



CYNGOR BWRDEISTREF SIROL
RHONDDA CYNON TAF
COUNTY BOROUGH COUNCIL

COMMITTEE SUMMONS

C.Hanagan
Service Director of Democratic Services & Communication
Rhondda Cynon Taf County Borough Council
The Pavilions
Cambrian Park
Clydach Vale CF40 2XX

Meeting Contact: Sarah Daniel - Senior Democratic Services Officer (07385 086 169)

YOU ARE SUMMONED to a hybrid meeting of **CHILDREN AND YOUNG PEOPLE SCRUTINY COMMITTEE** to be held on **WEDNESDAY, 8TH DECEMBER, 2021** at **5.00 PM.**

Non Committee Members and Members of the public may request the facility to address the Committee at their meetings on the business listed although facilitation of this request is at the discretion of the Chair. It is kindly asked that such notification is made to Democratic Services by Monday, 6 December 2021 on the contact details listed above, including stipulating whether the address will be in Welsh or English.

AGENDA

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1. DECLARATION OF INTEREST

To receive disclosures of personal interest from Members in accordance with the Code of Conduct

Note:

1. Members are requested to identify the item number and subject matter that their interest relates to and signify the nature of the personal interest: and
2. Where Members withdraw from a meeting as a consequence of the disclosure of a prejudicial interest they must notify the Chairman when they leave.

2. MINUTES

To receive the minutes of the previous meeting of the Children and Young People Scrutiny Committee held on 13th October 2021.

3. CONSULTATION LINKS

Information is provided in respect of relevant [consultations](#) for consideration by the Committee.

REPORTS OF THE DIRECTOR EDUCATION AND INCLUSION SERVICES

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| 4. TERMLY SCHOOL COVID-19 UPDATE | 15 - 30 |
| 5. DRAFT WELSH IN EDUCATION STRATEGIC PLAN - PRE SCRUTINY | 31 - 348 |
| 6. SCHOOL MODERNISATION - BAND B PROGRAMME | 349 - 354 |
| 7. DRAFT STRATEGIC EDUCATION PLAN FOR 2021 - 2024 | 355 - 464 |

REPORT OF THE GROUP DIRECTOR, COMMUNITY & CHILDREN'S SERVICES AND DIRECTOR OF CHILDRENS SERVICES

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| 8. EARLY YEARS TRANSFORMATION PROGRAMME | 465 - 546 |
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REPORT OF THE DIRECTOR OF CHILDRENS SERVICES

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| 9. REGIONAL ADOPTION COLLABORATION ANNUAL REPORT FOR SCRUTINY COMMITTEES | 547 - 602 |
| 10. CHAIR'S REVIEW AND CLOSE | |
| To reflect on the meeting and actions to be taken forward. | |

11. URGENT BUSINESS

To consider any items, which the Chairman, by reason of special circumstances, is of the opinion should be considered at the meeting as a matter of urgency

Service Director of Democratic Services & Communication

Circulation:-

The Chair and Vice-Chair of the Children and Young People Scrutiny Committee (County Borough Councillor S. Rees-Owen and County Borough Councillor J Edwards respectively)

County Borough Councillors:

Councillor J Brencher, Councillor A Calvert, Councillor S Evans, Councillor A Fox, Councillor E Griffiths, Councillor S Morgans, Councillor S Powell, Councillor M Powell, Councillor G Stacey, Councillor S Trask, Councillor D Williams and Councillor J Barton

Co-Opted Members:-

Mr J Fish, Voting Elected Parent / Governor Representative
Mrs R Nicholls, Voting Elected Parent / Governor Representative
Mr L Patterson, Voting Elected Parent / Governor Representative
Mr M Cleverley
Ms A Jones, Representing UNITE
Mr C Jones, Representing GMB
Mrs C Jones, Representing the National Union of Teachers and Teachers' Panel
Mr D Price, Representing UNISON
Mr A Rickett, Voting Diocesan Authorities' Representative

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RHONDDA CYNON TAF COUNCIL CHILDREN AND YOUNG PEOPLE SCRUTINY COMMITTEE

Minutes of the meeting of the Children and Young People Scrutiny Committee meeting held virtually on Wednesday, 13 October 2021 at 5.00 pm

County Borough Councillors - Children and Young People Scrutiny Committee Members in attendance:-

Councillor S. Rees-Owen (Chair)

Councillor J Edwards	Councillor J Brencher
Councillor A Fox	Councillor E Griffiths
Councillor S Morgans	Councillor M Powell
Councillor G Stacey	Councillor S Trask
Councillor D Williams	Councillor J Barton

Co-Opted Members in attendance:-

Mr L Patterson, Voting Elected Parent / Governor Representative

Officers in attendance:-

Mr P Nicholls, Service Director, Legal Services
Mr P Mee, Group Director Community & Children's Services
Ms G Davies, Director of Education and Inclusion Services
Ms Annabel Lloyd, Service Director Children's Services
Ms Andrea Richards, Service Director 21st Century Schools and Transformation
Ms Sarah Corcoran, Head of Achievement and Wellbeing
Ms Denise Humphries Senior 21st Century Schools Project Manager (Childcare & Special Projects)
Ms Clara Seery, Managing Director Central South Consortium
Mr Steven Davies, Central South Consortium
Mr Andrew Williams, Central South Consortium
Tim Britton, Head of Achievement
Ms Kate Burton – CAMHS
Dr Antonio Munoz – CAMHS
Ms Sarah Daniel – Senior Democratic Services Officer

21 Declaration of Interest

In accordance with the Council's Code of Conduct the following declarations were made

Cllr M Powell - Personal interest as his wife works for Children's Services in RCTCBC

Cllr E Griffiths – Personal Interest as she is a trustee Cylch Meithrin Evan James.

22 Minutes

It was **RESOLVED** to approve the minutes of the 22 September 2021 as an accurate reflection of the meeting.

23 Consultation Links

Members were provided with information to consultations which may be of interest to them

24 Scrutiny Research

The Senior Democratic Services Officer reminded members of the Scrutiny research facility that was available to them and advised that members should email the scrutiny mailbox with any requests.

25 Central South Consortium - New Draft Framework for Evaluation, Improvement and Accountability

The Chairperson welcomed Mr Andrew Williams, Assistant Director for Partnerships and Improvement and Ms Clara Seery, Managing Director from Central South Consortium and invited them to give their presentation to members which provided the following to members:

- Changes to performance measures and reporting measures
- CSC Framework for School improvement - based on Welsh governments Draft Improvement, Evaluation and Accountability document
- How we are supporting schools
- How we are measuring progress

A Member asked what pathways were in place so pupils can build on their strengths

The Managing Director CSC replied that all of the reviews involve pupils and their opportunities to engage. The majority of schools spend lot of time gathering information from pupils through various channels such as the school council.

A Member referred to the embedding of ALN into the and asked how the individual schools situation is taken in to consideration and how much flexibility there was when applying the objective standards as some schools had felt the impact of the COVID-19 pandemic more than others.

The Managing Director CSC agreed and stated that the model is designed to be as flexible as possible and acknowledged that they were not taking a business as usual approach during the pandemic. She added that they have communicated to all staff that they take pace from the school and they were not applying rigid deadlines. She added that they are adopting a much more flexible approach to support schools. She reassured however, that support and challenge was being provided as sensitively as possible and that no school was expected to have a polished curriculum by 2022 as it will be an evolving process.

The Director of Education and Inclusion Services added that the School

Improvement agenda remains a high priority for the Authority and with strong leadership we will continue to see an improving position. She added that the Authority, together with CSC are effective in identifying schools that are struggling and therefore can provide early support at the right time.

A Member asked how the Scrutiny Committee could support and provide challenge.

The Managing Director CSC stated that they were looking at the format in how to provide the information to members. She added that they want the Scrutiny Committee to scrutinise the information provided to them and challenge the format and how the information is presented to them. She added that there was lots of systems across the LA and CSC where they were held to account.

The Director Education and Inclusion added that they have regular meetings with CSC together with schools causing concern and discuss improvements and progression plans. Regular progress meetings are also held with red and amber category schools and they are closely monitored. Half termly meetings, chairs of governors etc. The Scrutiny is there and dialogue. CSC also present in January every year, including outcomes. Members could decide what information is helpful.

A Member commented that it would be helpful if the next time representatives attend Scrutiny if they could share the presentation in advance with members to give them the opportunity to read through before the meeting. The Member asked how they can support the Local Authority and Central South Consortium in their role as a member of Scrutiny to improve the standards in schools. He commented for example that Scrutiny had not had the opportunity to scrutinise red category schools before the categories were suspended by Welsh Government to reduce pressures on schools during the COVID-19 pandemic. The member also questioned officers comments around what information should be shared on their schools with members and asked for clarification.

The Managing Director Central South Consortium clarified that the comments around information sharing were around the format of the information and how this should be presented to members. She agreed that members should be afforded all information in relation to schools in their area and welcomes members support and scrutiny on them.

She advised members that there were many mechanisms in place for the CSC and the Local Authority to be held to account on the support they are providing to schools and this can be developed.

The Director education and Inclusion added that the Local Authority holds regular meetings with CSC where schools causing concern are discussed with Leadership teams at the schools so they can assess what additional support is required if necessary and monitor their progress. She added that CSC present a report in January every year which details Estyn inspection outcomes and analysis of previously red and amber categorised schools. She added that at this meeting members could decide which information is presented to them is helpful and how they would like it presented in the future.

The Chairperson thanked the officers from Central South Consortium for attending the meeting and looked forward to welcoming them back in January 2022. Thanked officers, see you in January.

RESOLVED: To note the presentation and update from Central South Consortium

26 Child and Adolescent Mental Health Service (CAMHS)

The Chairperson welcomed Kate Burton CAMHS Manager and Dr Tony Munoz Consultant Psychiatrist, Louise Mann Assistant Director Quality, Safety & Safeguarding and Sian Lewis Managing Director Welsh Health Specialised Services to the meeting and invited them to present their report to members.

The Director Children's Services opened with the report which provided information in relation to Children's Services interaction with the Child and Adolescent Mental Health Service (CAMHS) in the context of two prior presentations by CAMHS at previous Scrutiny meetings in March and Council in June 2021. Colleagues at the Health Board then gave members a presentation which detailed the key services available and the areas identified for improvement and how these were being progressed.

The CAMHS Manager advised of a website called Kooth. This has an option to choose RCT as an area and was very proactive with linking in with schools. She added that engagement with schools does take time. She further added that the website has interactive sessions and information sharing of promotional material. She clarified that they were based in the UK, and were aware that they need to increase their Welsh language options to ensure equal accessibility in Wales.

The Chairperson stated it was a concern of hers at the lack of Welsh Language information that was available from the company. The CAMHS Manager reassured that they are actively developing this area.

A Member stated that the Crisis team provides cover to patients between the hours of 9AM – 9PM but was aware that this cover wasn't enough as this was then putting pressure on A&E departments as they were available 24 hours a day. He also asked if there were mental health professionals available at the A&E departments to provide out of hours care.

The CAMHS manager replied that there were mental health specialists at the A&E departments, however, if they were not available they would call the crisis teams if required. The medics on call are psychiatrists and consultants. She added that it was recognised that it is a pressure on A&E and they were working together on a solution.

A member asked what the uptake of Kooth.com was. They asked if there was a place for online platforms supporting younger people.

The CAMHS Manager replied that the perception was that there was wider pressures on girls from society and the way they express themselves. We would look at their specific needs when they are presented and tailor a package of support for them.

A member also asked if more information could be provided to members as to why more girls were suffering from mental health issues. A Member also suggested that the website should be easier to navigate, as not all young people would know that they live in the Cwm Taf Morgannwg Health Board area.

The CAMHS Manager advised that access to Kooth was through a website where users would select their health board area and gain access to the support. She advised that it was targeted towards 11-19 year olds and was promoted through secondary schools. In relation to the she advised that they will shortly start receiving quarterly reports. She recognised that it will take time for young people to be fully aware of the support available to them but this is something that would be continually developed. She reassured members that this was not an alternative to treatment but another platform of support as it was recognised that some young people prefer to engage in this way.

A Member asked for comments on the points raised by report by the Local Authority regarding the delays in Neurodevelopmental (ND) assessments.

The CAMHS Manager commented that there will be an increased focus on collaboration and more integrated ways of working and ensure that all agencies are working together and make relationships stronger. She added that they were also currently developing a piece of work to develop a better service for secure residential care for young people.

Dr Anthony Munoz from CAMHS advised that there had been some changes to staffing in the ND service which was being monitored. He added that monthly meeting were taking place to discuss children and young people that have home tuition and/or attend college. He added they were keen to cover as much of the wider population as possible.

A Member asked what the triage service involved. Whether it was face to face, online or telephone appointments.

The CAMHS Manager responded that it was a telephone triage which is staffed by RNS. She added that they will identify the challenges and urgency of each individual immediately following a referral which was followed by a three week wait for an assessment which is currently undertaken via video call. She added this is reviewed frequently and in line with current restrictions.

The Chairperson thanked the officers from CAMHS for attending the meeting and providing information to members.

RESOLVED: Members noted the report and requested to receive a presentation/ report as information before March 2022

27 Welsh in Education Strategic Plan (WESP) Consultation 19:05

The Director of Education and Inclusion presented the report to members to give members the opportunity to contribute to the consultation process.

The Chair reminded members that the WESP was due back to Committee for pre-scrutiny at their December meeting

The Chair referred to page 41 of the document where it was stated that when additional funding is made available the Council would be ambitious with their proposals to invest in Welsh medium childcare and early years settings. She asked what if funding wasn't forthcoming

The Director of Education and Inclusion stated that the Authority are committed

to investment in this area and hoped members would feel reassured by their past commitment in this area. She added this could be demonstrated through the childcare capital grant scheme (Dolau, Ysgol Gynradd Gymraeg Aberdar, Llanhari, Evan James, Ynyswen, Abercynon and Llantrisant had all received recent investment) with further proposals on the horizon which will positively impact their target for the provision of Welsh Medium Education. She reassured that the capacity will be there and there will be growth in the sector for RCTCBC

Another member welcomed investment in education in Welsh medium childcare settings but was surprised to read there was no development planned in areas where there were currently no Welsh education settings. She added that she felt the loss of Pont Norton did leave a gap in the Pontypridd area and was concerned that Evan James would have enough capacity to compensate that loss and felt this gap needed to be explored.

