5 Welsh speakers (12%) and 2 are Level 3 (2%).	Ensure all staff wear their Iaith Gwaith badges/lanyards to highlight clients' and colleagues' Welsh language skills/ability to provide a Welsh language service.
	Neutral	The plan focuses on the flexibility that will be afforded to the programmes to tailor interventions/training/courses that suit the needs of the individual's employment journey and not prescribed outcomes as currently the case under EU funding regulations. It does not mention the added benefit this may provide in securing Welsh language provision.	<i>Shaping Employability to Achieve the Vision of the CCR Employment &amp; Skills Plan</i>  <i>A Discussion Paper from the RSP Cluster Group</i>	Update the plan to reference the flexibility that procuring tailored interventions will also provide to Welsh medium provision – the provision may already be available in house or could be sourced via well-established contacts.
<b>Treating the Welsh</b>				

<b>language, no less favourably than the English language</b>				
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**Stage 3 - Strengthening the proposal**

Having listed actions in section 2 which may mitigate any negative impacts or better contribute to positive impacts – please record below which ones you will imbed into the policy proposal and who will be responsible for them.

Also consider is the proposal necessary? Would it be possible to meet demand without any new developments? Could other existing provision be used? Where should the development be?

<b>What are you going to do?</b>	<b>When are you going to do it?</b>	<b>Who is responsible?</b>
Update the plan to include a Welsh language section to ensure the above points are highlighted within the main plan. Ensuring any future work programmes/action plans will include the Welsh language as a key consideration at all planning points, including at local level intervention for each authority.	August 2021	

If ways of reducing the impact have been identified but are not possible to implement, please explain why. Give sufficient detail of data or research that has led to your reasoning.

<b>What was identified?</b>	<b>Why is it not possible?</b>





Tudalen wag

## EQUALITY IMPACT ASSESSMENT FORM INCLUDING SOCIO-ECONOMIC DUTY

(Revised March 2021)

Please refer to the current Equality Impact Assessment guidance when completing this document. If you would like further guidance please contact the Diversity and Inclusion Team on 01443 444529.

An equality impact assessment **must** be undertaken at the outset of any proposal to ensure robust evidence is considered in decision making. This documentation will support the Council in making informed, effective and fair decisions whilst ensuring compliance with a range of relevant legislation, including:

- Equality Act 2010 (Statutory Duties) (Wales) Regulations 2011
- Socio-economic Duty – Sections 1 to 3 of the Equality Act 2010.

This document will also contribute towards our duties to create a More Equal Wales within the

- Well-being of Future Generation (Wales) Act 2015.

The [‘A More Equal Wales – Mapping Duties’](#) guide highlights the alignment of our duties in respect of the above-mentioned legislation.

**SECTION 1 – PROPOSAL DETAILS**

Lead Officer:

Service Director: Wendy Edwards

Service Area: Community Services

Date: 16/11/21

1.a) What are you assessing for impact?

Strategy/Plan	Service Re-Model/Discontinuation of Service	Policy/Procedure	Practice	Information/Position Statement
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

1.b) What is the name of the proposal?

Regional Employability Framework

1.c) Please provide an overview of the proposal providing any supporting links to reports or documents.

Local Authorities across the Cardiff Capital Region have successfully delivered employability programmes for two decades. These programmes have supported tens of thousands of residents into employment, into better paid employment or into further learning; have helped our young NEET residents; and have been a key pillar for early intervention and prevention.

The 2019 Cardiff Capital Region Employment and Skills plan highlights the value and importance that employers place on 'employability' and the key role that it plays in helping residents into the jobs of the future. In light of the recovery from the Covid pandemic this is more important than ever.



Consequently, the Regional Skills Partnership Local Authority Cluster Group have been working collaboratively to produce a new Regional Framework to guide how employability activities are delivered in the region in future. The proposal is that Cabinet endorses the principle of a locally delivered, regionally coordinated approach to employability post-EU which will include:

- a shared vision
- shared values
- common tools and approaches

More information about the development of this approach can be seen in the following discussion document on which the Cabinet report is based:

'Shaping employability to achieve the vision of the Cardiff Capital Region Employment and Skills Plan.'

1.d) Please outline where delivery of this proposal is affected by legislation or other drivers such as code of practice.

At its core, employability is about removing an individual's barriers to finding, maintaining or progressing in sustainable employment whatever that barrier may be. This could be skills (general or occupationally specific), it could be job readiness/awareness, or it could be the availability of support.

Employability programmes target the individual but they impact on families, communities, employers and the economy. Consequently, employability programmes have a positive impact on various economic policy objectives including:

- Early intervention & prevention
- Child poverty
- Young people at risk of becoming NEET
- Preparation for work and long-term unemployment
- Youth unemployment
- Short-term unemployment

- Economic integration of refugees
- Under-employment and work-limiting health conditions
- Maximising income, in-work poverty & progression
- Workforce development and employee retention
- Preparation for entry into RSP priority sectors

With such wide impacts, employability is well-reflected in several national strategies and policy documents:

- The Cardiff City Region Industrial and Economic Growth Plan highlights the need to target our most deprived and isolated communities and support regenerative growth so that GVA per capita is increased and the percentage of the population that is economically active is increased.
- UK Industrial Strategy highlights the need to narrow disparities between communities in skills and education and remove barriers faced by workers from underrepresented groups in realising their potential.
- WG Employability Plan focusses on the need to remove barriers which prevent people from accessing work so that they can make a contribution to society and it also stresses the importance of educating, training and preparing people for the world of work. To support this they established an enhanced Employment Advice Gateway operated by Careers Wales who have been engaged in discussions relating to the proposed Regional Employability Framework.
- WG Programme for Government identify low skill levels as the single biggest barrier to building the Welsh economy we want and often the biggest barrier for individuals in securing meaningful work. It outlines the need to tailor skills support to individuals' needs, while addressing other barriers such as poor health, transport and caring responsibilities to drive up prosperity levels for all. Furthermore it commits the Welsh Government to deliver the Young Persons Guarantee, giving everyone under 25 the offer of work, education, training, or self-employment.
- WG: A More Equal Wales: Preparing for the commencement of the Socio-economic duty. Socio-economic disadvantage leads to inequality of outcome including lower paid work and poorer skills and attainment.
- WG: Wellbeing of Future Generations Act: The proposal would contribute to achievement of several Wellbeing Goals identified in this legislation including a More Equal Wales, A Healthier Wales, A Wales of Cohesive Communities and a More Prosperous Wales. "Applying the well-being goals can help tackle poverty as it helps you identify where the main determinants of poverty exist, how they work together and what opportunities there might be."

- The WG Tackling Poverty Plan identifies that reducing the number of young people who are not engaged in education, employment or training (NEET) will have a long-term impact on the lives of not just today's young people, but generations to come. The cost of not addressing this issue is not just economic, but impacts on levels of unemployment, under employment, crime, well-being, substance misuse, premature death and early motherhood.

The Council's Corporate Plan focusses on 3 main priorities, each of which is affected to some extent by the levels of employability of residents:

- ensuring people are independent, healthy, and successful
- creating places where people are proud to live, work and play
- enabling Prosperity, creating the opportunity for people and businesses to be innovative, entrepreneurial and fulfil their potential and prosper.

Helping people into work and better paid employment is central to Rhondda Cynon Taf's Employment and Skills Strategy and Action Plan 2019/21 which focusses on adopting a collaborative approach to the provision of employment support and skills development across all relevant services in RCT in order to ensure that provision is as seamless as possible for residents who engage with our services and to ensure equality of access so that residents are not excluded from the support they need due to the area in which they live or their age etc.

This proposal extends this collaborative and seamless approach across the SE Wales region.

1.e) Please outline who this proposal affects:

- Service users
- Employees
- Wider community

## **SECTION 2 – SCREENING TEST – IS A FULL EQUALITY IMPACT ASSESSMENT REQUIRED?**

Screening is used to determine whether the initiative has positive, negative or neutral impacts upon protected groups. Where negative impacts are identified for protected groups then a full Equality Impact Assessment is required.

Please provide as much detail as possible of how the proposal will impact on the following groups, this may not necessarily be negative, but may impact on a group with a particular characteristic in a specific way.

### Equality Act 2010 (Statutory Duties) (Wales) Regulations 2011

The Public Sector Equality Duty requires the Council to have “due regard” to the need to eliminate unlawful discrimination, harassment and victimisation; advance equality of opportunity between different groups; and foster good relations between different groups. Please take an intersectional approach in recognising an individual may have more than one protected characteristic.

<b><u>Protected Characteristics</u></b>	<b>Does the proposal have any positive, negative or neutral impacts</b>	<b>Provide detail of the impact</b>	<b>What evidence has been used to support this view?</b>
<b>Age</b> ( <i>Specific age groups i.e. young people or older people</i> )	Positive	The proposal under consideration is asking for a commitment to the principle of a regional approach to employability. It will not have any effect until such time as the principle is developed into a specific programme for implementation. Nevertheless the proposal for a regional employability framework will provide scope for developing regional employability programmes that have an enhanced positive impact on particular age ranges where there are additional barriers or where there is evidence that higher numbers of people in these groups are experiencing unemployment. For	Data from NOMIS indicates that there are currently (Sept 2021) 1,585 young people aged 16-24 years and 1,480 people aged 50+ claiming out-of-work benefits in RCT. (These do not include people who are economically inactive, for example, due to long-term sickness.) These figures are significantly higher than for the same groups in Sept 2019 (pre-Covid) when 1,120 people aged 16-17 years and 980 people aged 50+ were claiming out-of-work benefits.

<u>Protected Characteristics</u>	Does the proposal have any positive, negative or neutral impacts	Provide detail of the impact	What evidence has been used to support this view?
		<p>example Pre-16, 16 - 24 or older people (50+).</p> <p>School-age pupils There is evidence to show that the number of NEETs in Wales has increased recently rising from approximately 8% in 2018 to 10.4% in Qtr2 of 2021. The level of NEETs in SE Wales is higher than the Wales average (12.5% for ages 16-24 in Qtr 2 of 2021) and more young people are at risk since Covid of disengaging early from education and training and need alternative provision to retain them within the educational system. Working with schools and other education/training providers to deliver programmes that are focussed on the specific challenges that face school-age pupils who are identified as being at risk of disengaging early on in their school careers will have a positive impact on this group.</p> <p>The Regional Employability Framework as it is developed will</p>	<p>The need to have a flexible framework and approach that can address the needs of these groups cannot be underestimated.</p> <p>The Health Foundation recently published a paper on 'Unemployment and Mental Health' that stressed that good mental health is a key influence on employability, finding a job and remaining in that job. 'Unemployment causes stress, which ultimately has long-term physiological health effects and can have negative consequences for people's mental health, including depression, anxiety and lower self-esteem.'</p> <p>The paper showed that unemployment post Covid in the UK is not evenly distributed having a higher impact on:</p>

<u>Protected Characteristics</u>	Does the proposal have any positive, negative or neutral impacts	Provide detail of the impact	What evidence has been used to support this view?
		<p>seek to build on the success of programmes currently in place in some areas of SE Wales and potentially extend these out to other areas. For example, Inspire 2 Achieve ESF programme in Monmouthshire supported 872 young people aged 11 - 24 years at risk of not engaging in education, employment or training since 2014 of whom 226 gained qualifications.</p> <p>16 - 24 year olds The Inspire2Work programme delivered in RCT focusses on young people aged 16-24 years who are at risk of not engaging in education, employment and training. Over 1,629 young people at risk of NEET have been supported in RCT since 2016? with 568 gaining long term employment. The Regional Employability Framework provides the potential to ensure that funding is drawn down to continue to invest in young people of all backgrounds and levels of attainment so that they are</p>	<ul style="list-style-type: none"> <li>• young people</li> <li>• people with lower qualifications</li> <li>• people from ethnic minority backgrounds.</li> </ul> <p>It recommended designing programmes to support better mental health with personalised interventions for people with mental health problems.</p> <p>The REF proposal uses learning gained over 20 years to develop an approach that will allow personalised intervention to support young people and older people who have greater barriers to employability especially where there are complex barriers that intersect thereby placing the individual at more disadvantage.</p>

<u>Protected Characteristics</u>	Does the proposal have any positive, negative or neutral impacts	Provide detail of the impact	What evidence has been used to support this view?
		<p>supported to progress into further training/education or into work. This type of provision can be flexible and adapted to the needs of individuals including providing on-going mentoring support and counselling/specialist support for those who have more challenges to overcome. Access to volunteering and work placements as well as support with CVs and interview techniques can help to provide individuals with the tools they need to apply for and gain employment. It is recognised that intensive support from a range of partners may be required and the Local Authorities that have developed the REF proposal have these extended networks in place.</p> <p>Over 50s There is a significant body of evidence as well as data to suggest that older people often experience more problems finding employment after they have been made</p>	<p>The Health Foundation further noted that there should be a focus on securing good quality work, as well as skills training to address underlying barriers to employment (such as low qualification levels). These issues are also addressed in the approach and focus proposed in the REF with its focus on up-skilling people, targeting jobs in priority industry sectors and supporting individuals for an extended period after they enter employment including providing further support for additional learning so that they can maintain/progress in work.</p> <p>Average annual earnings for full-time employees in UK by age and gender statistics published by Statista show that those in the age bracket 18-21 and 60 or over typically earn less than those aged in</p>

<u>Protected Characteristics</u>	Does the proposal have any positive, negative or neutral impacts	Provide detail of the impact	What evidence has been used to support this view?
		<p>redundant, while the experience of being made redundant can have a long-term impact on confidence levels and mental wellbeing. The Regional Employability Framework is intended to allow Local Authorities to build on the experience gained from previous ESF and other WG funding provision to ensure that appropriate support would be given to individuals in this category to address issues of self-esteem, identify transferable skills, develop relevant training programmes and provide opportunities for them to have work placements or engage in voluntary work to gain more confidence.</p> <p>As an example of the work that could be continued and/or expanded to support older people and /or harder to reach individuals and the impact this can have 'Journey2Work' in Cardiff supported 517 long-term unemployed to tackle employability</p>	<p>between. Therefore the focus on providing support for those in employment is important as seen in the REF's Step 5 Employment Pathway.</p> <p>The Strategic Equality Plan identifies the need to better understand communities and the barriers that exist for them especially young people, disabled people and people from ethnic minority backgrounds.</p>



<u>Protected Characteristics</u>	Does the proposal have any positive, negative or neutral impacts	Provide detail of the impact	What evidence has been used to support this view?
		<p>barriers securing employment for 143 and helping 131 gain qualifications.</p> <p>In RCT we have numerous examples of case studies that highlight the positive impact that employability programmes have on individuals who engage with our programmes including young people and older people who have found it difficult to find work and who have been successful once they have been supported by our teams.</p> <p>This proposal if approved (and a successful employability programme is developed as a result) will contribute to priorities 1 and 2 of the RCT Strategic Equality Plan 2019.</p> <p>It is recognised that some people have more than one protected characteristic and that there is an intersectionality between these that affect people's personal experiences. In such cases it is not possible to generalise the impact. However, we</p>	

<u>Protected Characteristics</u>	Does the proposal have any positive, negative or neutral impacts	Provide detail of the impact	What evidence has been used to support this view?
		are committed to the ensure that the interventions developed to support individuals are focussed on their specific circumstances and situations and case studies relating to current employabililty programmes delivered across SE Wales highlight how this approach provides the support required for all individuals to progress.	
<b>Disability</b> <i>(people with visible and non-visible disabilities or long-term health conditions)</i>	Positive	<p>The Council has a legal duty to provide services that meet the needs of disabled customers and to take reasonable steps to remove or reduce barriers that prevent disabled people from accessing services and should take positive steps to ensure that disabled people can access services including making reasonable adjustments</p> <p>Although the proposal is asking for a commitment to a regional framework rather than proposing a specific project, the approach it advocates and the strategic context within which</p>	<p>Traditionally employment rates are significantly lower for disabled people than non-disabled people.</p> <p>This is highlighted in a number of Welsh Government Reports including:</p> <ul style="list-style-type: none"> <li>- 'Locked out: liberating disabled people's lives and rights in Wales beyond COVID-19' (July 2021)</li> <li>- 'Potential impact of COVID-19 on disabled people'</li> </ul>

<u>Protected Characteristics</u>	Does the proposal have any positive, negative or neutral impacts	Provide detail of the impact	What evidence has been used to support this view?
		<p>it operates, will ensure scope for enhancing the support that will be available for people with a range of disabilities and/or long-term health conditions.</p> <p>People with disabilities often face the challenge of being medicalised and this has increased significantly since Covid as governments developed the Shielded Patients Lists, now replaced with the Clinically Extremely Vulnerable List which has inadvertently reinforced a medical view of disability. A medical model defines disabled people by their medical conditions and has been criticised for primarily focusing on what people cannot do because of their differences, rather than what they can do if barriers in society were removed.</p> <p>The approach to employability advocated in the Regional Employability Framework is based on the social model of disability that</p>	<p>- 'Coronavirus (COVID-19) and the impact on disabled people in Wales'</p> <p>Of the 1,392,000 people currently in employment in Wales, 14.5% are disabled according to the Equality Act 2010 definition.</p> <p>For the year ending September 2020, the recorded employment rate among disabled people in Wales aged 16 to 64 was 48.5%. The equivalent figure for those not disabled was 80.6%. This demonstrates the level of employment disadvantage in Wales and equates to a disability employment gap of 32.1 percentage points, which is slightly lower for women than for men (28.9 percentage points compared with 35.4 percentage points).</p>

<u>Protected Characteristics</u>	Does the proposal have any positive, negative or neutral impacts	Provide detail of the impact	What evidence has been used to support this view?
		<p>focusses on what people can do, and to address societal failures to take into account people's impairments and/or health conditions when planning or delivering services or supporting them to gain and maintain employment.</p> <p>The approach to employability support is intended to be flexible enough to adapt to meet individual needs whatever they are. The ability to share expertise across the region and/or to access support from other parts of the region if required will have a positive impact on the lives of people who fall into these categories.</p> <p>Local Authority led delivery under EU and WG funding programmes has been motivated by tackling the root causes of participants' barriers, however complex and however long that intervention takes. They have been successful at working as part of a wider Early Intervention &amp; Prevention coalition of support</p>	<p>The adverse and significant impact of Covid 19 on disabled people highlights the need to be able to maintain and extend provision.</p> <p>In terms of WG funded provision job outcomes for Communities for Work Plus for disabled people are set at 20%. In RCT between April and October 2021 12% of people who gained employment self-identified as having disabilities/long-term health conditions which is less than the 20% target for the year. Developing new programmes targeted on this group of participants will improve the rates of engagement and outcomes.</p> <p>The challenges facing people with disabilities is further highlighted by the fact that a higher proportion of employed</p>

<u>Protected Characteristics</u>	Does the proposal have any positive, negative or neutral impacts	Provide detail of the impact	What evidence has been used to support this view?
		<p>agencies, employer networks and early intervention to help participants. The REF proposes to retain and build upon this successful approach.</p> <p>As programmes are developed consideration will be given to ensuring accessibility of locations for people with a wide range of disabilities - this includes not just access to a building per se but also transport routes to and from specific buildings where services may be provided.</p> <p>Accessibility in respect of information provided (such as development of Easy Read versions), provision of specialist equipment, including adapted digital equipment, to help people overcome the impairments that are a barrier to development are also the type of support already available through employability programmes which the REF would aim to continue and enhance wherever possible. In fact adopting a</p>	<p>disabled people work in industries that were told to close during Covid (16.6% compared to 14.7% of non-disabled employees).</p> <p>The potential impact of recession, increased competition for employment and discrimination on disabled people's employment prospects has been highlighted (FTWW 2020; Disability@Work, 2020). Fears that employers may be less willing to employ disabled people because of increases in unconscious bias during times of acute stress and uncertainty (Civil Service, 2020) or because employers may be more risk averse as the economy picks up, have also been raised.</p> <p>A report by Citizens Advice based on an online survey of</p>

<u>Protected Characteristics</u>	Does the proposal have any positive, negative or neutral impacts	Provide detail of the impact	What evidence has been used to support this view?
		<p>common approach across the region may make accessibility easier for disabled people in some areas who live on the boundary between 2 Local Authority areas as partners could facilitate provision at the most convenient location.</p> <p>Access is also intended to be provided to specialist wellbeing support and information to individuals who might benefit from this and welfare checks to ensure they are in receipt of the correct amount of benefits.</p> <p>It is recognised that rejection can have a significant long-term effect on people's confidence so that it will be important to ensure disabled people are able to build up their confidence - however this will need to be hand in hand with addressing issues that impede them from gaining and sustaining employment (such as working with employers).</p>	<p>6,015 adults between 29 June to 8 July 2020, suggests 1 in 4 disabled people (27%) are facing redundancy. This rises to 37% for those people whose impairment has a substantial impact on their activities.</p> <p>Headline findings from a report by Leonard Cheshire (October, 2020) based on an analysis of 1,171 working-age disabled adult respondents found that of disabled people in the UK in employment in March 2020:</p> <ul style="list-style-type: none"> <li>• 71% (69% in Wales) have found that their work has been impacted by the pandemic</li> <li>• 24% (25% in Wales) have since worked reduced hours</li> <li>• 20% (25% in Wales) have since lost out on income</li> <li>• 11% (15% in Wales) have felt at risk of redundancy</li> </ul>

<u>Protected Characteristics</u>	Does the proposal have any positive, negative or neutral impacts	Provide detail of the impact	What evidence has been used to support this view?
		<p>It should be noted that the intersection between disability and other protected characteristics mean that the same provision will not be suitable for all disabled people. For example, disabled women have additional barriers to overcome when compared to disabled men. Disabled women are less likely to be employed: 50% of disabled women in Wales are in employment, compared to 52% of disabled men.</p> <p>Staff working across the region provide advice and support to employers who facilitate work placements and this includes on how to ensure that reasonable adjustments are made where required, also identifying means of support for business (such as the Access to Work Programme) who decide to employ a person with disabilities/long-term health conditions.</p>	<ul style="list-style-type: none"> <li>• 57% (64% in Wales) have felt more anxiety than usual due to concerns that their job is at risk</li> <li>• 40% (39% in Wales) feel at greater risk of redundancy due to employers judging them because they are disabled.</li> </ul> <p>Analysis published by the Office for National Statistics (ONS) on 2 December 2019 shows that the disability pay gap in Wales was 9.9% in 2018 which means that disabled people were paid on average 9.9% less than able people.</p> <p>Analysis of the most recent Households Below Average Income (HBAI) dataset shows that persons in households that include a disabled person are more likely to experience relative income poverty. Specifically:</p>

<u>Protected Characteristics</u>	Does the proposal have any positive, negative or neutral impacts	Provide detail of the impact	What evidence has been used to support this view?
		<p>It is recognised that engaging with employers is very important and providing employers with advice on what is available for them to support their disabled employees so that they can remain and flourish in the workplace, is essential. Step 5 of the employment pathway that the REF references includes the provision of in-work support which is especially useful for people with long-term health conditions and/or disabilities as they settle into the workplace.</p> <p>The good work currently going on to support disabled people and those with long-term health conditions into work is evidenced by a large number of case studies undertaken by RCT's Employment Support Service and regional partners. If a regional approach is approved there will be access to more shared learning across the region and access to a wider network of specialist partners that will benefit people with disabilities.</p>	<ul style="list-style-type: none"> <li>• 37% of children who lived in a household with a disabled person were in relative income poverty, compared with 24% of children who lived in households where no-one was disabled.</li> <li>• 31% of working-age adults who lived in a household with a disabled person were in relative income poverty, compared with 18% of those who lived in a household where no-one was disabled.</li> </ul> <p>Chwarae Teg's report - 'Society is the disability' highlights the intersectionality between gender and disability noting that 'barriers disabled men and women face impact them differently, and there are some barriers that are unique to disabled women.' Research conducted by Chwarae Teg indicated that:</p>



<u>Protected Characteristics</u>	Does the proposal have any positive, negative or neutral impacts	Provide detail of the impact	What evidence has been used to support this view?
		<p>This proposal if approved and a successful employability programme developed will contribute to priorities 1 and 2 of the RCT Strategic Equality Plan.</p>	<p>47% of women participants 'agree' or 'strongly agree with the statement 'I have found it difficult to secure employment because of my impairment or health condition', among the men, 55% agree or strongly agree.</p> <p>Independent Living Framework and Action Plan, published by Welsh Government in 2019 has a strong focus on closing the disability gaps in Wales.</p> <p>It is vitally important for Local Authorities to work collaboratively adopting a common approach to employability focussing on the provision of support for those most in need and who have complex barriers to overcome; and to work with employers to address any barriers to employing disabled people.</p>

<b><u>Protected Characteristics</u></b>	<b>Does the proposal have any positive, negative or neutral impacts</b>	<b>Provide detail of the impact</b>	<b>What evidence has been used to support this view?</b>
			<p>The need to focus on this area is also highlighted in the WG Employability Plan.</p> <p>RCT Equality Plan 2019 highlights the need to better understand the barriers that disabled people face and commits to undertaking an employment needs assessment to better understand the barriers. All people enrolled on employability programmes are assessed and their barriers identified so that these can be addressed.</p> <p>Strategic Equality Plan identifies the need to better understand communities and the barriers that exist for them especially young people, disabled people and people</p>

<u>Protected Characteristics</u>	Does the proposal have any positive, negative or neutral impacts	Provide detail of the impact	What evidence has been used to support this view?
			from ethnic minority backgrounds.
<p><b>Gender Reassignment</b>  <i>(anybody who's gender identity or gender expression is different to the sex they were assigned at birth including non-binary identities)</i></p>	Positive	<p>The Equality and Human Rights Commission reported in 2017 that transgender people were more likely to live in poverty and more likely to suffer with serious mental health issues than the general population. Providing access to comprehensive employability mentoring and support will help people with this protected characteristic to gain skills, work experience and employment which will have a positive impact on other areas of their lives.</p> <p>The focus of the approach is on tailoring employability support to meet the needs and address the barriers of people however complex by taking a person-centred approach. All staff employed to deal with people who are economically inactive or unemployed receive enhanced equalities training to ensure that they</p>	<p>A recent report by Stonewall indicated that over half of transgender workers hide their identity at work while a report by Crossland solicitors indicate that 1 in 3 employers indicated that they were less likely to employ a transgender worker. In terms of sectors across the UK the statistics are:</p> <ul style="list-style-type: none"> <li>-retail 47% were unlikely to employ a transgender worker</li> <li>- IT 45% were unlikely to employ a transgender worker</li> <li>-Leisure and hospitality 35%</li> <li>- manufacturing 34% unlikely to employ a transgender worker.</li> </ul> <p>Strategic Equality Plan and Public Sector Equality Duty</p>

<u>Protected Characteristics</u>	Does the proposal have any positive, negative or neutral impacts	Provide detail of the impact	What evidence has been used to support this view?
		<p>have the skills, attitude and understanding to engage with people with a wide range of protected characteristics, including gender reassignment.</p> <p>Local Authorities in SE Wales have extensive networks including organisations such as Stonewall that can provide advice and guidance on specific issues and there is a good track record of these being used to ensure that support provided to customers is accessible, supportive and positively impactful.</p> <p>Employer Liaison Officers work closely with employers and businesses and can refer to other agencies/internal Council services that can provide information and guidance for employers to ensure their organisations value diversity. This will also have a positive impact on people with this protected characteristic.</p>	

<u>Protected Characteristics</u>	Does the proposal have any positive, negative or neutral impacts	Provide detail of the impact	What evidence has been used to support this view?
<b>Marriage or Civil Partnership</b> <i>(people who are married or in a civil partnership)</i>	Positive	The focus on tailoring support to meet the needs of individuals (whatever these needs are) will ensure that all customers who wish to improve their employability will receive a high quality service regardless of their marital/partner status.	Strategic Equality Plan and Public Sector Equality Duty
<b>Pregnancy and Maternity</b> <i>(women who are pregnant/on maternity leave)</i>	Positive	The focus on tailoring support to meet the needs of individuals (whatever these needs are) will ensure that all customers who wish to improve their employability will receive a high quality service and interventions identified that will meet their needs and circumstances. This can include assessing facilities available at meeting/training venues to ensure they meet the needs of pregnant women for example. Access to childcare is a core component of employment programmes and the approach recommended in this proposal aims to ensure access to childcare will be developed to address barriers that prevent engagement. Other facilities	Strategic Equality Plan and Public Sector Equality Duty

<u>Protected Characteristics</u>	Does the proposal have any positive, negative or neutral impacts	Provide detail of the impact	What evidence has been used to support this view?
		currently provided that would be maintained if a programme is developed includes access to digital training.	
<b>Race</b> <i>(ethnic and racial groups i.e. minority ethnic groups, Gypsy, Roma and Travellers)</i>	Positive	<p>Any programme that is developed regionally as a result of Cabinet's approval to work collaboratively across the region will be guided by the Race Equality Action Plan's (REAP) goals on employability as they relate to the programme including:</p> <ul style="list-style-type: none"> <li>- ensuring safe spaces and inclusive environments for participants</li> <li>- working with partners to signpost businesses to the advice on anti-racist recruitment practices</li> <li>-working with partners from the BAME community to ensure information on programmes reaches communities and that venues are accessible</li> </ul> <p>An anti-racism approach to the development of employability programmes will ensure that</p>	<p>WG's Employability Plan highlights the need to develop individualised approaches to reach those furthest from the labour market and emphasises the need for deliverers to be inclusive, promote inclusivity and make a commitment to diversity, inclusivity and equality.</p> <p>TUC Cymru has highlighted that when it comes to Covid we were not all in it together and that women, disabled people and black and ethnic minority people were more badly affected than others in the workplace. This effect was even worse for people who shared more than one of these protected characteristics and it</p>

<u>Protected Characteristics</u>	Does the proposal have any positive, negative or neutral impacts	Provide detail of the impact	What evidence has been used to support this view?
		<p>practices, functions and processes that support delivery will uncover whether and/or how practices and behaviours that 'may appear seemingly benign may inadvertently discriminate against ethnic minority groups.'</p> <p>Engagement with partners from Black and Ethnic Minority organisations during the development phase of a regional employability programme will ensure that voices with relevant experience can be heard and their insight can support the design and operation of any programme.</p> <p>Adopting a regional approach to employability will enable areas to share good practice and specialist support which could be positive for people from minority ethnic backgrounds. RCT has a relatively low number of people from Black and Minority ethnic backgrounds while other areas, such as Cardiff and Newport, have a much higher concentration of people from a wide variety of ethnic backgrounds who</p>	<p>is important to understand how this intersectionality affects individuals and their specific experiences including when they are looking for work or wanting to further develop their skills and careers.</p> <p>In its response to WG's 'An anti-racist Wales' the Senedd The Runnymede Trust has highlighted that 'racial inequalities persist in almost every arena of British society from birth to death.' Therefore listening to people and understanding their specific experiences and needs will help to ensure that employability programmes are inclusive and supportive of people with diverse backgrounds.</p> <p>Strategic Equality Plan and Public Sector Equality Duty</p>

<u>Protected Characteristics</u>	Does the proposal have any positive, negative or neutral impacts	Provide detail of the impact	What evidence has been used to support this view?
		<p>have had experience in tailoring employability support programmes and learning to suit specific ethnic minority groups. Working collaboratively will enable good practice and also information about specific support networks to be shared across the region thereby ensuring that there is a greater understanding of issues and barriers and more access to partner services that will be of benefit to individuals from ethnic minority backgrounds.</p> <p>In addition, this employability framework is aligned to activity like REACH and to ESOL provision which can be important to some people of ethnic minority backgrounds.</p>	
<p><b>Religion or Belief</b>  <i>(people with different religions and philosophical beliefs including people with no beliefs)</i></p>	Positive	Employability support is designed to identify and address the needs of individuals, however complex, and to identify pathways to employment that will suit their circumstances. As above regional collaboration will provide opportunities for sharing	Evidence suggests that people who have ethnically distinct names, especially those that may be linked to a specific religion (e.g. Islam) find it more difficult to gain interviews and/or work.



<u>Protected Characteristics</u>	Does the proposal have any positive, negative or neutral impacts	Provide detail of the impact	What evidence has been used to support this view?
		<p>knowledge, understanding and good practice. Staff employed by employability programmes receive enhanced equalities training including on race, religion and culture.</p> <p>Employability programmes in SE Wales have an excellent track record of placing individuals in work or training settings that enhance their skills and confidence whoever they are and whatever beliefs they have.</p> <p>Employability programmes also work closely with businesses and employers and can signpost these for further information, advice and training if required to enhance their understanding of their legal obligations but also support them to adopt more inclusive practices.</p>	Strategic Equality Plan and Public Sector Equality Duty
<b>Sex</b>	Positive	The REF approach being proposed will focus not only on increasing	Chwarae Teg: Covid 19 Women, Work and Wales -

<b><u>Protected Characteristics</u></b>	<b>Does the proposal have any positive, negative or neutral impacts</b>	<b>Provide detail of the impact</b>	<b>What evidence has been used to support this view?</b>
<i>(women and men, girls and boys)</i>		<p>employability and addressing the barriers that women/girls face in gaining employment but will also focus on preparing people to work in industry sectors prioritised by the Regional Skills Partnership so that they can access sustainable, good quality jobs.</p> <p>Aligning provision to these priority sectors identified as areas for investment, and establishing further contacts within these industries will help support participants on employability programmes to gain the skills and experience required to work in these industries.</p> <p>Addressing confidence issues and ensuring that there is access to childcare and flexible working is recognised as areas that will need to be addressed as any programme is developed (childcare is already part of many employability programmes).</p> <p>Access to learning opportunities and skills development as well as good careers guidance for young women progressing through the education</p>	<p>Covid has had an impact on women's job security for those in previously secure employment and it is anticipated that more jobs will be at risk going forward as result of the longer-term impact of Covid. It is noted also that due to lack of childcare and the inflexibility of some employers that women have had to turn down job offers.</p> <p>The adverse impact of Covid on women has also been borne out by work undertaken by TUC Cymru. It has been identified that women are more likely to be in low paid work and working in sectors that were more affected by the Lockdown.</p> <p>Strategic Equality Plan and Public Sector Equality Duty Chwarae Teg: 'Society is the disability' -Disabled Women and Work' highlights the</p>

<u>Protected Characteristics</u>	Does the proposal have any positive, negative or neutral impacts	Provide detail of the impact	What evidence has been used to support this view?
		<p>sector will enhance opportunities for women to develop the skills required to progress into good quality jobs. Case studies available from current employability programmes provide evidence of how effective these can be in supporting women to overcome the barriers that have previously impeded their progress.</p> <p>The positive impact of facilitating access to higher learning for women cannot be overestimated.</p> <p>While males in RCT earn more than females in terms of full-time gross pay, when this is calculated to exclude overtime, females on average earn slightly more than males £14.46 per hour compared to £14.18 per hour. This is better than in Wales and GB where even on this calculation males earn more. The positive performance of women who work full-time in RCT may be associated to the fact that women in RCT have higher qualifications levels at NVQ 4 than males.</p>	<p>intersectionality between gender and disability and the impact on women.</p> <p>Decent Work for Women in Wales: A Sectoral Study - A qualitative research study exploring decent work and barriers to progression for women in the Domiciliary Care and Food and Drink Sectors (Chwarae Teg)</p> <p>The Strategic Equality Plan highlights areas where women experience barriers and the need to address these.</p> <p>There are more males (3,824 compared to 2,795 females) claiming out-of-work benefits and significant evidence to suggest that white boys from disadvantaged backgrounds are underperforming at school.</p> <p>There has been a consistent pattern between 2004 and 2019 of more males than</p>

<u>Protected Characteristics</u>	Does the proposal have any positive, negative or neutral impacts	Provide detail of the impact	What evidence has been used to support this view?
		<p>However the situation for women as whole is far less rosy especially so for those in low paid jobs and on insecure contracts but access to learning and skills can address these especially if the provision is flexible to meet the needs of women and their families.</p> <p>Boys There is an increasing body of evidence to show that white working class boys are the lower achievers/attainers in UK schools and boys who receive Free School Meals under perform in comparison with all other groups.</p> <p>In order to address this a future employability programme would focus on pupils at risk of becoming NEET between the ages of 14-16 years in the belief that offering an alternative curriculum, especially for boys, will result in better outcomes for them.</p>	<p>females being classed as NEET in Wales. Provisional figures for 2019 indicate:</p> <ul style="list-style-type: none"> <li>• 12.2% (6,300) of males aged 16 to 18 were NEET, compared to 11.5% (6,100) in 2018</li> <li>• 10.0% (4,900) of females aged 16 to 18 were NEET, an increase from 9.6% (4,700) in 2018</li> </ul> <p>The pattern has changed for 19-24 year olds as follows: Provisional figures for 2019 indicate:</p> <ul style="list-style-type: none"> <li>• 15.2% (18,900) of males aged 19 to 24 were NEET, a decrease from 16.5% (20,900) in the previous year</li> <li>• 16.3% (18,500) of females aged 19 to 24 were NEET, an increase from 15.4% (17,700) in the previous year</li> </ul>

<u>Protected Characteristics</u>	Does the proposal have any positive, negative or neutral impacts	Provide detail of the impact	What evidence has been used to support this view?
			There are small differences in NEET rates between regions. The proportion of young people (aged 16 to 24) who are NEET in SE Wales was 12.8% in March 2020.
<b>Sexual Orientation</b> <i>(bisexual, gay, lesbian, straight)</i>	Positive	Employability support is designed to identify and address the needs of individuals, regardless of their protected characteristics. By adopting a person-centred approach, that is focussed on moving the individual towards their identified goal, all people who engage on these programmes should have a good experience.  Employer Liaison Officers work closely with employers and businesses and can refer to other agencies/internal Council services that can provide information and guidance for employers to ensure their organisations value diversity. This will have a positive impact on	Strategic Equality Plan and Public Sector Equality Duty

<u>Protected Characteristics</u>	Does the proposal have any positive, negative or neutral impacts	Provide detail of the impact	What evidence has been used to support this view?
		people with this protected characteristic.	

In addition, due to Council commitments made to the following groups of people we would like you to consider impacts upon them:

	Does the proposal have any positive, negative or neutral impacts	Provide detail of the impact	What evidence has been used to support this view?
<b>Armed Forces Community</b> <i>(anyone who is serving, has served, family members and the bereaved)</i>	Positive	Employability support is designed to identify and address the needs of individuals, regardless of their protected characteristics. By adopting a person-centred approach, that is focussed on moving the individual towards their identified goal, all people who engage on these programmes should have a quality service that will help them fulfil their potential.  Programmes already engage with people in the armed forces community especially	40% of veterans in the UK are aged between 16 and 64 years and therefore of working age.  79% of working age veterans are employed and are as likely to be employed as non-veterans, and 92% have a qualification and are as likely to have a qualification as non-veterans, according to the Annual Population Survey 2017.  However those who experience unemployment

		<p>veterans, and the individualised approach alongside the extensive network of contacts developed across the region with third sector organisations and public sector services means that this community can be provided with tailored support to meet their specific needs. This will not only have an impact on their wellbeing but also those of their families.</p> <p>Specific support is available to veterans and their families through a variety of pathways and a regional approach to employability with extensive partnerships including with learning providers, health, voluntary sector as well as industry sectors will ensure that the individualised support will have a positive impact on them.</p>	<p>may require specialised support to progress.</p> <p>Strategic Equality Plan and Public Sector Duty</p>
<p><b>Carers</b> <i>(anyone of any age who provides unpaid care)</i></p>	Positive	Employability programmes are designed to support people to get into work or to develop their skills so that they are able to gain employment,	Strategic Equality Plan and Public Sector Duty

		<p>change employment or progress in employment. Jobs however are not always full-time and there are a wide variety of work patterns across sectors, therefore carers who wish to work can be supported to do so. Remote access to training due to Covid has increased hugely which has proven to be a significant advantage for those who wish to engage in learning but have caring responsibilities.</p> <p>Local Authorities have teams of Employer Liaison Officers as well as employability mentors who can prepare people for work, and identify local labour market opportunities that could suit people looking for part-time/flexible working. This approach would continue post EU funding if we are successful in drawing down funding for new programmes.</p> <p>Lack of confidence often affects people who have spent</p>	
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		significant periods of time caring for others - employability and the learning programmes they use are adept at increasing confidence and highlighting to people the transferable skills they have.	
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If the initial screening test has identified negative impacts then a full equality impact assessment (section 4) **must** be undertaken. However, if after undertaking the above screening test you determine a full equality impact assessment is not relevant please provide an adequate explanation below:

Are you happy you have sufficient evidence to justify your decision?

Yes

No

Name: Wendy Edwards

Position: Service Director Community Services

Date: 24/11/21

Please forward a copy of this completed screening form to the Diversity and Inclusion Team.

PLEASE NOTE – there is a separate impact assessment for Welsh Language. This must also be completed for proposals.

Section 3 Socio-economic Duty needs only to be completed if proposals are of a strategic nature or when reviewing previous strategic decisions. Definition of a ‘strategic nature’ is available on page 6 of the [Preparing for the Commencement of the Socio-economic Duty](#) Welsh Government Guidance.

### SECTION 3 – SOCIO-ECONOMIC DUTY (STRATEGIC DECISIONS ONLY)

The Socio-economic Duty gives us an opportunity to do things differently and put tackling inequality genuinely at the heart of key decision making. Socio-economic disadvantage means living on a low income compared to others in Wales, with little or no accumulated wealth, leading to greater material deprivation, restricting the ability to access basic goods and services.

Please consider these additional vulnerable groups and the impact your proposal may or may not have on them:

- Single parents and vulnerable families
- Pensioners
- Looked after children
- Homeless people
- Students
- Single adult households

- People living in the most deprived areas in Wales
- People with low literacy and numeracy
- People who have experienced the asylum system
- People misusing substances
- People of all ages leaving a care setting
- People involved in the criminal justice system

<u>Socio-economic disadvantage</u>	Does the proposal have any positive, negative or neutral impacts	Provide detail of the impact	What evidence has been used to support this view?
<p><b>Low Income/Income Poverty</b>  <i>(cannot afford to maintain regular payments such as bills, food, clothing, transport etc.)</i></p>	Positive	<p>The approach proposed by the REF is focussed on making people more employable (and thereby increasing their income generating potential) by:</p> <ul style="list-style-type: none"> <li>- identifying and addressing any barriers they have to development</li> <li>- providing access to learning/training that will enhance their skills making them more work-ready or more skilled to progress in the workplace into better paid jobs</li> <li>- providing further support when people gain employment so that they can retain their employment and/or progress into better jobs in the workplace.</li> </ul> <p>There is also a focus on working closely with employers to identify the skills they need and provide the training they require so that our customers are able to access those jobs.</p> <p>The 5 Step Employment Pathway currently in place in RCT and</p>	<p>NOMIS data  Jan – Dec 2020  14,000 people in RCT had no qualifications (9.6% compared to 7.7% in Wales and 6.4% in GB).</p> <p>The number of people with NVQ Level 1 and above qualifications is consistent with the Welsh average but comparative data for those on Levels 2 – 4+ are below the Wales and GB averages. There is often a direct correlation between earnings and skills levels.</p> <p>People who have no qualifications are more at risk of unemployment or being stuck in low paid/insecure employment.</p> <p>Welsh Government's Adult Community Learning in Wales policy statement highlights that well paid work is the 'best route out of poverty.'</p>

<u>Socio-economic disadvantage</u>	Does the proposal have any positive, negative or neutral impacts	Provide detail of the impact	What evidence has been used to support this view?
		<p>included as part of the REF can help people who are on low incomes to improve their prospects through providing mentoring support, engaging them in training, volunteering or work placements or sign-posting them to other providers who provide vocational support and provide welfare advice and benefit checks to ensure they are receiving all the benefits that they are entitled to while they look for work or improve work prospects.</p> <p>Employability programmes across SE Wales work closely with a wide range of advice providers and training providers and can also refer into specialist support as required.</p> <p>This type of provision:</p> <ul style="list-style-type: none"> <li>- supports economic regeneration by ensuring that there is a skilled workforce available to employers so that they can improve their productivity</li> </ul>	<p>Daniel Fujiwara in 'Valuing the impact of adult learning' stresses the positive effects of engaging in adult learning including greater likelihood of finding and staying in a job and improved health.</p>

<u>Socio-economic disadvantage</u>	Does the proposal have any positive, negative or neutral impacts	Provide detail of the impact	What evidence has been used to support this view?
		<ul style="list-style-type: none"> <li>- supports individual resilience by improving the prospects of people on low incomes</li> <li>- provides support to people whose low income/poverty is due to substance misuse issues or gambling by providing access to specialist support services</li> <li>- provides support for travel expenses, access to funding for clothes for interviews, and childcare costs so that these are no longer barriers to work</li> </ul>	
<p><b>Low and / or No Wealth</b>  <i>(enough money to meet basic living costs and pay bills but have no savings to deal with any unexpected spends and no provisions for the future)</i></p>	Positive	<p>The REF introduces a mechanism for priority industry engagement aligned to the Regional Skills Partnership priority sectors. This mechanism is specifically designed to support participants not just into a job, but into a sustainable, long-term career pathway.</p> <p>The 5 step Employment Pathway will ensure that participants will be able to progress and be supported along their journey by a mentor who will provide advice not only on training</p>	<p>CCR Employability and Skills Plan</p> <p>WG Child Poverty Income Maximisation Action Plan contains a set of practical actions that will help to maximise the incomes of families living in poverty in Wales and support them to build their financial resilience, including ensuring that families are supported to claim</p>

<u>Socio-economic disadvantage</u>	Does the proposal have any positive, negative or neutral impacts	Provide detail of the impact	What evidence has been used to support this view?
		and employment but also has the skills and network to access welfare checks, deal with debt issues, provide emergency food vouchers or support to complete applications for example to the Welsh Government's Discretionary Assistance Scheme when they have no money for white goods etc.	all the financial benefits they are entitled to.
<u>Material Deprivation</u> <i>(unable to access basic goods and services i.e. financial products like life insurance, repair/replace broken electrical goods, warm home, hobbies etc.)</i>	Positive	<p>The Welsh Index of Multiple Deprivation 2019 details deprivation as lack of access to opportunities and resources which we might expect in our community; income, employment, health, education, access to services, housing, community safety and physical environment.</p> <p>Employability programmes have a positive effect as follows:</p> <p>Employment – the people who engage with employability programmes have an increased chance of improving their employment prospects whether that is in respect of gaining employment, increasing employment and/or getting more sustainable work. This benefits</p>	<p>NOMIS Jan – Dec 2020</p> <p>The number of workless households in RCT are 15,000 (20.2% compared to 16.5% in Wales and 13.6% in GB)</p> <p>WIMD</p> <p>Working-age adults and children in working families are much less likely to be in relative low income than those in families where no-one is in work. However although being in work reduces the likelihood of falling below low income measures, the majority of those in low income poverty are in working households. This is because</p>

<b><u>Socio-economic disadvantage</u></b>	<b>Does the proposal have any positive, negative or neutral impacts</b>	<b>Provide detail of the impact</b>	<b>What evidence has been used to support this view?</b>
		<p>not only individuals but also local businesses who can access people with the skills they need to maintain/expand their businesses.</p> <p>Health – employment is a wider determinant of health; there is a large body of evidence that highlights the link between good health and wellbeing and employment.</p> <p>Income – improving skills, offering mentoring support to identify and overcome barriers to progression and getting people into work or supporting them to get more sustainable work or an increase in hours will improve their income.</p> <p>Education – employability programmes can target people of all age groups including those in formal education and who are at risk of disengaging. Participants can be signposted to full-time education and training as appropriate.</p> <p>Housing – by supporting people into employment and better paid jobs employability programmes contribute</p>	<p>the great majority of working-age adults and children belong to working families.</p> <p>This was highlighted by the research indicated by the Bevan Foundation when considering the impact of Universal Credit.</p> <p>WG Child Poverty Income Maximisation Action Plan contains a set of practical actions that will help to maximise the incomes of families living in poverty in Wales and support them to build their financial resilience, including ensuring that families are supported to claim all the financial benefits they are entitled to.</p>

<b><u>Socio-economic disadvantage</u></b>	<b>Does the proposal have any positive, negative or neutral impacts</b>	<b>Provide detail of the impact</b>	<b>What evidence has been used to support this view?</b>
		<p>to an individual's ability to pay for their housing.</p> <p>Community safety - this can be affected positively as communities move out of deprivation due to improvements in employment.</p> <p>Access to services – the REF is designed to be locally delivered but regionally coordinated, ensuring that delivery of employability programmes would be in local community venues that are more accessible to residents.</p>	



<b><u>Socio-economic disadvantage</u></b>	<b>Does the proposal have any positive, negative or neutral impacts</b>	<b>Provide detail of the impact</b>	<b>What evidence has been used to support this view?</b>
<p><b><u>Area Deprivation</u></b>  <i>(where you live (rural areas), where you work (accessibility of public transport))</i></p>	<p>Positive</p>	<p>RCTCBC and its adjoining areas in the South Wales valleys contain some of the most deprived areas in Wales.</p> <p>This employability framework is aligned to regional labour market demand and is based on an assessment of the strengths, weaknesses, opportunities and threats within the regional labour market. Aligning employability activity to the needs of economy will help businesses to grow, employ people, and sustain local incomes.</p> <p>The Welsh Index of Multiple Deprivation (WIMD) highlights 8 categories that are assessed when considering levels of deprivation. The REF and any programme that is developed as a result of it will contribute to improving the following:  Employment – the people who engage with employability programmes have an increased chance of improving their</p>	<p>The Welsh Index of Multiple Deprivation (WIMD).  Of the 10 most deprived LSOAs in Wales 7 are in South-East Wales. With Employment accounting for 22% weighting in the WIMD this highlights the importance of employability programmes, especially as employment is a wider determinant of health (weighted at 15%) and income (weighted at 22%). It is notable that areas that have moved out of the 10 most deprived areas since 2014 (for example Penywaun 2) have often done so on the basis of improvements in income, employment and health.</p> <p>Well- Being of Future Generations (Wales) Act 2015.</p> <p>Equality Act 2010.</p>

		<p>employment prospects whether that is in respect of gaining employment, increasing employment and/or getting more sustainable work. This benefits not only individuals but also local businesses who can access people with the skills they need to maintain/expand their businesses.</p> <p>Health – employment is a wider determinant of health; there is a large body of evidence that highlights the link between good health and wellbeing and employment.</p> <p>Income – improving skills, offering mentoring support to identify and overcome barriers to progression and getting people into work or supporting them to get more sustainable work or an increase in hours will improve their income.</p> <p>Education – employability programmes can target people of all age groups including those in formal education and who are at risk of disengaging. Participants can be signposted to full-time education and training as appropriate.</p> <p>Housing – by supporting people into employment and better paid jobs employability programmes contribute</p>	<p>RCTCBC Corporate Plan 2020 - 2024.</p> <p>CCR Deal represents the joint commitments made by the ten local authorities of the Cardiff Capital Region, the UK Government and the Welsh Government to unlock £1.3bn of collective investment to promote regional growth that is designed to transform the economy, business landscape and potential for inclusive prosperity across the 10 Local Authorities in SE Wales.</p>
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		<p>to an individual's ability to pay for their housing.</p> <p>Community safety - this can be affected positively as communities move out of deprivation due to improvements in employment.</p> <p>Access to services – the REF is designed to be locally delivered but regionally coordinated, ensuring that delivery of employability programmes would be in local community venues that are more accessible to residents.</p> <p>Working together across the CCR will enable us to support the development of the wider area, preparing our residents to have the skills necessary to work in the new industries being attracted to SE Wales through the investment and economic development programmes of the CCR and Welsh Government.</p>	
<p><b>Socio-economic background</b> <i>(social class i.e. parents education, employment and income)</i></p>	Positive	<p>Under the Equality Act 2010, the Council has a legal duty to eliminate unlawful discrimination and to have due regard to the desirability of reducing socio-economic inequalities. By providing opportunities to access training, work and in-work support</p>	<p>The Welsh Index of Multiple Deprivation (WIMD).</p> <p>Well- Being of Future Generations (Wales) Act 2015.</p>

		<p>that is person-centred and addresses the wide range of barriers facing individuals more people will be able to improve their socio-economic situations.</p> <p>Employability programmes give due consideration to a wide range of issues that affect the people with whom they engage, for example, ability to pay for transport to and from training locations and interviews/work, the need for support with childcare, the need to ensure reasonable adjustments to reduce societal barriers for people with disabilities and so on.</p> <p>By linking training to the current and future needs of the labour force and securing routes to employment in priority sector industries, individuals will have opportunities to gain sustainable, good quality employment and better income.</p>	<p>Equality Act 2010.</p> <p>RCTCBC Corporate Plan 2020 - 2024.</p> <p>Adult Community Learning in Wales</p> <p>WG Employability Plan</p> <p>CCR Employability Plan</p> <p>CCR Economic</p>
<p><b>Socio-economic disadvantage</b>  <i>(What cumulative impact will the proposal have on people</i></p>	Positive	<p>By supporting households into employment and helping to sustain and improve the quality of that employment, employability activity is a key part of the suite of early</p>	<p>WG Employability Plan</p> <p>CCR Employment and Skills Plan</p>

<p><i>or groups because of their protected characteristic(s) or vulnerability or because they are already disadvantaged)</i></p>		<p>intervention &amp; prevention activities. This reduces the likelihood of long-term challenges resulting from deprivation, adverse childhood experiences, and unemployment.</p> <p>Employability activity supports young people who are “at risk” of becoming NEET. Pre-16 reduction of risk of NEET activity helps young people to access the skills, support and readiness to embrace long-term and sustainable employment, and break often generational cycles of unemployment. Similarly, programmes to support people into employment and to progress in employment help to raise families’ income and lift communities out of poverty. By intervening early, employability programmes help to prevent generational unemployment, Employability activity supports people to progress in their employment, helping to address issues of in-work poverty before they result in a participant feeling forced to leave the labour market.</p> <p>This employability framework retains a focus on supporting those with work-limiting health conditions as well as promoting general wellbeing within</p>	<p>RCT Employment and Skills Action Plan - Progress Update and Case Studies</p> <p>The Welsh Index of Multiple Deprivation (WIMD).</p> <p>Well- Being of Future Generations (Wales) Act 2015.</p> <p>Equality Act 2010.</p> <p>RCTCBC Corporate Plan 2020 - 2024.</p>
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		<p>employment. It is widely referenced that sustainable employment improves population health outcomes.</p> <p>Employability programmes help people to fulfil their potential no matter what their background or circumstances. For example, programmes provide specific support to those in deprived communities, those with work-limiting health conditions, and those for whom English is a second language.</p> <p>The assessment of what has worked well and what hasn't is based on participant experiences and case studies as much as statistical data.</p> <p>The proposal is based on empowering the teams closest to delivery to design the framework, strategy &amp; programmes.</p>	
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## SECTION 4 – FULL EQUALITY IMPACT ASSESSMENT

You should use the information gathered at the screening stage to assist you in identifying possible negative/adverse impacts and clearly identify which groups are affected.

- 4.a) In terms of disproportionate/negative/adverse impacts that the proposal may have on a protected group, outline the steps that will be taken to reduce or mitigate the impact for each group identified. **Attach a separate action plan where impacts are substantial.**
- 4.b) If ways of reducing the impact have been identified but are not possible, please explain why they are not possible.
- 4.c) Give sufficient detail of data or research that has led to your reasoning, in particular, the sources used for establishing the demographics of service users/staff.
- 4.d) Give details of how you engaged with service users/staff on the proposals and the steps taken to avoid any disproportionate impact on a protected group. Explain how you have used feedback to influence your decision.
- 4.e) Are you satisfied that the engagement process complies with the requirements of the Statutory Equality and Socio-economic Duties?
- Yes                       No

## SECTION 5 – MONITORING AND REVIEW

5a) Please outline below how the implementation of the proposal will be monitored:

If a regional approach to employability is approved then partners will start working on a collaborative project in readiness for the Shared Prosperity Fund. Once the SPF criteria have been identified and, provided the programme under development meets those criteria, another report will be presented to each Local Authority's Cabinet asking for approval to submit a joint application to the SPF. There are currently no definite timescales for the announcement of the SPF by UKG.

5b) When is the evaluation of the proposal due to be reviewed?

5c) Who is responsible for the monitoring and review of the proposal?

Torfaen CBC is the Lead Body on the development of the REF.

5d) How will the results of the monitoring be used to develop future proposals?

If a programme is developed and is approved it will be monitored on a monthly basis with quarterly reporting including data and case studies showing impact on participants.



## SECTION 6 – REVIEW

As part of the Impact Assessment process all proposals that fall within the definition of ‘Key Decisions’ must be submitted to the Review Panel. This panel is made up of officers from across Council Services and acts as a critical friend before your proposal is finalised and published for SLT/Cabinet approval.

If this proposal is a Key Decision please forward your impact assessment to [Councilbusiness@rctcbc.gov.uk](mailto:Councilbusiness@rctcbc.gov.uk) for a Review Panel to be organised to discuss your proposal. The EqlA guidance document provides more information on what a Key Decision is.

It is important to keep a record of this process so that you can demonstrate how you have considered equality and socio-economic outcomes. Please ensure you update the relevant sections below

<b>Officer Review Panel Comments</b>	<b>Date Considered</b>	<b>Brief description of any amendments made following Officer Review Panel considerations</b>
<b>Consultation Comments</b>	<b>Date Considered</b>	<b>Brief description of any amendments made following consultation</b>

## SECTION 6 – SUMMARY OF IMPACTS FOR THE PROPOSAL

Provide below a summary of the impact assessment. This summary should be included in the equality and socio-economic impact section of the Cabinet report template. The impact assessment should be published alongside the report.

## SECTION 7 – AUTHORISATIONS

Lead Officer:

Name:

Position:

Date:

I recommend that the proposal:

- Is implemented with no amendments
- Is implemented taking into account the mitigating actions outlined
- Is rejected due to disproportionate negative impacts on protected groups or socio-economic disadvantage

Head of Service/Director Approval:

Name:

Position:

Date:

Please submit this impact assessment with any SLT/Cabinet Reports.

## RHONDDA CYNON TAF COUNTY BOROUGH COUNCIL

### CABINET

13<sup>th</sup> DECEMBER 2021

#### OUTCOME OF ACTIVE TRAVEL CONSULTATION EXERCISE : NEXT STEPS

#### REPORT OF DIRECTOR, FRONTLINE SERVICES IN DISCUSSION WITH THE RELEVANT PORTFOLIO HOLDER

**AUTHOR:** Roger Waters, Director Frontline Services  
(01443 494702)

#### **1. PURPOSE OF THE REPORT**

- 1.1 The purpose of this report is to consider the outcome of a statutory active travel consultation exercise that the Council has recently undertaken, in accordance with the requirements of the Welsh Government.
- 1.2 This report asks Members to note the outcome of this exercise, the Council's response to the comments received and the next stage of the active travel consultation process, which is the submission of an Active Travel Network Map and supporting documents to the Welsh Government by no later than 31<sup>st</sup> December 2021.

#### **2. RECOMMENDATIONS**

- 2.1 For the reasons set out in this report, it is recommended that Members:
  - Note the comments received during the period this active travel consultation exercise was live and the response of the Council to these comments, including making proposed changes to the draft Active Travel Network Map – as set out in Appendix B.
  - Note the next stage of the active travel consultation process and endorse the submission of the final version of the Active Travel Network Map and supporting documents to the Welsh Government – by no later than 31<sup>st</sup> December 2021.

#### **3. REASONS FOR RECOMMENDATIONS**

- 3.1 The Active Travel (Wales) Act 2013 places a statutory duty on local authorities to consult, plan and develop a network of high-quality active travel (walking and cycling) routes within their area. Each local authority must produce an Active Travel Network Map which sets out its aspirations for proposed new active travel routes within its area and

improvements to existing routes. Since this legislation was enacted, the Welsh Government has been providing support to local authorities to assist them in their duties implementing the provisions of The Act.

- 3.2 It should be noted that walking and cycling is often undertaken as a leisure activity by individuals. However, the focus of the Active Travel (Wales) Act 2013 and supporting measures is on facilitating walking and cycling for regular, “purposeful”, short distance journeys made by individuals to key facilities and destinations, as a realistic alternative to making the same journeys by car.
- 3.3 The most recent active travel consultation exercise is the third such exercise undertaken by the Council since the Active Travel (Wales) Act 2013 was passed. These exercises have formed part of the policy of putting public consultation at the heart of measures to develop and encourage modal switch towards achieving more walking and cycling journeys over short distances.

#### **4. BACKGROUND**

- 4.1 For a period of almost 14 weeks, from 18<sup>th</sup> August 2021 until 22<sup>nd</sup> November 2021, the Council conducted a public consultation exercise over a draft Active Travel Network Map (ATNM) for Rhondda Cynon Taf. This document contains details of existing and proposed active travel routes which had been put forward following previous consultation exercises and had been prepared using software provided by the Welsh Government. Close liaison was undertaken with neighbouring local authorities in order to ensure consistency over the mapping of cross boundary routes.
- 4.2 Respondents were asked to comment on the details contained within the draft ATNM, particularly in relation to any walking or cycling routes (that they use) that are not shown or where possible new routes could be provided to form a more comprehensive network across Rhondda Cynon Taf. It should be noted that respondents were made aware during the consultation exercise that the details shown on the draft ATNM are considered as aspirational, that the Council will seek to deliver, but these details do not commit the Council to implementing any of them.
- 4.3 This public consultation exercise is a requirement, as part of the Council's duties under the Active Travel (Wales) Act 2013, and involved the following activities:
  - Placing the draft ATNM on the Council's website, together with English and Welsh language survey forms which focus on the main settlements in RCT.
  - Producing an “Easy Read” version of the consultation to assist respondents with learning difficulties.
  - Undertaking public engagement events at various locations across Rhondda Cynon Taf. These were publicised through social

media and arrangements were made to ensure compliance with current social distancing guidelines.

- Contacting key external stakeholders (such as organisations representing local businesses, environmental groups, disabled groups) and providing a link to the Council's website.
- Publicising the consultation exercise in local newsletters and on the Council's Education Department "Wicid TV".
- Contacting members of the Council's Citizens' Panel, local Members, neighbouring local authorities and local Town/Community Councils and directly notifying members of the public who had originally asked to become involved in this consultation exercise.

## **5. OUTCOME OF ACTIVE TRAVEL CONSULTATION EXERCISE AND NEXT STAGE**

- 5.1 Appendix A contains background details of the respondents who took part in the active travel consultation exercise. It can be seen that a broad demographic profile of residents across Rhondda Cynon Taf became involved.
- 5.2 A total of 146 responses (combined online and at public engagement events) were received by the Council which are summarised in Appendix B, together with the response of the Council. It can be seen that these comments are varied and cover a wide range of issues, some of them not necessarily in line with the aims and objectives of the active travel legislation and measures. A number will require the Council to take action in some form, in response, but this will be dependent upon the timescale involved, resource implications, practicalities and existing duties and responsibilities of the Council. Other comments and feedback will be used to inform feasibility studies that the Council is either currently (or likely to) commission at some stage as part of the design and development of these new active travel routes.
- 5.3 However, where indicated in Appendix B, the draft ATNM is to be amended in order to form the finalised version for submission to the Welsh Government – together with a number of supporting documents.
- 5.4 One of these supporting documents is a table (shown as Appendix C) containing details of all the proposed active travel schemes set out in the final version of the ATNM over the short-term period (up to 5 years), medium term period (5 - 10 years) and long term period (10 - 15 years) that the Council would like to progress. Realistically, proposed new active travel routes are to be developed over the longer term as the process to completion will involve design and construction, whilst the need to upgrade existing active travel routes, in order to meet current standards, could be carried out effectively within a shorter timescale and would potentially benefit more residents, more quickly.

5.5 The table in Appendix C is based on the following criteria and Welsh Government guidance:

- Estimated cost and chance of securing funding from whatever source.
- Number of key facilities / trip attractors served by the active travel route.
- Whether the proposed scheme will improve the quality of the streetscape or landscape.
- Whether there are any major technical or engineering problems to be overcome.
- Whether the proposed scheme is a key component in the network of active travel routes in Rhondda Cynon Taf in terms of accessibility, convenience and connectivity for users.
- The extent to which the proposed scheme addresses comments / suggestions / observations made by respondents to the consultation exercises.
- Impact on reducing congestion and improving air quality and road safety.

5.6 It is intended that the details shown in the final version of the ATNM, that is to be submitted to the Welsh Government, together with the details in Appendix C, will represent the Council's aspirations for developing a safe and high-quality network of active travel routes in Rhondda Cynon Taf over the next 5, 10 and 15 years. These details will inform the preparation of future funding bids in order to promote active travel and construct new infrastructure / upgrade existing infrastructure as well as develop future strategies and policies.