The Director of Education and Inclusion responded that it was critical that the Authority attracts at an early age with a view to retain once the children are in the sector. She added that Childcare sufficiency assessments are also undertaken and they are proactively looking to identify gaps in provision to ensure the Authority can address the needs that are sustainable. She added that a partnership approach with all sectors is needed to ensure the ambitious targets are met.

The Service Director 21st Century Schools and Transformation added that we are starting to see an improvement in the take up of numbers for Welsh Medium Education with Ysgol Llanharry attracting more families, rather than them opting for Llanharry. She added that Dolau Primary school was also receiving a new 560 place extension which will cater for Welsh medium education and serve the new Llanilid development

The Senior 21st Century Schools Project Manager added that the Capital investment in Welsh Medium Childcare was starting to see an improvement in numbers with Ysgol Llanharry reporting higher numbers with their offer of flying start through the medium of English, families are then opting to stay on at Ysgol Llanharry. She added that they were working hard with Mudiad Meithrin to identify gaps and find solutions and identify a provision for a Clych Meithrin near Taffs Well and Nantgarw area.

The Senior 21st Century Schools Project Manager added that they were also exploring other innovative solutions such as an outdoor nursery/ forest school provision which would be the first in area. She added this option will form part of a funding bid for further capital investment in the area.

A Member referred to the letter on page 85 of the report that stated the School Standards and Organisation (Wales) Act 2013 places a duty on all Local Authorities in Wales to consult on, produce and review plans that provide the strategic direction for the planning and delivery of Welsh medium and Welsh Language education in their locality. She asked for more information on this.

The Director of Education and Inclusion Services stated that Central South Consortium were doing a lot of work in English Medium Schools to make the Welsh Language accessible to learners and to ensure an inclusive approach.

RESOLVED: Members noted the contents of the report and it was agreed for their comments to be taken forward as part of the consultation process

28 Update On The Education And Inclusion Services Support For Schools And PRUs In Response To Covid-19

The Head of Achievement presented the report to members which gave them an overview of the progress RCTCBC has made in relation to recommendations from the overarching thematic report Estyn published in January 2021. He added that they were very pleased with the report from Estyn and they were complimentary of the work of the Local Authority in partnership with Central South Consortium. He thought it was efficient reaction of the Authority to the needs of learners during the pandemic that was recognised by Estyn.

The Chairperson referred to Appendix 1 of the report which referred to the engagement of learners being at home and the fatigue of parents and pupils. She asked if officers were now seeing an end to this with a return to the classroom.

The Head of Achievement informed members that from his visits to schools and meetings with senior leadership teams he reported that pupils were pleased to be back at school and in the classroom with their friends. He added that the schools also reacted to the demands of working parents by altering timings of online lessons. He added however, the fatigue was still present, as the pandemic had not gone away but that we were moving in the right direction.

The Director Education and Inclusion added that Estyn also undertook a number of engagement calls. As part of this the Local Authority uploaded all the evidence available as part of evaluation, for which link inspectors were very complimentary. She added that they also had excellent feedback from schools on the level of support that has been provided to them during the pandemic.

A Member stated that Cabinet supporting the Family Engagement Officers was critical and should be embraced.

She then referred to the change in patterns of behaviour in learners and how they were experiencing difficulties adjusting back into the classroom setting

The Member also noted that boys engaged better through online learning and thought the Authority can take the positives from that in future approaches to blended learning.

The Director of Education and Inclusion Services advised that we were seeing improvements in attendance with the volume of Covid-19 cases in school now going down. She added that it was pleasing that cabinet could support the funding for the Engagement officers and they would also be taking away the positives from the virtual elements of learning.

RESOLVED: Members noted the contents of the report and letter from Estyn.

29 Consultation - Education and Inclusion Services Draft Strategic Plan for 2021 – 2024

The Director of Education and Inclusion presented the report to members to give them the opportunity to contribute to the consultation process in respect of the Education and Inclusion Services Draft Strategic Plan for 2021-2024. Any comments will be taken into account in the consultation process.

- Attendance – high priority
- Priority for CHYP Mental Health and Wellbeing
- Strong leadership and Teaching in Welsh Medium Schools. A Shortage of teachers in Welsh Language Schools. Pool is quite small. Can we have an update?
- Courses for post 16 throughout the medium of welsh, how achievable and realistic?

In concluding the report the Director of Education and Inclusion commented that the recent pandemic has presented unprecedented challenges and the workforce has worked tirelessly to overcome these challenges for the benefit of the learners and communities. A clear and cohesive strategy was now essential for ensuring learners have the best start in life and access to the right continued support.

The Chairperson highlighted three concerns being attendance, the mental health and wellbeing of learners and the shortage of welsh language teachers in schools and asked for officers to provide comment on these areas.

The Director of Education and Inclusion stated that leadership is critical to ensure we secure the best possible leaders as there is much competition and movement from one sector to another. She advised that investment in staff and their professional development was critical to the retention of staff, developing aspiring head teachers and the school improvement services this was in addition to CSC also running leadership programmes.

She reassured members that the Mental Health and Wellbeing Agenda also remained a very high priority and they were very responsive to grant funding streams and utilising those to ensure they have highest possible impact. Concerning attendance, she concluded that joined up working with the governors, head teachers and family engagement is ongoing and continually developing.

A Member commented that there was a possible missed opportunity to reflect the national agenda in the education mission. He felt a stronger statement would have been to reflect children's rights and the importance of the voice of the child. The director of Education and Inclusion thanked the member for his comments and this would be taken on board.

A member asked had the Authority reviewed the first phase of 21st Century Schools and had lessons learned ready for the second stage.

The Director of Education and Inclusion advised that we are now in Band B of the programme with some Band A's up and running for many years. Family engagement and termly reporting from those schools had formed a very robust monitoring process for the investment. She added that self evaluation had also been undertaken to ensure that resources were being deployed to the right place.

She advised members that historical reporting of the performance always details inspection outcomes so performance is monitored, however she commented that the figures do not always give you everything you need to know and officers often have to investigate further to find the cause of any potential issues. She reassured that any schools receiving enhanced support would be reported to

members.

A Member referred to funding allocated for Children and Young People specifically for behavioural needs and asked how we ensure that this is appropriate and inclusive and offered through alternative educations.

The Director of Education and Inclusion advised that there was investment in trauma informed schools and there was also training around those approaches with wellbeing champions across the clusters appointed. She advised that there has been huge investment in those areas. She added that the key priority was using the framework to inform thinking and how schools use the resources and in developing bespoke alternative pathways for learners who don't engage in the traditional pathways. This she added had been successful as PRU referrals have decreased over time.

RESOLVED: The Chairperson thanked all members for their comments and advised that they would go forward as part of the consultation process.

30 Chair's Review and Close

The Chair thanked all members, officers and invitees for attending the meeting

31 Urgent Business

None

**CLLR S REES-OWEN
CHAIR.**

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RHONDDA CYNON TAF COUNTY BOROUGH COUNCIL

MUNICIPAL YEAR 2021/22

CHILDREN & YOUNG PEOPLE SCRUTINY COMMITTEE

8TH of DECEMBER 2021

AUTUMN TERM UPDATE IN RELATION TO EDUCATION'S LATEST POSITION IN RESPONSE TO COVID-19

REPORT OF THE DIRECTOR OF EDUCATION AND INCLUSION SERVICES

1. PURPOSE OF REPORT

- 1.1 To provide Members of the Children and Young People's Scrutiny Committee with some contextual information on the most recent changes in Education during the autumn term in response to the changing COVID-19 position.

2. RECOMMENDATIONS

It is recommended that Members:

- 2.1 Consider the verbal update from the Director of Education and Inclusion Services on the Council's most recent responses to Ministerial and Welsh Government announcements in relation to the COVID-19 situation.
- 2.2 Consider whether they wish the Director of Education and Inclusion Services to report on further information in any future meetings.

3. REASONS FOR RECOMMENDATIONS

- 3.1 To provide Members with an update on the actions taken by the Council as a result of announcements made by the First Minister and the Minister for Education and Welsh Language and the associated amended Welsh Government guidance and framework for schools issued in readiness for the return to school in September and for implementation thereafter.
- 3.2 To update Members of the current COVID-19 processes and practices in Rhondda Cynon Taf schools and to ensure that they are kept abreast of all developments.

4. BACKGROUND

- 4.1 On the 9th of July 2021, the Minister for Education and Welsh Language wrote to all headteachers advising how schools could continue to operate safely when they return in September.
- 4.2 Three main changes were proposed to bring some normality back to education ahead of the new autumn term, namely:
- Face coverings no longer being routinely recommended in classrooms.
 - Contact groups no longer being required for school pupils. (The TTP system being used to identify close contacts of learners who have tested positive.)
 - Normal session times to resume.
- 4.3 Welsh Government's Framework 'The Local COVID-19 Infection Control Decision Framework' was published at the start of the autumn term. The framework is to enable schools to tailor some of the interventions to reflect the level of risk identified locally. Schools continue to be supported by public health officials and the local authority to ensure measures are appropriate to their circumstances.
- 4.4 The approach set out in Welsh Government's Framework document is based on schools operating as normally as possible following the Welsh Government's move to alert level zero on the 7th of August 2021 but in doing so, schools are also to consider and balance the harms for learners, ensuring that decisions on school operations take account of learners' individual overall wellbeing as well as public health measures.
- 4.5 There is still a need to do everything reasonably practicable to ensure health, safety and welfare of individuals, hence, baseline measures including risk assessments, hygiene, ventilation and preventing attendance by individuals with COVID symptoms continue to be in place, as set out in the framework; but many of the more severe measures can be relaxed as part of a proportionate system of controls. For schools, this allows some flexibility for local decision-making and tailored interventions, supported by local authorities, Incident Management Teams (IMTs) and public health.
- 4.6 The vaccination offer initially made to 16 and 17 year olds has been extended and all 12 to 15 year olds have been offered an initial dose of the Pfizer vaccine. Welsh Government further announced (on the 15th of November) that all 16 and 17 year olds are to be offered a second dose of the vaccine – this followed a recommendation of the Joint Committee for Vaccination and Immunisation (JCVI).

5. EDUCATIONAL PROVISION

The local authority continues to work very closely with all our schools and provides advice and guidance to school staff as well as regular updates to parents/carers (see section 6 below).

Operational guidance continues to be provided in relation to the safe operation of schools and this is regularly updated to reflect the latest advice and announcements from Welsh Government.

5.1 Remote learning

Remote learning allows pupils to continue accessing the curriculum beyond the classroom.

Although all learners have returned to school settings, remote learning is still made available to learners who need to self-isolate due to COVID-19.

5.2 Digitally Excluded Learners (DELs)

From the start of the pandemic, digitally excluded learners who did not have access to an appropriate internet-connected device and/or internet connection have been supported with ICT equipment and Mifi devices to enable learners to access education from home. A total of 5,429 devices have been provided for digitally excluded learners and a further 4,456 chrome books allocated to schools based on efsm data.

DELs who returned to their school in September 2021 kept their devices for use at home for on-line learning so that support could continue to be provided. Devices allocated to school leavers were recalled by schools at the end of learners' academic studies in the summer term.

5.3 Business Continuity Plans

All schools have Business Continuity Plans in place that detail the school-based actions that will be taken to mitigate risks and to ensure that it is possible to ensure continuity in delivering education safely. These have been shared with the local authority and are reviewed by officers. Schools are requested to revisit, update and submit their Business Continuity Plans to the local authority on a regular basis.

Business continuity planning is critical to ensuring that schools are able to quickly respond to any challenges and are able to maintain effective delivery of education to all learners throughout various stages of the impact of the pandemic at school, local and national level.

5.4 Health and Safety

All schools have undertaken a COVID-19 specific Health and Safety Risk Assessment in consultation with their governing bodies and staff. Education and Inclusion Services have provided schools with comprehensive and regularly updated guidance documentation (*Operational Guidance for Schools*) which contains template documentation to assist schools in writing their risk assessments which schools must revisit, update and submit to the local authority on a regular basis for review by Health and Safety Officers who also offer assistance and guidance, as requested. The most recent risk assessments were submitted to the local authority in September 2021.

Ventilation is one of the key health and safety/preventative measures that schools should continue to be implementing. Welsh Government are in the process of delivering carbon dioxide (CO₂) monitors to local authorities which have been distributed to schools to assist with identifying areas where there may be challenges in ensuring adequate ventilation. CO₂ monitors will notify staff when CO₂ levels rise, so they can identify where ventilation needs to be improved and take appropriate action/seek appropriate advice.

Another measure that has been introduced within the Cwm Taf Morgannwg Health Board area is the recommendation that staff and secondary aged learners wear face coverings within the school (communal and classroom areas) – this follows discussions with Public Health Wales in light of concerns that the level of transmission is the highest in the 10-19 age range.

5.5 Managing Confirmed Cases

The number of cases of COVID-19 in our schools increased considerably over the first part of the autumn term reducing through the half term break period with a gradual increase since the return to school. The total number of pupils marked with a positive test absence of at least one session through the term to the 25th of November is 6,187 across 115 schools.

Schools continue to work very closely with the Test, Trace, Protect (TTP) Service in identifying close contacts of confirmed cases, thereby enabling those contacts to take the necessary measures to prevent the spread of the virus. Schools inform TTP of a confirmed case by completing a PCR Positive Notification Form for children and staff.

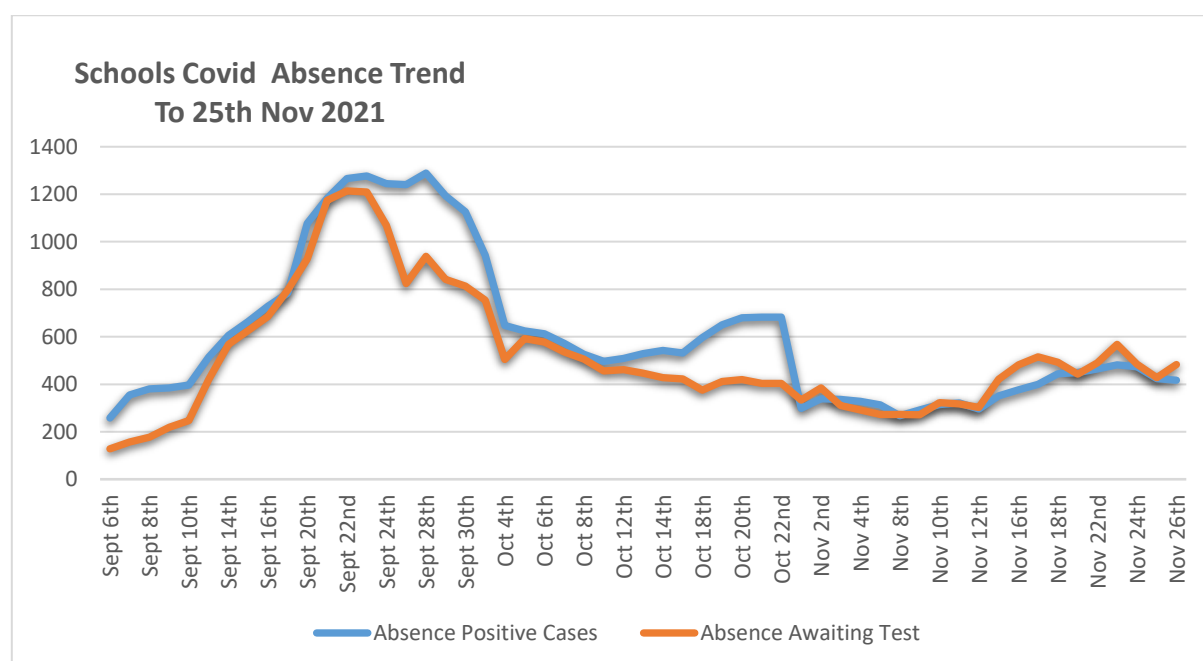
Contact tracers aim to get in touch with the positive case and their identified close contacts and offer them PCR testing on day 2 (or as soon as possible once identified as a contact) and day 8. Per Welsh Government's announcement on the 29th of October 2021, learners aged 5-17 and fully vaccinated adults who have a household member who has symptoms or has tested positive for COVID-19 should not attend school until they themselves receive a negative PCR test result.

The local authority has shared Welsh Government template letters for schools to issue to parents/carers as part of this process:-

- As schools are usually aware of a positive case before TTP, an 'inform letter' for potential close contacts may be sent (at the school's discretion), to parents/carers of learners who to the best of the school's knowledge are potential close contacts of the positive case – this letter advises parents/carers to look out for symptoms of COVID-19; get tested if symptoms develop; limit contact with individuals at increased risk from COVID-19 for a 10-day period.
- If a learner is a confirmed close contact of a positive case, the school can send a 'warn and inform' letter to parents/carers advising them to get a PCR test for their child; be alert for symptoms of COVID-19; avoid contact with individuals at increased risk from COVID-19; wash hands regularly and limit contact with large groups of people as much as possible outside of school.

Bespoke arrangements were developed locally to address some of the pressures experienced in the area, including the development of an ‘inform letter’ which could be sent to families at schools’ discretion in response to a confirmed case, and the generic use of face coverings in secondary schools despite the ‘moderate’ local risk level. These measures were adopted to mitigate risks against a backdrop of increasing numbers of confirmed cases in schools, but within the context of moderate risks across Cwm Taf Morgannwg.

The learner data detailed below suggests that there was a peak in learner absence due to positive PCR test results and absence due to learners awaiting test results between the 3rd and 4th week of September 2021, but more recent datasets show reduced numbers following the return to school after the October half term break. More recent gradual increases are attributed to a small number of schools with relatively high positive case numbers.



It should be noted that where there have been high case rates, this has resulted in staffing challenges in schools due to confirmed cases, self-isolation requirements and childcare issues for staff with children. It should also be noted that other absences have made staffing very challenging during the autumn term.

At alert level zero:-

- Contacts under the age of 18 do not have to self-isolate unless they themselves start to show symptoms of COVID-19.
- Those who are fully vaccinated (with a period of 14 days having passed since the full vaccination course was completed) do not have to self-isolate unless they themselves start to show symptoms of COVID-19.

However, per Welsh Government’s announcement on the 29th of October 2021, learners aged 5 to 17 and fully vaccinated adults who have a household member who

has symptoms or has tested positive for COVID-19 should not attend school until they themselves receive a negative PCR test result.

Adult close contacts (household or otherwise) who are not fully vaccinated still need to self-isolate.

5.6 Testing

5.6.1 Under 5's

From the 5th of October, Welsh Government introduced changes to the recommendations around the testing of children under 5 years of age. Where children under 5 have been identified as a close contact, Welsh Government no longer routinely recommend COVID-19 tests unless directed to do so by a doctor, or if parents believe a test is absolutely necessary and in the best interests of the child. If a child under 5 develops symptoms they should not attend school or childcare. They should only return to school or childcare when their symptoms have resolved or when they are well enough to do so.

Children under 5 often find the testing process invasive and distressing and this can make getting a sample very difficult and distressing for parents and carers. Additionally, children under 5 do not spread COVID in the same way as an adult or in the same way that people consider young children to spread cold and flu. Young children have small bodies, small lungs and small breath capacity which means even if they are infected with the virus, they cannot spread it to others in the same way as an older young person or adult would.

5.6.2 Close contact - working with children/young people at higher clinical risk

While the vast majority of children in special schools are no longer considered vulnerable to COVID-19 it is recognised there is a much higher proportion of children and young people with clinical risks. Fully vaccinated staff working in special educational provision who are identified as a contact (household or otherwise), can undertake return to work testing. This involves the undertaking of a specific testing regime consisting of one PCR test prior to attending work (the result of which must be negative) followed by daily lateral flow tests until 10 days has passed since the individual was informed of their contact with the confirmed case or 10 days from when a household member was confirmed positive.

This has been introduced to provide an additional level of safeguarding to individuals who have higher clinical risks. If the staff member does not agree to the scheme of testing, they can either be redeployed to a role where they are not facing individuals who have higher clinical risks or instructed not to attend work.

5.6.3 Lateral Flow Testing (LFT)

Welsh Government continue to provide all schools and childcare/play settings with Lateral Flow Tests. This twice weekly self-administered testing is undertaken at home and can help to identify positive asymptomatic cases regularly and quickly and that requires individuals to self-isolate before coming into schools and childcare/play

settings. Test kits are made available to all school/childcare staff and learners in Year 7 and above (subject to written consent having been provided).

All staff and learners in Year 7 and above were encouraged to continue the twice weekly lateral flow testing over the October half-term break and to undertake a lateral flow test on the morning of their return to school after the half-term break. They are being similarly encouraged to undertake two lateral flow tests (3 to 4 days apart) prior to returning to school after the Christmas break.

Individuals testing positive on a lateral flow test should self-isolate and get a PCR test within 24 hours. If the PCR test is negative, they can return to school. If the PCR test is positive, they will need to continue to self-isolate for the full 10-day period.

Schools and childcare/play settings are aware that testing is to supplement other preventative measures and that measures such as ensuring adequate ventilation, hand washing, cleaning, etc. must all still be implemented.

Local Health Boards also continue to make COVID-19 PCR testing available to people with a wider range of symptoms such as fatigue, muscle ache or pain, a sore throat, a headache, a runny nose, nausea, vomiting or diarrhoea. Individuals with these wider symptoms are also asked to consider taking a PCR test and self-isolate while they await the result.

5.7 Attendance

Following consultation, the Welsh Government has revoked the School Performance and Absence Targets (Wales) Regulations 2011 (in force from the 7th of August 2020). As a result, schools are not required to set targets for future years or report on those previously set for 2019/20 onwards. However, the annual attendance data collections will continue.

Due to Welsh Government deciding not to reinstate Fixed Penalty Notices/Prosecutions, the Attendance and Wellbeing Service (AWS) continued to operate Wellbeing Response Visits into the autumn term. The AWS liaise with schools on a three-day rota and schools advise of pupils who have unauthorised absences from school and request a Wellbeing Response Visit which aims to discover the reason for the absence and provide any support/assurances as required to reintegrate pupils back into school. Last academic year, this resulted in over 10,000 wellbeing visits to homes.

The start of the 2021/22 academic year has seen significant challenges in terms of attendance. Changes in isolation guidance has had an impact on attendance rates in our schools. Where TTP processes have changed and known contacts under 18 no longer need to isolate, this has resulted in anxiety within our school communities and pupils not attending when community transmission rates are high or there is a confirmed case within a learner's class. The return of household isolation has also resulted in learners missing out on elements of their education. Weekly attendance checks take place by AWS and the continuation of Wellbeing Response Visits are aimed at returning learners to school quickly and effectively.

This brought the average attendance for Autumn Term 1 to 90.4% at primary phase and 85.4% at secondary phase. We have seen slight increases since the return of school in Autumn Term 2 but will continue weekly monitoring and support for schools to ensure this pattern remains.

Support centrally is aimed at early intervention where absences are identified by schools and we have relaxed the AWS referral threshold for Autumn 2 to tackle the more entrenched absentees. We have reduced the number of WRVs on our rota, in order for staff to work with pupils below 40% attendance as open cases and are holding meetings with schools currently to discuss these pupils.

In addition to the support provided by AWS to tackle non-attendance, there is currently a secondary phase pilot for Family Engagement Officers in six schools which has entered its second year and a pilot for thirteen primary schools which has begun this academic year. The focus of both is to support family engagement and improvement in school attendance in some of our most deprived communities. This has been possible via funding provided by Cabinet and the extension to primary schools is based on the early successes shown in the secondary pilot. The latest consideration of this project showcasing these early successes and rationale for extension can be found here: [Consideration for FEO Roles - June 2021](#)

5.8 Partnership Working

Education and Inclusion Services work closely and meet regularly with Welsh Government, Central South Consortium and many departments within the local authority (in particular, Public Health and Protection; Children's Services; School Transport; HR) as well as many other partners, to share up to date information and facilitate opportunities for discussion, questions and problem solving. The senior management team of Education and Inclusion Services meet regularly with headteachers and trade union representatives, and a meeting with chairs of governing bodies is held termly, with the last meeting held on the 8th of October 2021.

5.9 Free School Meal Provision

The Council has seen a significant growth in the percentage of learners eligible for free school meals (eFSM). The data is summarised as follows:

Month	Jan-20	Feb-20	Mar-20	Apr-20	May-20	Jun-20	Jul-20	Aug-20
eFSM	8367	8619	8698	8764	8960	9051	9089	9089
Total	38561	39004	38997	38991	38989	38985	38832	38832
%	21.70%	22.10%	22.30%	22.48%	22.98%	23.22%	23.41%	23.41%

Month	Sep-20	Oct-20	Nov-20	Dec-20	Jan-21	Feb-21	Mar-21	Apr-21
eFSM	9284	9328	9439	9546	9513	9689	9816	9953
Total	36771	38755	38757	38806	38750	39231	39211	39325
%	23.71%	24.07%	24.35%	24.60%	24.55%	24.70%	25.03%	25.31%

Month	May-21	Jun-21	Jul-21	Aug-21	Sep-21	Oct-21
eFSM	10028	10121	10123	9995	9946	9901
Total	39293	39331	39,333	39,175	38,567	38,596
%	25.52%	25.73%	25.74%	25.51%	25.79%	25.65%

Free school meals are provided at school on days that an eligible learner attends the school setting. Where an eligible free school meals learner is unable to attend school due to them needing to self-isolate due to COVID-19, BACS payments of £3.90 per day are made to their parent/carer.

The Welsh Government also continues to provide funding (at a rate of £19.50 per eligible learner per week) to make free school meal provision available during school holidays throughout the 2021 to 2022 financial year.

5.10 **Breakfast Club Provision**

Schools operated breakfast club provision with reduced capacity during the summer term to ensure that social distancing, effective hygiene and other preventative measures could be maintained.

Following the move to alert level zero on the 7th of August 2021 and Welsh Government's associated relaxation of some of the more stringent measures that had been in place in the summer term, breakfast club provision operated as normal from September 2021 with numbers being accommodated in accordance with pre-pandemic capacities. Schools keep a record of any children attending breakfast club provision to support contact tracing processes if needed.

Should any change in the local level of risk occur, any associated change will be communicated to schools/parents/carers immediately.

5.11 **Childcare Settings**

During the summer and early autumn, we have seen an increase in the number of positive notifications reported to the Council. Between the 1st of June and the 7th of August, 21 positive PCR tests were reported, amongst both children and staff. Twelve of these resulted in a full or partial closure of the setting whilst fourteen only required the individual to isolate. Since the move to alert level zero on the 7th of August and the associated relaxation of many of the more stringent controls, there has been a significant increase in notifications. 107 cases have been reported to the Council since that date. However, only 29 of these have resulted in full or partial closures of the settings - 13 of these were childminders. The other cases only required the individual to isolate. It is important to note that this may not be the true number of positive cases in childcare settings, as they are only obliged to report cases to TTP - settings are not obliged to report positive cases to the Childcare Team within the Council. The Childcare Team ask settings to inform them of positive cases so that support and guidance can be offered if required.

Whilst the changes in regulations have led to less closures of settings, the sector has expressed concern about possible close contacts continuing to attend their settings and the possibility of infection spreading. The cessation of testing of under 5's has

also led to concern amongst the sector of how they can manage infections and protect vulnerable children and staff.

Care Inspectorate Wales (CIW) data suggests that just under 6% of settings remain closed in RCT. This may not be entirely accurate as some settings may have reopened and not informed CIW. Local knowledge suggests that it is mainly out of school clubs that remain closed, due to venue restrictions or staffing issues.

Although the childcare sector has adapted well to introducing protective measures to keep staff and children safe, the relaxation of restrictions and the changes in Welsh Government advice has made it difficult for them to keep their settings as secure as before. A drop in numbers attending also continues to impact on the financial sustainability of the sector. Additional Welsh Government funding has enabled the Council to reintroduce a COVID support grant for settings to support them with closures, increased costs and financial hardship.

5.12 Examinations

Qualifications Wales wrote to all headteachers and learners on the 6th of October 2021 advising that:

- The November series for GCSEs in English Language, Mathematics, Mathematics-Numeracy and Welsh Language would go ahead and that the adapted assessment requirements put in place by the WJEC would apply to this exam series. The adaptations will also apply to GCSE units available in January 2022 (English Literature and Welsh Literature) and to Skills Challenge Certificate components submitted in January 2022.
- In summer 2022 GCSEs, AS and A level qualifications will be assessed via examinations and, where applicable, non-examination assessment (NEA).
- In recognition of the disruption to teaching and learning for learners sitting GCSEs, AS and A levels and the Skills Challenge Certificate Qualifications in summer 2022, the assessment requirements have been adapted. These adaptations have been put in place for summer 2022 to support learners and make the exams fairer for them. WJEC will award grades to learners in summer 2022 and to enable the grading process to be as fair as possible to learners and reflect the disruption to teaching and learning that they have experienced, 2022 will be treated as a transition year to reflect that we are in a pandemic recovery period and learners' education has been disrupted. In 2022 the intention is for results to reflect broadly a midway point between 2021 and 2019. In 2023 Qualifications Wales will aim to return to results that are in line with those in pre-pandemic years.