## **6. EQUALITY AND DIVERSITY IMPLICATIONS**

6.1 An Equality Impact Assessment (EqIA) screening form has been prepared for the purpose of this report. It has been found that a full report is not required at this time. The screening form can be accessed by contacting the author of the report.

## **7. CONSULTATION**

7.1 This report relates to a significant, statutory consultation exercise that was undertaken and which has drawn responses from 146 stakeholders.

7.2 Certain actions of the Council, in response to consultee comments set out in Appendix B, will in themselves require further public and stakeholder consultation to enable implementation.

## **8. FINANCIAL IMPLICATIONS**

8.1 In terms of the consultation work undertaken by the Council, and preparation of the draft ATNM, the Council has been awarded

£1,123,000 of Core Active Travel Fund grant by the Welsh Government to carry out these tasks as part of a wider programme of works.

- 8.2 It should be noted that the schemes set out in the finalised ATNM and Appendix C will have a financial implication for the Council. However, at this stage, the potential financial cost will only become known following more detailed study and analysis. The Active Travel Act demands continuous improvement of the active travel network and this expectation has been matched by increases in annual Welsh Government grant funding in recent years. In the 2021/22 financial year, the Council was awarded over £3.7M in grants for active travel (in addition to core funding) and it will shortly be preparing bids for active travel funding in the 2022/23 financial year.
- 8.3 Notwithstanding this, it is recognised that in future years, funding constraints may limit the ability of the Council to achieve continuous improvement to active travel routes in Rhondda Cynon Taf unless appropriate funding continues to be made available by Welsh Government or other sources to meet the new legislative requirements.

## **9. LEGAL IMPLICATIONS OR LEGISLATION CONSIDERED**

- 9.1 Progressing many of the active travel schemes set out in Appendix C and the ATNM (including any related Business Cases) are governed by various legal documents and pieces of legislation. These include:

- Wales Transport Strategy 2021
- Well-being of Future Generations (Wales) Act 2015
- Environment (Wales) Act 2016
- Planning (Wales) Act 2015
- Active Travel (Wales) Act 2013
- Highways Act 1980
- Traffic Management Act 2004

## **10. LINKS TO THE COUNCIL'S CORPORATE PLAN / OTHER CORPORATE PRIORITIES / SIP / FUTURE GENERATIONS - SUSTAINABLE DEVELOPMENT**

- 10.1 The aim of the Active Travel legislation and related policies is to promote more sustainable forms of transport amongst the population, such as walking and cycling for short journeys and non-recreational purposes. The aims and objectives being to improve the health and well-being of local residents and their access to key facilities and services, as well as reduce congestion and improve local air quality and road safety.
- 10.2 These aims are linked to the objectives covering health and prosperity as set out in the Council's Corporate Plan. They also meet a number of the goals set out in the Well-being of Future Generations (Wales) Act 2015; for example, a prosperous Wales, a more equal Wales, a healthier Wales and a Wales of cohesive communities.

- 10.3 It is considered that promoting active travel journeys amongst local residents and developing a network of routes throughout RCT also supports the objectives set out in the current Well-being Plan (2018 - 2023) prepared by the Cwm Taf Public Services Board.

## **11. CONCLUSION**

- 11.1 Developing a network of high-quality active travel routes across Rhondda Cynon Taf and promoting active travel journey opportunities to local residents and visitors is an ongoing process of 'continuous improvement' which has no 'cut off' date or deadline. The level of public response to the Council's recent active travel consultation exercise was very encouraging as Covid-19 guidelines are still in place. This consultation exercise demonstrated the level of interest that exists amongst residents to improve walking and cycling facilities and / or remove the barriers which can cause difficulties for them and prevent additional walking and cycling journeys from being made.
- 11.2 Over the last 15 years, the Council has been actively involved in the development of an extensive network of Community Routes and Safe Routes in Communities that provide residents with an alternative means of accessing local services and facilities in their neighbourhood. This is particularly the case in communities where households do not own a car and where there are underlying levels of deprivation associated with poor health.
- 11.3 Delivering an expanded network of active travel routes in Rhondda Cynon Taf, and maintaining this network to high quality standards, will present a challenge to the Council in the current financial climate. Notwithstanding this, the outcome of the recent active travel consultation exercise will help to build upon the Council's achievements to date and inform the Council in its preparation of future bids for funding Community Routes and Safe Routes in Communities Schemes.



## **PROFILE OF ONLINE CONSULTATION RESPONDENTS**

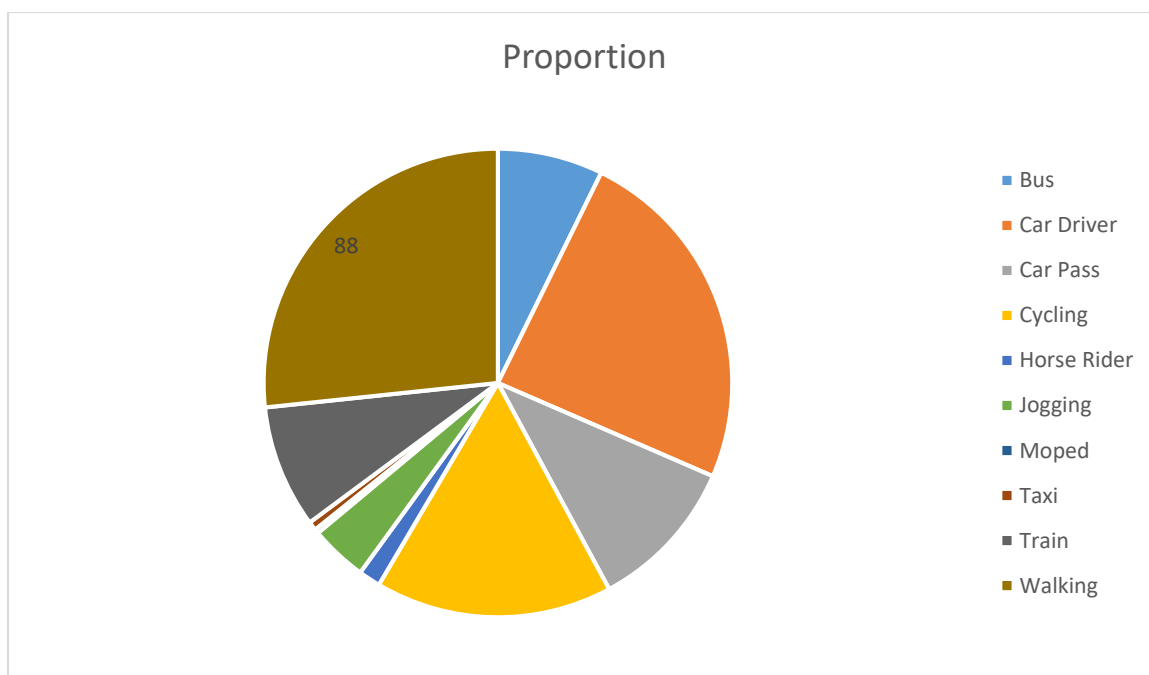
### **AGE**

25 – 34	8%
35 – 44	28%
45 – 54	29%
55 – 64	16%
65 – 74	14%
Prefer not to say	5%

### **WALKING / CYCLING COMPARED TO LAST YEAR**

LESS OFTEN	14%
ABOUT THE SAME	46%
MORE OFTEN	40%

### **MODE OF TRAVEL AROUND RCT** **(some respondents gave more than one answer)**



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# ANALYSIS OF STATUTORY ACTIVE TRAVEL CONSULTATION – SUMMER/AUTUMN 21

# APPENDIX B

SETTLEMENT DETAILS	ROUTE(S) RESPONDENT CURRENTLY WALK/ CYCLE NOT SHOWN	GAPS IN THE EXISTING NETWORK OF WALK/CYCLE ROUTE(S)	OTHER COMMENTS	RESPONSE OF THE COUNCIL
Abercynon (1 response)	<p>Dechrau ar Lock St a mynd ar ffurf dolen ar hyd bob un o'r llwybrau sy ar map o fewn radiws 5 milltir o Abercynon.</p> <p>Start on Lock Street and walk in the shape of a handle along every path on the map within a 5 mile radius of Abercynon.</p>	<p>Cychwyn yn Lock St. a cherdded tuag at Darren y Celyn, yna ymlaen i Graig yr Efail hyd at Dwyn Bryn Bychan. Gellir dychwelyd ar hyd yr un llwybr neu ymuno â'r Rhodfa Cynon hyd at Bont Cynon ac yn ôl i Lock St.</p> <p>Start on Lock Street and walk towards Darren y Celyn, then onwards to Graig yr Efail to Twyn Bryn Bychan. You can use the same path to return or join Cynon Avenue until Cynon Bridge and back to Lock Street.</p>	<p>Hoffwn pe tai'r llwybrau cyhoeddus yn cael eu cynnal yn well e.e. llystyfiant yn yr haf yn gwneud rhai'n amhosibl i gerdded ar eu hyd.</p> <p>It would be beneficial for the public footpaths to be better maintained e.g. vegetation in the summer makes it impossible to walk along some paths.</p>	<p>Not every footpath radiating from Lock Street could be classed as an active travel route as they do not serve a key facility.</p> <p>Potential gap in active travel network will be examined further.</p> <p>Comments about the maintenance of footpaths will be brought to the attention of the Council's Parks and Countryside Section.</p>
Abercynon (1 response) Face-to-Face	-----	New route along the valley floor, west of the river and railway line, and coming off Taff Trail.	New route would serve the Leisure Centre and avoid the highway along both sides of the valley. May be an existing PROW but there would be drainage issues.	Potential new active travel route will be examined further. A site visit will be undertaken. <b>AMEND ATNM</b>
Abercynon (1 response)	From RCTAT22a through town centre via Herbert St to Mountain Ash Rd/ Aberdare Rd/ Park St/ Abercynon Rd, but this is mainly to avoid poor surface on Taff Trail. However, better cycle access to Abercynon retail outlets would be useful.	-----	Lack of segregated cycling routes in town centres, lack of secure cycle parking provision, general poor connectivity between routes.	The topography and road layout in Abercynon and along its approaches act as a constraint providing a network of suitable cycle routes in the area. <p>Secure cycle storage facilities are provided at the railway station and outside the library.</p>

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<p>Abercynon (2 responses)</p>	<p>Taff Trail from Abercynon Fire Station towards Merthyr Tydfil.</p> <p>Please can you include horse riders? We have nowhere safe to go</p>	<p>-----</p>	<p>Better signage for the Taff Trail in Abercynon. As cyclists need to dismount at Navigation Park/Martins Close and then re-join the Taff Trail at Abercynon Fire Station it can be confusing for people not from the area as there are only very small signs on lamp posts and often cyclists use the main roads to continue towards Quakers Yard then re-join the trail there.</p> <p>I am a horse rider and it would appear that we have been completely forgotten about in all of the plans. There is nowhere safe for us to ride. Please can you include considerations for horses.</p>	<p>The draft ATNM will be amended accordingly.</p> <p>The Council, in collaboration with Sustrans, is looking at improvements to signage along the Taff Trail, to assist users.</p> <p>The focus of active travel measures and legislation is on facilitating short distance walking and cycling journeys to key facilities as an alternative to using the car.</p> <p><b>AMEND ATNM</b></p>
<p>Aberdare (1 response)</p>	<p>-----</p>	<p>Dare Valley Country Park to Cwmaman does not appear to be on the map.</p>	<p>There needs to a decent cycle route so as to link up to the route 47 from the Dare Valley Country Park. Also, it would great if the Merthyr Tunnel could be finally opened as the route from Merthyr could travel for miles with good link to route 47.</p>	<p>The route highlighted to the Dare Valley Country Park is used for recreational journeys and does not meet active travel criteria.</p>
<p>Aberdare (1 response)</p>	<p>Park Lane Trecynon to Glan Road via Aberdare Park. I am aware of a bye law but also that if you specify entry and exit points this can be overcome like in Ynysangharad and Tyn y Bryn Parks, both NCN.</p>	<p>-----</p>	<p>Failed to open map on laptop so unable to provide other feedback.</p>	<p>Comments noted. The route highlighted does not meet active travel criteria as it is used for recreational journeys.</p> <p>The Council is currently examining the relaxation of local bye laws to allow cycling (under controlled conditions) to be allowed within its Parks.</p>
<p>Aberdare (1 response)</p>	<p>Top end of Park Lane, Trecynon next to school and homes. One path ends at Y Dolydd. The other rougher path which used to be in better condition takes you to the field adjacent Broncynon Terrace.</p>		<p>The paths need a few small things. More litter bins and dog bins.</p> <p>Vehicles in Aberdare is a worry. There is a speed limit of 5mph which very few stick to.</p>	<p>Comments noted. The route highlighted does not meet active travel criteria as it is used for recreational journeys.</p>

<p>Aberdare</p> <p>(1 response)</p>	<p>-----</p>	<p>-----</p>	<p>There needs to be a crossing at the disabled car park entrance to Aberdare Park on Glan Road. Not only does this link the existing footpath and future paths to the park safely, it's also used as a school route for St Johns and Aberdare Park Primary.</p> <p>There needs to be restricted parking between Park Lane Aberdare and the Llwyncelyn Inn on the B4275. The double parking is making this small stretch extremely dangerous for cyclists and other road users.</p>	<p>Comments about the provision of crossing points and parking restrictions will be brought to the attention of the Council's Traffic Management Section.</p>
<p>Aberdare</p> <p>(1 response)</p>	<p>-----</p>	<p>-----</p>	<p>I notice that the old railway line from Cwmaman to the Country Park is not down as a walk way, why is this? I use it on a daily basis from Godreaman to the Country Park, it is beginning to get overgrown again at the roadside, also it is used by many people with dogs and not really looked after with dog mess. There are also many cyclists that use it very often not using their bells, half the time they don't have one, which I thought was illegal anyway.</p>	<p>The focus of active travel measures and legislation is on facilitating short distance walking and cycling journeys to key facilities as an alternative to using the car. The former railway line from Cwmaman to the Country Park is used mainly for recreational purposes.</p> <p>Comments about the growth of vegetation and litter along footpaths will be brought to the attention of the Council's Parks and Countryside Section.</p>
<p>Aberdare</p> <p>(1 response)</p> <p>Face-to-Face</p>	<p>-----</p>	<p>-----</p>	<p>The Council should be looking at routes along A roads, potentially utilising the verge areas. These roads are more direct, visible etc. The existing routes are fine, but some sections are a little too isolated or not easy to navigate.</p> <p>It is also about changing people's behaviour to use cars less and walk/cycle for short journeys.</p>	<p>When developing active travel routes, the Council considers a number of factors including connectivity between communities and facilities, convenience, safety of cyclists and pedestrians and impact of routes on local residents and other highway users.</p> <p>The Council widely promotes walking and cycling through a number of measures including cycle training at schools, provision of storage facilities in local towns and villages and widespread signage.</p>

<p>Aberdare</p> <p>(1 response)</p> <p>Face-to-Face</p>	<p>-----</p>	<p>-----</p>	<p>More consideration needs to be given to horse riders when planning for active travel routes.</p> <p>Concerned about the area between the top of Llwydcoed and the Nant Melyn area, which historically has been popular for equine use.</p>	<p>The focus of active travel measures and legislation is on facilitating short distance walking and cycling journeys to key facilities as an alternative to using the car.</p>
<p>Aberdare</p> <p>(1 response)</p>	<p>The route form Aberdare canal under the railway bridge to the Ynys fields. I don't think it's shown apologies if it is in the map.</p>	<p>-----</p>	<p>Dare Valley Country Park needs more seats and on concrete plinths to encourage more walkers.</p> <p>The very bad constant flooding under the railway bridge at Ynys to Cwmbach canal constantly makes route impassable for walkers to school, town and playing fields and badly impacts on many, many walkers of all ages.</p>	<p>Comments about the Dare Valley Country Park will be brought to the attention of the Council's Parks and Countryside Section.</p> <p>Potential new active travel route will be examined further.</p> <p><b>AMEND ATNM</b></p>
<p>Aberdare</p> <p>(1 response)</p>	<p>-----</p>	<p>-----</p>	<p>My regular route is the Cynon Trail from Trecynon to Hirwaun to walk my dogs, it is becoming somewhat difficult to enjoy the walk due to many cyclists also using the path which means I'm required to stop regularly to let them pass as many cycle very quickly and don't slow down. What was once a quiet trail is now becoming a very congested path as not only has cyclists increased but many cars also use it along with youngsters on motorbikes and mopeds who again don't tend to slow down. There also is a real lack of poo bins along the trail and you only have 1 at each destination. Also there's a lack of council workers on the path and even when you do see a litter picker they tend to ignore most of the rubbish on the track. Therefore I suggest a cycle lane and walking lane, more poo bins at regular intervals and bollards to prevent motorcycles and cars at certain areas.</p>	<p>The Council is considering the provision of signage along many active travel routes to remind users to show consideration to others when using these routes.</p> <p>Comments about litter will be brought to the attention of the Council's Streetcare Section.</p> <p>When installing bollards and/or barriers at the entrance to an active travel route, the Council must ensure that these features do not prevent cyclists with specially adapted cycles and wheelchair users from accessing these routes.</p>

<p>Aberdare (4 responses)</p>	<p>I am a keen rider of horses and walker. I have loops and walks starting from Llwydcoed to Aberdare, Fernhill and around to Maerdy Mountain, back through the country park, back to Llwydcoed.</p> <p>Please tell me why Equestrians have been left out of this plan? I need and want the same safe off road riding as cyclists. Also the Welsh Government has stated that all new routes must be horse friendly. That all barriers on existing routes must be removed. I cannot take my horse from Tesco's to Llwydcoed roundabout as barriers do not give access.</p>	<p>Yes there are gates that need updating in Llwydcoed, and Mountain Ash. Broken styles and step overs too high.</p> <p>Please tell me why Equestrians have been left out of this plan? All new routes must be horse friendly</p>	<p>Needs to be more multi use tracks to accommodate horses.</p> <p>The Aberdare Valley is a beautiful place but ruined by the litter, dumped refuse and dog dirt. On the Cynon Trail there are no bins for either litter or dog poo, so both usually end up decorating the trees! ... it doesn't inspire you to use the facilities.</p> <p>The Cynon Trail between Cwmbach and Mountain Ash needs to be off road - just like the trail from Mountain Ash downward. We need to be able to jump on the trail at Cwmbach and be off road immediately.</p> <p>Barriers are being put up which limit a safe way for us to ride, no access for horses to get through, forcing us to ride on busy road.</p> <p>Most of Cwmbach walking routes are next to a busy road. The trail needs to be moved off road.</p>	<p>The focus of active travel measures and legislation is on facilitating short distance walking and cycling journeys to key facilities as an alternative to using the car. Equestrians will indirectly benefit from associated highway measures such as the installation of traffic calming features.</p> <p>Comments about litter will be brought to the attention of the Council's Streetcare Section.</p> <p>When developing active travel routes, the Council considers a number of factors including connectivity between communities and facilities, convenience, safety of cyclists and pedestrians and impact of routes on local residents and other highway users.</p> <p>The Council has been selectively removing bollards and barriers from the entrances to active travel routes on a case-by-case basis following an assessment of local factors and consultation with local Members.</p>
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<p>Aberdare (1 response)</p>	<p>Extension of old railway line from Abernant at Rhoswenallt to Llywdcoed (Cwmynysminton Road) to link up with National Cycle Route. This is well used by cyclist and walkers. Also old railway line between Cwmaman and Dare Valley Country Park, another well used cycle and walking route.</p>	<p>Course of old railway from Cwmynysminton Road in Llwydcoed to intersection of Heads of Valleys Road and proposed RCT-INM-N67 route at Hirwaun - to take account of HoV redevelopment and new Aberdare By-pass extension to HoV Road.</p>	<p>Cycling routes need to be extensively developed and maintained. The imposition of frequent gates across the existing cycle tracks is unacceptable, and does nothing to deter off-road motorcycling - they only serve to disrupt cycling, and should be removed immediately. Greater emphasis should be placed on connecting local cycle routes to the National Cycle Network also.</p> <p>Some parts of the Cynon Trail are perceived as unsafe due to antisocial behaviour including clear evidence of active drug abuse - particularly in the Penywaun and Rhydywaun sections.</p>	<p>The former railway line from Cwmaman to the Country Park is mainly used for recreational purposes. Potential new active travel route from Abernant to Llwydcoed will be examined further.</p> <p>The Council has been selectively removing bollards and barriers from the entrances to active travel routes on a case-by-case basis following an assessment of local factors and consultation with local Members. Incidences of anti - social behaviour should be reported to the local Police.</p> <p><b>AMEND ATNM</b></p>
<p>Aberdare (1 response)</p>	<p>Sorry can't navigate the system and cannot see the difference in routes.</p>	<p>Probably because I cannot clearly see what you are proposing.</p>	<p>I'm happy that you are doing something to support these walks and paths. Possibly too little too late.</p>	<p>Comments noted. The draft ATNM (legend and details) uses software provided by the Welsh Government.</p>
<p>Aberdare (1 response)</p>	<p>From the rear of Abercwmbai travelling west at the rear of Graig Terrace Abercwmbai. Crossing road leading to North View Terrace bearing left in front of North View Terrace travelling past the site of Aberaman and Cwmneol Colliery and ending on Llanwonno Road, Cwmaman. This would be following the old NCB railway line from Fforchaman Colliery.</p>	<p>-----</p>	<p>Terrible pot holes on the private road known as Farm Road Aberaman. Brambles and nettles as well as other trees and plants allowed to partially block the paths, this is also the case in Dare Country Park.</p>	<p>The suggested active travel route does not serve key facilities and would be primarily of a recreational nature.</p> <p>Comments about the growth of vegetation and litter along footpaths will be brought to the attention of the Council's Parks and Countryside Section.</p>



Aberdare (1 response)	I'm a cyclist, walker and horse rider. We are losing so many multiple users paths. Horse riders MUST be included in the active travel plans. I ride between Llwydcoed and Hirwaun to access other bridleways. I also ride from Llwydcoed to Mountain Ash. Please include horse riders.	Yes. Nant Moel Old Parish Road past Llwydcoed reservoir and the paths leading through the groundwork trust.	Horse riders must be included in the active travel plan. 89% women between 30-70 ride horses we are being discriminated against. Our health and wellbeing is being affected. 88% men between 30-70 ride bikes. Let's all have multiple use tracks please.  No option for horse riding. We have been ignored and forgotten about.	The focus of active travel measures and legislation is on facilitating short distance walking and cycling journeys to key facilities as an alternative to using the car. Equestrians will indirectly benefit from associated highway measures such as the installation of traffic calming features.
Beddau (1 response)	-----	Complete route from top of Powerstation Hill in Tonteg to the bottom to connect up with new bridge over the river etc. This is not shown on the map.	There is a problem with the footpath from Hawthorn Crescent to Poplar Road under the A470. Currently, because the barrier has been removed again, cars can drive down it from Poplar Road to use the underpass for drug dealing (this has been seen by a local resident). The restrictor barrier on the Hawthorn Crescent side of the A470 is also not fit for purpose - it still allows off road bikes through, but a double buggy can't get through. When a previous consultation was held, we asked for chicanes at both ends, but it was obvious from the looks on the faces of the persons we were consulting with that this was not going to happen - however, this is what is actually needed to deal with the bikes, but let others through. Chicane on Poplar Road side can run zig zag down the steepest part to help people to walk up and down what is a very difficult slope in bad weather.	The draft ATNM shows an aspirational route linking the Church Village Community Route with Upper Boat and Trefforest Industrial Estate. The precise alignment will be determined following a study and consultation.  Comments regarding the footways and roads in the Hawthorn area will be brought to the attention of the Council's Highways Section.  Incidences of anti-social behaviour should be reported to the local Police.
Beddau (1 response)	-----	Need a new cycle and pedestrian crossing from Moorland Crescent to Brynyfryd and a safe cycling route to Bryn Celynnog School. This is a main desire line for pupils walking and cycling to school and there is no crossing or path from Moorland Crescent.	-----	Comments noted and will be used to inform the future preparation of Safe Routes in Communities bids.

<p>Beddau (1 response)</p>	<p>It would be good to have a route from Cross Inn (link from existing Cross Inn route) via Rhiwsaeson to Creigiau, along the old railway line, especially if there are plans to link Creigiau with Cardiff.</p> <p>It would also be useful to have a link from near the Co-op in Tynant along the old railway line to link with the existing route by the railway bridge at the old Beddau Halt, so that people living in Tynant can more easily join the route. Not sure if this is shown on your map as a future route plan.</p>	<p>-----</p>	<p>More joined up off road cycling routes are required throughout RCT please. Although you have made some good progress to date.</p>	<p>Comments noted. The suggested active travel route from Tynant does not serve key facilities and would be primarily of a recreational nature. The suggested active travel route via Rhiwsaeson will be examined further in conjunction with Cardiff CC.</p>
<p>Church Village (1 response)</p>	<p>-----</p>	<p>Very pleased that RCT-INM-N32 &amp; RCT-INM-N33 have both been identified as a potential future route, much needed in the local area to alleviate the hazardous access via station road. This will be a fantastic new route for the community but does need investment to widen the path and install drainage.</p>	<p>-----</p>	<p>Comments noted.</p>
<p>Church Village (1 response)</p>	<p>-----</p>	<p>-----</p>	<p>I look forward to Heol Dowlais being a 20mph road in the national 20mph implementation.</p> <p>An idea to naturally slow down motor vehicles using this residential street is to alternate the existing parking bays on different sides of the road to create more 'turns' and a less straight road. This is a common practice in Netherlands. Heol Dowlais could be an excellent trial location for such a cheap simple intervention.</p> <p>Also install bollards, like those used in 'pop-up' schemes to create safe walking space across the road bridge between Heol Dowlais and Heol Y Fynnon.</p>	<p>Comments noted. Details will be brought to the attention of the Council's Traffic management Section.</p>

Church Village (1 response)	Efail Isaf to Creigiau.	<p>Add a proposed cycle and walking route along the former railway line from Efail Isaf to Creigiau. This will link to the main commuter cycle route being constructed by Cardiff Council and give access to the M4 transport hub at The Parish.</p> <p>The existing lane is 60mph and needs dropping to 40mph but it will never be safe for your children and an off-road path is needed.</p>	-----	Comments noted. The suggested active travel route to Creigiau will require further investigation as the conversion of the former railway through Efail Isaf to an active travel route will present significant drainage, ecology and access (gradient) issues.
Church Village (4 responses)	<p>There is a footpath between 1 Heol y Parc and 2 Heol y Parc in Efail Isaf that leads to a kissing gate into the field behind, with a footpath across the middle that comes out by the pond, and then goes across a stile into the fields, coming out on the lane.</p> <p>The walk through Heol Dowlais and Heol y Ffynnon in Efail Isaf.</p>	<p>The road on Heol Dowlais and h Heol y Ffynnon, Efail Isaf. There are many people walking and cycling up this road and it is currently not suitable for it. The cars speed along this road and there are no provisions in place to stop this. I have almost been involved in a fatality twice in the last 6 months and no longer feel safe walking this route with my 1 year old son.</p> <p>Walking through Efail Isaf- this has become a popular circular route incorporating the bypass walk and then through the village. However the pavements in places are narrow, and the road at Fordd y Capel heading down into Heol y Parc is very narrow with little room for two cars to pass. Despite this cars still speed through this narrow section, especially on Heol y Parc, and when two cars meet at speed one always mounts the pavement, regardless of whether there are pedestrians or not. This is a fatality waiting to happen. Safer walking routes through the village would be achieved if</p>	<p>The bypass around Church Village is not lit and so cannot be used after dark. Also the amount of dog mess makes it difficult to navigate at dusk.</p> <p>I have so many concerns about the speed of the cars racing up and down Heol Dowlais. I have been close to being involved in 2 fatalities in the last 6 months on this road and now I'm fearful of walking my son in the pram on this road due to vehicles going up and down the road so fast. There is also no suitable walkway on the bridge between Heol Dowlais and Heol y Fynnon which is so unsafe especially for those with young children.</p> <p>Efail Isaf - Ffordd Y Capel is a dangerous place to walk. Cars parked on pavement outside nos 12 and 10, so pedestrians have to walk in the road. On the corner by the chapel, the pavement is very narrow (a struggle for people with buggies/dogs/small children) and cars come whizzing up the road round the blind corner - need to widen the pavement and stop cars from coming through and introduce traffic calming throughout the village.</p>	<p>Comments regarding dog mess will brought to the attention of the Council's Streetcare Section.</p> <p>Comments regarding traffic speeds and parking should be reported to the local Police.</p> <p>Comments regarding traffic calming measures will be brought to the attention of the Council's Traffic Management Section.</p> <p>The provision of lighting along an active travel route is subject to the impact on the local ecology and environment.</p> <p>The routes highlighted do not appear to meet the criteria for active travel as they are used for recreational journeys.</p> <p>Comments regarding the kissing gate will be brought to the attention of the Council's Parks and Countryside Section.</p>

		traffic calming measures or speed cameras were in place		
Church Village (2 responses)	Celyn Paddocks; between Heol-y-Parc via the kissing gate and Celyn Farm Drive via the gate that replaced the stile.	The parts of the Celyn Trail that have become closed off, including the land that used to join Celyn Farm Drive to the side of 10 Heol-y-Parc.	A few more poo bins would be handy especially on the route from Power Station Hill to Treforest.  Poor lighting on Church Village By-pass. Lack of arrow for all Celyn Paddocks footpaths.	The suggested active travel route does not serve key facilities and would be primarily of a recreational nature.  Comments regarding litter will be brought to the attention of the Council's Streetcare Section.  The provision of lighting along an active travel route is subject to the impact on the local ecology and environment.
Church Village (1 response)	-----	-----	I have provided many suggestions across RCT and other LA's in the previous consultations but to date not even one has been implemented which is disappointing particularly as many are simple and not costly and will make a big difference. My suggestions have not been transferred to this new exercise and therefore issues with the routes listed above are being ignored. Some are danger to life. I was told that cost and other users perspectives stop them happening which is not correct. Hopefully something will get done in RCT as otherwise and one day this process will move into action as opposed to consultation. In meantime I continue to risk the Treforest Industrial Estate junction with no pedestrian crossing daily.	Comments noted. The Council publishes an Annual Report, which is submitted to the Welsh Government and can be viewed on the website, which sets out the investment and measures it has committed / implemented on active travel during each financial year.
Church Village (1 response)	-----	-----	Frequent and sometimes dangerous speeding is not being picked up by the Police / Go Safe along top end of Station Road, Church Village especially with the blind turn into Coed Dowlais. Dangerous for children and old people to cross Coed Dowlais entry road and I believe this discourages people to walk. Go Safe monitor Station Road at completely the wrong end. The straightest parts of that road are where speeding is most evident and Go Safe get a totally wrong impression as they monitor near a bend where there is far less speeding and think there is no speeding problem in the area when there is. Why are other roads in the area 20mph but not this one? This is a key route for future active travel.	Comments noted. Incidences of speeding and unsafe driving should be reported to the local Police.  Other comments about the speeding limit along Station Road will be brought to the attention of the Council's Traffic Management Section.

			After years of reporting these issues, will the powers that be please listen?	
Church Village (1 response)	-----	-----	We are opening the Tonteg circular walk on Saturday the 4th of September 2021 which was funded by National Lottery and has partners such as USW RCT Korbuild and Tonteg Walking Group. RCT have made a video of the walk which is part of their series of walks if you need to contact me re adding to your active routes 07747392428 Lyndon Walker Councillor for Tonteg. We need a plan through education to take this great idea forward	Comments noted.
Ferndale (1 response)	No proper cycle path.	-----	Forgotten valley fach.	The Council has plans to progress the completion of the active travel route along the Rhondda Fach to Maerdy following the stabilisation of the landslip at Tylorstown.
Ferndale (1 response)	There are some unofficial access points to the cycle route along the river. E.g. top end of North Road.  There is also a path that leads from Greenwood Park rugby field along the river before connecting to the existing cycle paths at Tylorstown.	The path that leads from Greenwood Park rugby field along the river before joining the marked cycle path at Tylorstown.	-----	The suggested active travel route will be examined further in terms of whether it can be upgraded to meet current standards.
Ferndale (1 response)	Maerdy to Ferndale onward.	Water Board dug up route from Maerdy to Ferndale. Painful to walk on and impossible for bikes due to large chunky gravel.	Would cycle more if there were better tarmacadam routes. No lighting and off road vehicles using the pathway.	The provision of lighting along an active travel route is subject to the impact on the local ecology and environment.  The Council has raised concerns to Dwr Cymru about the resurfacing work that they had carried out.  The Council has plans to progress the completion of the active travel route along the Rhondda Fach to Maerdy following the stabilisation of the landslip at Tylorstown.