If the exam series is cancelled, a contingency approach will be needed and this is planned to be based on the Centre Determined Grade (CDG) approach from summer 2021; however, the expectation for 2022 would be that schools use assessments that they already have planned as part of their teaching and learning programmes (avoiding over assessment and reducing reliance upon whole past papers).

6. SUPPORTING PAPERS AND INFORMATION

6.1 As general information for the Committee, the following table reflects the key guidance documents and information sent to stakeholders since July 2021:

Document	Date of issue/ circulation
Attendance Guidance	
Attendance and Wellbeing Operations - Autumn Half Term (1)	03/09/21
Schools – correspondence/information	
Update regarding release of Welsh Government Framework for September	26/08/21
Notification of publication of Welsh Government Framework for September	27/08/21
Breakfast Club operations resuming ‘as normal’ from September	01/09/21
Welsh Government information - Letter for primary school parents re: contact tracing process; warn and inform letter for close contacts; Quality assurance regarding LFTs for secondary schools	03/09/21
Welsh Government announcement regarding vaccination of 12-15 year olds	14/09/21
Letters relating to notice of liability regarding purported vaccine promotion	16/09/21
Information for staff regarding PCR testing arrangements	21/09/21
Vaccination 12-15 year olds; LFT ordering information	24/09/21
Minister for Education and Welsh Language - autumn term letter to schools	28/09/21
PCR positive notification form	28/09/21
Welsh Government’s School Intervention Framework – update	29/09/21

Document	Date of issue/ circulation
Vaccine misinformation - letter from Welsh Government	01/10/21
CO ₂ Monitor Update from WLGA	04/10/21
Reintroduction of face coverings in secondary schools in Cwm Taf Morgannwg - PLUS - RCT Public Health escalation information	04/10/21
Special school - testing for staff and learners - updates from WLGA	06/10/21
CO ₂ Monitor Update from WLGA - delay to deliveries	08/10/21
Welsh Government information - inform letters; FAQs; WG assets regarding recent changes in relation to testing, etc.	11/10/21
CO ₂ Monitor – guidance for use	13/10/21
Updates – under 5's testing; contact tracing; positive LFT results	15/10/21
Continuation of face coverings in secondary schools in Cwm Taf Morgannwg	27/10/21
Welsh Government FAQs and link to WG Toolkit for Schools	05/11/21
CO ₂ monitors – information regarding reading levels – Council Departments to contact	09/11/21
School based costs – Hardship Fund claims update	09/11/21
Vaccination – second dose for 16- and 17-year-olds	15/11/21
Responses to questions – special school staff – close contacts	22/11/21
Lateral Flow Testing – September 2021	
Requirement for LFTs before returning to school and once returned	01/09/21
LFT update – testing to continue	20/09/21
Updates – under 5s testing/contact tracing/LFT positive tests	15/10/21
	20/10/21

Document	Date of issue/ circulation
Updates – LFT positive tests/face coverings continuation secondary schools/graphics – symptomatic individuals not to attend school/LFTs over half-term break	
LFT instructions for use from Welsh Government – Welsh language version	20/10/21
Reminder of where to order LFTs / Request to LFT prior to return to school in January 2022	26/11/21
<p>Frequently Asked Questions (for parents/carers) Covering a number of issues including – school safety measures; cleaning; transport; catering and free school meals; confirmed cases of COVID-19. These FAQs are published on the Council’s website and updated regularly – www.rctcbc.gov.uk/schoolreturnfaqs</p>	
FAQs for parents/carers – versions 14a, 15, 16, 17, 18	16/07/21 – 17/11/21
<p>Parents/carers – social media – autumn term The below videos/captions were published several times via the Council’s social media channels (Facebook and Twitter)</p>	
<p>Updated social media graphics regarding: -</p> <ul style="list-style-type: none"> - Return to school in September - reminders: <ul style="list-style-type: none"> o Wearing face coverings on transport o Autumn term FAQs o Reminder to test/not attend school with symptoms/undertake hand and respiratory hygiene - Reintroduction of face coverings in secondary schools in Cwm Taf Morgannwg - Secondary school learners and all staff to undertake LFTs over October half-term and immediately prior to returning to school 	<p>From end of Aug 2021</p> <p>From 04/10/21</p> <p>From 19/10/21</p>
<p>‘Operational Guidance for Schools – September 2021’ Updated guidance document issued to headteachers to reflect the publication of Welsh Government’s Framework. Document is regularly updated to reflect changes in the local and national position and to reflect updated guidance from the Welsh Government. Guidance document includes template risk assessments and template letters for parents/carers.</p>	

Document	Date of issue/ circulation
- Version 1	01/09/21
- Version 1b	09/09/21
- Version 1c	10/09/21
- Version 1d	17/09/21
- Version 2	22/09/21
- Version 2b	11/10/21
- Version 2c	15/10/21
- Version 2d	17/11/21

7. EQUALITY AND DIVERSITY IMPLICATIONS

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

8. CONSULTATION

8.1 There is no requirement to undertake any consultation. The Director of Education and Inclusion Services provides regular and detailed COVID-19 updates to Scrutiny Committee meetings.

9. FINANCIAL IMPLICATION(S)

9.1 There are no financial implications aligned to this report.

10. LEGAL IMPLICATIONS OR LEGISLATION CONSIDERED

10.1 There are no legal implications arising from the recommendations in this report.

11. LINKS TO THE COUNCIL'S CORPORATE PLAN/OTHER CORPORATE PRIORITIES/SIP

11.1 This is an information report presenting the Cabinet report which outlines how the Council is responding to the COVID-19 pandemic.

12. CONCLUSION

12.1 Whilst it is proposed that Scrutiny is presented with regular updates on the Education Directorate's response to the COVID-19 pandemic, the situation relating to schools and education is often very fluid and fast-moving. In view of this, a termly update will be provided to encapsulate all the key changes and the wide-ranging documentation sent to schools to ensure that they are kept abreast of national and local changes.

LOCAL GOVERNMENT ACT 1972

AS AMENDED BY

THE LOCAL GOVERNMENT (ACCESS TO INFORMATION) ACT 1985

RHONDDA CYNON TAF COUNTY BOROUGH COUNCIL

CHILDREN & YOUNG PEOPLE SCRUTINY COMMITTEE

8TH of DECEMBER 2021

**AUTUMN TERM UPDATE IN RELATION TO EDUCATION'S LATEST POSITION IN
RESPONSE TO COVID-19**

Officer to contact:

Gaynor Davies, Director of Education and Inclusion Services

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RHONDDA CYNON TAF COUNTY BOROUGH COUNCIL

CHILDREN AND YOUNG PEOPLE SCRUTINY COMMITTEE

8th DECEMBER 2021

DRAFT WELSH IN EDUCATION STRATEGIC PLAN

REPORT OF THE DIRECTOR OF EDUCATION AND INCLUSION SERVICES

1. PURPOSE OF THE REPORT

- 1.1 To provide the Children and Young People Scrutiny Committee Members with an overview of the Council's Draft Welsh in Education Strategic Plan (WESP) following the recent public consultation. The outcome of this consultation and the proposed WESP which is to be presented to the Cabinet meeting on the 13th December 2021 is attached as Appendix A for Member's reference.

2. RECOMMENDATIONS

It is recommended that:

- 2.1 Following Members consideration of the feedback obtained from the public consultation in respect of the Council's draft WESP, that the Scrutiny Committee provide feedback to the Cabinet in respect of the proposed WESP prior to Cabinet's consideration on the 13th December 2021.

3 REASONS FOR RECOMMENDATIONS

- 3.1 The need to update Children and Young People Scrutiny Members on the consultation outcomes and the resulting changes to the draft WESP, prior to its consideration at Cabinet.

4. BACKGROUND

- 4.1 Members are aware that the Council has set an ambitious target to increase the percentage of year one learners in Welsh medium education.
- 4.2 The proposed WESP sets out the action the Council will take over the forthcoming ten years, by 2032, to make progress towards the achievement of this target.

- 4.3 In order to meet the target by 2032, the Council, along with officers from a number of external groups and organisations who form the WESP Strategic Group need to work collectively to achieve these ambitious targets. At the Cabinet meeting of the 20th July 2021, Cabinet agreed to undertake a public consultation on the draft WESP to allow the opportunity to engage with a wide range of stakeholders to seek their views on the achievement of this ambitious target.
- 4.4 The draft WESP consultation process provided opportunities for all of the Council's stakeholders to get involved in giving their feedback. The Children and Young People Scrutiny Committee, on the 13th October 2021, formed part of the consultation process in addition to Members of the Welsh Language Cabinet Steering Group, in line with its Terms of Reference, at its meeting on the 19th July 2021.
- 4.5 The feedback from all stakeholders provided via the consultation process has been incorporated into a Statutory Consultation Report and the updated Council's proposed WESP. These documents will be considered by Cabinet on the 13th December as part of its formal consideration of the Council's proposed WESP. A copy of the draft report to be presented to Cabinet and the proposed WESP is included as Appendix A.
- 4.6 In advance of Cabinet's Consideration, the Cabinet seeks the Children and Young People Scrutiny Committee's comments and feedback on the proposed WESP prior to Cabinet's determination.

5. EQUALITY AND DIVERSITY IMPLICATIONS / SOCIO-ECONOMIC DUTY

- 5.1 An Equality Impact Assessment (with Social-Economic Duty) for the draft WESP is attached as Annex 3 to Appendix 1.

6. WELSH LANGUAGE IMPLICATIONS

- 6.1 A Welsh Language Impact Assessment is attached as attached as Annex 4 to Appendix 1.

7. CONSULTATION / INVOLVEMENT

- 7.1 The draft WESP was subject to a comprehensive public consultation with a wide range of stakeholders for an eight week period. In addition, it has been considered by the Children and Young People Scrutiny Committee and the Welsh Language Cabinet Steering Group.
- 7.2 Current circumstances has inevitably limited the opportunity for face to face engagement, however, the Council has made the best use of a variety of social media, remote meetings and digital tools to engage with stakeholders as part of the consultation process.

8. FINANCIAL IMPLICATION(S)

8.1 There are no financial implications aligned to this report.

9. LEGAL IMPLICATIONS OR LEGISLATION CONSIDERED

9.1 The following legislation / regulations are aligned to this report:

1. Section 84 of The School Standards and Organisation (Wales) Act 2013.

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

10.1 The WESP links to RCTCBC's 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 WESP will contribute to all seven well-being 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

11 CONCLUSION

11.1 The Council remains committed to ensuring the availability of Welsh medium education, from the early years through to primary and secondary education before progressing through to higher and further education, so that all learners whatever their learning needs 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.

11.2 Members of the Children and Young People Scrutiny Committee are asked to provide feedback to assist Cabinet in their deliberations.

LOCAL GOVERNMENT ACT 1972

AS AMENDED BY

THE LOCAL GOVERNMENT (ACCESS TO INFORMATION) ACT 1985

RHONDDA CYNON TAF COUNTY BOROUGH COUNCIL

CHILDREN & YOUNG PEOPLE SCRUTINY COMMITTEE

8th of DECEMBER 2021

DRAFT WELSH IN EDUCATION STRATEGIC PLAN

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

Officer to contact:

Grace Zecca-Hanagan



RHONDDA CYNON TAF COUNTY BOROUGH COUNCIL

CABINET

13TH 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 [19th July 2021](#) and the proposed WESP on the [8th 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 [13th October 2021](#) and pre-scrutiny of the proposed WESP on the [8th 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 [20th 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 [20th 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 13th September 2021 to Monday 8th 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 [13th October 2021](#). In addition, the draft WESP was

considered by the Welsh Language Cabinet Steering Group on [19th 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 8th 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 17th 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 21st 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 17th 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 21st 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 13th September 2021 to Monday 8th 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 [19th July 2021](#) and the [8th December 2021](#). The Children and Young People Scrutiny Committee provided a Committee response to the Consultation at its meeting on the [13th October 2021](#) and undertook pre-scrutiny of the proposed WESP at its meeting on the [8th 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 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 Local Authority's ambitious Band B 21st 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 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 secondary schools. During the first five years of this WESP, the Local Authority's ambitious Band B 21st 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 21st 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.

HOW THE WESP COULD IMPACT UPON OPPORTUNITIES FOR PEOPLE TO USE AND PROMOTE THE WELSH LANGUAGE	
IMPACT	PERCENTAGE
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

13TH 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, 21ST Century Schools Officer.

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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 2013¹ 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 Plan² and further implementation of the 21st Century Schools and Colleges Programme³.
- 2.3 The Welsh Government has also updated the regulations regarding WESPs, with the WESP (Wales) Regulations 2019⁴ and the WESP (Wales) (Amendment) (Coronavirus) Regulations 2020⁵ 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.

¹ [School Standards and Organisation \(Wales\) Act 2013](#)

² [Welsh in Education Action Plan](#)

³ [21st Century Schools and Colleges Programme](#)

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

⁵ [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 Speakers⁶ 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.

⁶ [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 Plans⁷ (WESP Guidance). The statutory consultation period ran from Monday 13th September 2021 to Monday 8th 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 [19th July 2021](#) and the Children and Young People Scrutiny Committee on the [13th 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

⁷ [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.

OUTCOME 1: MORE NURSERY / THREE YEAR OLD LEARNERS RECEIVE THEIR EDUCATION THROUGH THE MEDIUM OF WELSH	
RESPONSE	PERCENTAGE
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.

OUTCOME 2: MORE RECEPTION / FIVE YEAR OLD LEARNERS RECEIVE THEIR EDUCATION THROUGH THE MEDIUM OF WELSH	
RESPONSE	PERCENTAGE
No response.	20.9%
Provision must be local.	16.3%
A Welsh Language Immersion Class would assist in the transition for some learners.	9.3%
Must create an ambitious Marketing Strategy to raise awareness of the benefits of the Welsh language.	7.0%
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.

OUTCOME 3: MORE LEARNERS CONTINUE TO IMPROVE THEIR WELSH LANGUAGE SKILLS WHEN TRANSFERRING FROM ONE STAGE OF THEIR STATUTORY EDUCATION TO ANOTHER	
RESPONSE	PERCENTAGE
No response.	24.4%
<i>Provision must be local.</i>	13.3%
<i>Progression routes to Sixth Form / Further Education and thereafter to universities and the world of work need to be addressed.</i>	8.9%
I agree with this outcome.	6.7%
<i>There is not enough provision in the north Pontypridd area for this.</i>	6.7%
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.

OUTCOME 4: MORE LEARNERS STUDY FOR ASSESSED QUALIFICATIONS IN WELSH (AS A SUBJECT) AN SUBJECTS THROUGH THE MEDIUM OF WELSH	
RESPONSE	PERCENTAGE
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.

OUTCOME 5: MORE OPPORTUNITIES FOR LEARNERS TO USE WELSH IN DIFFERENT CONTEXTS IN SCHOOL	
RESPONSE	PERCENTAGE
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.

OUTCOME 6: AN INCREASE IN THE PROVISION OF WELSH MEDIUM EDUCATION FOR LEARNERS WITH ADDITIONAL LEARNING NEEDS	
RESPONSE	PERCENTAGE
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.

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

IMPACT	PERCENTAGE
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.

8th 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



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 cymhwyso 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

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Ymateb i Ymgynghoriad / Consultation Response

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

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 21st 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 Cylchoedd 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 21st 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.

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Ymateb i Ymgynghoriad / Consultation Response

Enw / Name:	Claire Morgan
Rôl / Role:	Prif Arolygydd Ei Mawrhydi dros Addysg a Hyfforddiant yng Nghymru
E-bost / Email:	Prif-arolygydd@estyn.llyw.cymru
Rhif Ffôn / Tel No:	029 2044 6446
Dyddiad / Date:	08.11.2021
Pwnc / Subject:	Ymgynghoriad - Cynllun Strategol Cymraeg mewn Addysg Drafft - RCT

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 ddisbarthiadau 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 ymgysylltu'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.

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

Contact:

Elin Maher / Ceri McEvoy

**RhAG
Tŷ Cymru
Greenwood Close
Cardiff Gateway Business Park
Cardiff
C23 8RD**

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>Vision</p>	<ul style="list-style-type: none"> • 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. • 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. • 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. • 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. • 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. • 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. • 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. • With regard to the Welsh Education Forum, RhAG would recommend that all clusters are represented.
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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"> • 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? • 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. • 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. • 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. • 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. • There are statements about "The Council will" but not enough information about "how this will happen." • 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... • How is the Table on page 14 estimated?
<p>Outcome 2</p>	<ul style="list-style-type: none"> • There is much repetition of the vision in this Outcome. The Outcome should be extending the comments of the vision rather than repeating them. • The surplus places mapping exercise (page 17) needs to be included in this document to provide clarity and a baseline for the plan. • 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.

	<ul style="list-style-type: none"> • 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. • Again, no geographical analysis of existing provision is included to ensure that every area of the County is within a reasonable distance of Welsh medium education. This needs to be seen in the document from the start. • 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 HOW and WHERE these developments will take place. • 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. • 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. • 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. • 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".
<p>Outcome 3</p>	<ul style="list-style-type: none"> • 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.

	<ul style="list-style-type: none"> • 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. • 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? • However, the challenge of post-16 education needs to be analyzed and resolved as this data is significantly lower. • 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. • 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. • 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. • 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.
<p>Outcome 4</p>	<ul style="list-style-type: none"> • 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.

- 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"> 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.
Outcome 5	<ul style="list-style-type: none"> 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. There should be clear targets from the partners in this Outcome to show how they will also cater for the growth in the target. 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. 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. 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.
Outcome 6	<ul style="list-style-type: none"> 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. 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. 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? 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? 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. 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.
Outcome 7	<ul style="list-style-type: none"> 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.

- 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
Tŷ Cymru
Greenwood Close
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

Gweledigaeth	<ul style="list-style-type: none">• 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.• 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 ystyrllon.• 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.• 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.• 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.• 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.• 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.• O ran y Fforwm Addysg Gymraeg, byddai RhAG yn argymhell bod pob clwstwr yn cael ei gynrychioli.
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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 posibilïadau 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"> • 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? • 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. • 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. • 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. • Lle mae'r wybodaeth am feysydd gweithredu posibl yr Aseidiad 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. • Mae gosodiadau am "Bydd y Cyngor" ond dim digon o wybodaeth am "sut y bydd hyn yn digwydd. • 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... • Sut y mae Tabl tudalen 14 wedi ei amcangyfrif?
<p>Deiliant 2</p>	<ul style="list-style-type: none"> • 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. • Mae angen cynnwys yr ymarfer mapio lleoedd dros ben (tud 17) yn y ddogfen hon er mwyn cael eglurder a gwaelodlin i'r cynllun. • 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.

	<ul style="list-style-type: none"> • 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. • Eto, nid oes dadansoddiad daearyddol o ddarpariaeth bresennol wedi ei gynnwys i sicrhau bod pob ardal o'r Sir o fewn pellter rhesymol i addysg Gymraeg. Mae angen gweld hwn yn y ddogfen o'r cychwyn. • 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 SUT a LLE y bydd y datblygiadau hyn yn digwydd. • 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. • 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. • 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. • 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.
<p>Deiliant 3</p>	<ul style="list-style-type: none"> • 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.

	<ul style="list-style-type: none"> • 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. • 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? • Serch hynny mae angen dadansoddi a datrys her addysg ôl-16 gan fod y data hwn yn sylweddol is. • 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. • 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. • 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. • 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.
Deilliant 4	<ul style="list-style-type: none"> • Byddai dadansoddiad daeryddol 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.

- 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"> • 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 ALL.
Deilliant 5	<ul style="list-style-type: none"> • 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. • 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. • 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. • 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. • 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.
Deilliant 6	<ul style="list-style-type: none"> • 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. • Byddai'n dda gweld dadansoddiad o sut y bydd y £3.4 miliwn a nodir ar dudalen 33 yn cyfrannu at y sector Gymraeg. • 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? • 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? • 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. • 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.
Deilliant 7	<ul style="list-style-type: none"> • 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".

	<ul style="list-style-type: none"> • 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. • 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. • 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. • 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. • Oes modd datblygu trafodaethau rhwng yr ysgolion, yr Undebau Athrawon a'r consortia i ymchwilio i'r posibiladau ar lefel lleol? • 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.
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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

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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.

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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
Cenedlaethol
Athrawon
Cymru



Prif Swyddfa **UCAC**, Ffordd Penglais, Aberystwyth, Ceredigion SY23 2EU

ffôn: 01970 639950 | ffacs: 01970 626765 | ucac@ucac.cymru

 facebook.com/AthrawonCymru  twitter.com/AthrawonCymru

www.ucac.cymru



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

Comisiynydd y Gymraeg
Siambrau'r Farchnad
5-7 Heol Eglwys Fair
Caerdydd CF10 1AT

0345 6033 221
post@comisiynyddygyymraeg.cymru
Croesewir gohebiaeth yn y Gymraeg a'r Saesneg

comisiynyddygyymraeg.cymru

Welsh Language Commissioner
Market Chambers
5-7 St Mary Street
Cardiff CF10 1AT

0345 6033 221
post@welshlanguagecommissioner.wales
Correspondence welcomed in Welsh and English

welshlanguagecommissioner.wales

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.

Aled Roberts
Welsh Language Commissioner



Cyngor Bwrdeistref Sirol Rhondda Cynon Taf
ymgyngori@rctcbc.gov.uk

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 ymrwymiadau 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

Comisiynydd y Gymraeg
Siambrau'r Farchnad
5-7 Heol Eglwys Fair
Caerdydd CF10 1AT

0345 6033 221
post@comisiynyddygyymraeg.cymru
Croesewir gohebiaeth yn y Gymraeg a'r Saesneg

comisiynyddygyymraeg.cymru

Welsh Language Commissioner
Market Chambers
5-7 St Mary Street
Cardiff CF10 1AT

0345 6033 221
post@welshlanguagecommissioner.wales
Correspondence welcomed in Welsh and English

welshlanguagecommissioner.wales



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 blynyddoedd 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 gynnwys 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 hwyreddyfodiad. 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 hwyreddyfodiad' 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 gwyddoch, 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

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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 2013¹ and complies with The WESP (Wales) Regulations 2019² and The WESP (Wales) (Amendment) (Coronavirus) Regulations 2020³. When setting targets, due regard has been given to the statutory guidance issued by Welsh Ministers.

Gaynor Davies
(Director of Education and Inclusion Services)

DRAFT

¹ [School Standards and Organisation \(Wales\) Act 2013](#)

² [The Welsh in Education Strategic Plan \(Wales\) Regulations 2019](#)

³ [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 21st 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 Speakers⁴ (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

⁴ [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 21st 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 WESP⁵ 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

⁵ [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 2006⁶ (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 2016⁷ (the 2016 Regulations).

The LA's CSA for the period between 2017 and 2022⁸ 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.

⁶ [The Childcare Act 2006 – Section 22](#)

⁷ [The Childcare Act 2006 \(Local Authority Assessment\) \(Wales\) Regulations 2016](#)

⁸ [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 2019⁹. This annual update outlined a number of strengths and weaknesses, along with priorities and progress made. A further annual update was published in March 2020¹⁰. This annual update outlined the achievement of significant progress. The most recent annual update published in March 2021¹¹ 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 Scheme¹². 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 FSP¹³. 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.

⁹ [Annual Update of Rhondda Cynon Taf County Borough Council's Childcare Sufficiency Assessment – 2017 – 2022 Action Plan – March 2019](#)

¹⁰ [Rhondda Cynon Taf County Borough Council – Record of Urgent Decision of the Cabinet – Childcare Sufficiency Assessment Update – 24th March 2020](#)

¹¹ [Rhondda Cynon Taf County Borough Council's Childcare Sufficiency Assessment Update 2021 – 25th March 2021](#)

¹² [Rhondda Cynon Taf County Borough Council – Cabinet – Childcare Offer Capital Grant Funding Bid – 8th May 2019](#)

¹³ [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 Wales¹⁴ 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 2008¹⁵ (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.

¹⁴ [Welsh Government – Childcare Offer for Wales](#)

¹⁵ [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 Arrangements¹⁶ 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 2014¹⁷.

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.

¹⁶ [Learner Travel Policy, Information and Arrangements](#)

¹⁷ [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.

Projected Number and Percentage of Nursery/Three Year Old Learners Receiving their Education Through the Medium of Welsh During the Lifespan of this WESP				
Academic Year	Projected Number and Percentage of Nursery/Three Year Old Learners Who Could Receive their Education Through the Medium of Welsh (Based on Provisional Forecasts)		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	
	Number	%	Number	%
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 21st 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 21st 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 21st 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 21st 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 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.

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 21st 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.

Projected Number and Percentage of Reception/Five Year Old Learners Receiving their Education Through the Medium of Welsh During the Lifespan of this WESP				
Academic Year	Projected Number and Percentage of Reception/Five Year Old Learners Who Could Receive their Education Through the Medium of Welsh (Based on Provisional Forecasts)		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	
	Number	%	Number	%
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.

Transition	Academic Year		
	2018 / 2019	2019 / 2020	2020 / 2021
Welsh Medium	53.5%	55.9%	48.5%
English Medium	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 Model¹⁸, the LA will review its online school admissions process. The Choice Architecture Model is a simplified version of the Mindspace Model¹⁹ 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

¹⁸ [Welsh Government – Guidance on Welsh in Education Strategic Plans – 2021](#)

¹⁹ [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.

Projected Percentage of Learners who Could Transition Between Each Key Stage for Welsh Medium Primary and Secondary Schools				
Academic Year	Transition			
	Foundation Phase to Key Stage Two	Key Stage Two to Key Stage Three*	Key Stage Three to Key Stage Four	Key Stage Four to Key Stage Five
	%	%	%	%
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:

- 21st 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 21st 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 21st 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 21st 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.

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			
Category	Academic Year		
	2017 / 2018	2018 / 2019	2019 / 2020
Welsh (First Language)	17.0%	17.0%	18.0%
Welsh (Second Language)	45.0%	59.0%	63.0%
Not Registered for Welsh GCSE	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.

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			
Category	Academic Year		
	2017 / 2018	2018 / 2019	2019 / 2020
Welsh (First or Second Language)	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 evaluation²⁰ 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.

²⁰ [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 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 secondary 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 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 – 2018²¹, 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

²¹ [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 21st 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 21st 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.

Projected Number and Percentage of Year Ten Learners Receiving their Education Through the Medium of Welsh During the Lifespan of this WESP				
Academic Year	Projected Number and Percentage of Year Ten Learners Who Could Receive their Education Through the Medium of Welsh (Based on Provisional Forecasts)		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	
	Number	%	Number	%
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 2011²² (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 Strategy²³, 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.

²² [Welsh Language \(Wales\) Measure 2011 \(the 2011 Measure\)](#)

²³ [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 Iait, 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 2018²⁴ (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 Code²⁵).

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

²⁴ [The Additional Learning Needs and Education Tribunal \(Wales\) Act](#)

²⁵ [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 17th December 2019²⁶, 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 25th June 2020, the LA's Cabinet²⁷ 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:

²⁶ [Cabinet Report – 17th December 2019 – Review of Learning Support Class Provision for Learners with Social, Emotional and Behavioural Difficulties \(SEBD\) Significant Additional Learning Needs \(ALN\)](#)

²⁷ [Cabinet Report – 25th 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 Census²⁸ (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.

²⁸ [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>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</p>
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Academic Year	Number
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 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 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:

LA Group Three Targets						
LA	2019 Baseline (PLASC 2019)		2032 Target			
	Number	%	Lower Range		Upper Range	
			Number	%	Number	%
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 Census²⁹ 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 Survey³⁰ 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.

Welsh Language Skills of Residents – (%)		
	County Borough of Rhondda Cynon Taf	Wales
Can Read Welsh	19.6%	25.9%
Can Write Welsh	18.1%	23.7%
Can Understand Spoken Welsh	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.

Residents Frequency of Speaking Welsh – (%)		
	County Borough of Rhondda Cynon Taf	Wales
Speak Welsh Daily	8.1%	15.4%
Speak Welsh Weekly	5.0%	5.1%
Use it Less Often	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.