<p>Hirwaun (3 responses)</p>	<p>Find the maps difficult to navigate so unsure if included or not.</p>	<p>Hirwaun Village Green, various start and finish points from High St / Station Rd / Lisburn Rise / Crawshay St / Bute Tce / Fairview and along the River Cynon. Also walk Mineral Line towards Penderyn and then public footpath through farm to exit on A4509 at Brynygaer Cemetary, back down Penderyn Rd and through the village green either off Devonshire Drive or off Bute Terrace. Also walk/cycle from Penyard Lane to Keepers Lane- Swansea Rd - Maescynon or Johns Lane - Station Rd. Also walk from Tower Rd Bridge to rear of Hirwaun Recreational Ground. Walk/Cycle off A465 up Windfarm road across to Bwlfa Dare. Walk from Rhigos mountain viewpoint across towards Skyline ridge or forestry roads. sometimes walk/cycle Tramroad Hirwaun to Trecynon.</p>	<p>Need better advertising/signposting of off road routes. Need improved off busy road cycling routes. Cynon Trail needs scheduled maintenance.</p> <p>They need a really good clean and tidy up and stop alcohol and drug paraphernalia being littered about. Quite often gangs of kids especially around Penywaun area on tramway.</p> <p>Why is there no provision or consideration for horse riders? Concerns about the speed of traffic.</p>	<p>Comments noted. The draft ATNM (legend and details) uses software provided by the Welsh Government.</p> <p>The suggested active travel routes will be examined further. However, it should be noted that the focus of routes is to provide connections from communities to local facilities and not to be of a recreational nature. Equestrians will indirectly benefit from associated highway measures such as the installation of traffic calming features.</p> <p>Incidences of speeding and anti-social behaviour should be reported to the local Police.</p> <p>Comments regarding litter and maintenance will brought to the attention of the Council's Streetcare and Highways Maintenance Sections. <b>AMEND ATNM</b></p>
<p>Hirwaun (1 response) Face-to-Face</p>	<p>-----</p>	<p>-----</p>	<p>There is a lack of signage in Hirwaun, particularly in the Station Road area.</p> <p>The Cynon Trail behind the Penywaun Estate is isolated, safety is key on using active travel routes. Would like to see ease of access onto public transport from cycling.</p>	<p>Comments noted. The Council, in collaboration with Sustrans, is looking at improvements to signage to/from active travel routes to assist users.</p> <p>The provision of lighting along an active travel route is subject to the impact on the local ecology and environment. The Council endeavours to ensure that vegetation is cleared on a regular basis along routes.</p>

<p>Hirwaun (1 response) Face-to-Face</p>	<p>-----</p>	<p>-----</p>	<p>Does not want horse riders to be disadvantaged by the active travel routes the Council construct nor to be stopped from using them, particularly if they were used by horse riders previously. The Council needs to consider horse riders when looking to widen footways.</p> <p>Local horse-riding societies/groups like Briars Bridleway RCT need to be treated as a formal consultee.</p>	<p>The focus of active travel measures and legislation is on facilitating short distance walking and cycling journeys to key facilities as an alternative to using the car. Equestrians will indirectly benefit from associated highway measures such as the installation of traffic calming features.</p> <p>The Briars Bridleway Group will be included in the Council's future list of active travel consultees.</p>
<p>Hirwaun (1 response)</p>	<p>There are no Bridleways included.</p>	<p>-----</p>	<p>We need horse riders to be considered in these plans please. We are always excluded and more and more riders are being forced onto heavily busy roads resulting in fatalities of horses and riders and many accidents and incidents occurring every year.</p>	<p>Please refer to comments above.</p>
<p>Hirwaun (1 response)</p>	<p>Tracks in the Llyn Fawr / Zip line area and surrounds.</p>	<p>-----</p>	<p>There are a wide range of good walks (and cycle ways), but they are marred by the litter left on / alongside them. I collect what I can on my "usual" daily circuits, but it soon returns. More litter bins along walkways etc. would be very welcome - at least then I wouldn't have to take stuff home.</p>	<p>Comments noted but the focus of the active travel legislation and measures is on non recreational walking and cycling journeys.</p> <p>Details about litter on paths will be brought to the attention of the Council's Parks and Countryside Section.</p>
<p>Hirwaun (1 response)</p>	<p>*walk, cycle or horse ride*</p>	<p>The gaps are that you do not include horse riders as part of your routes. Lots of paths are badly sign posted and not as simple to follow as other places I walk. Not well maintained.</p>	<p>You 'care' about walking and cycling in the area but the trails are poorly maintained and not very well sign posted. You also have disregarded the fact that horse riders also use these kinds of trails but you do not cater for those or try to improve the facilities for them either.</p> <p>Abuse from children. When it is dark don't know who is about as isn't well lit.</p>	<p>Comments regarding litter, signage and maintenance along paths will brought to the attention of the Council's Parks and Countryside Section.</p> <p>The focus of active travel measures and legislation is on facilitating short distance walking and cycling journeys to key facilities as an alternative to using the car. Equestrians will indirectly benefit from associated highway measures</p>

				such as the installation of traffic calming features.
Hirwaun (1 response)	-----	I would love to be able to walk along the tramroad from Penywaun and Hirwaun. It is currently very dark and is intimidating to many people as you can't see where you're going later in the afternoon and at night.	It would be great to have a first aid kit and defibrillators available in case of emergency and better lighting would be fantastic	Comments noted.
Hirwaun (1 response)	A cycle route to Merthyr as part of A465 dualling.	-----	Cycle and walking routes need better drainage systems.	Comments noted. The planned dualling of the A465 between Hirwaun and Dowlais will incorporate a new active travel route with links to the Cynon Trail.
Hirwaun (1 response)	-----	-----	I've noticed that there are zero bridleways shown?? Can I ask why? Horseriding is a massive part of the community, keeping children occupied and great for mental health in both children and adults, more safe bridlepaths are certainly needed.	The focus of active travel measures and legislation is on facilitating short distance walking and cycling journeys to key facilities as an alternative to using the car. Equestrians will indirectly benefit from associated highway measures such as the installation of traffic calming features.



<p>Hirwaun (1 response)</p>	<p>The dark lane, starting Lisburn Rise, going uphill, passing through Llwyncoch farm and ending at Keepers Lane. The Gloucesters - common land behind Crawshay Street. The Ironworks - common land accessed via Crawshay Street and near Ty Mawr, walk alongside the river Cynon and exit at Penderyn Road / Fairview. Walk/ cycle path behind the Welfare recreation ground and finishing by coming over the footbridge on Tower Road, although the route is sometimes overgrown.</p>	<p>Bridge to the Ironworks from High Street (path at the side of Hirwaun police station) has been cordoned off for some time. It would be nice if this could be reopened to allow access to the village centre via these walking paths. Also, I'm unsure if this is private land, but Hirwaun Ponds (Rhigos Road) is a beautiful walking area which is currently not able to be accessed.</p>	<p>Investment in more mountain bike trails would be appreciated, although I'm pleased to see new trails opening at Dare Valley Country Park. As a family, we travel regularly to Afan Valley and Merthyr Tydfil to ride bikes, it would be nice to have more challenging MTB trails in our local area.</p> <p>General safety concerns at night, using road underpasses and routes behind estates. Lighting is often poor and there is dangerous litter (including broken glass and sometimes hypodermic needles). I feel safer walking and cycling near busy roads than using dedicated walk/cycle ways because of the fear of coming across gangs of people / antisocial behaviour in these areas.</p>	<p>Comments noted but the focus of the active travel legislation and measures is on non recreational walking and cycling journeys that link communities with local facilities.</p> <p>The suggested active travel route to the centre of Hirwaun will be examined further in terms of whether it can be reopened and upgraded to meet current standards.</p> <p>Incidences of anti-social behaviour should be reported to the local Police.</p> <p>Comments regarding litter and lighting will brought to the attention of the Council's Streetcare and Street Lighting Sections.</p> <p><b>AMEND ATNM</b></p>
<p>Llanharan (1 response)</p>	<p>-----</p>	<p>A pedestrian link between Ffordd Dol y Coed &amp; Heritage Way PROW, Llanharan. Redrow have taken the footpath to the boundary of Ffordd Dol y Coed but the connection to the existing PROW that runs north-south along the boundary of 43 &amp; 45 Ffordd Dol y Coed is missing. The PROW runs from Heritage Way to Enterprise way along the boundary of the 43 &amp; 45 Ffordd Doly Coed. The map above even shows the path but no connection!</p>	<p>Lack of crossing points on Bridgend Road, Llanharan.</p>	<p>The suggested active travel route will be examined further.</p> <p>The planned construction of the Llanharan bypass will enable the Council to undertake associated improvements along the former A473 through Llanharan for cyclists and pedestrians.</p> <p><b>AMEND ATNM</b></p>

Llanharan (3 responses) Face-to-Face	-----	Supports proposed route from station, alongside railway to Bryncae Community Centre. Existing footpath could be upgraded to current active travel standards.	The ATNM should have OS details superimposed in order to show existing rights of way.  The Community Council has funding to contribute towards a feasibility study to examine proposed new route from rail station. Can assist with the brief.	Comments noted. The draft ATNM (legend and details) uses software provided by the Welsh Government.
Llanharan (1 response)	-----	The route along the A473 from Llanharan to Talbot Green is in a very poor state of repair and is somewhat dangerous to walk/cycle along being narrow and uneven and in very close proximity to cars, lorries etc travelling at 60mph along a busy road. This route should be considered for improvement to encourage locals to use active travel between these two locations.	More street lighting between villages would improve feelings of safety early and late in the day.	The draft ATNM shows a proposed new active travel route linking Llanharan and Talbot Green. RCT INM C7
Llanharan (1 response)	-----	<p>I'm concerned that these ATPs have not considered horse riders and want to encourage Councils to incorporate us in current and future plans.</p> <p>Increasingly we are being forced more and more to ride on roads which not many of us want to do, as bridleways are being downgraded or closed altogether, putting us at more risk from other dangerous or inconsiderate road users. We are just as, if not more, vulnerable as walkers and cyclists.</p> <p>Removing A frames and widening current tracks, and making tracks and routes accessible to EVERYONE would be wonderful.</p>	Yes, being a rider puts me at greater risk from other road users.	The focus of active travel measures and legislation is on facilitating short distance walking and cycling journeys to key facilities as an alternative to using the car. Equestrians will indirectly benefit from associated highway measures such as the installation of traffic calming features.

Llanharan (1 response)	-----	What about horse riders? What about Bridleways? Why isn't this included and only cycling and walking is being considered once again?	What about Bridleways? What about horse riders? Are these being forgotten about once again. What provisions are being put into place to look after, develop and keep Bridleways open?	Please refer to comments above.
Llanharan (1 response)	-----	<p>Chapel Hill (between Chapel Road and Brynna Road) - it's filtered to cars by means of a chicane so is already a reasonable active travel route, but if the chicane could please be widened or replaced with a row of bollards, that would make cycling up the hill so much easier as there would be no need to stop and start on a steep hill.</p>	<p>The priority for this area should be the provision of a safe cycling and walking route between Llanharan and Talbot Green. The footway along the A473 at present has several uncontrolled crossings with no dropped kerbs on a very fast, unlit road, the condition of the section of footway on the southern/Talbot Green side is broken up and very uneven. A safe walking and cycling link is needed as a matter of urgency, as this is preventing access to shops, cafes, many facilities and the rest of the network in Talbot Green and beyond. I have contacted the Council on many occasions regarding this route, have identified it in previous consultations, have raised it with the local Cllrs and MP and AM, and at PACT meetings. I was contacted by someone from Highways Maintenance a year or two ago who said the footway would be resurfaced, but this still hasn't been done. It's a vital missing link and needs to be a top priority, particularly with all the ongoing developments in Llanharan.</p> <p>A link between Llanharan and Llanharry would be useful, even if it is a long term ambition.</p> <p>The footbridge over the railway near Penprysg roundabout - the routes through Brynna and Llanharan don't appear to connect to each other via that bridge. Removal of the gates, cutting back the vegetation and (ideally) installation of a pedestrian crossing would make the route much more attractive for active travel.</p> <p>Removal of all remaining A-frame barriers should be a priority - many have already been removed and the routes made accessible, which I applaud, but there are still some remaining on the Church Village Bypass route, and on the Pantruthyn Farm route, that render the route inaccessible for anyone on a non-standard cycle/mobility</p>	<p>Comments about Chapel Hill will be brought to the attention of the Council's Traffic Management Section.</p> <p>The draft ATNM shows a proposed new active travel route linking Llanharan and Talbot Green. RCT INM C7</p> <p>Suggested active travel route between Llanhari and Llanharan will be noted.</p> <p>The Council has been selectively removing bollards and barriers from the entrances to active travel routes on a case-by-case basis following an assessment of local factors and consultation with local Members.</p> <p>Issues raised regarding pedestrian routes between Brynna and Llanharan will be brought to the attention of the Council's Highways Maintenance Section. A site visit will be undertaken to examine further.</p> <p><b>AMEND ATNM</b></p>

			<p>scooter/wheelchair/pushchair etc and may be in contravention of the Equality Act.</p> <p>Llanharan in general feels quite safe, and I say this as a woman who sometimes travels alone. The level of street lighting is generally quite good. The exception to this is the A473 between Llanharan and Talbot Green which is unlit, and as the footway surface is very poor and there are several crossings I would not feel safe using that footway in the dark. As a general rule I feel much safer on my bike than on foot.</p>	
Llanhari (1 response)	-----	<p>Why are horse riders not being considered as part of the active travel consultation? Horse riders are a huge demographic in the area. We use the bridleways / lanes daily.</p>	-----	<p>The focus of active travel measures and legislation is on facilitating short distance walking and cycling journeys to key facilities as an alternative to using the car. Equestrians will indirectly benefit from associated highway measures such as the installation of traffic calming features.</p>
Llantrisant (1 response)	-----	-----	<p>There needs to be more cycle paths so cyclists going very quickly do not create a hazard for pedestrians - far too often they cycle too quickly on pedestrian paths instead of using the road or cycle paths already available.</p> <p>There is not enough adequate lighting on the footpaths near my home; in fact in some cases no lighting at all, making me very uncomfortable walking in the dark during winter months. There are also no pedestrian crossings where cars go around corners very quickly if people are trying to cross the road (for example, the corner near Penygawsi Primary School has no crossing and there are also no speed bumps, yet that is directly opposite a foot path that runs from Cross Inn to Talbot Green). Both of these issues need to be addressed as it's dangerous.</p>	<p>The Council is considering the provision of signage along many active travel routes to remind users to show consideration to others when using these routes.</p> <p>The issues of lighting along the footpaths and provision of crossing points and traffic calming measures near the respondent's home will be brought to the attention of the Council's Traffic Management and Street Lighting Sections.</p>

Llantrisant (3 responses) Face-to-Face	-----	Should be more crossing points along the A4119, including underpasses. Council insists on constructing a bridge over the new dualled section at Coed Ely.	Horse riders should be treated the same as cyclists.	Comments noted. The focus of active travel measures and legislation is on facilitating short distance walking and cycling journeys to key facilities as an alternative to using the car. Equestrians will indirectly benefit from associated highway measures such as the installation of traffic calming features.
Llantrisant (1 response)	Lanelay Hall cyclepath to Royal Glamorgan Hospital.	Add a proposed cycle & walking route to complete the route from Lanelay Hall to Royal Glamorgan Hospital. Due to the access issues from Forest Walk the proposed route can use an alignment through the NRW forestry to get to the disused railway line.	-----	The suggested active travel route would primarily be in open countryside and serve no intermediate facilities or communities. It is unlikely to meet the criteria for an active travel route.
Llantrisant (1 response)	-----	<p>Angen llwybr beicio a cerdded o Efail Isaf i Creigiau.</p> <p>Angen llwybr cerdded a beicio o Meisgyn i Pendoylan heibio Castell Hensol.</p> <p>Angen dangos y yllwybr beicio o Thomastown i Ogwr Fach</p> <p>Angen dangos yr holl lwybrau cerdded sydd ar gael.</p>	<p>Angen sicrhau fod yr holl lwybrau cerdded ar agor. Rhai wedi cau yn ardal Tonyrefail ac Efail Isaf. Angen gwella arwydbyst. Digon o lefydd hyfryd i gerdded!</p>	

<p>Llantrisant (1 response)</p>	<p>-----</p>	<p>I would like to be able to use the Church Village Bypass route, but there are still a number of A-frame barriers remaining. As I use a Dutch bike with high, wide handlebars and a crate on the front, these barriers prevent legitimate access to the route by me and anyone else with a non-standard cycle/child seat/trailer/mobility/scooter/wheelchair/pushchair. I have contacted the local Cllr regarding this, providing detailed relevant information from the Active Travel Design Guidance and the Equality Act but he was not at all receptive and the barriers remain in place.</p>	<p>Please prioritise the removal of all access barriers throughout the County Borough, and the Llanharan to Talbot Green link.</p>	<p>The Council has been selectively removing bollards and barriers from the entrances to active travel routes on a case-by-case basis following an assessment of local factors and consultation with local Members.</p> <p>The draft ATNM shows a proposed new active travel route linking Llanharan and Talbot Green. RCT INM C7</p>
<p>Llantrisant (1 response)</p>	<p>-----</p>	<p>-----</p>	<p>The more safe cycling and walking paths similar to the converted railway in Llantrisant the better. We use these daily for safe running routes and the children cycle to Talbot Green park and walk to school (well one as you moved the catchment and the other has to get a bus to school now). Maybe you could sort out the education boundaries by a school so children living 10 min walk from their local school don't have to get a bus to one 2.5 miles away. Maybe the Council could stop raking in cash from builders and added council tax and think about working with Bridgend Council to send the children near Pencoed to their local school and get the children local to part back to their local school. Just a thought as it would encourage walking and cycling instead of discourage.</p>	<p>Comments noted and will be brought to the attention of the Council's Education Department.</p>
<p>Llantrisant (1 response)</p>	<p>-----</p>	<p>-----</p>	<p>I use the Llantrisant cycle route daily for lunchtime walks. The section behind Talbot Green Mcdonalds and by the Retail Park needs more bins. There is a huge amount of rubbish thrown over the fences in the woodland areas.</p>	<p>Comments noted and will be brought to the attention of the Council's Streetcare Section</p>

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Llantrisant (1 response)	Lanelay Road between Forest Hills and the mini roundabout - this appears to be a gap in the network. Starting point would be Brynna and end point is usually Bradleys coffee shop and other shops in the area.	<p>Along Lanelay Road, there appears to be a gap between Forest Hills and the mini roundabout/main Talbot Green area.</p> <p>The Llanharan to Talbot Green route is a vital part of the network and I would use it very regularly. At present, if I want to travel from Brynna towards Bridgend, it is safe and convenient to cycle. If I want to travel towards Talbot Green, I feel that I have to drive as the A473 is nowhere near safe to cycle on, and the footway is in very poor condition too. Providing this link would allow access to the rest of the Llantrisant Community Route and onwards, which (if the barriers are removed) would be really valuable.</p>	<p>Secure, covered cycle storage throughout RCT would be great, especially near shops, cafes and train stations.</p> <p>Please prioritise removal of all barriers that restrict access to non-standard cycles/mobility scooters/pushchairs, and the Llanharan to Talbot Green route.</p>	<p>The draft ATNM will be amended accordingly.</p> <p>Where space and other factors allow, the Council and other parties are installing cycle storage facilities across RCT as part of measures to promote cycling. The list of current locations is on the website.</p> <p>The Council has been selectively removing bollards and barriers from the entrances to active travel routes on a case-by-case basis following an assessment of local factors and consultation with local Members.</p> <p>The draft ATNM shows a proposed new active travel route linking Llanharan and Talbot Green. RCT INM C7 <b>AMEND ATNM</b></p>
Pontyclun (1 response)	Our members walk many and various routes across the Pontyclun area.	We believe in addition to the proposed new routes which we support additional routes should be provided from Mwyndy to Groesfaen and Groesfaen to Miskin. That way out whole community has an active route close to where they live.	-----	The focus of active travel measures and legislation is on facilitating short distance walking and cycling journeys to key facilities as an alternative to using the car. The suggested routes are likely to be used mainly for recreational purposes.
Pontyclun (1 response)	-----	<p>Pontyclun to Miskin designated cycle/shared path along Heol Miskin - separated from traffic by bollards or kerb.</p> <p>Pontyclun to Llanharan designated cycle/shared path along A473.</p>	<p>There are several roads that are wide enough to incorporate a segregated (traffic free) cycle/shared path around Pontyclun, Llanharan and Talbot Green areas. coupled with investing in safe cycle storage at schools (particularly primary schools) and around the main shopping areas may help encourage people to leave their cars at home.</p> <p>No facilities to safely store a bike where I live, No facilities to safely store a bike where I work, shop or visit.</p>	<p>Comments noted. The draft ATNM shows a proposed new active travel route linking Pontyclun and Miskin (RCT INM S37) and between Pontyclun and Llanharan via the western end of the Talbot Green bypass (RCT INM C7).</p> <p>Where space and other factors allow, the Council and other parties are installing cycle</p>

				storage facilities across RCT as part of measures to promote cycling. The list of current locations is on the website.
Pontyclun (1 response)	We use Cefn y Hendy fields to travel safely from Miskin to the community path and to the leisure centre in Llantrisant. This is the only safe route to travel without navigating busy roads.	From Miskin it is impossible to ride to the Llantwit Fardre bypass without having to cross the very dangerous and busy A4119. A cycle path through Cefn yr Hendy fields would be a fantastic way to support runners and cyclists exercise safely.	The A4119 is very busy and dangerous, we would like to have access to a clear passageway to exercise with our children in the area.	A site visit will be undertaken to examine the suggested active travel route.  The provision of crossing points along the A4119 will be brought to the attention of the Council's Traffic Management Section. <b>AMEND ATNM</b>
Pontyclun (1 response)	From Mwyndy near Leekes through to Groesfaen - comes out on A4119.  From Groesfaen through to Miskin following lane from A4119 through Miskin Manor to centre of Miskin.  From Miskin to Pontyclun along river from Caelan farm to Maesyfelin Bridge.	It would certainly be beneficial to have good active travel routes from Groesfaen to Mwyndy and Miskin as above.	Not many safe cycling routes in SW RCT.	Comments noted. The draft ATNM shows a proposed new active travel route linking Pontyclun and Miskin (RCT INM S37).  The focus of active travel measures and legislation is on facilitating short distance walking and cycling journeys to key facilities as an alternative to using the car. The other suggested routes are likely to be used mainly for recreational purposes.
Pontypridd (1 response)	I'm presuming the dotted pink lines or maybe the solid ones are routes? I usually start and finish from my house as that is where I live. I walk around Graigwen Woods, down to Barry Sidings via Hopkinstown, Up above Maesycoed, over to Treforest, across Cilfynydd Mountain, down through Trallwn, Berw Road, and in Pontypridd Town Centre. A map would have been easier to draw on and show my routes.	See opposite.	I wouldn't walk alone after dark, especially through town. Litter and flytipping put me off walking to some places that should be beautiful but are spoilt and not cleaned up.	Comments noted. The draft ATNM (legend and details) uses software provided by the Welsh Government.  The issues of litter and flytipping will be brought to the attention of the Council's Streetcare and Environmental Health Sections.



Pontypridd (1 response)	-----	There is no complete active travel route from Pont Sion Norton to Holly Street in Rhydyfelin, which would be of use to children to get to their new school site.	There is a problem with the footpath from Hawthorn Crescent to Poplar Road under the A470. Currently, because the barrier has been removed again, cars can drive down it from Poplar Road to use the underpass for drug dealing (this has been seen by a local resident). The restrictor barrier on the Hawthorn Crescent side of the A470 is also not fit for purpose - it still allows off road bikes through, but a double buggy can't get through. When a previous consultation was held, we asked for chicanes at both ends, but it was obvious from the looks on the faces of the persons we were consulting with that this was not going to happen - however, this is what is actually needed to deal with the bikes, but let others through. Chicane on Poplar Road side can run zig zag down the steepest part to help people to walk up and down what is a very difficult slope in bad weather.	Potential new active travel route will be examined further. A site visit will be undertaken.  Incidences of anti-social behaviour should be reported to the local Police.  Comments about the footpath from Hawthorn Crescent to Poplar Road will be brought to the attention of the Council's Highways Section.  <b>AMEND ATNM</b>
Pontypridd (1 response)	Merthyr Road A4054 south from Common Road junction to join RCT-INM-C3 (cycling). Common Road from Merthyr Road south down to Bridge St (cycling).	Bridge St roundabout is NOT "suitable for cycling"; I'm a reasonably experienced cyclist but I wouldn't circuit it on the road, nor would I allow my children to do so. It needs a segregated cycle route to be safe.  Missing a route from Pontypridd train station north up Taff St to join RCT-INM-N49, also along Broadway to join RCT-INM-N21.	Still too many A-frame barriers on routes other than Taff Trail, which are discriminatory and annoying to users - there is no justification for retaining these, and local councillors should not have discretion in such decisions.  Main community routes are generally good (absent some maintenance) but there is poor connectivity between them, particularly across major centres. This also makes them difficult for younger users to access safely.  It is difficult to see how the needs of cyclists and walkers can be adequately addressed without some detriment to current affordances for motor traffic (and I say that as a driver too); there will need to be an acceptance of this.  Lack of segregated cycling routes in town centres, lack of secure cycle parking provision, general poor connectivity between routes.	Comments noted. Potential new active travel routes will be examined further. A site visit will be undertaken.  When developing active travel routes, the Council considers a number of factors including connectivity between communities and facilities, convenience, safety of cyclists and pedestrians and impact of routes on local residents and other highway users.  The Council has been selectively removing bollards and barriers from the entrances to active travel routes on a case-by-case basis following an assessment of local factors and consultation with local Members.  <b>AMEND ATNM</b>

<p>Pontypridd (1 response)</p>	<p>Graigwen to the town centre. The route is absolutely terrible, and one of the most dangerous routes I have ever used.</p> <p>I cycle this route twice a day, and whilst this is dangerous, my bigger concern is when we walk as a family of 5. We like to take the children for a walk to town to use local facilities such as the park etc, but the walk from our house to the town centre is just so dangerous.</p> <p>The pavements are narrow, and non existent in places. There are no designated crossing points. In particular, the junction between Graigwen Road and Pantygrraigwen Road is atrocious. I fail to see why some upgrades cannot be introduced here (as well as in general on the length of Graigwen Road), such as:</p> <p>traffic lights pedestrian crossing, widened footpath plus introduction of steps as well as level access, to a designated crossing point, traffic calming measures (speed bumps or road narrowing) segregation of footpaths from roadway, widening of footpaths compliant crossing points at the endless road crossings.</p>	<p>The entire Pontypridd town centre active travel measures are inadequate, and need significant investment if there is any chance of more people making steps to a more active lifestyle, and reduce the pressures on our road network</p>	<p>We need to embrace walking and cycling. Please can you provide a network that is safe for all users, and inviting. The town centre is a car park, and i find this absolutely tragic.</p> <p>Steps have been made to pedestrianise the road, however cars drive through it and park there. It is dangerous, and again very off-putting.</p> <p>It is also a very archaic approach to modern living. Town centres should be for people to enjoy the spaces, not be dominated and governed by cars.</p> <p>Make the town an attractive place to walk and ride your bike, not a gridlocked car park.</p>	<p>Comments about the walking and cycling conditions between Graigwen Road and the town centre will be brought to the attention of the Council's Highways and Traffic Management Sections.</p> <p>The Council is currently progressing a study to identify safe and direct active travel routes within and to/from Pontypridd town centre from surrounding communities. These comments will be used to inform this study.</p>
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	<p>I wish this route was safer. My children love the walk, however I am always incredibly nervous due to the lack of safety.</p> <p>Speed is also a massive issue for Graigwen Road, as has been reported many many times.</p>			
<p>Pontypridd (2 responses)</p>	<p>Pant Du Road and National Road, Cilfynydd.</p>	<p>As a woman walking alone I find the trail from Tonteg to the University in Trefforest does not have enough access points. With the rail bridge shut there is only one access point in the middle of the route and I feel unsafe. It is fenced all along on one side because of the railway line and a supporting wall runs all along the other side. I would really like to see a couple more access points made then I would feel safer. perhaps steps/ramps could be added to make access in a couple more points along Llantwit Road then I'm sure a lot more women would use it and feel safer.</p>	<p>Walking and cycling has got to be the way forward. I'm very excited about your proposals for a new bridge by Hawthorn School and a new connection to the Church Village cycle route. Also the new bridge connecting Tesco Upperboat to Upperboat Roundabout will be great. I would've loved to have seen a footpath/ cycle path from Llan Avenue Rhydyfelin directly to the University Glantaff campus as it is a long walk around crossing the A470 entrance slip road or the horrible dark bit of the Taff Trail that follows the edges of the Glantaff Cemetary. This area could be made better for walkers.</p>	<p>Comments noted. The cost and technical feasibility of providing more access points, along the active travel route between Tonteg and the Univeristy of South Wales, will be examined further.</p>
<p>Pontypridd (1 response)</p>	<p>-----</p>	<p>-----</p>	<p>Paths above Glyntaff and the Crem (to the east) up towards Craig-fach are either poorly marked on the ground, poorly mapped or overgrown; this whole area needs reviewing, working with the landowners to restore the correct or original rights of way. The path behind the Crem (part of Ponty Circular route) is partly waterlogged.</p> <p>Lack of segregated cycling routes in town centres, lack of secure cycle parking provision, general poor connectivity between routes.</p>	<p>Details will be brought to the attention of the Council's Parks and Countryside Section. Routes do not meet active travel criteria as journeys would be primarily recreational.</p>

Pontypridd (2 responses)	Ynysangharad Park (Taff Trail) to Coedpenmaen Road to Coedpenmaen Close, over footbridge onto Foundry Place and Coedpenmaen Road (north of A470).	Add a proposed cycle and walking route from Ynysangharad Park (Taff Trail) to Coedpenmaen Road to Coedpenmaen Close, over footbridge onto Foundry Place and Coedpenmaen Road (north of A470).  Requires - new gate access out of Ynysangharad Park to the pedestrian crossing of the slip road (upgrade to Toucan).	Alter the alignment of the route 881 heading south from Barry Road - route across the park to the rear of Evan James school. Upgrade and realign the bridge to a path between the school and supermarket, new crossing into Millfield car park, up the lane to Rhondda Road creating a safe route adjacent the bus lane, in front of the Trivallis office and through the underpass to Mill Street.	Comments noted and will be used to inform the study that the Council is currently progressing to identify safe and suitable active travel routes within and to/from the approaches to Pontypridd town centre.
Pontypridd (1 response)	-----	-----	May be covered by proposed route S38 - Add a proposed cycling and walking route using the former railway viaduct off The Parade connect north to Taff Trail and Glyncoch and South following former rail alignment behind Erris Court. Either route adjacent existing railway line or via the lane / track behind Lewis Terrace, Blanche Street which gives access to Morgan Street.	Comments noted and will be used to inform the study that the Council is currently progressing to identify safe and suitable active travel routes within and to/from the approaches to Pontypridd town centre.
Pontypridd (1 response)	Canal Path from Pentrebach Road to Ynysangharad Road.	Please add a proposed cycle and walking route from Pentrebach Road to Ynysangharad Road using the Canal Tow path.  The path is in need of upgrade and lighting. It may be aspirational but this is an alternative off-road route for the Taff Trail for when Ynysangharad Park is closed.	-----	Comments noted. The proposed alternative active travel route would require significant investment to ensure that it would meet current standards. It is also situated in an isolated location for potential users.  There may be a potential conflict with long term plans for restoring this derelict feature.
Pontypridd (1 response)	-----	-----	RCT should start a School Streets scheme, (close streets outside schools to traffic at school pick up drop off times) to encourage children and parents to walk or cycle to school in a safe environment.	Comments noted and will be brought to the attention of the Council's Traffic Management Section.
Pontypridd (1 response)	I'm not even sure what the ATNM is... there are routes that I use that are not represented as colour coded routes above, is that the ATNM? Or is the map or is the cartographical	Given how challenging it is to read and make sense of the above map I am unable to tell you whether or not they are covered in the above ATNM. Yes lots, I have long Covid so I can't get out anywhere near as much as used to, but whilst this is a	There are some excellent routes that run through RCT, but the lack of connectivity between them is where the network falls flat on it's ***** in any real attempt to function as an actual network. And for crying out loud, sort out the Rhondda Fawr cycle route already! The seas will have risen and flooded half of Cardiff before you've managed this one thing!	Comments noted. Potential new active travel routes will be examined further. A site visit will be undertaken.  The draft ATNM (legend and details) uses software provided by the Welsh Government. The

	<p>representation of the within the defined area the ATNM?</p> <p>As a statutory consultation process this is quite possibly the worst I think I've ever come across. Posting maps with very little information attached to them in a format that even those with a qualification in GIS will struggle to read is, frankly, shocking.</p> <p>All the routes I take, whether cycling or walking or from my home, as a starting point. I walk and cycle to many places from my home, and my home is usually the place that I return to. I could take any number of routes. If I started listing them all, we'd be here until Christmas and it would in no way assist with the way in which the consultation has been structured.</p> <p>To keep it short, Hafod Lane would make an excellent high level cycle route... utilising the footbridge to the rear of Evan James Primary School as part of walking and cycling route into Pontypridd via the car viaduct car park. Opening a footpath between Barry Rd &amp; Seaton Street where the old Primary School used to be.</p>	<p>legitimate answer to the question you have asked is not the kind of answer that you are looking for.</p>	<p>The poor connectivity between cycle routes and those routes and the communities that they pass through greatly undermines the effectiveness of the network to function as such. Whilst I am happy to tolerate the poor road safety at these points myself they are not risks I would be prepared to take with my family. As such 2 children have grown up living in RCT without the opportunity to experience cycling as a practical means of getting from A - B. The Highways Team at RCT should be replaced by people who are not petrol heads living in the 70s.</p>	<p>public consultation being undertaken by the Council is governed by the Covid-19 guidelines with a number of face-to-face public meetings held, as well as having an online presence.</p> <p>When developing active travel routes, the Council considers a number of factors including connectivity between communities and facilities, convenience, safety of cyclists and pedestrians and impact of routes on local residents and other highway users. The Council is currently progressing a study which is examining a safe and suitable alignment for an active travel route from Porth, along the Rhondda Fawr, to the mouth of the disused rail tunnel in Blaencwm. This route will have links to local communities.</p> <p><b>AMEND ATNM</b></p>
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Porth (2 responses)	Eirw Road in Britannia Porth to Trehafod.	-----	Please could you remove the 3 sets of silly gates on the footpath that follows the river from Porth town and comes out by The Bertie pub in Trehafod. Everytime I have to get off my bike to get through them, thank you.	The Council has been selectively removing bollards and barriers from the entrances to active travel routes on a case-by-case basis following an assessment of local factors and consultation with local Members.
Porth (1 response)	-----	Cycle/Walking route between Porth and Ynshir, This has been blocked by a landslip for over 12 months and nothing appears to have been done to open up the path.	The proposal for a future route along Brithweunydd Road in Trealaw is, in my opinion, unsuitable. This is a busy road with large sections used for on-street parking and is a bus route. Cycling in a northerly direction between Porth and Llwynypia requires cyclists to cross the traffic to gain access to the back streets and then cross again to get back onto the "main" route. This creates a hazzard with traffic from behind cyclists as there is no room for a right filter lane for cyclists.	The Council has been able to stabilise the landslip and is optimistic that the active travel route from Porth will be able to re-open to the public in the near future.  The Council is currently progressing a study which is examining a safe and suitable alignment for an active travel route from Porth, along the Rhondda Fawr, to the mouth of the disused rail tunnel in Blaencwm. This route will have links to local communities.
Porth (2 responses)	Walk many of these routes, all of which would be very unstable for cycling, the Birchgrove route has a metal fence where the unresolved landslide is still in place and no route onto the mountain. In Porth centre this will be busier with the bus depot and there have been several accidents.	Off road routes for mountain bikers, safe routes away from main body of traffic.	With children it would be nice to go further than 5km at Barry Sidings Park. There are other options available I know but In practice with kids it's hard work with the traffic/parking issues.	Comments noted.