²⁹ [2011 Census](#)

³⁰ [Annual Population Survey](#)

The Welsh Language Use Survey³¹ 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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³¹ [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.

Total Number of English and Welsh Medium Childcare and Early Years Settings Available Across the County Borough					
Childcare Type		Total Number of Registered Childcare Settings	Total Number of Places	Total Number of Unregistered Childcare Settings	Total Number of Places
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
Total		195	775	15	16

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.

Total Number of Welsh Medium Childcare and Early Years Settings Available Across the County Borough					
Childcare Type		Total Number of Registered Childcare Settings	Total Number of Places	Total Number of Unregistered Childcare Settings	Total Number of Places
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
Total		26	771	5	80

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.

FSP Childcare Places Commissioned from Childcare Settings			
FSP Childcare Places	Number of Commissioned Childcare and Early Years Settings	Number of Commissioned Places	%
Total FSP Childcare English Medium Places Commissioned	23	530	77.3%
Total FSP Childcare Welsh Medium Places Commissioned	9	156	22.7%
Total	32	686	100.0%

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.

Additional FSP Childcare Places Commissioned from Childcare and Early Years Settings – As at November 2020		
FSP Childcare Places	Additional Number of Commissioned Places Purchased	New Total Number of Commissioned Places
Total FSP Childcare English Medium Places Commissioned	12	542
Total FSP Childcare Welsh Medium Places Commissioned	34	190
Total	46	732

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.

Total Number of Children Attending Cylchoedd Meithrin Over the Previous Five Academic Years					
Settings	Academic Year				
	2015 / 2016	2016 / 2017	2017 / 2018	2018 / 2019	2019 / 2020
Number of Settings	22	24	25	23	19
Number of Cylchoedd Meithrin	25	27	25	25	20
Number of Children Attending Cylchoedd Meithrin	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.

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			
Year Group	Academic Year		
	2018 / 2019	2019 / 2020	2020 / 2021
Pre Nursery	24	27	26
Pre Nursery Part Time	19	29	39
Nursery	421	406	437
Nursery Part Time	140	130	95
Total	604	592	597

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.

Total Number of Primary School Aged Learners Attending Primary Schools Split by English and Welsh Medium Over the Previous Three Academic Years							
Category	Academic Year						
	2018 / 2019		2019 / 2020		2020 / 2021		
	Number	%	Number	%	Number	%	
Total Number of Learners Attending English Medium Primary Schools	18,153	81.0%	18,078	81.0%	17,894	81.2%	
Total Number of Learners Attending Welsh Medium Primary Schools	4,269	19.0%	4,220	19.0%	4,152	18.8%	
Total Number of Learners Attending Primary Schools	22,422		22,298		22,046		

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.

Total Number of Reception/Five Year Old Learners Attending Welsh Medium Primary Schools Over the Previous Three Academic Years			
Year Group	Academic Year		
	2018 / 2019	2019 / 2020	2020 / 2021
Reception	517	565	528
Reception Part Time	1	0	0
Total	518	565	528

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.

Transition Rates of Children Attending Cylchoedd Meithrin into Welsh Medium Primary Schools for the Previous Five Academic Years					
Settings	Academic Year				
	2015 / 2016	2016 / 2017	2017 / 2018	2018 / 2019	2019 / 2020
Number of Children Attending Cylchoedd Meithrin Percentage of Children Transferring from the Cylch Meithrin to a Welsh Medium Primary School	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.

Transition Rates of Learners Between Each Key Stage for Welsh Medium Primary and Secondary Schools for the Previous Three Academic Years			
Transition	Academic Year		
	2018 / 2019	2019 / 2020	2020 / 2021
Foundation Phase to Key Stage Two	97.4%	97.5%	96.1%
Key Stage Two to Key Stage Three	97.3%	94.0%	94.7%
Key Stage Three to Key Stage Four	98.2%	97.3%	98.7%
Key Stag Four to Key Stage Five	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.

Total Number of Secondary School Aged Learners Attending Secondary Schools Split by English Medium and Welsh Medium Over the Previous Three Academic Years						
Category	Academic Year					
	2018 / 2019		2019 / 2020		2020 / 2021	
	Number	%	Number	%	Number	%
Total Number of Learners Attending English Medium Secondary Schools	12,685	80.6%	12,868	80.4%	13,346	80.7%
Total Number of Learners Attending Welsh Medium Secondary Schools	3,058	19.4%	3,141	19.6%	3,197	19.3%

Total Number of Learners Attending Secondary Schools	15,743	16,009	16,543
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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.

Total Number of Year Ten Learners Attending Welsh Secondary Schools Over the Previous Three Academic Years			
Year Group	Academic Year		
	2018 / 2019	2019 / 2020	2020 / 2021
Year Ten	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.

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			
Category	Academic Year		
	2017 / 2018	2018 / 2019	2019 / 2020
Welsh (First Language)	17.0%	17.0%	18.0%
Welsh (Second Language)	45.0%	59.0%	63.0%
Not Registered for Welsh GCSE	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.

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			
Category	Academic Year		
	2017 / 2018	2018 / 2019	2019 / 2020
Welsh (First or Second Language)	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.

Total Number of Welsh and English Medium Primary and Secondary Schools that have Achieved the Welsh Language Charter and Cymraeg Campus				
Level	Welsh Language Charter		Cymraeg Campus	
	Welsh Medium Primary School	Welsh Medium Secondary School	English Medium Primary School	English Medium Secondary School
Achieved Bronze Award	17	All 4 Welsh medium secondary schools working towards achieving the bronze award.	N/A	N/A
Achieved Silver Award	8	N/A	18	N/A
Other	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:

Total Number of Staff who Identified Themselves as Fluent or Fairly Fluent in Welsh							
Number of Staff with Welsh Language Skills		Fluent (Welsh Language Level Four and Five)		Fairly Fluent (Welsh Language Level Three)		Total (Welsh Language Level Three, Four and Five)	
Category	Total Number of Staff	Number	%	Number	%	Number	%
School Based Staff	5,290	742	14.0%	175	3.3%	917	17.3%
Non-School	7,167	575	8.0%	143	1.9%	718	10.0%

Total Number of Staff who Identified Themselves as Fluent or Fairly Fluent in Welsh							
Number of Staff with Welsh Language Skills		Fluent (Welsh Language Level Four and Five)		Fairly Fluent (Welsh Language Level Three)		Total (Welsh Language Level Three, Four and Five)	
Category	Total Number of Staff	Number	%	Number	%	Number	%
Based Staff							
Total	12,457	1,317	10.5%	318	2.5%	1,635	13.1%

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.

Welsh Language Ability of Total Teachers (Including Headteachers, School Teachers and School Learning Support Workers) Employed by the LA		
Skill Level	Academic Year	
	2019 / 2020	
	Number	%
No Skills (NS)	457	22.1%
Entry Level (EL)	456	22.1%
Foundation Level (FL)	325	15.7%
Intermediate Level (IL)	166	8.0%
Advanced Level (AL)	128	6.2%
Proficient Level (PL)	511	24.8%
Information Not Obtained (INO)	21	1.0%
Total	2,064	100.0%

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.

Total Teachers Employed by the LA Teaching / Working Through the Medium of Welsh		
Category	Academic Year	
	2019 / 2020	
	Number	%
Teaching/Working Through the Medium of Welsh in Current Post	448	21.7%
Able to Teach/Work Through the Medium of Welsh but not doing so in Current Post	143	6.9%
Unable to Teach/Work Through the Medium of Welsh	838	40.6%
Teaching Welsh as a Subject Only	635	30.7%
Total	2,064	100.0%

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.

Total Percentage of Teachers who are able to Teach through the Medium of Welsh			
Category	Academic Year		
	2017 / 2018	2018 / 2019	2019 / 2020
Qualified Teachers Teaching Welsh as a First Language	8.7%	10.9%	9.7%
Qualified Teachers Teaching Welsh as a Second Language (Only)	39.1%	38.6%	39.6%
Qualified Teachers Teaching Other Subjects through the Medium of Welsh	10.1%	8.4%	9.7%
Qualified Teachers Able to Teach through the Medium of Welsh, but not doing so	3.6%	6.3%	3.8%
Not Qualified to Teach through the Medium of Welsh	38.3%	35.9%	37.2%

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ANNEX FOUR: SURPLUS CAPACITY (PLASC 2021)

School	Capacity	Pupils	Occupancy	Surplus
Primary				
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%
Total Primary	5915	4718	79.8%	20.2%
Secondary				
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%
Total Secondary	4085	3219	78.8%	21.2%
Source: April 2021 PLASC				

Glossary	
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

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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) 2013¹ ac yn cydymffurfio â Rheoliadau Cynlluniau Strategol Cymraeg mewn Addysg (Cymru) 2019² a Rheoliadau Cynlluniau Strategol Cymraeg mewn Addysg (Cymru) (Diwygio) (Coronafeirws) 2020³. 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)

¹ [Deddf Safonau a Threfniadaeth Ysgolion \(Cymru\) 2013](#)

² [Rheoliadau Cynllun Strategol Cymraeg mewn Addysg \(Cymru\) 2019](#)

³ [Rheoliadau Cynllun Strategol Cymraeg mewn Addysg \(Cymru\) \(Diwygio\) \(Y Coronafeirws\) 2020](#)

TUDALEN GYNNWYS

CYNNWYS	TUDALEN:
Ein Gweledigaeth	3
Deiliant 1: Mwy o blant meithrin / tair oed yn cael eu haddysg drwy gyfrwng y Gymraeg	6
Deiliant 2: Mwy o blant dosbarth derbyn / pump oed yn cael eu haddysg trwy gyfrwng y Gymraeg	16
Deiliant 3: Mwy o blant yn parhau i wella eu sgiliau Cymraeg wrth drosglwyddo o un cyfnod o'u haddysg statudol i un arall	21
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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^{ain} 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 rwyng 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 Siaradwyr⁴ (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%.

⁴ [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^{ain} 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 blaenorol⁵ 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

⁵ [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 2006⁶ (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

⁶ [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) 2016⁷ i rym.

Roedd Asesiadau'r ALI am y cyfnod rhwng 2017 a 2022⁸ 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 2019⁹. 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 2020¹⁰. Roedd yn amlinellu

⁷ [Rheoliadau Deddf Gofal Plant 2006 \(Asesiadau Awdurdodau Lleol\) \(Cymru\) 2016](#)

⁸ [Asesiad Digonolrwydd Gofal Plant Cyngor Bwrdeistref Rhondda Cynon Taf - 2017-2022](#)

⁹ [Asesiad Digonolrwydd Gofal Plant Cyngor Bwrdeistref Sirol Rhondda Cynon Taf - 2017 - 2022, Cynllun Gweithredu - Mawrth 2019 : Diweddariad Blynyddol](#)

¹⁰ [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 2021¹¹ 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 Cyfalaf¹² 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 Deg¹³ 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.

¹¹ [Asesiad Digonolrwydd Gofal Plant Cyngor Bwrdeistref Sirol Rhondda Cynon Taf : Diweddariad 2021 - 25 Mawrth 2021](#)

¹² [Cyngor Bwrdeistref Sirol Rhondda Cynon Taf – Cabinet – Cais am Gyllid Grant Cyfalaf y Cynnig Gofal Plant – 8 Mai 2019](#)

¹³ [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 waith¹⁴. 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 arnyh 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) 2008¹⁵ (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

¹⁴ [Cynnig Gofal Plant Llywodraeth Cymru](#)

¹⁵ [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 ALI¹⁶ 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 2014.¹⁷

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

¹⁶ [Polisi, Gwybodaeth a Threfniadau Teithio gan Ddysgwyr](#)

¹⁷ [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.

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				
Blwyddyn Academaidd	Amcangyfrif arfaethedig nifer a chanran y dysgwyr Meithrin / tair oed a allai dderbyn eu haddysg trwy gyfrwng y Gymraeg (Ar sail rhagolygon dros dro)		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	
	Nifer	%	Nifer	%
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^{ain} 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^{ain} 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^{ain} 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^{ain} 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 hymestyn
- 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 Rhondaa
- 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 hwyrdyfodiaid 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^{ain} 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.

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				
Blwyddyn Academaidd	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)		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	
	Nifer	%	Nifer	%
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 DROSGLWYDDO 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.

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			
Pontio	Blwyddyn Academaidd		
	2018 / 2019	2019 / 2020	2020 / 2021
Cyfrwng Cymraeg	53.5%	55.9%	48.5%
Cyfrwng Saesneg	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 Dewis¹⁸, bydd yr ALI yn cynnal adolygiad o'i broses derbyn ysgolion ar-lein. Mae'r Model Pensaernïaeth Dewis yn fersiwn symlach o'r Model Mindspace¹⁹ 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

¹⁸ [Llywodraeth Cymru – Canllawiau ar Gynlluniau Strategol Cymraeg mewn Addysg 2021](#)

¹⁹ [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.

Amcangyfrif arfaethedig canran y dysgwyr a allai bontio rhwng pob Cyfnod Allweddol ar gyfer ysgolion cynradd ac uwchradd cyfrwng Cymraeg				
Blwyddyn Academaidd	Pontio			
	Y Cyfnod Sylfaen i Cyfnod Allweddol Dau	Cyfnod Allweddol Dau i Cyfnod Allweddol Tri*	Cyfnod Allweddol Tri i Cyfnod Allweddol Pedwar	Cyfnod Allweddol Pedwar i Gyfnod Allweddol Pump
	%	%	%	%
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. Mae'n 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^{ain} Ganrif
- Grant Hybiau Cymunedol
- Grant Ardoll Seilwaith Cymunedol
- Grant Cyfalaf Addysg Cyfrwng Cymraeg

Bydd Band B Rhaglen Ysgolion a Cholegau'r 21^{ain} 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^{ain} 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^{ain} 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.

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			
Categori	Blwyddyn Academaidd		
	2017 / 2018	2018 / 2019	2019 / 2020
Cymraeg (iaith gyntaf)	17.0%	17.0%	18.0%
Cymraeg (Ail iaith)	45.0%	59.0%	63.0%
Heb eu cofrestru ar gyfer TGAU Cymraeg	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.

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			
Categori	Blwyddyn Academaidd		
	2017 / 2018	2018 / 2019	2019 / 2020
Cymraeg (iaith gyntaf neu ail iaith)	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'r²⁰ 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^{ain} Ganrif yr ALI yn

²⁰ [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 – 2018²¹, 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

²¹ [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^{ain} 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^{ain} 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.