<p>Porth</p> <p>(1 response)</p> <p>Face-to-Face</p>	<p>-----</p>	<p>Convert the former railway line between Cwmparc and Treorchy into a new active travel route.</p>	<p>Horse riders should be allowed to use active travel routes.</p>	<p>The draft ATNM shows a proposed new active travel route linking Treorchy and Cwmparc. RCT INM S34</p> <p>The focus of active travel measures and legislation is on facilitating short distance walking and cycling journeys to key facilities as an alternative to using the car. Equestrians will indirectly benefit from associated highway measures such as the installation of traffic calming features.</p>
<p>Porth</p> <p>(1 response)</p>	<p>-----</p>	<p>The hill above Mount Pleasant. There is an old path towards Penrhys. Building work is gradually denying people access to the mountain and the old paths that exist here. I believe there is a right of way to using these paths.</p>	<p>-----</p>	<p>Details will be brought to the attention of the Council's Parks and Countryside Section.</p>
<p>Rhydfelin</p> <p>(2 responses)</p>	<p>-----</p>	<p>I am delighted to see that a proper link will be made between the riverbank at Hawthorn School and the new houses at Alexon Way. Every autumn &amp; winter I have been slipping and sliding up and down that mud bank behind the houses at the end of the path to access the walk along the riverbank. A few steps from the housebuilder is all it would've took but profit before people.</p>	<p>Please install more dog waste bins! They are desperately needed within our community! It may encourage more people to pick up dog poo if they know a bin is nearby.</p>	<p>Comments noted. The request for more dog waste bins will be brought to the attention of the Council's Streetcare Section.</p>

<p>Rhydfelin (1 response)</p>	<p>Frequently walk along the river from the Rugby Club down to the bottom of Power Station Hill. This path used to link up via the footbridge over the railway to the Church Village / Treforest cycle path - Devils Bridge has now however been closed!! This footway and the bridge should be formally recognised and maintained.</p>	<p>The link path along the river from Rhydyfelin Rugby Club to the bottom of Power Station Hill along with the footbridge over the railway that links to the Church Village / Treforest cycle path.</p>	<p>-----</p>	<p>The Council is progressing a study to identify an alignment to extend the Church Village Community Route across the Taff Valley and Power Station Hill to Upper Boat, Hawthorn and Trefforest Industrial Estate. It is intended that this extension will include links to nearby facilities and communities and existing active travel routes.</p>
<p>Rhydfelin (2 responses)</p>	<p>Cross the bridge behind Rhydyfelin Rugby Ground and then come out at the bottom of Power Station Hill. Also the footbridge across the railway is now closed, this was useful to get to the trail that goes from Treforest to Tonteg.</p>	<p>-----</p>	<p>Easy access to workplace, however my new workplace could do with a bicycle shelter.</p> <p>Think a footbridge linking Hawthorn to Tonteg would be a great idea.</p>	<p>The Council is progressing a study to identify an alignment to extend the Church Village Community Route across the Taff Valley and Power Station Hill to Upper Boat, Hawthorn and Trefforest Industrial Estate. It is intended that this extension will include links to nearby facilities and communities and existing active travel routes.</p> <p>Where space and other factors allow, the Council and other parties are installing cycle storage facilities across RCT as part of measures to promote cycling. The list of current locations is on the website.</p>



<p>Rhydfelin (1 response)</p>	<p>-----</p>	<p>There is a walking route along the river embankment from Rhydyfelin RFC to the bottom of Power Station Hill which should be formalised. It used to link via foot bridge (devil's bridge) over the railway line which provided a very good circular route. That bridge has now closed (will it reopen?) and should be reopened. These routes provide good links from Rhydyfelin / Hawthorn to the cycle track and routes along Church Village bypass to Talbot Green (or into Pontypridd and University).</p>	<p>There needs to be better links to the Taff Trail which runs through the heart of the community and more circular routes. The link path from the footbridge over the A470 from the Pontypridd park / Treforest up to the Pontypridd common needs to be improved and sign posted.</p>	<p>Please refer to comments above. It should be noted that the study being progressed by the Council, and the proposed routes shown in the draft ATNM, focus on non-recreational active travel journeys that could be made to key facilities in the area.</p> <p>The Council, in collaboration with Sustrans, is looking at improvements to signage along many active travel routes, to assist users.</p>
<p>Rhydfelin (1 response)</p>	<p>From Tonteg Road to Meadow Street, along the river opposite Hawthorn High School. This could be a lovely long off road route, it is currently a footpath but could be improved, especially if bridge over the railway was replaced and improved so that cyclists could get up and over it.</p>	<p>If you go up onto the hill above Treforest University - there are footpaths there shown on the map that have been blocked off - these need to be looked at - perhaps landowners have blocked them? They are at the Donkey Sanctuary, you cannot walk through because of where the animals are, and to the right of this area before you cross into their land, you can get so far and then the route is blocked.</p>	<p>There is a problem with the footpath from Hawthorn Crescent to Poplar Road under the A470. Currently, because the barrier has been removed again, cars can drive down it from Poplar Road to use the underpass for drug dealing (this has been seen by a local resident). The restrictor barrier on the Hawthorn Crescent side of the A470 is also not fit for purpose - it still allows off road bikes through, but a double buggy can't get through. When a previous consultation was held, we asked for chicanes at both ends, but it was obvious from the looks on the faces of the persons we were consulting with that this was not going to happen - however, this is what is actually needed to deal with the bikes, but let others through. Chicane on Poplar Road side can run zig zag down the steepest part to help people to walk up and down what is a very difficult slope in bad weather.</p>	<p>Details about the closing of footpaths will be brought to the attention of the Council's Parks and Countryside Section.</p> <p>It should be noted that the proposed routes shown in the draft ATNM, covering Rhydfelin and Hawthorn, focus on non-recreational active travel journeys that could be made to key facilities in the area.</p> <p>Comments regarding the footways and roads in the Hawthorn and Rhydfelin areas will be brought to the attention of the Council's Highways Section.</p> <p>Incidences of anti-social behaviour should be reported to the local Police.</p>

<p>Rhydfelin (1 response)</p>	<p>Ynyscorrwg to Fairfield Lane - from the playground, round the rugby pitch, through the leisure centre car-park to the road. This also needs some lighting. Some people do not feel safe walking along this route at night and two or three lights would help.</p>	<p>The bridge over the railway in the woods across the river behind Hawthorn High School.</p>	<p>There is a problem with the footpath from Hawthorn Crescent to Poplar Road under the A470. Currently, because the barrier has been removed again, cars can drive down it from Poplar Road to use the underpass for drug dealing (this has been seen by a local resident). The restrictor barrier on the Hawthorn Crescent side of the A470 is also not fit for purpose - it still allows off road bikes through, but a double buggy can't get through. When a previous consultation was held, we asked for chicanes at both ends, but it was obvious from the looks on the faces of the persons we were consulting with that this was not going to happen - however, this is what is actually needed to deal with the bikes, but let others through. Chicane on Poplar Road side can run zig zag down the steepest part to help people to walk up and down what is a very difficult slope in bad weather.</p>	<p>Comments about lighting will be brought to the attention of the Council's Street Lighting Section.</p> <p>Comments regarding the footways and roads in the Hawthorn and Rhydfelin areas will be brought to the attention of the Council's Highways Section.</p> <p>Incidences of anti-social behaviour should be reported to the local Police.</p>
<p>Rhydfelin (1 response) Face-to-Face</p>	<p>-----</p>	<p>-----</p>	<p>Remove all barriers along the Taff Trail to assist bikes with trailers.</p> <p>There is an unsafe crossing point at Nantgarw roundabout. The Taff Trail route between Taffs Well and Tongwynlais does not meet active travel standards.</p> <p>Improve links off the Taff Trail to adjacent communities.</p>	<p>The Council has been selectively removing bollards and barriers from the entrances to active travel routes on a case-by-case basis following an assessment of local factors and consultation with local Members.</p> <p>The Council is aware of the issues along the Taff Trail at Nantgarw roundabout and between Taffs Well and Tongwynlais. These are being addressed through studies that are being progressed.</p>

Rhydfelin (1 response)	-----	Will RCT-INM-S31 connect properly with the Treforest Community Route? Not clear from the map.	Lack of segregated cycling routes in town centres, lack of secure cycle parking provision, general poor connectivity between routes.	<p>Comments noted. Where space and other factors allow, the Council and other parties are installing cycle storage facilities across RCT as part of measures to promote cycling. The list of current locations is on the website.</p> <p>When developing active travel routes, the Council considers a number of factors including connectivity between communities and facilities, convenience, safety of cyclists and pedestrians and impact of routes on local residents and other highway users.</p>
Taffs Well (1 response)	Why is there no cycle route from Ty Rhiw to the village? Or from Rhiw Ddar? What about a route from the north of the village to get onto the Taff Trail, going along Moy Road and up alongside the football pitch to the TT?	Cardiff Road is used heavily by cyclists through Taffs Well. They ignore the route alongside it past the rugby club because it is narrow and full of dog walkers. Cardiff Road is very wide, why could it not have a proper cycle lane?	The Taff Trail is great but it doesn't link up to amenities. Cycling needs to be central to transport in the council area, not put in the back alleyways.	<p>The draft ATNM will be amended accordingly.</p> <p>The Council is considering the provision of signage along many active travel routes to remind users to show consideration to others when using these routes. <b>AMEND ATNM</b></p>
Taffs Well (1 response)	The "upper" Taff Trail, running roughly parallel to the marked bridleway but passing to the east of Ty Rhiw. It starts just to the west of Fforest Fawr and rejoins the Taff Trail near Nantgarw.	-----	More dog waste bins on the upper Taff Trail. There is often conflict between cyclists and dogs not under close control on the Taff Trail.	<p>Comments noted. The request for more dog waste bins will be brought to the attention of the Council's Streetcare Section.</p> <p>The Council is considering the provision of signage along many active travel routes to remind users to show consideration to others when using these routes.</p>

Taffs Well (1 response)	-----	Gwaleod y Garth via Footbridge to shops/surgery along Cardiff Road.	<p>This map is deeply disappointing and completely lacks ambition to even begin to address the wholesale changes that will be necessary in the Anthropocene. Message from RCT is buy an SUV and you can go where you like in Taffs Well, but buy a bike and there are some dark paths that don't lead anywhere useful that you can ride on. Want to cycle to school - forget it! Want to cycle to the shops - forget it! Want to cycle to the GP surgery or to donate blood? Forget it!</p> <p>Provide dedicated, protected cycletracks" or "reduce traffic levels" as options - even though they are the most important thing that can be done to enable Active Travel. This consultation is highly suspicious.</p>	Comments noted. The Council publishes an Annual Report, which is submitted to the Welsh Government and can be viewed on the website, which sets out the investment and measures it has committed / implemented on active travel during each financial year.
Talbot Green (1 response)	There should be a cycle route along the old railway line from Talbot Green, through Rhiwsaeson and on to Creigiau. This could then link to the proposed route into Cardiff.	There should be a cycle route along the old railway line from Talbot Green, through Rhiwsaeson and on to Creigiau. This could then link to the proposed route into Cardiff.	Taff Trail is in a poor condition in many areas and motorbike barriers are a real hassle and often makes me use the road instead.	<p>The Council is aware of a number of issues along the Taff Trail and these are being addressed through studies and remedial work at various locations.</p> <p>The suggested active travel route via Rhiwsaeson will be examined further in conjunction with Cardiff CC. However it should be noted that the lane to Rhiwsaeson will require significant works to bring it up to active travel standards (resurfacing, lighting). The railway alignment is not continuous as some sections have been removed and form part of the local farmland.</p>

Talbot Green (1 response)	Llanharan to Talbot Green along the A473.	-----	<p>The route shown for cyclists accessing Talbot Green from Llanharan looks indirect, with two road crossings shown. As Lanelay Road is now 20mph, would it be possible to use that as a more direct route.</p> <p>Llanharan in general feels quite safe, and I say this as a woman who sometimes travels alone. The level of street lighting is generally quite good. The exception to this is the A473 between Llanharan and Talbot Green which is unlit, and as the footway surface is very poor and there are several crossings I would not feel safe using that footway in the dark. As a general rule I feel much safer on my bike than on foot.</p>	Comments noted.
Talbot Green (1 response)	-----	-----	<p>The reason is that cyclists are hogging the bypass from Penygraig to Talbot Green, they do not wear vests most of the time they are in black, they ride side by side. They cause massive hold ups, in my opinion cyclists should not be permitted on any bypass, there are other routes they can take. The same applies on the bypass from Porth to Hopkinstown, others hold up the larger traffic as they cannot safely pass, they weave in and out and are a danger.</p>	Comments noted. Incidents along the highway should be reported to the Police.
Tonypandy (1 response)	Getting up on the mountains as there is nothing on the valley floor and this must be the only valley that does not have such a facility. The Afan Valley which has relatively few facilities leaves us in the dark as it has cycle centres, proper routes, tarmac off road areas, information boards, etc. The Rhondda Fawr lags behind its neighbours.	Yes, a route along the river like in other valleys should be a necessity to get cyclists in a safe and secure environment and not the foolhardy embarrassment that is the cycle markings on Gelli Industrial Estate.	<p>The Rhondda is a glorious area but is missing out as for some reason it is not even on the Taff Trail and ultimately misses out on so much tourism to adjacent valleys that have accessible lower ground routes.</p> <p>Yes some areas e.g. Access to and from Tonypandy railway station are not public friendly. Other areas are in darkness. However, ultimately, we are starved of out of danger, car free cycle provisions in Rhondda Fawr. I am 59 and have cycled daily over several decades and the improvements are non existent.</p>	The Council is currently progressing a study which is examining a safe and suitable alignment for an active travel route from Porth, along the Rhondda Fawr, to the mouth of the disused rail tunnel in Blaencwm. This route will have links to local communities.

<p>Tonypandy (2 responses)</p>	<p>-----</p>	<p>Clydach lakes should be opened for horses riders to access not blocked off.</p> <p>Gilfach Road over mountain to Gilfach.</p>	<p>Yes please give horse riders access to Clydach lakes and mountains and forests around Tonypandy and all Rhondda Cynon Taff areas we have a beautiful countryside we all should be sharing this equally.</p> <p>We need to share all these routes with horse riders, we have a beautiful countryside for everyone to enjoy not just walkers and cyclists.</p>	<p>The active travel routes identified are primarily for recreational journeys.</p> <p>The focus of active travel measures and legislation is on facilitating short distance walking and cycling journeys to key facilities as an alternative to using the car. Equestrians will indirectly benefit from associated highway measures such as the installation of traffic calming features.</p>
<p>Tonypandy (1 response)</p>	<p>Llwynypia to Tonypandy.</p>	<p>-----</p>	<p>The proposed route C6 is not a very good alignment. There is an alternative or additional obvious route alongside the A4058 bypass from Llwynypia Station over the junction (with cycle crossing) by the former court building South across the junction by the Powerhouse building, alongside the bypass route using exiting width of the bridge structure, along the Welsh water pumping station track to join the existing river path to Tonypandy Train Station.</p>	<p>Comments noted. These will inform the study that the Council is undertaking to identify a safe and suitable alignment for an active travel route along the Rhondda Fawr.</p>
<p>Tonypandy (1 response)</p>	<p>Along Wyndham Street, Penygraig heading north towards Parc Gellifaelog and alongside the housing estate is a track that heads towards Clydach Vale following the route of an old railway line. I use it for walking and also for riding horses.</p>	<p>-----</p>	<p>Please consider horse riders especially young riders who need a safe passage to get up into the mountainsides.</p>	<p>The active travel routes identified are primarily for recreational journeys.</p> <p>The focus of active travel measures and legislation is on facilitating short distance walking and cycling journeys to key facilities as an alternative to using the car. Equestrians will indirectly benefit from associated highway measures such as the installation of traffic calming features.</p>

<p>Tonypandy (1 response)</p>	<p>-----</p>	<p>-----</p>	<p>More signage required especially if route crosses farm land. Some stiles are not user friendly especially if you have mobility issues or a dog as difficult to carry dog over. Some stiles have also been blocked by farmers. A user friendly app would be very helpful.</p> <p>Nervous of off road vehicles when walking dog, up mountain/through forest and along old railway line. Occasionally there has been youths drinking, so will cut walk short if on my own.</p>	<p>These routes are not designated active travel routes as they are of a recreational nature.</p> <p>Details about signage and stiles will be brought to the attention of the Council's Parks and Countryside Section.</p>
<p>Tonypandy (1 response)</p>	<p>Porth to Ty Elai Dinas Isaf East (My workplace RCT Council Offices) - No safe cycle link from Williamstown to the Offices. Ty Elai - Dinas Isaf East (RCT Council Offices) to Trebanog via Edmonstown Road - No safe cycle link.</p>	<p>A safe cycle route from Porth to my workplace (RCT Council Offices Ty Elai Dinas Isaf East) and from here to Trebanog via Edmonstown Road.</p>	<p>Cymmmer Road (Porth to Dinas) doesn't feel safe for cycling. Speeding vehicles and very busy. Would it be possible to widen pavements in areas to allow for cyclists/walkers?</p> <p>Council Offices and at Ty Elai in Dinas Isaf East Williamstown. Not a very convenient location for walking, no public transport and no safe cycle route from Tonypandy. 100s of staff work here and the school on the opposite side.</p>	<p>Comments noted. The draft ATNM shows a proposed active travel route to Ty Ely and Dinas Isaf Industrial Estate. RCT INM N8</p>
<p>Tonypandy (1 response)</p>	<p>-----</p>	<p>-----</p>	<p>Where I live in Tonypandy, there are opportunities to link up mountain bike trails with Neath Port Talbot, Merthyr and Bridgend, which, RCT doesn't seem interested in.</p>	<p>These routes are not designated active travel routes as they are of a recreational nature.</p>
<p>Tonypandy (1 response)</p>	<p>-----</p>	<p>I feel that a safe cycle route should be provided along the A4119. Starting at the Tonypandy turn of point. Along the Penygraig turn off point. A continuous route throughout the full length of the A4119. Until it reaches the turn off to the woods at Coedely.</p>	<p>Many cyclists use the A4119. It is not done safely, because there is no cycle path provided.</p>	<p>Comments noted. The draft ATNM shows proposed active travel routes that will run parallel with the A4119. RCT INM S19, S21, S23, S24 &amp; S28</p>
<p>Tonypandy (1 response)</p>	<p>Parc Gellifaelog Tonypandy to top lake Clydach Vale.</p>	<p>From adjacent to 106 Parc Gellifaelog, Tonypandy to the top lake Clydach Vale along the disused Taff Vale Railway line.</p>	<p>There's an opportunity here to improve the health and wellbeing of the local community by improving the walking / cycling surface along this route! The road network is quite narrow in most places and you occasionally come quite close to vehicles attempting to pass. In an ideal world there would be traffic separation between walkers/cycling/vehicles by means of a physical barrier, bollards or road markings!</p>	<p>Comments noted. The active travel route identified is primarily for recreational journeys.</p>

Tonyrefail (1 response)	Meadow Street, Gilfach Goch.	Gilfach Goch has no access to any cycle paths.	There are no facilities, cycle paths or otherwise in Gilfach Goch and not even an access to the Tonyrefail cycle path.	Potential gap in active travel network will be examined further and the draft ATNM will be amended accordingly. <b>AMEND ATNM</b>
Tonyrefail (1 response)	I currently use the A4119 to commute as it avoids the hill up Penrhiwfer.	There is ample space alongside the A4119 between Tonyrefail and Penygraig for a separate cycle track. This would be a vital link to schools and workplaces.  The route would be easily engineered and be at a standard easily on par with the popular Church Village bypass.	-----	Comments noted. The draft ATNM shows a number of proposed active travel routes that will run parallel with the A4119. RCT INM S23, S24 & S28
Trefforest (1 response)	Tonteg to Upper Boat.	Please add a proposed route from the bottom of Power Station Hill to the Upper Boat roundabout.  There is ample space for a facility alongside the road by widening the footway to min spec for shared use with raised crossings. At points where it is narrow, there could be a short narrow section or use the Welsh Gov owned office land to create a widened path.	-----	The Council is progressing a study to identify a safe and suitable alignment to extend the Church Village Community Route across the Taff Valley to Upper Boat and Trefforest Industrial Estate.  Comments will be used to inform this study.
Trefforest (1 response)	Fothergill Street and Broadway gyratory are very dangerous places to cycle and horrible walking environment.	-----	Since the pedestrian bridge was damaged in the floods there has been no safe way to get from Park Street to Broadway following the signed cycle route.  The footway along River Street should be widened or a contraflow cycle path created.  The gyratory needs to be removed or a lane given over to a safe bidirectional cycleway around Fothergill Street and Broadway.	Comments noted.



Trefforest (1 response)	-----	RCT-INM-N24 and RCTAT19b are important but we need safer routes to/from the Trefforest Community Route and the town centre, e.g. along Llantwit Rd. Directing cyclists around the present one way gyratory to travel south to north is not ideal. It would be useful if RCT-INM-N24 could link up directly with the Community Route, although this would mean bridging the railway line.	Lack of segregated cycling routes in town centres, lack of secure cycle parking provision, general poor connectivity between routes.	Comments noted and will be taken into account during the feasibility and design stages of developing the new active travel routes.
Trefforest (1 response)	-----	-----	<p>The section along the A470, as you exit Pontypridd Park and head towards Trefforest (RCTAT19b), needs maintenance!!!!!!</p> <p>In particular, as you exit the park gates, up until you use the old slip road. The lighting is terrible, there is no drainage, the hedgerows are not maintained so it is a death trap, the surface is impossibly uneven.</p> <p>Some simple street lighting, relaying of the surface (perhaps in blue to tie in with active travel protocol), drainage that works, widening of the pathway, and maintenance of the route (cutting hedges and clearing of treacherous leaves) would sort this part of the route out. The amount of dog fouling is disgusting also.</p> <p>Active travel is an afterthought. Car is king, and this needs to change. I cycle to work every day, and it is incredibly dangerous.</p> <p>Please take the necessary steps to make this a safer and healthier place to live. Make it appealing to EVERYONE to use their bicycle or walk, rather than jumping in the car.</p>	Comments noted and will be brought to the attention of the Council's Highways and Streetcare Sections.

<p>Trefforest (1 response)</p>	<p>-----</p>	<p>Union Street, Rickards Street turning into Wood Road although marked as 'cycling and walking' is one of the most dangerous roads in Pontypridd. I have taken my children (10/11) cycling just once as the experience was so harrowing. My daughter should be able to cycle to school but the speed that the cars travel is unbelievable - really need traffic calming measures. Also around Ponty there are hardly any car to bike lane/ratios (Compared to Cardiff). It's a real shame my children will be too old to cycle safely around Pontypridd probably, to school for example so have to keep driving them.</p>	<p>Not enough bike lock ups in Pontypridd/Trefforest. Been campaigning for road safety measures on Rickards Street (resident) since 2007. Cars drive up and down about 60mph. I would never let my children cycle to school from here. I also wouldn't trust them to cycle across 2 major roads (Broadway) in order to access a safer cycle path.</p>	<p>Comments about the speed of traffic in Trefforest will be brought to the attention of the Council's Traffic Management Section.</p> <p>The Council is progressing a study to examine the development of a network of safe and direct active travel routes (and associated facilities) to/from and within Pontypridd town centre.</p>
<p>Trefforest (1 response)</p>	<p>Efail Isaf to Cardiff.</p>	<p>Along the River Taff from Upper Boat to Oxford Street. My reason for suggesting this route is that the route that exists at present is basically a bumpy pavement along the road through the industrial estate that is often interrupted by junctions. It is also very unpleasant for walkers and cyclists due to the speed of the traffic as the forty mile per hour speed limit is often broken by motorists. I personally tend to use the road rather than the cycle route because it is a lot smoother but I would not like to see children or new to cycling people do that. If you look at the map closely you will see that there is enough room behind the properties on the estate to facilitate the construction of a suitable path for most if not all of the way, so if you are looking to build new active transport links, this should be one of your top priorities.</p>	<p>Signage needs to be improved so that people become more aware of routes and are able to follow them. For example I often see cyclists on the road from the University in Trefforest to Power Station Hill when they could be using the community route which is a lot more enjoyable and safer to cycle along but do they know it is there? Perhaps though, it is the awful detour they have to take at the Tonteg end that puts them off? Why cannot a modification be made to the signals to allow cyclists to go straight across the junction like motor vehicles already do?</p>	<p>The Council, in collaboration with Sustrans, is looking at improvements to signage along active travel routes in RCT, to assist users.</p> <p>Comments about the phasing of traffic signals will be brought to the attention of the Council's Traffic Management Section and Signal Engineers.</p> <p>Comments about a potential active travel route along the River Taff will be used to inform a study being undertaken by the Council to extend the Church Village Community Route to Upper Boat and TIE with north and south feeder links to surrounding communities.</p>

Treherbert (1 response)	There are numerous walking and cycling opportunities not identified. Blaencwm path to Fairy falls, cycling from Rhigos bottom car park to top of Rhigos via Fforch track, old railway line from rear of Wyndham Street Tynewydd to Blaenrhondda amongst others.	It's not possible to arrive on the train and walk or cycle to the myriad of tracks and trails at the upper end of the valley. Some time ago it was decided to completely block the old railway line now forcing people to clash with road traffic to reach the area.	The Upper Rhondda area seems completely forgotten for exercise unless you carve your own path. None of the trails seem to be maintained or even shown on the map. The only route shown from Treherbert rail station up the valley is along narrow roads which are busy with traffic. Go to another area of RCT and it seems there are loads of options where the reality is we have more opportunities due to the stunning geography but no interest from RCT to develop it.  Most routes bring you into contact with traffic, no warning signs are present to remind drivers and no guidance for cyclists to play their part. A typical but not exclusive example is A4061 Treherbert to Rhigos road.	The suggested active travel routes are used for recreational journeys.  The Council is currently progressing a study which is examining a safe and suitable alignment for an active travel route from Porth, along the Rhondda Fawr, to the mouth of the disused rail tunnel in Blaencwm. This route will have links to local communities.
Treherbert (1 response)	-----	I understand TfW are no longer double tracking parts of the Treherbert line from Ynyswen to Ystrad and Ystrad to Dinas Rhondda. Could this space next to the railway be used for a dedicated shared walking/cycle path?	Remove all width restrictions, low hoops (as in Trehafod and Taffs Well) and gates (like at Ystrad Rhondda Railway bridge) on cycle routes. As a cyclist with a heavy touring bike it makes it difficult to sometimes have to try and upend the bike to get it through or lift over gates.	Comments noted and will be taken into account during the study to identify a safe and suitable alignment for the active travel route along the Rhondda Fawr.
Treherbert (1 response)	-----	Most of the footpaths in the Blaenrhondda area I don't feel safe using often because of the numbers of scrambler bikes screaming up and down them all day. Note: this is a matter of more crackdowns on illegal bikes, NOT a matter of access/visibility. Please do not cut down the trees to 'improve' these routes as it would have the opposite effect and remove privacy from houses backing onto the lanes as well as increasing flood risk. Too many trees already cut down.	More dog bins and litter bins along walking routes please. It would be nice if native trees were planted to replace the many diseased ones that have been cut down along footpaths.  There are often gangs of 6-10 scrambler and quad bike riders speeding up and down footpaths in the Blaenrhondda/Blaencwm area. These are beautiful scenic routes but I feel nervous using them in case I'm hit by a motorcycle. (Note: this is NOT a matter of path widening or visibility. Please do not cut down any more trees, which would ruin the paths altogether.)  Getting scratched on my normal walk.	Journeys are of a recreational nature and are not the focus of the active travel measures and legislation.  Comments regarding the footpaths in the Blaencwm and Blaenrhondda areas will be brought to the attention of the Council's Parks and Countryside Section.  Request for more dog waste and litter bins will be brought to the attention of the Council's Streetcare Section.

<p>Treherbert</p> <p>(3 responses) Face-to-Face &amp; Email</p>	<p>-----</p>	<p>ATNM should show the Safe Routes in Communities to Pen Pych Primary School, Blaenrhondda.</p>	<p>Make the proposed new active travel route along the Rhondda Fawr more direct between Treherbert and Blaencwm. Avoid using side streets and use former rail alignment.</p> <p>There is a lack of a footway and the speed of traffic is a problem from the Rugby Field into Treherbert (Rhigos Mountain Road). There is a grass verge that could be converted into a footway.</p> <p>That a dedicated cycle path be run parallel to the railway line from Treorchy station to Treherbert Station. If the proposed extension of the railway line to Tynewydd is established the dedicated cycle path would run parallel to it. The suggested site for Tynewydd station is the former Stelco Hardy site.</p> <p>Bridges over the Rhondda Fawr river suitable for pedestrians and cyclists should be constructed at strategic locations to link the village of Tynewydd and the cycle way. The cycle way should then follow the bridle way paths to Blaenycwm and Blaenrhondda. This is particularly important for the proposed Rhondda Tunnel development.</p> <p>There is an urgent need for cycle routes in the Rhondda Fawr which to my knowledge has been in consultation for over 26 years with no concrete result. I hope this consultation will be more successful.</p>	<p>Comments noted and will be taken into account during the study to identify a safe and suitable alignment for the active travel route along the Rhondda Fawr.</p> <p>The draft ATNM will be amended accordingly.</p> <p>Comments about the provision of a footway from the Rugby Field will be brought to the attention of the Council's Highways Section. <b>AMEND ATNM</b></p>
<p>Treherbert</p> <p>(2 responses) Face-to-Face</p>	<p>-----</p>	<p>-----</p>	<p>Need to modify the kissing gate for horses to use at the entrance to track at the end of the side road by 54 Brook St, Blaenrhondda. Install a 'step over' for horses?</p> <p>Also, need to examine the kissing gate in Ynyswen Industrial Estate, leading to a track by the Recycling Centre. Access is a problem for horseriders.</p>	<p>Comments noted and will be brought to the attention of the Council's Parks and Countryside Section.</p>

Treherbert (1 response)	The walk to Penpych mountain, around the farmers field, the old football field, the tunnel field, the walks around the village, the mountain walk between Blaencwm and Blaenrhondda! All paths have seriously overgrown with bramble the fields are being taken over and lost to all this bramble. Please include this area.	-----	Blaencwm had the most beautiful walks, fields and scenery, neglect by yourselves and the forestry have caused serious distress to residents and visitors.	Comments noted. Details will be brought to the attention of the Council's Parks and Countryside Section as routes identified are of a recreational nature.
Treherbert (1 response)	There are far too many to put down here.	Yes, there lots of routes that I, as an equestrian, would like to ride on.	I would like to comment as an equestrian. Please include us in all these new routes.	The focus of active travel measures and legislation is on facilitating short distance walking and cycling journeys to key facilities as an alternative to using the car. Equestrians will indirectly benefit from associated highway measures such as the installation of traffic calming features.
Treorchy (2 responses)	Perhaps consider a zig zag path/cycle way to join up footbridge to the access road to Caemawr (Treorchy) Industrial Estate. Maybe a safer alternative for cycling rather than through the surrounding side streets!	Footbridge at the bottom end of Elizabeth Street, Pentre adjacent to Treorchy Industrial Estate. Also accessible from Maindy Road, Ton Pentre under railway bridge.	I know it's difficult to create cycling / walking routes especially in narrow valley areas as there's often conflict with other road users but there are some opportunities to create some for example along derelict railway lines, paths alongside rivers etc; The road network is quite narrow in most places and you occasionally come quite close to vehicles attempting to pass. In an ideal world there would be traffic separation between walkers/cycling/vehicles by means of a physical barrier, bollards or road markings!  There should be separate routes for cycling. The roads in the valley are too narrow to cycle safely.	Comments noted and will be taken into account during the study to identify a safe and suitable alignment for the proposed active travel route along the Rhondda Fawr with links to/from communities within Treorchy.

Treorchy (1 response)	-----	The cycle route to the bottom of the Treorci ward takes a very convoluted route winding through the side streets and lanes of Pentre to emerge at the railway river bridge adjacent to the old Pentre Barracks. This could be avoided completely by opening up the fence at the lower end of the Treorchy Industrial Estate (Caemawr) and joining the paths there, creating a much better route. It would entail some work there removing the fence and creating a link path, but would vastly improve the route	Some residents are concerned with the development of the active travel route at Dyfodwg Street in so far as they fear it will create a 'rat-run' for small motor vehicles, namely motor bikes. The removal of the old bridge, and its replacement with a wider, 3.5m structure will mean that motor bikes can now easily by-pass the congestion at the Stag Square and use the cycle path. The previous bridge was very narrow and prevented this being done easily, although there have been instances of motor bike users using this bridge and confrontations with pedestrians and residents, one resulting in an assault. We need to have a plan to deal with motor vehicles using cycle paths, particularly at conjunction points such as this bridge.	Comments noted. Proposals to develop and construct a new active travel route will be widely consulted on with local residents prior to any decision to proceed.  Comments will be taken into account during the study to identify a safe and suitable alignment for the proposed active travel route along the Rhondda Fawr with links to/from communities within Treorchy and Pentre.
Treorchy (1 response)	-----	-----	The footbridge at the rear of Treorchy Comprehensive school is used by 100's of people everyday as a safe way to school and to the countryside. The bridge is very old, steep, and the surface is slippery and unsafe, even without ice or rain. The bridge either needs replacement or a surface treatment. There is also a drain that regularly blocks and floods the whole path.	Comments noted.
Treorchy (1 response)	I can't see ANY horse riding routes on the above map.	Horse riding routes NEED to be included.	Horse riding needs to be included and not forgotten about. It seems like horse riding routes are getting few and far between leaving us horse riders to only ride on busy roads where motorists don't give us the space or time we need.	The focus of active travel measures and legislation is on facilitating short distance walking and cycling journeys to key facilities as an alternative to using the car. Equestrians will indirectly benefit from associated highway measures such as the installation of traffic calming features.

<p>Treorchy (1 response)</p>	<p>-----</p>	<p>-----</p>	<p>The Pentre Road that has been available for over 100 years has been devastated by NRW.</p> <p>The cycle path that has been put on the Gelli Industrial Estate is an accident waiting to happen. You physically have to travel in the cycle path to allow two cars to pass. Unless this road is made a one way system I cannot see the logic of having this cycle lane when it ends as you approach the New Road. It feels like a token gesture to cyclists!!</p> <p>The cycle route going up the valley is a route that many cyclists already use and some of these additions will be of a definite benefit which is fantastic.</p> <p>Are there walking route maps available for the Rhondda at the present time?</p>	<p>Comments noted. A site meeting has been held to consider the issues raised along Gelli Industrial Estate and these are being examined further by the Council.</p> <p>The Council actively promotes recreational walking and leisure trails in RCT (for both residents and visitors) but the details are published online.</p>
<p>Treorchy (1 response)</p>	<p>-----</p>	<p>Don't quite understand all this but I have lived here all my life and strongly feel there should be some sort of path from the top of the valley to the bottom following as near the railway track / river as possible so that people who cannot access the mountain walks (which are very poorly signposted) can at least walk / wheelchair/ prams away from the polluted busy roads.</p>	<p>More well placed signs for routes on the mountainside.</p>	<p>Comments noted and will be taken into account during the study to identify a safe and suitable alignment for the proposed active travel route along the Rhondda Fawr with links to/from communities within Treorchy.</p>

<p>Treorchy (1 response)</p>	<p>I have cycled on all the cycle routes shown on the map.</p>	<p>1. The route from Treorchy to Blaencwm is acceptable, however crossing the railway line at Treherbert and following the path ensures a much more pleasant route to Blaencwm although the last 100m or so are in poor condition. This could be a really nice cycle route through the trees if this part was sorted out.</p> <p>2. If you cross the railway at Treherbert (as before) and turn towards Treorchy there is again a stretch of track that unfortunately leads to some private land. Should permission be granted to cycle through this land there is the potential for an excellent route all the way from Blaencwm to Treorchy.</p> <p>3. The route on the map from Ton Pentre (travelling South) is in NO WAY A CYCLE ROUTE. This is an amalgamation of many side streets that generally head in a southerly direction and is totally unsuitable for most cyclists. There is no way I would let my children cycle this route, down narrow roads with cars parked on both sides. I am flabbergasted that someone has had the cheek to include this of backstreets as a "route".</p> <p>The Upper Rhondda NEEDS a cycle route that links up the top of the valley with the cycle route at the Heritage Park Hotel / Barry Sidings etc. This will allow access to the Taff Trail and open up cycling to Cardiff / Merthyr etc. This trail should be, as far as</p>	<p>Both my children own bikes but we NEVER cycle as a family in the upper Rhondda as it is just not safe. If we wish to cycle we are fortunate enough to be able to load our bikes in the car and cycle on other trails (a favourite is from Tongwynlais to Cardiff - Taff Trail).</p> <p>Please invest in the health of your community by opening up cycling in the upper Rhondda through dedicated cycle paths from Blaencwm to Pontypridd.</p> <p>Yes - the cycle routes in the upper Rhondda are at best woeful. Most cycling has to be done on busy roads or narrow side-streets and this precludes all but the most confident cyclists. If you were to follow the suggested cycle route from Treorchy to Porth you would almost always be on narrow side-streets, zig zagging back and forth.</p>	<p>The Council is currently progressing a study which is examining a safe and suitable alignment for an active travel route from Porth, along the Rhondda Fawr, to the mouth of the disused rail tunnel in Blaencwm. This route will have links to local communities.</p> <p>Comments noted and will be taken into account during the study to identify a safe and suitable alignment for the proposed active travel route along the Rhondda Fawr, with links to/from adjacent communities.</p>
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		possible, car free and suitable for young children.		
Tylorstown (1 response)	-----	Barriers on RCTAT17j at Tylorstown, either poorly sited or with inadequate clearance; these need to be removed.	Lack of segregated cycling routes in town centres, lack of secure cycle parking provision, general poor connectivity between routes.	Comments noted. The Council has been selectively removing bollards and barriers from the entrances to active travel routes on a case-by-case basis following an assessment of local factors and consultation with local Members.

Tudalen way

# RHONDDA CYNON TAF CBC

# APPENDIX C

## PRIORITISATION OF PROPOSED ACTIVE TRAVEL SCHEMES SHOWN IN RHONDDA CYNON TAF

### ACTIVE TRAVEL NETWORK MAP

<b>LOCATION, DESCRIPTION, ROUTE REF. NO. AND TYPE</b> <i>i.e. any info about the scheme that expands the description column e.g. statements such as traffic-free path, completely new path construction, upgrades existing informal routes, located on highway verge, re-surfacing of existing surfaced route, desire line only and don't know preferred route as yet, are any studies ongoing/ been done, approximate length of the proposed route, proposal put forward through consultation etc.</i>	<b>DELIVERABILITY SCORE</b> <i>e.g. land issues, ecology issues, planning, technical/ feasibility issues, funding secured, considered a quick win, acceptability/ public support, whether studies are needed before works are undertaken etc.</i>	<b>NETWORK PLANNING SCORE</b> <i>i.e. statements about how well the route links to/forms part of the wider network e.g. origins and destinations connected by the route (and other facilities along the route), links to existing AT routes, whether it's considered a 'whole' A to B route that could be used for AT journeys (or part of a wider route), links to new/ future developments, is it a primary or secondary route (refer to para 13.6.32 of draft AT guidance).</i>	<b>WIDER BENEFITS SCORE</b> <i>e.g. statements about specific local issues that would be addressed e.g. could benefit an AQMA, existing barriers to AT, lack of existing safe route (links to Learner Travel), existing road safety issues, high traffic volumes, high speed road, indirect route for AT, improves local streetscape/ landscape etc.</i>	<b>CYCLING / PEDESTN BENEFITS</b> <i>e.g. convenience, accessibility, safety, comfort, attractiveness</i>	<b>TOTAL</b>
Taff Trail Improve existing shared section of the Taff Trail the approach to Pontypridd town centre to meet current active travel standards. <b>RCT AT 19b</b>	Upgrade of existing route. No land or ecology issues envisaged. Work identified following an audit of route. Public support anticipated. (2)	Part of the NCN and forms link between South and Mid Wales. Serves the nearby National Lido of Wales and several sports facilities. (9)	Scheme will improve the immediate surrounding environment and safety of users. Will be one of several measures addressing the local AQMA. (7)	Traffic free section of route that will benefit from improvements. (2)	<b>20</b>
Taff Trail Improve existing shared section of the Taff Trail within Pontypridd town centre and along the approach to meet current active travel standards. <b>RCT AT 23d</b>	Upgrade of existing route. No land or ecology issues envisaged. Work identified following an audit of route. Public support anticipated. (2)	Part of the NCN and forms link between South and Mid Wales. Provides a direct and convenient link to the town centre and access to other active travel routes. Also serves the nearby National Lido of Wales and several sports facilities. (9)	Scheme will improve the immediate surrounding environment and safety of users. Will support the local AQMA and measures to encourage more visits to the town centre, particularly by bicycle. (7)	Traffic free section of route that will benefit from improvements. Good provision of signage. (2)	<b>20</b>
Construction of a new route to Abernant rail tunnel to coincide with the proposal to re-open the disused rail tunnel to Merthyr Tydfil for cyclists and walkers. <b>RCT INM S12</b>	Being progressed through the WelTAG process whereby various issues are being examined, including the transfer of ownership of the tunnel and ongoing maintenance. Overall public support has been identified for this scheme. (-4)	Route through the tunnel will provide a direct link between two key settlements in the Heads of the Valleys area and access to the Taff Trail from the Cynon Valley. Improved access to facilities in Merthyr Tydfil including health (Prince Charles Hospital), employment and retail (Cyfarthfa Retail Park). (14)	Will provide a safe, alternative route for cyclists travelling between Aberdare and Merthyr. Will also result in improvements to the local landscape as the tunnel is currently in a disused condition. (8)	New route will be traffic free and shorter in distance to existing route along the highway. (2)	<b>20</b>

LOCATION, DESCRIPTION, ROUTE REF. NO. AND TYPE	DELIVERABILITY SCORE	NETWORK PLANNING SCORE	WIDER BENEFITS SCORE	CYCLING / PEDESTN BENEFITS	TOTAL
<p><i>i.e. any info about the scheme that expands the description column e.g. statements such as traffic-free path, completely new path construction, upgrades existing informal routes, located on highway verge, re-surfacing of existing surfaced route, desire line only and don't know preferred route as yet, are any studies ongoing/ been done, approximate length of the proposed route, proposal put forward through consultation etc.</i></p>	<p><i>e.g. land issues, ecology issues, planning, technical/ feasibility issues, funding secured, considered a quick win, acceptability/ public support, whether studies are needed before works are undertaken etc.</i></p>	<p><i>i.e. statements about how well the route links to/forms part of the wider network e.g. origins and destinations connected by the route (and other facilities along the route), links to existing AT routes, whether it's considered a 'whole' A to B route that could be used for AT journeys (or part of a wider route), links to new/ future developments, is it a primary or secondary route (refer to para 13.6.32 of draft AT guidance).</i></p>	<p><i>e.g. statements about specific local issues that would be addressed e.g. could benefit an AQMA, existing barriers to AT, lack of existing safe route (links to Learner Travel), existing road safety issues, high traffic volumes, high speed road, indirect route for AT, improves local streetscape/ landscape etc.</i></p>	<p><i>e.g. convenience, accessibility, safety, comfort, attractiveness</i></p>	
<p>Construction of new, shared use active travel routes in the vicinity of Aberdare town centre and to/from surrounding communities including Aberaman, Cwmdare, Cwmbach (via Ynys Fields) and Gadlys.  <b>RCT INM N14; N15; N16; N17; N18; N19; N20; N42, N43, N44, N45, N71, N77</b>  <b>RCT INM W1; W9</b></p>	<p>Overall public support is anticipated. However, proposals will be subject to the outcome of a study that is currently being undertaken on the route alignments, ecology issues and total cost etc. (-2)</p>	<p>Although routes will be of a relatively short length they will create a continuous network in the area. Provide traffic free access on the approach to Aberdare town centre and will serve nearby facilities such as the bus and rail stations, College of Further Education, Aberdare Community School and the Michael Sobell Leisure Centre. (14)</p>	<p>Scheme will improve the safety of cyclists and pedestrians. Will support the local AQMA and measures to encourage more visits to the town centre, particularly by bicycle. (5)</p>	<p>New routes will be traffic free, have a direct alignment and be built to meet current standards. (2)</p>	<b>19</b>
<p>Construction of new, shared use active travel routes in the vicinity of Pontypridd town centre, including links to existing routes that approach the town centre.  <b>RCT INM N47, N48, N49, N50, N51, N51a, N52, N53, N80, N81, W3, W4 and W8</b></p>	<p>May require the reallocation of road space to create a segregated network. However, overall public support is anticipated, but this will be subject to the outcome of a study that is currently being undertaken on the route alignments, ecology issues and total cost etc. (-2)</p>	<p>New routes will provide links to existing routes and create a continuous network in the area. New routes will provide a direct active travel link between the bus and rail stations and serve a Health Centre and several Council and other offices. (12)</p>	<p>Scheme will improve the safety of cyclists and pedestrians. Will support the local AQMA and measures to encourage more visits to the town centre, particularly by bicycle. (6)</p>	<p>New routes will minimise the risk of conflict between cyclists and pedestrians, particularly in the main shopping area. (2)</p>	<b>18</b>
<p>Improve shared use section of the Taff Trail near Trefforest Industrial Estate to meet current active travel standards. <b>RCT AT 23e</b></p>	<p>Upgrade of existing route, no land or ecology issues envisaged. Work identified following an audit of route. Public support anticipated. (2)</p>	<p>Part of the NCN and forms link between South and Mid Wales. Provides a direct and convenient link from surrounding communities, to employers, College of Further Education and leisure facilities based in the Industrial Estate. (8)</p>	<p>Scheme will improve the immediate surrounding environment and safety of users. Will encourage a modal shift for commuting journeys and build upon study looking at wider active travel routes and links within the TIE. (6)</p>	<p>This section of the Taff Trail is traffic free and follows a direct alignment along the Taff Valley. Minimal route obstructions. (2)</p>	<b>18</b>

LOCATION, DESCRIPTION, ROUTE REF. NO. AND TYPE	DELIVERABILITY SCORE	NETWORK PLANNING SCORE	WIDER BENEFITS SCORE	CYCLING / PEDESTN BENEFITS	TOTAL
<p><i>i.e. any info about the scheme that expands the description column e.g. statements such as traffic-free path, completely new path construction, upgrades existing informal routes, located on highway verge, re-surfacing of existing surfaced route, desire line only and don't know preferred route as yet, are any studies ongoing/ been done, approximate length of the proposed route, proposal put forward through consultation etc.</i></p>	<p><i>e.g. land issues, ecology issues, planning, technical/ feasibility issues, funding secured, considered a quick win, acceptability/ public support, whether studies are needed before works are undertaken etc.</i></p>	<p><i>i.e. statements about how well the route links to/forms part of the wider network e.g. origins and destinations connected by the route (and other facilities along the route), links to existing AT routes, whether it's considered a 'whole' A to B route that could be used for AT journeys (or part of a wider route), links to new/ future developments, is it a primary or secondary route (refer to para 13.6.32 of draft AT guidance).</i></p>	<p><i>e.g. statements about specific local issues that would be addressed e.g. could benefit an AQMA, existing barriers to AT, lack of existing safe route (links to Learner Travel), existing road safety issues, high traffic volumes, high speed road, indirect route for AT, improves local streetscape/ landscape etc.</i></p>	<p><i>e.g. convenience, accessibility, safety, comfort, attractiveness</i></p>	
<p>Improve section of the Cynon Trail in Mountain Ash to meet current active travel standards. <b>RCT AT 22e</b></p>	<p>Upgrade of existing route, no land or ecology issues envisaged. Work identified following an audit of route. Public support anticipated. (2)</p>	<p>This section of the Cynon Trail links the town centre with Ysbyty Cwm Cynon and the Comprehensive School. The Cynon Trail is an important cycle route between the Cynon Valley and the NCN. (8)</p>	<p>Will support the local AQMA and measures to encourage more visits to the town centre, particularly by bicycle. Scheme will improve the condition of the Cynon Trail and the safety of users. (5)</p>	<p>Traffic free section of route that will benefit from improvements, including signage. No access controls. (2)</p>	<b>17</b>
<p>Improve relatively short sections of shared use active travel routes within the Talbot Green and Pontyclun areas to meet current active travel standards. <b>RCT AT 13g, 13h, 13i, 13j, 13k and 13l</b></p>	<p>Upgrade of existing routes. No land or ecology issues envisaged. Work identified following an audit of route. Public support anticipated. (1)</p>	<p>Routes are located in an area of major development. Talbot Green is a Strategic Opportunity Area in the Wales Spatial Plan. Routes provide access to facilities in Pontyclun &amp; Talbot Gn centres including the railway &amp; bus stations, Y Pant School and several primary schools. Links other existing or planned routes which will form a continuous network. (9)</p>	<p>Scheme will improve the immediate surrounding environment and safety of users. Will encourage a modal shift for local journeys along corridors with high traffic volumes. (7)</p>	<p>Some sections are not traffic free and the alignment is not direct between Talbot Green and Pontyclun. (0)</p>	<b>17</b>
<p>Improve section of the Taff Trail in the vicinity of Taffs Well to meet current active travel standards. <b>RCT AT 23f</b></p>	<p>Upgrade of existing route, no land or ecology issues envisaged. Work identified following an audit of route. Public support anticipated. (1)</p>	<p>Part of the NCN and forms link between South and Mid Wales. Provides access to Taffs Well rail station and employment sites along Moy Road Industrial Estate. (7)</p>	<p>Scheme will improve the condition of the Taff Trail, the local landscape and the safety of users. (6)</p>	<p>Traffic free section of route that will benefit from improvements. (2)</p>	<b>16</b>
<p>Improve existing shared use active travel routes in the Rhydfelen and Hawthorn areas to meet current active travel standards. <b>RCT INM W5 and W6; RCT SR 9a and 9d</b></p>	<p>Upgrade of existing routes, no land or ecology issues envisaged. Work identified following an audit of routes. Public support anticipated. (1)</p>	<p>Routes link communities with major facilities in the area such as Hawthorn Leisure Centre, Hawthorn High School, Hawthorn Primary School and Heol y Celyn Primary School. (6)</p>	<p>Scheme will improve the immediate surrounding environment and safety of users. (7)</p>	<p>Routes minimise severance between communities caused by the A470. (1)</p>	<b>15</b>

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<p><i>i.e. any info about the scheme that expands the description column e.g. statements such as traffic-free path, completely new path construction, upgrades existing informal routes, located on highway verge, re-surfacing of existing surfaced route, desire line only and don't know preferred route as yet, are any studies ongoing/ been done, approximate length of the proposed route, proposal put forward through consultation etc.</i></p>	<p><i>e.g. land issues, ecology issues, planning, technical/ feasibility issues, funding secured, considered a quick win, acceptability/ public support, whether studies are needed before works are undertaken etc.</i></p>	<p><i>i.e. statements about how well the route links to/forms part of the wider network e.g. origins and destinations connected by the route (and other facilities along the route), links to existing AT routes, whether it's considered a 'whole' A to B route that could be used for AT journeys (or part of a wider route), links to new/ future developments, is it a primary or secondary route (refer to para 13.6.32 of draft AT guidance).</i></p>	<p><i>e.g. statements about specific local issues that would be addressed e.g. could benefit an AQMA, existing barriers to AT, lack of existing safe route (links to Learner Travel), existing road safety issues, high traffic volumes, high speed road, indirect route for AT, improves local streetscape/ landscape etc.</i></p>	<p><i>e.g. convenience, accessibility, safety, comfort, attractiveness</i></p>	
<p>Construction of a new active travel route along the Rhondda Fawr, from Porth to Blaencwm, including a new walking route within Tonypany, between the town centre and station.  <b>RCT INM C6, C6a, W2 and W11</b>  Tudalen 748</p>	<p>Being progressed through various studies at the moment which are focussing initially on potential route alignments. The availability of suitable land along the entire length of the Rhondda Fawr is a major difficulty. Overall public support is anticipated for this scheme. (-6)</p>	<p>Main route will provide a link between the disused rail tunnel at Blaencwm (which is proposed to be reopened to cyclists and walkers) and the national cycle network. It will provide the Rhondda Fawr with an active travel route serving key facilities along the valley. These include the rail stations which will be part of the SE Wales Metro, Coleg y Cymoedd in Llwynypia, Ynyswen and Cae Mawr Industrial Estates, local town centres, libraries and health centres. (15)</p>	<p>Will provide a safe, alternative route for cyclists travelling along the Rhondda Fawr. Will also result in improvements to the local landscape as most of the route is expected to be built on disused land. Will support the local AQMA and measures to encourage more visits to the town centres in the Rhondda Fawr, particularly by bicycle. (5)</p>	<p>Although no alignments have been determined, it is anticipated that most of the route will be segregated from traffic and run parallel with the A4058. (1)</p>	<b>15</b>
<p>Improve sections of an existing active travel route along the Rhondda Fach to meet current active travel standards.  <b>RCT AT 17e, 17f, 17g, 17h, 17i and 17j</b></p>	<p>Upgrade of existing route, no land or ecology issues envisaged. Work identified following an audit of route. Public support anticipated. (0)</p>	<p>Route links communities in the Rhondda Fach and provides segregated access to Porth town centre and its facilities including the rail station, health centre, swimming pool, library and shops. (6)</p>	<p>Scheme will improve the immediate surrounding environment and safety of users. (7)</p>	<p>Segregated route that runs direct between communities along the valley. Minimal route obstructions. (2)</p>	<b>15</b>
<p>Extend an existing active travel route along the Rhondda Fach from Tylorstown to Maerdy.  <b>RCT INM C1</b></p>	<p>Being progressed following the completion of major studies and securing funding to take forward to the next stages. Route will be constructed along the alignment of the disused railway line. Overall public support has been identified following an exhibition. (2)</p>	<p>Route links communities in the Rhondda Fach and will provide segregated access to Porth town centre and its facilities including the rail station, health centre, swimming pool, library and shops. New route will also serve Ferndale Community School. Will result in a continuous segregated route along the Rhondda Fach. (3)</p>	<p>Scheme will improve the immediate surrounding environment and safety of users by providing a segregated, alternative route in the Rhondda Fach. Will support the local AQMA. (8)</p>	<p>Segregated route that runs direct between communities along the valley. (2)</p>	<b>15</b>

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<p>Construction of new active travel routes in the Church Village, Llantwit Fardre and Tonteg areas to link with the existing network. <b>RCT INM W10, RCT INM N26, N27, N28, N29, N30, N31, N32, N33, N35, N36, N37, N38, N72, N73, N74, N75</b></p> <p>Tudalen 749</p>	<p>Feasibility study has been undertaken to identify possible alignments and associated issues. Funding secured to take forward to the next stages of development. (-2)</p>	<p>These will be new routes within built-up areas. There may be a requirement to reallocate road space along certain sections in order to provide segregated routes. Will improve access to local facilities such as Garth Olwg Learning Centre, local shops, Church Village Library, Llantwit Fardre Leisure Centre and Gwauncelyn, Llantwit Fardre, Ysgol Ty Coch and Maesybryn Primary Schools. (7)</p>	<p>Will improve the safety of pedestrians and cyclists. Also, will provide a link to the existing network of active travel routes in an area of growing residential development such as the Church Village Community Route. (7)</p>	<p>These new routes will provide direct, convenient and safe links for users, maximising the benefits of through traffic displaced on the A473 bypass. Will feed into the Church Village Community Route. (2)</p>	<b>14</b>
<p>Construction of new active travel links between Church Village, Tonteg, Llantwit Fardre and Beddau. <b>RCT INM S13, S16, S16a and S22</b></p>	<p>Work being progressed through a feasibility study to consider possible alignments land and ecology issues etc. Funding secured to take forward to the next stages of development. Public consultation to be undertaken. (-6)</p>	<p>These will be new routes within built-up areas. There may be a requirement to reallocate road space along certain sections in order to provide segregated routes. Route S13 will provide an active travel link between Church Village and Efail Isaf and access to local facilities within Church Village such as Garth Olwg Learning Centre, local shops and the library. Route S22 will serve Llantwit Fardre Community Centre. (11)</p>	<p>Will improve the safety of pedestrians and cyclists. Also, will provide a link to key facilities and the existing network of active travel routes in an area of growing residential development. (7)</p>	<p>These new routes will provide direct, convenient and safe links for users, maximising the benefits of through traffic displaced on the A473 bypass. (2)</p>	<b>14</b>

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<p>Improve sections of shared use NCN Route 46 within Hirwaun, near Penywaun and alongside Hirwaun Industrial Estate to meet current active travel standards. <b>RCT AT 16a, 16b and 16c</b> <b>RCT AT 22o</b></p> <p>Tudalen 7500</p>	<p>Upgrade of existing route, no land or ecology issues envisaged. Work identified following an audit of route. Public support anticipated. (2)</p>	<p>Part of the NCN and forms a strategic east – west link across South Wales. Provides access to the centre of Hirwaun, for library, shops and health centre. Also, provides access to Hirwaun Industrial Estate for employees. (4)</p>	<p>Road corridors in the area have high traffic volumes with a major upgrade planned for the A465. Scheme will improve the immediate surrounding environment and safety of users. Opportunity for modal shift and link with proposals to reopen the mothballed freight line to passenger rail services. (7)</p>	<p>Some sections of route are not segregated and involve crossing the A465, under uncontrolled conditions. (0)</p>	<b>13</b>
<p>Construction of new, shared use active travel routes in the Talbot Green and Llantrisant areas. <b>RCT INM N7; RCT INM S1, S14 and S42</b></p>	<p>Overall public support is anticipated. However, this will be subject to the outcome of a study that will need to be undertaken on the route alignments, ecology issues and total cost etc (-2)</p>	<p>New routes will be located in an area of major new developments and will provide access to other existing or planned routes. This will enable a continuous network of routes to be created. New routes will also potentially provide access to several key facilities such as the bus station, Llantrisant Leisure Centre, Penygawsi Primary School and the Retail Park. (10)</p>	<p>New routes will provide links between existing communities and key facilities and to new residential and retail developments. (5)</p>	<p>The alignment of these new routes have not yet been determined so may not be along the preferred desire lines of users. Some sections may not be segregated from traffic. (0)</p>	<b>13</b>



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<p>Improve section of the Taff Trail between Abercynon and Pontypridd to meet current active travel standards. <b>RCT AT 23b</b></p>	<p>Upgrade of existing route, particularly in terms of addressing flooding issues and the surface conditions. Possible land or ecology issues to be considered. Public support anticipated and funding secured. (2)</p>	<p>Part of the NCN and forms link between South and Mid Wales. Route provides access to Pontypridd High School and the Albion Industrial Estate. (4)</p>	<p>Scheme will safeguard the existing route and improve both the immediate surrounding environment and safety of users (5)</p>	<p>Works will ensure that this section of route will be more resilient during periods of inclement weather. (2)</p>	<b>13</b>
<p>Improve sections of the Cynon Trail in the Aberdare area to meet current active travel standards. <b>RCT AT 22f, 22h, 22i, 22j, 22l, and 22m</b></p>	<p>Upgrade of existing route, particularly the surface conditions. No land or ecology issues envisaged. Work identified following an audit of route. Public support anticipated. (-2)</p>	<p>The Cynon Trail is an important cycle route between the Cynon Valley and the NCN. Although it does not serve the centre of Aberdare, it provides access to a number of facilities including the railway station, College of Further Education, Aberdare Community School and the Michael Sobell Leisure Centre. (9)</p>	<p>Scheme will improve the safety of cyclists and pedestrians. Will support the local AQMA and measures to encourage more visits to Aberdare town centre, particularly by bicycle. (5)</p>	<p>Route provides a direct and convenient link for users wishing to travel between communities to the north and south of Aberdare. (1)</p>	<b>13</b>
<p>Construction of a new, short active travel route within the vicinity of Treorchy town centre, a new safe route to Treorchy Junior and Infants School and a new active travel route to Treorchy Industrial Estate to create a network of routes within Treorchy. <b>RCT INM N25, N65, W7</b></p>	<p>Overall public support is anticipated. However, this will be subject to the outcome of a study that will need to be undertaken on the route alignments, ecology issues and total cost etc (-2)</p>	<p>These will be new routes within a built-up area. In the case of W7, there may be a requirement to reallocate road space along certain sections in order to provide a segregated route. N25 will involve the construction of a new footway. New routes will serve local schools such as the Comprehensive School, Junior and Infants Schools. W7 will serve the rail station, library and shops in Treorchy town centre. N65 will serve Treorchy Industrial Estate. (9)</p>	<p>Will improve walking and cycling access into Treorchy town centre, home-to-school journeys to Treorchy Comprehensive School, Treorchy Junior and Infants School and commuting journeys to/from Treorchy Industrial Estate. (5)</p>	<p>The alignment of these new routes are to be determined but they will provide a safer link for users to/from the schools and other facilities. (1)</p>	<b>13</b>