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				
Blwyddyn Academaidd	Amcangyfrif arfaethedig nifer a chanran y dysgwyr Blwyddyn Deg a allai dderbyn eu haddysg trwy gyfrwng y Gymraeg (ar sail rhagolygon dros dro mis)		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	
	Nifer	%	Nifer	%
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) 2011²² yn ei gwneud yn ofynnol i'r ALL gyhoeddi strategaeth bum mlynedd i hwyluso a hyrwyddo'r Gymraeg. Cafodd y strategaeth bum

²² [Mesur y Gymraeg \(Cymru\) 2011](#)

mlynedd gyntaf, Strategaeth Hybu'r Gymraeg RhCT²³, 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 Ieuencid yr ALI yn cyflogi Swyddogion Ymgysylltu ag Ieuencid 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 Ieuencid 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

²³ [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 mewnbwn 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 DYLETYSWYDDAU 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) 2018²⁴ 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 newydd²⁵.

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 academaidd 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.

²⁴ [Deddf Anghenion Dysgu Ychwanegol a'r Tribiwnlys Addysg \(Cymru\)](#)

²⁵ [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 2019²⁶ 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 Cabinet²⁷ 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:

²⁶ [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](#)

²⁷ [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 Ysgolion²⁸ (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

²⁸ [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.

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	
Blwyddyn Academaidd	Nifer
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 dull 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.

DRAFT

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:

Targedau Awdurdodau Lleol Grŵp Tri						
Awdurdod Lleol	Llinell Sylfaen 2019 (CYBLD 2019)		Targed 2032			
	Nifer	%	Ystod Is		Ystod Uwch	
			Nifer	%	Nifer	%
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 2011²⁹ 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 Boblogaeth³⁰ 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.

Sgiliau Cymraeg Trigolion (%)		
	Bwrdeistref Sirol Rhondda Cynon Taf	Cymru
Yn gallu darllen Cymraeg	19.6%	25.9%
Yn gallu ysgrifennu Cymraeg	18.1%	23.7%
Yn gallu deall Cymraeg ar lafar	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.

Pa mor aml y mae trigolion yn siarad Cymraeg (%)		
	Bwrdeistref Sirol Rhondda Cynon Taf	Cymru
Yn siarad Cymraeg bob dydd	8.1%	15.4%
Yn siarad Cymraeg bob wythnos	5%	5.1%
Yn ei defnyddio'n llai aml	7%	5.6%

²⁹ [Cyfrifiad 2011](#)

³⁰ [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 Iaith³¹ 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.

³¹ [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.

Cyfanswm nifer y lleoliadau gofal plant a'r blynyddoedd cynnar cyfrwng Cymraeg a Saesneg sydd ar gael ledled y Fwrdeistref Sirol					
Math o ofal plant		Cyfanswm y Lleoliadau Gofal Plant Cofrestredig	Cyfanswm y Lleoedd	Cyfanswm y Lleoliadau Gofal Anghofrestredig Plant	Cyfanswm y Lleoedd
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
Cyfanswm		195	775	15	16

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.

Cyfanswm nifer y lleoliadau gofal plant a'r blynyddoedd cynnar cyfrwng Cymraeg sydd ar gael ledled y Fwrdeistref Sirol					
Math o ofal plant		Cyfanswm y Lleoliadau Gofal Plant Cofrestredig	Cyfanswm y Lleoedd	Cyfanswm y Lleoliadau Gofal Anghofrestredig Plant	Cyfanswm y Lleoedd
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
Cyfanswm		26	771	5	80

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.

Lleoedd gofal plant Rhaglen Dechrau'n Deg wedi'u comisiynu o leoliadau gofal plant			
Lleoedd gofal plant Rhaglen Dechrau'n Deg	Nifer y lleoliadau Gofal Plant a'r Blynyddoedd Cynnar wedi'u comisiynu	Nifer y lleoedd wedi'u comisiynu	%
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%
Cyfanswm	32	686	100%

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
Cyfanswm	46	732

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.

Cyfanswm nifer y plant sy'n mynychu Cylchoedd Meithrin yn ystod y pum mlynedd academaidd flaenorol					
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.

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			
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
Cyfanswm	604	592	597

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:

Cyfanswm nifer y dysgwyr oedran ysgol gynradd sy'n mynychu ysgolion cyfrwng Cymraeg a Saesneg yn ystod y tair blynedd academaidd flaenorol						
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%
Cyfanswm nifer y dysgwyr sy'n mynychu ysgolion cynradd	22,422		22,298		22,046	

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.

Cyfanswm nifer y dysgwyr dosbarth Derbyn / pum oed sy'n mynychu ysgolion cynradd cyfrwng Cymraeg am y tair blynedd academaidd flaenorol			
Grŵp Blwyddyn	Blwyddyn Academaidd		
	2018 / 2019	2019 / 2020	2020 / 2021
Dosbarth Derbyn	517	565	528
Dosbarth Derbyn (rhan-amser)	1	0	0
Cyfanswm	518	565	528

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.

Cyfraddau pontio plant sy'n mynychu Cylchoedd Meithrin i ysgolion cynradd cyfrwng Cymraeg am y pum mlynedd academaidd flaenorol	
Lleoliadau	Blwyddyn Academaidd

	2015 / 2016	2016 / 2017	2017 / 2018	2018 / 2019	2019 / 2020
Canran y plant sy'n pontio o Gylch Meithrin i ysgol gynradd cyfrwng Cymraeg	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.

Cyfraddau pontio dysgwyr rhwng pob Cyfnod Allweddol ar gyfer ysgolion cynradd ac uwchradd cyfrwng Cymraeg am y tair blynedd academaidd flaenorol			
Pontio	Blwyddyn Academaidd		
	2018 / 2019	2019 / 2020	2020 / 2021
Y Cyfnod Sylfaen i Gyfnod Allweddol Dau	97.4%	97.5%	96.1%
Cyfnod Allweddol Dau i Gyfnod Allweddol Tri	97.3%	94%	94.7%
Cyfnod Allweddol Tri i Gyfnod Allweddol Pedwar	98.2%	97.3%	98.7%
Cyfnod Allweddol Pedwar i Gyfnod Allweddol Pump	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.

Cyfanswm nifer y dysgwyr oedran ysgol uwchradd sy'n mynychu ysgolion uwchradd cyfrwng Cymraeg a Saesneg am y tair blynedd academaidd flaenorol						
Categori	Blwyddyn Academaidd					
	2018 / 2019		2019 / 2020		2020 / 2021	
	Nifer	%	Nifer	%	Nifer	%
Cyfanswm nifer y dysgwyr sy'n mynychu ysgolion uwchradd cyfrwng Saesneg	12,685	80.6%	12,868	80.4%	13,346	80.7%
Cyfanswm y dysgwyr sy'n	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.

Cyfanswm nifer y dysgwyr Blwyddyn Deg sy'n mynychu ysgolion uwchradd cyfrwng Cymraeg am y tair blynedd academaidd flaenorol			
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.

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			
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.

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			
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.

Cyfanswm nifer yr ysgolion cynradd ac uwchradd cyfrwng Cymraeg a Saesneg sydd wedi Cyflawni'r Siarter Iaith a 'Cymraeg Campus' hyd yma.				
Lefel	Siarter Iaith		Cymraeg Campus	
	Ysgolion cynradd cyfrwng Cymraeg	Ysgolion uwchradd cyfrwng Cymraeg	Ysgolion cynradd cyfrwng Saesneg	Ysgol uwchradd cyfrwng Saesneg
Wedi cyflawni'r Wobr Efydd	17	Pob un o'r 4 ysgol uwchradd cyfrwng Cymraeg yn gweithio tuag at gyflawni'r wobr efydd.	Dd/B	Dd/B
Wedi cyflawni'r Wobr Arian	8	Dd/B	18	Dd/B
Arall	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: CYNNYDDU 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:

Cyfanswm nifer y staff sy'n dweud eu bod yn rhugl neu'n weddol rugl yn y Gymraeg				
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%	917	17.3%
Staff sy ddim wedi'u lleoli mewn ysgolion	7,167	575	8%	143	1.9%	718	10%
Cyfanswm	12,457	1,317	10.5%	318	2.5%	1,635	13.1%

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%
Cyfanswm	2,064	100%

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%
Cyfanswm	2,064	100%

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.

Cyfanswm canran yr athrawon sy'n gallu addysgu trwy gyfrwng y Gymraeg			
Categori	Blwyddyn Academaidd		
	2017 / 2018	2018 / 2019	2019 / 2020
Athrawon cymwysedig sy'n addysgu'r Gymraeg yn iaith gyntaf	8.7%	10.9%	9.7%
Athrawon cymwysedig sy'n addysgu'r Gymraeg yn ail iaith (yn unig)	39.1%	38.6%	39.6%
Athrawon cymwysedig sy'n addysgu pynciau eraill trwy gyfrwng y Gymraeg	10.1%	8.4%	9.7%
Athrawon cymwysedig sy'n gallu addysgu trwy gyfrwng y Gymraeg ond sydd ddim yn gwneud hynny	3.6%	6.3%	3.8%
Ddim yn gymwysedig i addysgu trwy gyfrwng y Gymraeg	38.3%	35.9%	37.2%

ATODIAD PEDWAR: LLEOEDD DROS BEN (CYBLD 2021)

Ysgol	Nifer y lleoedd	Nifer y Dysgwyr	Cyfradd sy'n llawn	Lleoedd dros ben
Cynradd				
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%
Uwchradd				
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				

RHESTR TERMAU	
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	Asesiad 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 (Asesiadau 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

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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: 21st Century Schools and Transformation.

Date: 21st 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 2013¹ 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.

¹ [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 Plan² and further implementation of the 21st Century Schools and Colleges Programme³.

The WG has also updated the regulations regarding WESPs, with the WESP (Wales) Regulations 2019⁴ and the WESP (Wales) (Amendment) (Coronavirus) Regulations 2020⁵ 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 Speakers⁶ 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.

² [Welsh in Education Action Plan](#)

³ [21st Century Schools and Colleges Programme](#)

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

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

⁶ [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?
Age (<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 21st 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"> • Outcome 1: More nursery / three year old learners receive their education through the medium of Welsh. • Outcome 2: More reception / five year old learners receive their education through the medium of Welsh. • Outcome 4: More learners study for assessed qualifications in Welsh (as a subject) and
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			<p>subjects through the medium of Welsh.</p> <ul style="list-style-type: none"> • Outcome 7: Increase the number of teaching staff able to teach Welsh (as a subject) and through the medium of Welsh. <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"> • Dolau Primary School (including Welsh unit). • Ysgol Gynradd Gymraeg Abercynon. • Ysgol Gynradd Gymraeg Aberdar. • Ysgol Gynradd Gymraeg Evan James. • Ysgol Gynradd Gymraeg Ynyswen.
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			<ul style="list-style-type: none"> • Ysgol Gynradd Gymunedol Gymraeg Llantrisant. • Ysgol Llanhari. <p>In addition, The Council's ambitious Band B 21st Century Schools and Colleges Programme, alongside funding directly from the Council, will:</p> <ul style="list-style-type: none"> • 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 on the current Heol y Celyn Primary School site, to accommodate learners currently attending Ysgol Gynradd Gymraeg Pont Sion
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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"> • 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 an extensive housing development. • 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.
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			<ul style="list-style-type: none">• 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 – The design development of improvement works to Ysgol Llanhari will be undertaken. <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">• Exploring how the LAs 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
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			<p>professional learning pathway.</p> <ul style="list-style-type: none"> • Investigating alternative professional learning pathways with the LAs Adult Education Team. • 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. • Continuing to support the progression of the current school based workforce in completing their ITE programme.
<p>Disability (<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. 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">• 44 Learning Support Classes (LSCs).• 2 Pupil Referral Units (PRUs).• 4 Special Schools. <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">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.
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			<ol style="list-style-type: none"> 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.
Gender Reassignment (<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.
Marriage or Civil Partnership (<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.
Pregnancy or Maternity (<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.
Race (<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.
Religion or Belief (<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.
Sex (<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.
Sexual Orientation (<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?
Armed Forces Community <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.
Carers <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 20th July 2021. This Equality and Socio-economic Impact Assessment is a live document and as such it will be reviewed by the Council's 21st 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: 21st Century Schools.

Date: 21st 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"> • Single parents and vulnerable families. • Pensioners. • Looked after children. • Homeless people. • Students. • Single adult households. 	<ul style="list-style-type: none"> • 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.
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Socio-economic disadvantage	Does the proposal have any positive, negative or neutral impacts	Provide detail of the impact	What evidence has been used to support this view?
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<p>Low income / income poverty (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"> • The eligibility criterion for walking distance for learners receiving compulsory primary education at their nearest suitable school has been set at 	<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">• 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).• 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.• 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	
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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">• Free transport to their nearest suitable school is provided to learners (as set out above) in accordance with their preferred religious denomination. <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.	
Low and / or no wealth (<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.
Material deprivation (<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.
Area deprivation (<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.
Socio-economic background (<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>Socio-economic disadvantage <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"> 1. Income. 2. Employment. 3. Health. 4. Education. 5. Access to Services. 6. Housing. 7. Community Safety. 8. Physical Environment. <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 21st 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"> • Ysgol Gynradd Gymraeg Abercynon. • Ysgol Gynradd Gymraeg Bodringallt. • Ysgol Gynradd Gymraeg Bronllwyn. • Ysgol Gynradd Gymraeg Tonyrefail. • Ysgol Gyfun Cwm Rhondda. • Ysgol Gyfun Rhydywaun. <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"> • Ysgol Gynradd Gymraeg Castellau. • Ysgol Gynradd Gymunedol Gymraeg Llantrisant. • Ysgol Garth Olwg. 	<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"> • Ysgol Gynradd Gymraeg Aberdar. <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.

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?