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<p>Improve an existing active travel route to meet current active travel standards in Rhydfelen.</p> <p><b>RCT INM S15</b></p> <p>Tudalen</p>	<p>Upgrade of existing route, no land or ecology issues envisaged. Work identified following an audit of route. Public support anticipated. (3)</p>	<p>Route is primarily used by school children as part of a SRIC to Heol y Celyn Primary School. Route can also be used to reach the shops and surgery in Rhydfelen. (4)</p>	<p>Scheme will improve the immediate surrounding environment and safety of users. (5)</p>	<p>Route is direct and convenient for users, but along a gradient. Minimal route obstructions. (1)</p>	<b>13</b>
<p>Construction of a new active travel route in Llanharan. <b>RCT INM C7 and S4</b></p> <p>C7 S2</p>	<p>Initial study undertaken to identify a possible route alignment and consider the land, ecology issues and costs etc. Funding is to be secured to take forward to the next stages of development in tandem with the planned Llanharan bypass. (-3)</p>	<p>New route will be located in an area of major development and will form part of an eventual continuous route between Bridgend and Pontypridd. Will serve facilities within Llanharan and surrounding area such as the railway station, Dolau and Llanharan Primary Schools and local shops. New route will extend to Talbot Green and provide access to facilities in the area. (8)</p>	<p>New route will be situated in a high traffic corridor and serve key facilities. It will improve the safety of cyclists and pedestrians and support local AQMA measures. (7)</p>	<p>New routes will provide direct links and will be accessible from planned new developments in the area. (1)</p>	<b>13</b>
<p>Improve sections of route within Abercynon, including the Cynon Trail, to meet current active travel standards and construct new link from the Trail to Greenfield Terrace and along Pentwyn Avenue.</p> <p><b>RCT AT 22a and 22b;</b> <b>RCT INM C4; RCT N22 and N66; RCT INM S9;</b> <b>RCT INM W13 and W15</b></p>	<p>No land or ecology issues envisaged during the upgrade of existing route. Work identified following an audit of route and public consultation exercise. Public support anticipated. (0)</p>	<p>The Cynon Trail is an important cycle route between the Cynon Valley and the NCN. Some sections in Abercynon are primarily used by school children as part of a SRIC. Various sections outside the Cynon Trail form a continuous network within Abercynon providing access to the rail station, Leisure Centre, shops, the Community Primary School and library. (6)</p>	<p>Scheme will improve the immediate surrounding environment and safety of users. (6)</p>	<p>Although traffic calming measures exist along most sections within Abercynon, potential conflict exists with traffic. (0)</p>	<b>12</b>

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<p>Improve sections of the Cynon Trail in Penrhiwceiber to meet current active travel standards. <b>RCT AT 22c and 22d</b></p>	<p>Upgrade of existing route. No land or ecology issues envisaged. Work identified following an audit of route. Public support anticipated. (0)</p>	<p>The Cynon Trail is an important cycle route between the Cynon Valley and the NCN. Sections of route to be improved serve Penrhiwceiber railway station (4)</p>	<p>Scheme will improve the immediate surrounding environment and safety of users. (6)</p>	<p>Segregated route that runs direct between communities along the valley. Minimal route obstructions. (2)</p>	<b>12</b>
<p>Construction of a new section of the Cynon Trail in Aberdare to provide a continuous link along the valley. <b>RCT INM S5</b></p>	<p>Overall public support is anticipated. However, this will be subject to the outcome of study that will need to be undertaken on the route alignment, ecology issues and total cost etc. (-4)</p>	<p>New route will enable a continuous segregated link to be provided along the Cynon Trail in a high traffic corridor. Route will serve Cwmbach railway station (southern end) and will provide access to the new Coleg y Cymoedd campus in Aberdare and Robertsown Industrial Estate (northern end). Will link with other proposed routes in the Aberdare town area to form a continuous network and access to other facilities that are not located nearby. (10)</p>	<p>Scheme will improve the safety of cyclists and pedestrians. New route will potentially offer a continuous active travel link to the industrial estate in Aberaman – if further development of the active travel network can be progressed. (4)</p>	<p>New route will be traffic free, have a direct alignment and be built to meet current standards. Will follow local desire lines. (2)</p>	<b>12</b>
<p>Improve route between Fernhill and Mountain Ash Comprehensive School / Ysbyty Cwm Cynon to meet current active travel standards. <b>RCT SR 10b</b></p>	<p>Upgrade of existing route, no land or ecology issues envisaged. Work identified following an audit of route. Public support anticipated. (0)</p>	<p>Route is primarily used by school children from Fernhill as part of a SRIC along the valley floor. It also provides access to Fernhill railway station and Ysbyty Cwm Cynon and avoids the need to travel into the centre of Mountain Ash to reach the school or hospital. (6)</p>	<p>As the route crosses a railway line, the safety barriers can create an obstacle for cyclists and wheelchair users. Route is segregated from high traffic roads. (6)</p>	<p>Route is direct and convenient for users, but can be prone to flooding during inclement weather. (0)</p>	<b>12</b>

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<p><i>i.e. any info about the scheme that expands the description column e.g. statements such as traffic-free path, completely new path construction, upgrades existing informal routes, located on highway verge, re-surfacing of existing surfaced route, desire line only and don't know preferred route as yet, are any studies ongoing/ been done, approximate length of the proposed route, proposal put forward through consultation etc.</i></p>	<p><i>e.g. land issues, ecology issues, planning, technical/ feasibility issues, funding secured, considered a quick win, acceptability/ public support, whether studies are needed before works are undertaken etc.</i></p>	<p><i>i.e. statements about how well the route links to/forms part of the wider network e.g. origins and destinations connected by the route (and other facilities along the route), links to existing AT routes, whether it's considered a 'whole' A to B route that could be used for AT journeys (or part of a wider route), links to new/ future developments, is it a primary or secondary route (refer to para 13.6.32 of draft AT guidance).</i></p>	<p><i>e.g. statements about specific local issues that would be addressed e.g. could benefit an AQMA, existing barriers to AT, lack of existing safe route (links to Learner Travel), existing road safety issues, high traffic volumes, high speed road, indirect route for AT, improves local streetscape/ landscape etc.</i></p>	<p><i>e.g. convenience, accessibility, safety, comfort, attractiveness</i></p>	
<p>Construction of a new active travel route in Talbot Green. <b>RCT INM N13</b></p> <p style="writing-mode: vertical-rl; transform: rotate(180deg);">Tudalen 754</p>	<p>Put forward during a previous consultation exercise. Overall public support is anticipated. However, this will be subject to the outcome of a study that will need to be undertaken on the route alignment, ecology issues and total cost etc. (0)</p>	<p>Relatively short section of new route that will provide a link to existing active travel routes in the area. Will utilise a subway under the A473. New route will be constructed in an area of major new developments and growth in traffic. (8)</p>	<p>Scheme will improve the immediate surrounding environment and the safety of pedestrians and cyclists. (2)</p>	<p>New route will offer users with a safer and more direct alternative to reach existing active travel routes in the area. (2)</p>	<b>12</b>
<p>Improve section of active travel route to Parc Nantgarw employment site in Trefforest Industrial Estate, which crosses the A4054, and construct two short sections of new active travel routes within TIE. <b>RCT INM C5, N63, N64</b></p>	<p>Upgrade of existing route (C5) mainly focusses on providing a safe crossing facility for pedestrians and cyclists. No land or ecology issues envisaged. Work identified following an audit of route. Public support anticipated. The construction of two new short sections of route will act as feeders to the core route planned within TIE. (0)</p>	<p>C5 route provides access from the south to important leisure and education facilities and employment sites in Parc Nantgarw and the southern part of Trefforest Industrial Estate, such as the Coleg y Cymoedd campus and new DWP Office. The two new short sections of active travel routes will provide improved access for pedestrians and cyclists within TIE. (4)</p>	<p>Scheme will improve the safety of cyclists and pedestrians in a high traffic corridor. (6)</p>	<p>The proposed new active travel routes will follow the desire lines of pedestrians and cyclists and will minimise the conflict with traffic. (2)</p>	<b>12</b>

LOCATION, DESCRIPTION, ROUTE REF. NO. AND TYPE	DELIVERABILITY SCORE	NETWORK PLANNING SCORE	WIDER BENEFITS SCORE	CYCLING / PEDESTN BENEFITS	TOTAL
<p><i>i.e. any info about the scheme that expands the description column e.g. statements such as traffic-free path, completely new path construction, upgrades existing informal routes, located on highway verge, re-surfacing of existing surfaced route, desire line only and don't know preferred route as yet, are any studies ongoing/ been done, approximate length of the proposed route, proposal put forward through consultation etc.</i></p>	<p><i>e.g. land issues, ecology issues, planning, technical/ feasibility issues, funding secured, considered a quick win, acceptability/ public support, whether studies are needed before works are undertaken etc.</i></p>	<p><i>i.e. statements about how well the route links to/forms part of the wider network e.g. origins and destinations connected by the route (and other facilities along the route), links to existing AT routes, whether it's considered a 'whole' A to B route that could be used for AT journeys (or part of a wider route), links to new/ future developments, is it a primary or secondary route (refer to para 13.6.32 of draft AT guidance).</i></p>	<p><i>e.g. statements about specific local issues that would be addressed e.g. could benefit an AQMA, existing barriers to AT, lack of existing safe route (links to Learner Travel), existing road safety issues, high traffic volumes, high speed road, indirect route for AT, improves local streetscape/ landscape etc.</i></p>	<p><i>e.g. convenience, accessibility, safety, comfort, attractiveness</i></p>	
<p>Construction of a new shared use active travel route within Hirwaun Industrial Estate. <b>RCT INM N68</b></p>	<p>Overall public support is anticipated. However, this will be subject to the outcome of a study that will need to be undertaken on the route alignments, ecology issues and total cost etc (0)</p>	<p>The new route will connect with NCN 46 at either end of the Industrial Estate and enable users to reach employers situated within the Estate. (7)</p>	<p>The new route will provide better access to a key employment site and improve the immediate surrounding environment. Scheme will also improve the safety of cyclists and pedestrians. (3)</p>	<p>The proposed new active travel route will follow the desire line of pedestrians and cyclists working within the Estate. (1)</p>	<b>11</b>
<p>Construction of a new active travel route between Church Village and Trefforest Industrial Estate. <b>RCT INM S31</b></p>	<p>Work being progressed through a feasibility study to consider possible route alignment, gradient, land and ecology issues etc. Funding secured to take forward to the next stages of development. Public consultation to be undertaken. (-4)</p>	<p>The new route will help support sustainable commuting journeys to the various facilities situated in Trefforest Industrial Estate such as employment sites, leisure attractions and Coleg y Cymmoedd Further Education. This new route will also help achieve a modal shift along a high traffic corridor. (10)</p>	<p>The new route will serve a key employment site and improve the immediate surrounding environment. Scheme will also improve the safety of cyclists and pedestrians. (5)</p>	<p>New route will provide a direct, convenient and safe link for users, although a major barrier is likely to be minimising a gradient. (0)</p>	<b>11</b>
<p>Improve walking route between Abercynon and Tyntetown to meet current active travel standards and construct new section to Carnetown. <b>RCT INM N66</b></p>	<p>No land or ecology issues envisaged where existing route is being upgraded. Work identified following a public consultation exercise. Public support anticipated. (0)</p>	<p>Route runs along the B4275 and connects Tyntetown and Abercynon. Serves Ynysboeth Infants and Junior Schools and the access road leading to Pontcynnon Industrial Estate. Route is also used by residents to reach the facilities in Abercynon (shops, library, rail station). Proposed new section will link Carnetown with facilities in Abercynon. (5)</p>	<p>Scheme will improve the immediate surrounding environment and safety of users. (5)</p>	<p>Improvements will further minimise the risk of conflict between pedestrians and traffic. (1)</p>	<b>11</b>

Tyntetown 755

LOCATION, DESCRIPTION, ROUTE REF. NO. AND TYPE	DELIVERABILITY SCORE	NETWORK PLANNING SCORE	WIDER BENEFITS SCORE	CYCLING / PEDESTN BENEFITS	TOTAL
<p><i>i.e. any info about the scheme that expands the description column e.g. statements such as traffic-free path, completely new path construction, upgrades existing informal routes, located on highway verge, re-surfacing of existing surfaced route, desire line only and don't know preferred route as yet, are any studies ongoing/ been done, approximate length of the proposed route, proposal put forward through consultation etc.</i></p>	<p><i>e.g. land issues, ecology issues, planning, technical/ feasibility issues, funding secured, considered a quick win, acceptability/ public support, whether studies are needed before works are undertaken etc.</i></p>	<p><i>i.e. statements about how well the route links to/forms part of the wider network e.g. origins and destinations connected by the route (and other facilities along the route), links to existing AT routes, whether it's considered a 'whole' A to B route that could be used for AT journeys (or part of a wider route), links to new/ future developments, is it a primary or secondary route (refer to para 13.6.32 of draft AT guidance).</i></p>	<p><i>e.g. statements about specific local issues that would be addressed e.g. could benefit an AQMA, existing barriers to AT, lack of existing safe route (links to Learner Travel), existing road safety issues, high traffic volumes, high speed road, indirect route for AT, improves local streetscape/ landscape etc.</i></p>	<p><i>e.g. convenience, accessibility, safety, comfort, attractiveness</i></p>	
<p>Construction of new cross boundary active travel routes from Llanharan (via Brynna and via Bryncae) to provide links to employment and retail facilities in Bridgend.  <b>RCT INM N4 and RCT INM S33</b></p> <p style="writing-mode: vertical-rl; transform: rotate(180deg);">Tudalen 756</p>	<p>Initial study undertaken to identify possible route alignments up to the Bridgend boundary and consider the land and ecology issues and costs etc. Funding is to be secured to take forward to the next stages of development in tandem with the planned Llanharan bypass. (-5)</p>	<p>New routes will be located in an area of major development and will form part of an eventual continuous route between Bridgend and Pontypridd. As well as providing access to facilities within the Bridgend CBC area such as employment and education, the new routes will also serve facilities within RCT such as Llanharan rail station and Dolau and Brynnau Primary Schools. (8)</p>	<p>New routes will be situated in a high traffic corridor and provide segregated access to employment and education sites in Bridgend. They will improve the safety of cyclists and pedestrians. (7)</p>	<p>Proposed new routes will follow the alignment of the existing road network. (1)</p>	<b>11</b>
<p>Construction of a new active travel route along The Broadway between Trefforest and Pontypridd, following the introduction of traffic calming measures. <b>RCT INM N12 and N21</b></p>	<p>Put forward during a previous consultation exercise. Overall public support is anticipated but will be subject to the outcome of a study that will need to be undertaken on the route alignment, ecology issues &amp; total cost etc. Reallocation of road space may be required along sections. (0)</p>	<p>Route will provide a more direct link between Pontypridd town centre and the University of South Wales campus in Trefforest. Will connect with existing active travel routes at both ends and facilities in both settlements such as the rail stations. (7)</p>	<p>Scheme will improve the immediate surrounding environment and the safety of pedestrians and cyclists. It will also help support several local AQMA measures. (2)</p>	<p>New route will offer users with a safer and more direct link along a high traffic corridor. Will follow desire lines. (2)</p>	<b>11</b>
<p>Construction of a new active travel route along Cardiff Road between Hawthorn and Upper Boat Retail Park. <b>RCT INM S8</b></p>	<p>An initial study has identified this scheme as a long term aspiration due to the possible need to reallocate road space to create a segregated route. However, overall public support is anticipated. (-2)</p>	<p>New route will serve key facilities at each end – Hawthorn High and Primary Schools (northern end) and the Upper Boat Retail Park and employment sites in Trefforest Industrial Estate. Potential to link with other active travel routes when developed and form a continuous network. (7)</p>	<p>Scheme will improve the safety of cyclists and pedestrians in a high traffic corridor. (4)</p>	<p>New route will minimise the risk of conflict between cyclists and traffic. (2)</p>	<b>11</b>

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<p><i>i.e. any info about the scheme that expands the description column e.g. statements such as traffic-free path, completely new path construction, upgrades existing informal routes, located on highway verge, re-surfacing of existing surfaced route, desire line only and don't know preferred route as yet, are any studies ongoing/ been done, approximate length of the proposed route, proposal put forward through consultation etc.</i></p>	<p><i>e.g. land issues, ecology issues, planning, technical/ feasibility issues, funding secured, considered a quick win, acceptability/ public support, whether studies are needed before works are undertaken etc.</i></p>	<p><i>i.e. statements about how well the route links to/forms part of the wider network e.g. origins and destinations connected by the route (and other facilities along the route), links to existing AT routes, whether it's considered a 'whole' A to B route that could be used for AT journeys (or part of a wider route), links to new/ future developments, is it a primary or secondary route (refer to para 13.6.32 of draft AT guidance).</i></p>	<p><i>e.g. statements about specific local issues that would be addressed e.g. could benefit an AQMA, existing barriers to AT, lack of existing safe route (links to Learner Travel), existing road safety issues, high traffic volumes, high speed road, indirect route for AT, improves local streetscape/ landscape etc.</i></p>	<p><i>e.g. convenience, accessibility, safety, comfort, attractiveness</i></p>	
<p>Improve sections of NCN Route 881 between Pontypridd and Porth to meet current active travel standards. <b>RCT AT 17a, 17b, 17c and 17d</b></p>	<p>Upgrade of existing route, no land or ecology issues envisaged. Work identified following an audit of route. Public support anticipated. (0)</p>	<p>Part of the NCN and provides an important link between Pontypridd and the Rhondda Valleys. Serves the Rugby Club, Maritime Offices, Rhondda Heritage Park, Maesycoed and Hafod Primary Schools and Ysgol Gynradd Gymraeg Llwynceilyn. (4)</p>	<p>Route mainly runs parallel with a high traffic corridor. Scheme will improve the immediate surrounding environment and safety of users. (6)</p>	<p>Section of this route outside Pontypridd town centre is circuitous due to the physical constraints of area. Good signage. (1)</p>	<b>11</b>
<p>Construction of a new active travel route in the vicinity of Pontypridd town centre to provide a link to existing routes. <b>RCT INM C3</b></p>	<p>May require the reallocation of road space to create a segregated network. However, overall public support is anticipated, but this will be subject to the outcome of a study that will need to be undertaken on the route alignments, ecology issues and total cost etc. (-4)</p>	<p>New route will provide links to existing routes and create a continuous network in the area. Will enable users to reach Ynysangharad Road Retail Park (northern end) and the Glyntaff Campus of the University of Glamorgan (southern end). (10)</p>	<p>Scheme will improve the safety of cyclists and pedestrians. Will support the local AQMA and measures to encourage more visits to the town centre, particularly by bicycle. (4)</p>	<p>New route will minimise the risk of conflict between cyclists, pedestrians and traffic. Will act as a feeder. (1)</p>	<b>10</b>
<p>Improve sections of route to meet current active travel standards in Glancynon. <b>RCT SR 11b</b></p>	<p>Upgrade of existing route, no land or ecology issues envisaged. Work identified following an audit of route. Public support anticipated. (0)</p>	<p>Route is primarily used by school children attending Abercynon Community Primary School as part of a SRIC. (4)</p>	<p>Scheme will improve the immediate surrounding environment and safety of users. (5)</p>	<p>Improvements will further minimise the risk of conflict between pedestrians and traffic. (1)</p>	<b>10</b>

TUDOR HOUSE 757

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<p><i>i.e. any info about the scheme that expands the description column e.g. statements such as traffic-free path, completely new path construction, upgrades existing informal routes, located on highway verge, re-surfacing of existing surfaced route, desire line only and don't know preferred route as yet, are any studies ongoing/ been done, approximate length of the proposed route, proposal put forward through consultation etc.</i></p>	<p><i>e.g. land issues, ecology issues, planning, technical/ feasibility issues, funding secured, considered a quick win, acceptability/ public support, whether studies are needed before works are undertaken etc.</i></p>	<p><i>i.e. statements about how well the route links to/forms part of the wider network e.g. origins and destinations connected by the route (and other facilities along the route), links to existing AT routes, whether it's considered a 'whole' A to B route that could be used for AT journeys (or part of a wider route), links to new/ future developments, is it a primary or secondary route (refer to para 13.6.32 of draft AT guidance).</i></p>	<p><i>e.g. statements about specific local issues that would be addressed e.g. could benefit an AQMA, existing barriers to AT, lack of existing safe route (links to Learner Travel), existing road safety issues, high traffic volumes, high speed road, indirect route for AT, improves local streetscape/ landscape etc.</i></p>	<p><i>e.g. convenience, accessibility, safety, comfort, attractiveness</i></p>	
<p>Improve route to Pontypridd High School to meet current active travel standards. <b>RCT SR 7a</b></p> <p style="writing-mode: vertical-rl; transform: rotate(180deg);">Tudalen 758</p>	<p>Upgrade of existing route. No significant land or ecology issues envisaged. Work identified following an audit of route. Public support anticipated. (0)</p>	<p>Route is primarily used by school children from the Cilfynydd area attending Pontypridd High School as part of a SRIC. Route can also be used by residents to reach employment sites in the Albion Industrial Estate. (4)</p>	<p>Scheme will improve the immediate surrounding environment and safety of users. (5)</p>	<p>Improvements will further minimise the risk of conflict between pedestrians and traffic. Minimal route obstructions. (1)</p>	<b>10</b>
<p>Construction of a new active travel route along Swansea Road and Merthyr Road, Hirwaun and within Hirwaun to key facilities. <b>RCT INM N67</b></p>	<p>May require the reallocation of road space to create a segregated network. However, overall public support is anticipated, but this will be subject to the outcome of a study that will need to be undertaken on the route alignment and total cost etc. (-3)</p>	<p>New route will link areas of new residential development in the east and west of Hirwaun with the centre of the village and the various facilities provided. These include the shops, library and health centre. Will also be used to reach Hirwaun Industrial Estate. (5)</p>	<p>Potential to achieve a modal shift from car for local journeys within Hirwaun. Scheme will improve the immediate surrounding environment and the safety of pedestrians and cyclists. (6)</p>	<p>New route will provide a direct, convenient and safe link for users. (1)</p>	<b>9</b>
<p>Construction of a new active travel route between Upper Boat Retail Park and Upper Boat Interchange to connect with existing routes in the area. <b>RCT INM N5</b></p>	<p>Work being progressed through a feasibility study to consider possible route alignment, gradient, land and ecology issues etc. Funding secured to take forward to the next stages of development. Public consultation to be undertaken. (-4)</p>	<p>New route will enable users of the Church Village Community Route to have direct access to a major shopping destination. Also, employees at TIE will have a segregated route to reach the Retail Park. (6)</p>	<p>Potential to achieve a modal shift from car for local journeys between TIE, the Church Village area and Retail Park through a junction with very high traffic volumes. Scheme will improve the immediate surrounding environment and the safety of pedestrians and cyclists. (6)</p>	<p>New route will provide a safe and direct link for users reducing the need to cross several arms of a busy road junction. (1)</p>	<b>9</b>



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<p>Improve section of Taff Trail through Rhydfelen to meet current active travel standards. <b>RCT INM C2</b></p>	<p>Upgrade of existing route, no land or ecology issues envisaged. Work identified following an audit of route. Public support anticipated. (0)</p>	<p>Part of the NCN and forms link between South and Mid Wales. Provides access to Upper Boat Retail Park and employment sites in Gelli Hirion Industrial Estate. (4)</p>	<p>Scheme will improve the immediate surrounding environment and safety of users. (4)</p>	<p>Segregated route but it runs along the edge of the communities served. (1)</p>	<p><b>9</b></p>
<p>Improvement of routes to St John Baptist High School, Aberdare to meet current active travel standards. <b>RCT SR 1a and 2a</b></p>	<p>Upgrade of existing routes, no land or ecology issues envisaged. Work identified following an audit of routes. Public support anticipated. (0)</p>	<p>Routes are primarily used by school children attending St John Baptist High School as part of a SRIC. (2)</p>	<p>Scheme will improve the immediate surrounding environment and safety of users. (6)</p>	<p>Improvements will further minimise the risk of conflict between pedestrians and traffic. (1)</p>	<p><b>9</b></p>
<p>Improve sections of Lady Windsor route from Ynysybwll towards Pontypridd to meet current active travel standards. <b>RCT AT 21a; RCT INM S25</b></p>	<p>Upgrade of existing route, no land or ecology issues envisaged. Work identified following an audit of route. Public support anticipated. (-1)</p>	<p>Provides a segregated link to the NCN from Ynysybwll and access to Pontypridd High School and employment sites in the Albion Industrial Estate. Route will also provide access to recreational opportunities in the area at the new Daerwynno Outdoor Activity Centre. (3)</p>	<p>Scheme will improve the immediate surrounding environment and safety of users. (5)</p>	<p>Traffic free section of route that will benefit from improvements. (2)</p>	<p><b>9</b></p>
<p>Construction of a new, segregated active travel route between Caerphilly and Taffs Well along the A468. <b>RCT INM S32</b></p>	<p>Put forward during a previous consultation exercise. Overall public support is anticipated. However, this will be subject to the outcome of a study that will need to be undertaken on the route alignment, ecology issues and total cost etc. (0)</p>	<p>Route will be segregated along the A468. No reallocation of road space is required. As well as providing a cross boundary link into Caerphilly, the new route will serve a major employer along the A468 and provide improved access into Trefforest Industrial Estate and its education and employment sites and Taffs Well railway station.(8)</p>	<p>New route will run parallel with NCN 4 which has been built along a disused railway line. Will help support local AQMA measures. (1)</p>	<p>New route will provide a direct, convenient and safe link for users, although a major barrier is likely to be minimising a gradient. (0)</p>	<p><b>9</b></p>

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<p>Improve section of walking route along Gilfach Road, Tonyrefail to meet current active travel standards and construct new active travel route beyond Gilfach Road towards Gilfach Goch. <b>RCT INM N83 &amp; SR 5b</b></p>	<p>Upgrade of existing route, primarily widening the footway. No significant land or ecology issues envisaged. Work identified following an audit of route. Public support anticipated. (0)</p>	<p>Walking route along Gilfach Road is primarily used by school children attending Tonyrefail Community School as part of a SRIC. The proposed, new active travel route to Gilfach Goch will extend network to reach a community with limited facilities and high levels of deprivation (4)</p>	<p>Scheme will improve the immediate surrounding environment and safety of users. Will support local AQMA measures. (4)</p>	<p>Improvements will further minimise the risk of conflict between pedestrians and traffic. (1)</p>	<p><b>9</b></p>
<p>Construction of a new active travel route between Aberaman and Mountain Ash via Abercwmboi. <b>RCT INM S39</b></p>	<p>Put forward during a previous consultation exercise. Overall public support is anticipated. However, this will be subject to the outcome of a study that will need to be undertaken on the route alignment, ecology issues and total cost etc. Reallocation of road space may be required along sections. (-5)</p>	<p>New route will provide a link to a key settlement in RCT and its facilities such as the Library, rail station and shops. New route will also run close to Fernhill railway station and Darrenlas Primary School. It will eventually create a continuous network in the area. At its northern end, the new route will provide improved access to employment sites in Aberaman Industrial Estate. (9)</p>	<p>New route will run parallel to the Cynon Trail which runs on the northern side of the River Cynon. Scheme will improve the safety of cyclists and walkers in communities of relatively low household car ownership and limited facilities. (4)</p>	<p>New route will further minimise the risk of conflict between pedestrians, cyclists and traffic. (1)</p>	<p><b>9</b></p>
<p>Improve sections of route within the vicinity of Tonyrefail town centre to meet current active travel standards. <b>RCT AT 20a, 20b, 20c and 20e</b></p>	<p>Upgrade of existing route. Potential issues may arise involving the possible reallocation of road space in parts. Work identified following an audit of route. Public support may be difficult to obtain. (0)</p>	<p>Route forms part of a continuous network in the Tonyrefail area and serves key local facilities such as Tonyrefail Community School, local shops and the Leisure Centre. (4)</p>	<p>Scheme will improve the safety of cyclists and pedestrians. Will support the local AQMA and measures to encourage more visits to the town centre, particularly by bicycle. (3)</p>	<p>Route provides a direct and convenient link for residents into the town centre. (1)</p>	<p><b>8</b></p>

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<p>Construction of a new active travel route to link the Taff Trail with Gelli Hirion Industrial Estate. <b>RCT INM S11</b></p>	<p>Overall public support is anticipated. However, this will be subject to the outcome of a study that will need to be undertaken on the route alignment, ecology issues and total cost etc. (-3)</p>	<p>The Taff Trail is part of the NCN and forms a link between South and Mid Wales. The new route will provide access to Gelli Hirion Industrial Estate. (6)</p>	<p>New route will serve a key employment site and improve the immediate surrounding environment. Will help achieve a modal switch for work journeys. (3)</p>	<p>The Taff Trail can be accessed by many communities and new route would act as a feeder link. (2)</p>	<b>8</b>
<p>Construction of a new active travel route between Rhiw and Taffs Well. <b>RCT INM N82</b></p>	<p>Overall public support is anticipated. However, this will be subject to the outcome of a study that will need to be undertaken on the route alignment, ecology issues and total cost etc. (-3)</p>	<p>This new route will feed into the Taff Trail and provide an isolated community with very few facilities and limited bus service with improved and safer access to Taffs Well. (6)</p>	<p>New route will provide improved access to an isolated community in RCT to facilities, including the rail station and primary school in Taffs Well. (5)</p>	<p>Proposed new active travel route will further minimise the risk of conflict between pedestrians, cyclists and traffic. (0)</p>	<b>8</b>
<p>Improve section of NCN Route 46 in the Rhigos area to meet current active travel standards. <b>RCT INM S41</b></p>	<p>Upgrade of existing route, no land or ecology issues envisaged. Work identified following an audit of route. Public support anticipated. (0)</p>	<p>Part of the NCN and forms a strategic east – west link across South Wales. Provides cross boundary links into the Neath Port Talbot area. Route provides access to facilities in Glynneath for RCT residents and access to the Hirwaun Industrial Estate and possible new rail station in Hirwaun for NPT residents. (3)</p>	<p>Scheme will improve the immediate surrounding environment and the safety of pedestrians and cyclists. However, the gradient along this section of route can act as a significant barrier to users. (3)</p>	<p>Improvements will further minimise the risk of conflict between pedestrians, cyclists and traffic. (1)</p>	<b>7</b>

Tudalen 761

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<p>Construction of new active travel routes from schools within RCT to existing, nearby routes. <b>SL</b></p> <p style="writing-mode: vertical-rl; transform: rotate(180deg);">Tudalen 762</p>	<p>Overall support from the communities located within the catchment area of each school is anticipated. However, each link between the school and the nearest active travel route will be subject to the outcome of a study to determine route alignment, ecology issues and total cost. (-1)</p>	<p>Each proposed active travel route will provide improved access for pupils and accompanying adults who currently walk or cycle to school. It is likely that associated measures to the highway will be undertaken along the approaches to each school. (3)</p>	<p>Schemes will improve the immediate surrounding environment and the safety of pedestrians and cyclists. (3)</p>	<p>Proposed new active travel routes will further minimise the risk of conflict between pedestrians, cyclists and traffic. Will follow the desire lines of users. (2)</p>	<b>7</b>
<p>Construction of new active travel route between Llanhari and Llanharan. <b>RCT INM N85</b></p>	<p>Overall public support is anticipated. However, this will be subject to the outcome of a study that will need to be undertaken on the route alignment, ecology issues and total cost etc. (-3)</p>	<p>This new route will provide improved access to Llanhran rail station for commuters as an alternative to Pontyclun. It is likely that construction work and route alignment near Llanharan will be governed by the construction of the Llanharan bypass. (4)</p>	<p>Proposal was raised at a recent public consultation exercise. Highway network in the area has experienced an increase in traffic volumes following the completion of major residential developments. (4)</p>	<p>Proposed new active travel route will further minimise the risk of conflict between pedestrians, cyclists and traffic. Will follow the desire lines of users. (2)</p>	<b>7</b>

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Construction of a new active travel route along Wellington Street, Robertstown. <b>RCT INM N69</b>	Overall public support is anticipated. However, this will be subject to the outcome of a study that will need to be undertaken on the route alignment, ecology issues and total cost etc. (-3)	New route will connect off the Cynon Trail and enable users to reach retail and employment facilities within the Industrial Estate. (5)	New route will serve a key employment site and improve the immediate surrounding environment. Will help achieve a modal switch for work journeys. (3)	New route will further minimise the risk of conflict between pedestrians and traffic. Will follow the desire lines of users.(1)	<b>6</b>
Construction of new active travel routes in Trecynon to link with the existing network of routes. <b>RCT INM S6 and W12</b>	May require the reallocation of road space to create a segregated network. However, overall public support is anticipated, but this will be subject to the outcome of a study that will need to be undertaken on the route alignments, ecology issues and total cost etc. (-6)	New routes will provide links to existing routes and create a continuous network in the area and access to facilities in Aberdare town centre. New routes will also serve local facilities such as Aberdare Park Primary School. (7)	Scheme will improve the safety of cyclists and pedestrians and measures to encourage more sustainable journeys in the area, particularly by bicycle and to/from the local school. (4)	New routes will further minimise the risk of conflict between pedestrians and traffic. Will follow the desire lines of users.(1)	<b>6</b>
Improve route used for active travel journeys, at the rear of Ysgol Gyfun Treorci, to meet current standards. <b>RCT INM N1</b>	Upgrade of existing route. No significant land or ecology issues envisaged. Work identified following the outcome of a previous consultation exercise. Public support anticipated. (0)	Route is primarily used by school children attending Ysgol Gyfun Treorci as part of a SRIC. (2)	Scheme will improve the immediate surrounding environment and safety of users. (3)	Improvements will further minimise the risk of conflict between pedestrians, cyclists and traffic. (1)	<b>6</b>

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<p>Construction of new active travel route from Parc Gellifaelog, Tonypandy to Cambrian Industrial Park, Clydach Vale. <b>RCT INM N84</b></p>	<p>Overall public support is anticipated, but this will be subject to the outcome of a study that will need to be undertaken on the route alignment, ecology issues and total cost etc. (-2)</p>	<p>New route will provide improved access from a new residential development near the A4119 with a major employment site in the area. (3)</p>	<p>New route is relatively short in distance but will offer an alternative modal option for residents who work at the Industrial Park. (3)</p>	<p>New route will help to improve road safety in the area. (2)</p>	<b>6</b>
<p>Construction of a new active travel route to the new World Leisure Facility on Rhigos Mountain. <b>RCT INM N70</b></p>	<p>Overall public support is anticipated, but this will be subject to the outcome of a study that will need to be undertaken on the route alignment, ecology issues and total cost etc. (-2)</p>	<p>New route will provide a link for cyclists off NCN 46 to the new development. Unlike other active travel routes, this proposed route will be in open countryside, so issues of land acquisition to provide a segregated route can be overcome. (4)</p>	<p>New route will help to encourage active tourism visitors to the area and support the local economy. (3)</p>	<p>New route will be mainly traffic free, have a direct alignment and be built to meet current standards. (1)</p>	<b>6</b>
<p>Extend existing Safe Routes in Communities route along High Street, Garden Village. <b>RCT INM S7</b></p>	<p>Overall public support may not be forthcoming. May require more widespread traffic calming measures. (0)</p>	<p>Widens the catchment area of Hendreforgan Community Primary School covered by these measures. (2)</p>	<p>Measures will help to reduce car journeys to/from the Community Primary School. (2)</p>	<p>Will help to improve road safety in the area. (2)</p>	<b>6</b>
<p>Construction of new, short distance active travel routes and links within and to/from Porth town centre. <b>RCT INM N11, N54, N55, N56, N57, N58, N59, N60, N61, N62</b></p>	<p>Proposals are currently subject to the outcome of a study that is being undertaken on the route alignments, ecology issues and total cost etc. May require the reallocation of road space. (-3)</p>	<p>New routes will provide links within the town centre and facilitate active travel journeys beyond. Will link the main facilities situated within the town centre such as the Morrisons Supermarket, library, health centre, Council Offices and railway station (which will become part of a new transport hub). (5)</p>	<p>Scheme will help support measures to regenerate the town centre, including the creation of an integrated transport hub with facilities for cycle storage. (3)</p>	<p>New routes will be mainly traffic free, have a direct alignment and be built to meet current standards. Will act as feeders into existing routes. (1)</p>	<b>6</b>

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<p>Construction of a new active travel route between the rail station and Trefforest Industrial Estate. <b>RCT INM S18</b></p> <p style="writing-mode: vertical-rl; transform: rotate(180deg);">Tudalen 765</p>	<p>An initial study has identified a potential link between the rail station and Trefforest Industrial Estate. However, this scheme may not progress as set out due to the long term aspiration to relocate the station further south in the Estate. However overall public support is anticipated at both locations. (-4)</p>	<p>Although relatively short in distance, the creation of an active travel route between the rail station and Trefforest Industrial Estate will help support sustainable commuting journeys to the Industrial Estate and achieve modal shift. (6)</p>	<p>New route will serve a key employment site and improve the immediate surrounding environment. Scheme will also improve the safety of cyclists and pedestrians and help achieve a modal shift from car for commuting journeys. (3)</p>	<p>The current TIE station is Situated in an isolated location and not accessible to all potential users. Reaching or leaving the platform involves a flight of steps. (0)</p>	<b>5</b>
<p>Construction of a new cross valley active travel route between Cwmbach and Aberaman. <b>RCT INM S27</b></p>	<p>Put forward during a previous consultation exercise. Overall public support is anticipated. However, this will be subject to the outcome of a study that will need to be undertaken on the route alignment, ecology issues and total cost etc. (-5)</p>	<p>New route will link Cwmbach rail station with Aberaman Industrial Estate and a local retail park. The new route will also connect with existing routes (such as the Cynon Trail) and planned active travel routes to form a continuous network in the area. (5)</p>	<p>Potential to achieve a modal shift from car use for journeys to/from work. Scheme will improve the immediate surrounding environment and the safety of pedestrians and cyclists. (4)</p>	<p>New route will further minimise the risk of conflict between pedestrians, cyclists and traffic. (1)</p>	<b>5</b>

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<p>Construction of a new active travel route along the B4276 between Tonypany and Porth via Dinas. <b>RCT INM N10</b></p> <p style="writing-mode: vertical-rl; transform: rotate(180deg);">Tudalen 766</p>	<p>Put forward during a previous consultation exercise. Overall public support is anticipated but this will be subject to the outcome of a study that will need to be undertaken on the route alignment, ecology issues and total cost etc. May require the reallocation of road space and/or disused rail land along sections. (-5)</p>	<p>New route will link two key settlements in RCT and provide access to a number of facilities such as Tonypany and Porth libraries, Porth swimming pool, Cymmer Road retail park, Penygraig Industrial Estate and the railway stations in Dinas, Porth and Tonypany. The new route will also connect with existing routes and form part of a planned long distance active travel route along the Rhondda Fawr to the disused rail tunnel at Blaencwm. (5)</p>	<p>Scheme will improve the immediate surrounding environment and the safety of pedestrians and cyclists. (4)</p>	<p>New route will further minimise the risk of conflict between pedestrians, cyclists and traffic. (1)</p>	<b>5</b>
<p>Extension of an existing active travel route from Coed Ely to Tonyrefail and provide links between NCN Route 4 and the Church Village Community Route. <b>RCT INM S24</b></p>	<p>Construction of the new route is closely linked to the development of the former Coed Ely colliery site into other (employment) uses. Overall public support is anticipated. However, this will be subject to the outcome of a study that will need to be undertaken on the route alignment, ecology issues and total cost etc. (-6)</p>	<p>New route will provide a direct and segregated link between Tonyrefail, the Royal Glamorgan Hospital and nearby places of employment in Llantrisant and Talbot Green. It will serve the newly developed site in Coed Ely and Cwmlai Primary School. It will also connect with existing routes and form part of a network of active travel routes in the area. (4)</p>	<p>Potential to achieve a modal shift from car use for local journeys along a high traffic corridor. Scheme will improve the immediate surrounding environment and the safety of pedestrians and cyclists. (5)</p>	<p>New route will follow the desire lines of users and offer a safer and more direct link along a high traffic corridor. (2)</p>	<b>5</b>



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<p>Construction of a new active travel route between Glyncoch and Pontypridd along the western side of the River Taff. <b>RCT INM S38</b></p> <p>Tudalen</p>	<p>Put forward during a previous consultation exercise. Overall public support is anticipated but this will be subject to the outcome of a study that will need to be undertaken on the route alignment, gradient, ecology issues and total cost etc. May require the reallocation of road space along sections. (-6)</p>	<p>New route will link a community with low household car ownership levels with the centre of Pontypridd. It will serve Craig yr Hesg Primary School and connect with existing, long distance routes radiating from Pontypridd town centre. (5)</p>	<p>Scheme will improve the immediate surrounding environment and safety of users. Will support the local AQMA and measures to encourage more visits to the town centre, particularly by bicycle from an isolated and economically deprived community. (4)</p>	<p>New route will provide a safe and direct link for users. The existing footway is very narrow in places and the corridor has a high volume of traffic. (2)</p>	<b>5</b>
<p>Construction of a new active travel route from Llanhari to Pontyclun and Talbot Green to connect with existing routes. <b>RCT INM S3</b></p> <p>Coed</p>	<p>Overall public support is anticipated. However, this will be subject to the outcome of a study that will need to be undertaken on the route alignment, ecology issues and total cost etc. (-6)</p>	<p>New active travel route will connect a growing community in RCT with the active travel network in Pontyclun and Talbot Green, and the various key facilities located there such as the bus and rail stations, Y Pant Comprehensive School, Ysgol Llanhari, Retail Park and Royal Glamorgan Hospital. (5)</p>	<p>Scheme will improve the safety of cyclists and pedestrians in a high traffic corridor. (4)</p>	<p>Proposed new route will follow the alignment of the existing road network. (1)</p>	<b>4</b>
<p>Construction of a new active travel route in Llwydcoed, linking a new housing development to the Cynon Trail. <b>RCT INM N46</b></p>	<p>Put forward during a previous consultation exercise. Overall public support is anticipated. However, this will be subject to the outcome of a study that will need to be undertaken on the route alignment, gradient, ecology issues and total cost etc. May require the reallocation of road space along sections. (-5)</p>	<p>New route would start from a proposed major housing development in Llwydcoed (built on a brownfield site) and would continue along or parallel to the B4276 to join the Cynon Trail. New route would enable users to walk / cycle beyond Llwydcoed to reach the various facilities in Aberdare. (5)</p>	<p>Scheme will improve the immediate surrounding environment and the safety of pedestrians and cyclists. (3)</p>	<p>New route will further minimise the risk of conflict between pedestrians, cyclists and traffic. Will act as a feeder to the Cynon Trail. (1)</p>	<b>4</b>

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<p>Construction of a new cross boundary active travel route in Abercynon to link with communities within the Merthyr Tydfil CBC area. <b>RCT INM S40</b></p> <p style="writing-mode: vertical-rl; transform: rotate(180deg);">Tudalen 768</p>	<p>Put forward during a previous consultation exercise. Overall public support is anticipated but will be subject to the outcome of a study that will need to be undertaken on the route alignment, gradient, ecology issues and total cost etc. May require the reallocation of road space along sections. (5)</p>	<p>Will provide an important cross boundary link between the Cynon Trail, Taff Trail and active travel routes in Caerphilly County to form a continuous network. Route will also provide a sustainable link to Abercynon rail station. (5)</p>	<p>Potential to achieve a modal shift from car use for commuting journeys. Scheme will improve the immediate surrounding environment and the safety of pedestrians and cyclists. (2)</p>	<p>New route will form a strategic component in the network of active travel routes in the area. Will enable users to avoid busy A470/A4054/A4059 junction. (2)</p>	<b>4</b>
<p>Construction of a new active travel route between Cwmaman and Aberaman. <b>RCT INM W14</b></p>	<p>Overall public support is anticipated. However, this will be subject to the outcome of a study that will need to be undertaken on the route alignment, gradient, ecology issues and total cost etc. (-6)</p>	<p>New active travel route will connect an isolated community in RCT with the active travel network in the Cynon Valley and the various facilities located there such as employment sites in Aberaman Industrial Estate, Cwmbach railway station and Retail Park. (5)</p>	<p>Scheme will improve the safety of cyclists and pedestrians in an area of relatively low household car ownership and limited facilities in the community. (3)</p>	<p>Most of the new route is likely to be direct for users and be located in residential areas with low traffic speeds and volumes. (2)</p>	<b>4</b>

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<p><i>i.e. any info about the scheme that expands the description column e.g. statements such as traffic-free path, completely new path construction, upgrades existing informal routes, located on highway verge, re-surfacing of existing surfaced route, desire line only and don't know preferred route as yet, are any studies ongoing/ been done, approximate length of the proposed route, proposal put forward through consultation etc.</i></p>	<p><i>e.g. land issues, ecology issues, planning, technical/ feasibility issues, funding secured, considered a quick win, acceptability/ public support, whether studies are needed before works are undertaken etc.</i></p>	<p><i>i.e. statements about how well the route links to/forms part of the wider network e.g. origins and destinations connected by the route (and other facilities along the route), links to existing AT routes, whether it's considered a 'whole' A to B route that could be used for AT journeys (or part of a wider route), links to new/ future developments, is it a primary or secondary route (refer to para 13.6.32 of draft AT guidance).</i></p>	<p><i>e.g. statements about specific local issues that would be addressed e.g. could benefit an AQMA, existing barriers to AT, lack of existing safe route (links to Learner Travel), existing road safety issues, high traffic volumes, high speed road, indirect route for AT, improves local streetscape/ landscape etc.</i></p>	<p><i>e.g. convenience, accessibility, safety, comfort, attractiveness</i></p>	
<p>Construction of a new active travel route to serve a major residential development at Cefn yr Hendy, Pontyclun. <b>RCT INM N9</b></p>	<p>Put forward during a previous consultation exercise. Overall public support is anticipated, but this will be subject to the outcome of a study that will need to be undertaken on the route alignment, ecology issues &amp; total cost etc. May require the re-allocation of road space along sections. (-5)</p>	<p>New route will be located in an area of major retail and residential development and will provide access to other existing or planned active travel routes. This will enable a continuous network of routes to be created. Facilities that will be served include Pontyclun railway station and Y Pant Comprehensive School. (3)</p>	<p>New route will provide links between existing communities and key facilities (such as Pontyclun rail station for commuting journeys) and to new developments. (4)</p>	<p>New route will follow the desire lines of users and offer a safer and more direct link along a high traffic corridor. (2)</p>	<p><b>4</b></p>
<p>Construction of a new active travel route from Llanharan railway station alongside the railway line to Bryncae to join proposed new network in the area. <b>RCT INM N41</b></p>	<p>Put forward during a previous consultation exercise. Overall public support is anticipated, but this will be subject to the outcome of a study that will need to be undertaken on the route alignment, ecology issues and total cost etc. Local Community Council has agreed to provide funding towards the cost of this study.(2)</p>	<p>New route would run mostly alongside the railway line utilising open land. It would connect at both Bryncae and Llanharan railway station with the proposed new active travel route between Bridgend and Talbot Green. (2)</p>	<p>New route will offer an alternative link to reach Llanharan railway station, avoiding the A473 through Llanharan. However, traffic volumes are expected to reduce when the new bypass is built. (2)</p>	<p>New route would run in a mainly isolated area and will not be along the user desire line. (0)</p>	<p><b>4</b></p>

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<p>Construction of new active travel routes between Pontyclun and Miskin and between Llantrisant and Miskin via Cefn yr Hendy.  <b>RCT INM N86 &amp;S37</b></p> <p style="writing-mode: vertical-rl; transform: rotate(180deg);">Tudalen 770</p>	<p>Put forward during previous consultation exercises. Overall public support is anticipated but will be subject to the outcome of a study that will need to be undertaken on the route alignments, ecology issues and total cost etc. May require the reallocation of road space in sections. (-5)</p>	<p>New routes will be located in an area of major retail and residential development and will provide access to other existing or planned active travel routes. This will enable a continuous network of routes to be created. Facilities that will be served include Pontyclun railway station, Y Pant Comprehensive School and Llantrisant Lesiure Centre and Library. (3)</p>	<p>New routes will provide links between existing communities and key facilities (such as Pontyclun rail station for commuting journeys), Llantrisant Library and Leisure Centre and to new developments. (4)</p>	<p>New routes will follow the desire lines of users and offer a safer and more direct link along a high traffic corridor. (2)</p>	<b>4</b>
<p>Construction of a new active travel route along Heol Dowlais to provide a more direct link between Church Village and Llantrisant and along Heol y Creigiau to provide a more direct link between Church Village and Efail Isaf.  <b>RCT INM S26 and RCT INM N40</b></p>	<p>Feasibility study has been undertaken to identify a possible alignment and associated issues. (INM S26) Funding secured to take forward to the next stages of development. INM N40 proposal raised during a consultation exercise. Study to be undertaken. (-6)</p>	<p>These will be new routes within a built-up area. There may be a requirement to reallocate road space along certain sections in order to provide segregated routes. New routes will feed into the existing network of active travel routes for longer journeys to key facilities such as Ysgol Garth Olwg, Trefforest railway station, Trefforest Ind Est and the University of South Wales. (6)</p>	<p>Scheme will improve the immediate surrounding environment and safety of users. Will be one of several measures addressing the local AQMA. (3)</p>	<p>New routes will be mainly traffic free, have a direct alignment and be built to meet current standards. (1)</p>	<b>4</b>

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<p>Construction of a new active travel route between Cwmparc and Treorchy. <b>RCT INM S34</b></p> <p style="writing-mode: vertical-rl; transform: rotate(180deg);">Tudalen</p>	<p>Put forward during a previous consultation exercise. Overall public support is anticipated. However, this will be subject to the outcome of a study that will need to be undertaken on the route alignment, gradient, ecology issues and total cost etc. May require the reallocation of road space along sections. (-5)</p>	<p>New route will serve Treorchy rail station and Comprehensive School. It will also link into other proposed routes to enable active travel journeys to be made either north or south of Treorchy town centre to nearby Industrial Estates and facilities. The new route will connect with the planned active travel route along the Rhondda Fawr to form a continuous network. (6)</p>	<p>Scheme will improve the immediate surrounding environment and safety of users. Will support measures to encourage more visits to the town centre, particularly by bicycle and sustainable commuting journeys. (2)</p>	<p>New route will minimise the risk of conflict between pedestrians, cyclists and traffic, although a gradient will need to be overcome. (1)</p>	<b>3</b>
<p>Construction of new active travel routes within the Tonyrefail area to provide links to existing routes. <b>RCT INM S7, S17 and S20</b></p>	<p>Overall public support is anticipated, although some sections of the new routes may require a reallocation of road space. However, this will be subject to the outcome of a study that will need to be undertaken on the route alignment, ecology issues and total cost etc. (-6)</p>	<p>New routes will provide links to existing routes and serve key facilities such as Hendreforgan Community Primary School, Tref y Rhyg Primary School, Tonyrefail Community School and Tonyrefail Leisure Centre. They will create a continuous network in the area. (7)</p>	<p>Potential issue overcoming gradients in the area. Scheme will improve the safety of cyclists and pedestrians. Will support the local AQMA and measures to encourage more visits to the town centre, particularly by bicycle. (2)</p>	<p>Some routes may not offer a direct way of reaching the centre of Tonyrefail from surrounding communities. (0)</p>	<b>3</b>
<p>Construction of a new active travel route to Ferndale Community School through Oaklands Business Park. <b>RCT INM N2</b></p>	<p>Study to be undertaken to identify route alignment, land and ecology issues and total cost etc. Work identified following the outcome of a previous consultation exercise. Overall public support anticipated. (-2)</p>	<p>Route will be primarily used by school children attending Ferndale Community School as part of a SRIC. (2)</p>	<p>Scheme will improve the immediate surrounding environment and the safety of users. It will also help support local AQMA measures by reducing car journeys at school opening and closing times. (2)</p>	<p>New route will further minimise the risk of conflict between pedestrians and traffic. (1)</p>	<b>3</b>

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<p>Construction of a new active travel route from the centre of Abercynon to the Leisure Centre. <b>RCT INM N76</b></p> <p style="writing-mode: vertical-rl; transform: rotate(180deg);">Tudalen 772</p>	<p>Put forward during recent consultation exercise. This will be subject to the outcome of a study that will need to be undertaken on the route alignment, land ownership, ecology issues and total cost etc. (-4)</p>	<p>New route will offer a more direct link between the centre of Abercynon and its Leisure Centre. Users would be able to continue their journey beyond the Leisure Centre along a traffic light road to the entrance to Pontcynon Industrial Estate. (5)</p>	<p>Scheme will improve the immediate surrounding environment and bring into use a neglected path that will need to be upgraded and improved. (2)</p>	<p>Although the proposed new route will avoid users coming into conflict with heavy traffic, there may be significant engineering issues to overcome. (0)</p>	<b>3</b>
<p>Construction of a new active travel route from Trefforest Meadow Street, via the western side of the River Taf, to Cardiff Road. <b>RCT INM N24</b></p>	<p>Put forward during a previous consultation exercise. Overall public support is anticipated. However, this will be subject to the outcome of a study that will need to be undertaken on the route alignment, ecology issues and total cost etc. (-4)</p>	<p>New route will run along a relatively lightly trafficked section of highway and will act as an alternative route for active travel users that use part of Cardiff Road to reach the University of South Wales campus in Trefforest. New route will also serve St Michaels RC Primary School. (4)</p>	<p>Scheme will improve the immediate surrounding environment and safety of users. Will support measures to encourage more cycling journeys to the University of South Wales by students and staff. (2)</p>	<p>New route will further minimise the risk of conflict between pedestrians, cyclists and traffic. (1)</p>	<b>3</b>
<p>Construction of a new active travel route in Llanharan between Ffordd Dol y Coed to Heritage Way and Enterprise Way. <b>RCT INM N79</b></p>	<p>Put forward during recent consultation exercise. Overall public support is anticipated as new route will benefit new residential development. (-2)</p>	<p>New route will serve major residential development and eliminate a gap that presently exists for pedestrians and cyclists at the boundary of house nos 43 and 45 Ffordd Dol y Coed. (2)</p>	<p>Scheme will improve the immediate surrounding environment and safety of users. (2)</p>	<p>New route will further minimise the risk of conflict between pedestrians, cyclists and traffic. (1)</p>	<b>3</b>

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<p>Construction of new active travel routes within Llantrisant Industrial Estate and between Beddau and Llantrisant Industrial Estate. <b>RCT INM S36 RCT INM N39</b></p> <p style="writing-mode: vertical-rl; transform: rotate(180deg);">Tudalen 773</p>	<p>Overall public support is anticipated, but will be subject to the outcome of a study that will need to be undertaken on the route alignments, gradient, ecology issues and total cost etc. May require the re-allocation of road space along certain sections. (-6)</p>	<p>The new routes will connect Llantrisant Industrial Estate with the existing active travel network in an area of major growth and residential development. (3)</p>	<p>New routes will serve a key employment site and improve the immediate surrounding environment. Scheme will also improve the safety of users along a high traffic corridor. (3)</p>	<p>New routes will follow the desire lines and minimise the risk of conflict between pedestrians, cyclists and traffic. (2)</p>	<b>2</b>
<p>Construction of a new active travel route between Tonypandy and Clydach Vale. <b>RCT INM S10</b></p>	<p>Overall public support is anticipated. However, this will be subject to the outcome of a study that will need to be undertaken on the route alignment, gradient, ecology issues and total cost etc. Some sections may require the reallocation of road space. (-6)</p>	<p>New active travel route will connect an isolated community in RCT with a key settlement and the various facilities located there. These include Tonypandy Library and Community School, bus and rail stations and shops. Other facilities are situated along the route such as Cwmclydach Primary School. (5)</p>	<p>Scheme will improve the safety of cyclists and walkers in an area of relatively low household car ownership and limited facilities. (2)</p>	<p>New route will further minimise the risk of conflict between pedestrians, cyclists and traffic. (1)</p>	<b>2</b>
<p>Improve section of route near Treherbert which will eventually form part of a longer distance active travel route along the Rhondda Fawr. <b>RCT SR 6b</b></p>	<p>Upgrade of existing route. No significant land or ecology issues envisaged. Work identified following an audit of route. Public support anticipated. (-4)</p>	<p>Route is primarily used by school children attending Penpych Community Primary School as part of a SRIC. (2)</p>	<p>Scheme will improve the immediate surrounding environment and the safety of users. (3)</p>	<p>Improvements will further minimise the risk of conflict between pedestrians, cyclists and traffic. (1)</p>	<b>2</b>

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<p>Construction of a footway along the edge of Grovers Field Estate, Abercynon. <b>RCT INM N23</b></p> <p style="writing-mode: vertical-rl; transform: rotate(180deg);">Tudalen 774</p>	<p>Put forward during a previous consultation exercise. Overall public support is anticipated. (1)</p>	<p>The estate is situated off an unclassified road to the south of Abercynon. Traffic volumes and speeds are relatively low. Due to the physical constraints of the highway, it may not be possible for the footway to continue into Abercynon and join existing active travel routes. (0)</p>	<p>Footway is likely to be mainly used by residents of Grovers Field Estate and not the wider community. (0)</p>	<p>Footway will minimise the risk of conflict between pedestrians and traffic. (1)</p>	<b>2</b>
<p>Construction of a new active travel route between Parc Dan y Bryn Estate and the centre of Tonyrefail. <b>RCT INM S30</b></p>	<p>Put forward during a previous consultation exercise. Overall public support is anticipated but will be subject to the outcome of a study that will need to be undertaken on the route alignment, gradient, ecology issues and total cost etc. (-4)</p>	<p>New route will link an area of major residential development with the centre of Tonyrefail and its range of key facilities such as the Leisure Centre, shops and frequent bus services to Porth and the Royal Glamorgan Hospital. New route will also feed into existing and planned active travel routes to form a continuous network in the area. (3)</p>	<p>Scheme will improve the immediate surrounding environment and safety of users. Will support the local AQMA and measures to encourage more sustainable visits to the town centre. (1)</p>	<p>New route will be mainly traffic free, have a direct alignment and be built to meet current standards. (1)</p>	<b>1</b>
<p>Construction of a new active travel route between Porth and Tonyrefail. <b>RCT INM S2, S21 and S29</b></p>	<p>Overall public support is anticipated. However, this will be subject to the outcome of a study that will need to be undertaken on the route alignments, gradient, ecology issues and total cost etc. Some sections may require the reallocation of road space. (-6)</p>	<p>New route will provide a direct link between two key settlements in RCT and remove a 'gap' in the active travel network. Facilities are located in both settlements such as Porth and Tonyrefail Community Schools, Tonyrefail Leisure Centre, Porth Library and Porth railway station. Other facilities are situated along the route such as Cymmer Primary School &amp; Ysgol Gyfun Cwm Rhondda. (5)</p>	<p>Scheme will improve the immediate surrounding environment and the safety of pedestrians and cyclists. It will also help support several local AQMA measures. (2)</p>	<p>A major barrier along the route will be gradients and the extent of on-street parking which may affect the route alignments.(0)</p>	<b>1</b>



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<p>Construction of a new cross valley active travel route between Penygraig and Trealaw. <b>RCT INM S35</b></p> <p style="writing-mode: vertical-rl; transform: rotate(180deg);">Tudalen</p>	<p>Put forward during a previous consultation exercise. Overall public support is anticipated, but this will be subject to the outcome of a study that will need to be undertaken on the route alignment, gradient, ecology issues and total cost etc. May require the re-allocation of road space along sections. (-6)</p>	<p>New route will link two communities with high levels of social and economic deprivation. It will also connect with planned active travel routes in the area to form a continuous network. (3)</p>	<p>Scheme will improve the immediate surrounding environment and the safety of pedestrians and cyclists. (2)</p>	<p>New route will follow the desire lines and minimise the risk of conflict between pedestrians, cyclists and traffic. (2)</p>	<b>1</b>
<p>Construction of a new active travel route between Tonypany and Tonyrefail via Penrhiwfer. <b>RCT INM S19, S23 and S28</b></p> <p style="writing-mode: vertical-rl; transform: rotate(180deg);">S19</p>	<p>Overall public support is anticipated. However, this will be subject to the outcome of a study that will need to be undertaken on the route alignment, gradient, ecology issues and total cost etc. Some sections may require the reallocation of road space (-6)</p>	<p>New route will form a continuous route to Tonyrefail and create a link to existing and new routes in both areas. New route will also serve facilities at either end such as Tonypany and Tonyrefail Community Schools, Tonypany Library, bus and rail stations and Tonyrefail Leisure Centre. (3)</p>	<p>Scheme will improve the immediate surrounding environment and the safety of pedestrians and cyclists. (3)</p>	<p>New route will further minimise the risk of conflict between pedestrians, cyclists and traffic. (1)</p>	<b>1</b>
<p>Construction of a new active travel route to serve Abergorki Industrial Estate, near Treorchy. <b>RCT INM W16</b></p>	<p>Overall public support is anticipated, but will be subject to the outcome of a study that will need to be undertaken on the route alignment, ecology issues and total cost etc. May require the re-allocation of road space along certain sections. (-5)</p>	<p>The new route will serve Ynyswen rail station and YGG Ynyswen. It will connect Treorchy and surrounding communities with a major employment site. (2)</p>	<p>Scheme will improve the Immediate surrounding environment and the safety of users. It will link into the planned active travel route along the Rhondda Fawr. (3)</p>	<p>New route will further minimise the risk of conflict between pedestrians, cyclists and traffic. (1)</p>	<b>1</b>

LOCATION, DESCRIPTION, ROUTE REF. NO. AND TYPE	DELIVERABILITY SCORE	NETWORK PLANNING SCORE	WIDER BENEFITS SCORE	CYCLING / PEDESTN BENEFITS	TOTAL
<i>i.e. any info about the scheme that expands the description column e.g. statements such as traffic-free path, completely new path construction, upgrades existing informal routes, located on highway verge, re-surfacing of existing surfaced route, desire line only and don't know preferred route as yet, are any studies ongoing/ been done, approximate length of the proposed route, proposal put forward through consultation etc.</i>	<i>e.g. land issues, ecology issues, planning, technical/ feasibility issues, funding secured, considered a quick win, acceptability/ public support, whether studies are needed before works are undertaken etc.</i>	<i>i.e. statements about how well the route links to/forms part of the wider network e.g. origins and destinations connected by the route (and other facilities along the route), links to existing AT routes, whether it's considered a 'whole' A to B route that could be used for AT journeys (or part of a wider route), links to new/ future developments, is it a primary or secondary route (refer to para 13.6.32 of draft AT guidance).</i>	<i>e.g. statements about specific local issues that would be addressed e.g. could benefit an AQMA, existing barriers to AT, lack of existing safe route (links to Learner Travel), existing road safety issues, high traffic volumes, high speed road, indirect route for AT, improves local streetscape/ landscape etc.</i>	<i>e.g. convenience, accessibility, safety, comfort, attractiveness</i>	
Construction of a new active travel route between Llwydcoed and Abernant. <span style="background-color: cyan;">RCT INM N78</span>  Tudalen 776	Proposal will be subject to the outcome of a study that will need to be undertaken on the route alignment, gradient, land ownership, ecology issues and total cost etc. May require the re-allocation of road space along sections. (-6)	The new route will bypass the centre of Aberdare and provide more direct access to the mouth of the former rail tunnel in Abernant for Llwydcoed residents. (2)	New route will offer an alternative for Llwydcoed residents (who are cyclists) to reach Merthyr Tydfil for work, education or other reasons. (3)	New route will minimise the risk of conflict between pedestrians, cyclists and traffic. (1)	<b>0</b>
Construction of a new active travel route to Dinas Isaf Industrial Estate from surrounding communities. <span style="background-color: green;">RCT INM N8</span>	Put forward during a previous consultation exercise. Overall public support is anticipated, but this will be subject to the outcome of a study that will need to be undertaken on the route alignment, gradient, ecology issues and total cost etc. May require the re-allocation of road space along sections. (-6)	Because of its location, off the A4119, potential topographical and engineering difficulties exist if the route is to connect with existing and potential active travel routes in the area. If built, the new route will enable residents to have improved access to a key employment site. (0)	New route will improve the immediate surrounding environment and encourage a modal shift for commuting journeys. Scheme will also improve the safety of users. (2)	New route will follow the desire lines and minimise the risk of conflict between pedestrians, cyclists and traffic on the A4119. (2)	<b>-2</b>

Yellow Primary Route

Blue Secondary Route

Green Local Route