21st 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 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"> • Suggestions were made to add depth to the 'Age' protected characteristics through the inclusion of a wider age groups. • 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. • Suggestions were made about adding further detail to the 'Pregnancy or Maternity' protected characteristic. • 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. • 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. • Under the 'Socio-economic Disadvantage' category of Section 3, additional information has been provided about LSOAs. • Under the 'Socio-economic Disadvantage' category of Section 3, additional information 	17 th November 2021.	<ul style="list-style-type: none"> • Parents / carers and the workforce have been added to the 'Age' protected characteristics in order to provide an additional layer of assessment. • 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"> 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. • 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,

<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"> • The Council's ambitious Band B 21st 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. • 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.
<p>Consultation Comments</p>	<p>Date Considered</p>	<p>Brief description of any amendments made following consultation</p>
<p>The eight week statutory consultation period concluded on 8th November 2021. In total 38 responses were received.</p>	<p>10th 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"> • Additional Welsh Language Immersion Class pilot projects. • Additional Welsh Medium Capital Grant projects. • Additional 21st Century Schools Band B projects. • Updated national, regional and local strategies and policies that are linked with the WESP. • Updated data sets from the Welsh Government. <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 21st 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: 21st Century Schools.

Date: 17th 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 21st Century Schools and Transformation.

Date: 17th 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 2015¹ to ensure compliance with the Welsh Language (Wales) Measure 2011².

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.

Stage One – Information Gathering	
Proposal Name	Draft Welsh in Education Strategic Plan (WESP).
Directorate / Department	Education and Inclusion Services – 21 st Century Schools Team.
Service Director	Andrea Richards.
Officer Completing the WLIA	Grace Zecca-Hanagan.
Email	Grace.C.Zecca-Hanagan@rctcbc.gov.uk
Brief Description	<p>Section 84 of The School Standards and Organisation (Wales) Act 2013³ 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"> 1. Planning and standards of Welsh medium education and teaching; and 2. Report on progress made to meet the targets of the previous WESP. <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 Plan⁴ and further implementation of the 21st Century Schools and Colleges Programme⁵.</p> <p>The WG has also updated the regulations regarding WESPs, with the WESP (Wales) Regulations 2019⁶ and the WESP (Wales) (Amendment) (Coronavirus) Regulations 2020⁷ focusing on four proposals. The principal two being:</p> <ol style="list-style-type: none"> 1. Extending the duration of the WESP from its current three year implementation cycle to a ten year implementation cycle; and

¹ [Welsh Language Standards \(No.1\) Regulations 2015](#)

² [Welsh Language \(Wales\) Measure 2011](#)

³ [School Standards and Organisation \(Wales\) Act 2013](#)

⁴ [Welsh in Education Action Plan](#)

⁵ [21st Century Schools and Colleges Programme](#)

⁶ [The Welsh in Education Strategic Plan \(Wales\) Regulations 2019](#)

⁷ [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>
Date	21 st June 2021.
Outline who this Proposed Strategy / Plan Affects?	<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"> • Central South Consortium Joint Education Service (CSC JES). • Coleg y Cymoedd. • Cwm Taf Morgannwg University Health Board (CTMUHB). • Menter Iaith. • Mudiad Meithrin. • RhaG. • The Urdd. • University of South Wales. • WG.
Aims of the Proposed Strategy / Plan? How do these Relate to the Welsh language?	<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 Speakers⁸ 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"> 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.

⁸ [Cymraeg 2050 – A Million Welsh Speakers](#)

	<p>4. Outcome 4: More learners study for assessed qualifications in Welsh (as a subject) and subjects through the medium of Welsh.</p> <p>5. Outcome 5: More opportunities for learners to use Welsh in different contexts in school.</p> <p>6. Outcome 6: An increase in the provision of Welsh medium education for learners with additional learning needs.</p> <p>7. Outcome 7: Increase the number of teaching staff able to teach Welsh (as a subject) and through the medium of Welsh.</p>															
<p>Current Linguist Profile of Geographical Area(s) Concerned</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 Census⁹ 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 Survey¹⁰ 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">Welsh Language Skills of Residents – (%)</th> </tr> <tr> <th></th> <th>County Borough of Rhondda Cynon Taf</th> <th>All Wales</th> </tr> </thead> <tbody> <tr> <td>Can Read Welsh</td> <td>18.2%</td> <td>25.8%</td> </tr> <tr> <td>Can Write Welsh</td> <td>16.7%</td> <td>23.5%</td> </tr> <tr> <td>Can Understand Spoken Welsh</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>	Welsh Language Skills of Residents – (%)				County Borough of Rhondda Cynon Taf	All Wales	Can Read Welsh	18.2%	25.8%	Can Write Welsh	16.7%	23.5%	Can Understand Spoken Welsh	23.5%	33.0%
Welsh Language Skills of Residents – (%)																
	County Borough of Rhondda Cynon Taf	All Wales														
Can Read Welsh	18.2%	25.8%														
Can Write Welsh	16.7%	23.5%														
Can Understand Spoken Welsh	23.5%	33.0%														

⁹ [2011 Census](#)

¹⁰ [Annual Population Survey](#)

Welsh Language Skills of Residents – (%)		
	County Borough of Rhondda Cynon Taf	All Wales
Speak Welsh Daily	6.9%	16.2%
Speak Welsh Weekly	5.0%	4.8%
Use it Less Often	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 Survey¹¹ 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):

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
Bridgend	7.8%	7.5%	7.4%
Cardiff	14.8%	15.0%	15.3%
Merthyr Tydfil	7.3%	7.6%	7.72%
Rhondda Cynon Taf	18.8%	18.0%	18.8%
Vale of Glamorgan	12.4%	12.7%	12.8%
CSC JES	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,

¹¹ [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:

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	%
Total Number of Learners Attending English Medium Primary Schools	18,241	80.9%	18,153	80.9%	18,078	81.0%
Total Number of Learners Attending Welsh Medium Primary Schools	4,291	19.0%	4,269	19.0%	4,220	18.9%
Total Number of Learners Attending Primary Schools	22,532		22,422		22,298	

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:

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

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:

Transition from Each Key Stage for the Previous Three Years in the County Borough			
Transition	Academic Year		
	2017	2018	2019
Foundation Phase to Key Stage Two	97.7%	98.2%	98.3%

	<table border="1" data-bbox="488 192 1437 528"> <tr> <td data-bbox="488 192 759 304">Key Stage Two to Key Stage Three</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">Key Stage Three to Key Stage Four</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">Key Stage Four to Key Stage Five</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="459 568 1471 636">The transition data indicates that transition of learners between Key Stages does not appear to be a significant problem.</p>	Key Stage Two to Key Stage Three	111.7%	113.9%	110.1%	Key Stage Three to Key Stage Four	95.5%	98.4%	97.3%	Key Stage Four to Key Stage Five	62.2%	55.5%	59.6%
Key Stage Two to Key Stage Three	111.7%	113.9%	110.1%										
Key Stage Three to Key Stage Four	95.5%	98.4%	97.3%										
Key Stage Four to Key Stage Five	62.2%	55.5%	59.6%										
Other Relevant Data / Research	<p data-bbox="459 645 1422 678">The main strategies and policies that are linked with the WESP are:</p> <p data-bbox="459 719 587 752">National:</p> <ul data-bbox="459 792 1471 1592" style="list-style-type: none"> • 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. <p data-bbox="459 1637 596 1671">Regional:</p> <ul data-bbox="459 1711 1426 1783" style="list-style-type: none"> • CSC JES: Business Plan – 2021 to 2022. • Cwm Taf Public Services Board: Wellbeing Plan – 2018 to 2023. <p data-bbox="459 1823 547 1856">Local:</p> <ul data-bbox="459 1897 1471 2040" style="list-style-type: none"> • 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.

The Welsh Language (Wales) Measure 2011¹² (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 Strategy¹³, 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.

¹² [Welsh Language \(Wales\) Measure 2011 \(the 2011 Measure\)](#)

¹³ [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. Outcome 1: 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"> • A More Prosperous Wales, by developing a skilled and well-educated population. • A More Equal Wales, by creating a society that 	<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> <ol style="list-style-type: none"> 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. 	<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"> • 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. 	<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 Survey¹⁴ 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 21st 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>

¹⁴ [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">• CSC JES.• Coleg y Cymoedd.• CTMUHB.• Menter Iaith.• Mudiad Meithrin.• RhaG.• The Urdd.• University of South Wales.• WG. <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 21st 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"> • Dolau Primary School (including Welsh unit). • Ysgol Gynradd Gymraeg Abercynon. • Ysgol Gynradd Gymraeg Aberdar. • Ysgol Gynradd Gymraeg Evan James.
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						<ul style="list-style-type: none">• Ysgol Gynradd Gymraeg Ynyswen.• Ysgol Gynradd Gymunedol Gymraeg Llantrisant.• Ysgol Llanhari. <p>The Council's ambitious Band B 21st Century Schools and Colleges Programme, alongside funding directly from the Council, will:</p> <ul style="list-style-type: none">• 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
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						<p>Primary School will also be extended.</p> <ul style="list-style-type: none">• 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 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.• Deliver a new Welsh all through
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						<p>school for the Rhondda area.</p> <ul style="list-style-type: none">• 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.• 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
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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">• 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 – The design development of improvement works to Ysgol
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						Llanhari will be undertaken.
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Stage Three – Strengthening the Proposal		
What?	When?	Who?
<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"> • CSC JES. • Coleg y Cymoedd. • CTMUHB. • Menter Iaith. • Mudiad Meithrin. • RhaG. • The Urdd. • University of South Wales. • WG. <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"> • 21st Century Schools Team.

	<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>	
<p>WESP Strategic Group.</p>	<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"> • 21st Century Schools Team. • WESP Strategic Group.

	<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>	
<p>Five Year Work Plan.</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 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"> ● 21st Century Schools Team. ● WESP Strategic Group.

	<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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Stage Four – Review		
Welsh Language Services Comments	Date Considered	Brief Description
<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>	<p>7th June 2021.</p>	<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"> 1. Opportunities for persons to use the Welsh language.

- 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.
- 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.
- 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).

- 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.
- 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.
- 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.

2. Numbers and / or percentages of Welsh speakers.

- The Local Authority will develop and implement targeted marketing and promotion strategies to ensure the benefits of Welsh

		<p>medium and Welsh language education are promoted to parents / carers.</p> <ul style="list-style-type: none">• 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
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		<p>immersion support across all Welsh medium primary schools in the County Borough.</p> <ul style="list-style-type: none">• 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. <p>3. Opportunities to promote the Welsh language.</p> <ul style="list-style-type: none">• 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.• 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. <p>4. Compliance with the Councils statutory Welsh language standards.</p> <ul style="list-style-type: none">• The Local Authority is required to review the WESP and submit an Annual Progress
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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">• 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.• 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.• All communication has and will continue to be shared bilingually with all external groups and organisations.• 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.
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5. Treating the Welsh language, no less favourably than the English language.

- 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.
- 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.
- The Local Authority'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 and secondary schools. During the first five years of this WESP, the Local Authority's ambitious Band B 21st Century Schools and Colleges Programme will have been completed.

		<p>The mitigation that we intend to implement to reduce any negative impact on the Welsh language include:</p> <p>1. Consultation and engagement with stakeholders.</p> <ul style="list-style-type: none">• 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.• 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.• All communication has and will continue to be shared bilingually with all external groups and organisations.• 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.• 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 13th September 2021 to Monday 8th November 2021 in line with guidance outlined with in the Welsh Government Guidance on Welsh in
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		<p>Education Strategic Plans (WESP Guidance).</p> <ul style="list-style-type: none"> • In addition, it has been scrutinised by the Children and Young People Scrutiny Committee and the Welsh Language Cabinet Steering Group. • 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. <p>2. WESP Strategic Group.</p> <ul style="list-style-type: none"> • 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. • 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
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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"> • 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. <p>3. Five Year Work Plan.</p> <ul style="list-style-type: none"> • 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.
Officer Review Comments	Brief Description	Date Considered
<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"> • Updated information has been included regarding the Local Authorities Welsh Language Promotion Strategy. • In order to provide an ‘audit trail’ of progress made to the Welsh Language Impact Assessment, additional detail has been provided regarding the updates 	<p>17th November 2021.</p>

<ul style="list-style-type: none"> • A new template has been developed, which is to be used for future Welsh Language Impact Assessments. • Reference should be made to the Local Authorities new Welsh Language Promotion Strategy which will proceed the current one that is due to expire. • Repeated information that is provided under 'Numbers and / or percentages of Welsh speakers' within Section Two to be removed. • Additional detail was requested under 'Officer Comments' within Section Four in relation to the comments received from the Local Authorities Welsh Language Services on 7th June 2021. • Where relevant updated strategies, and policies should be included. 	<p>made in relation to comments received from the Local Authorities Welsh Language Services on 7th June 2021.</p> <ul style="list-style-type: none"> • 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. 	
<p>Consultation Comments</p>	<p>Brief Description</p>	<p>Date Considered</p>
<p>The eight week statutory consultation period concluded on 8th 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"> • Additional Welsh Language Immersion Class pilot projects. • Additional Welsh Medium Capital Grant projects. • Additional 21st Century Schools Band B projects. 	<p>10th November 2021.</p>

	<ul style="list-style-type: none"> • Updated national, regional and local strategies and policies that are linked with the WESP. • Updated data sets from the Welsh Government. <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

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 31st 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 21st 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

previous WESP for the period between 2017 to 2022¹⁵ 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.

Stage Seven – Sign Off			
Name of Officer Completing WLIA	Grace Zecca-Hanagan	Service Director	Andrea Richards, Service Director for 21 st Century Schools and Transformation
Position	21 st Century Schools	I recommend that the proposed strategy / plan	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.
Signature	Grace Zecca-Hanagan.	Signature	Andrea Richards
Date	21 st June 2021.	Date	17 th November 2021

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¹⁵ [Rhondda Cynon Taf County Borough Council – Welsh in Education Strategic Plan – 2017 to 2020](#)



RHONDDA CYNON TAF COUNTY BOROUGH COUNCIL

MUNICIPAL YEAR 21/22

CHILDREN & YOUNG PEOPLE SCRUTINY COMMITTEE

8TH DECEMBER 2021

SCHOOL MODERNISATION - 21ST CENTURY SCHOOLS PROGRAMME (BAND B UPDATE)

REPORT OF THE DIRECTOR OF EDUCATION AND INCLUSION SERVICES

Report Author: Andrea Richards, Service Director for 21st Century Schools and Transformation

1. PURPOSE OF REPORT

- 1.1 The purpose of the report is to provide an update on the Council's revised 21st Century Schools Strategic Outline Programme (SOP), recently approved in principle by the Welsh Government.

2. RECOMMENDATIONS

It is recommended that Members:

- 2.1 Acknowledge the contents of this report.
- 2.2 Consider whether they wish to scrutinise any parts in greater depth.

3. REASONS FOR RECOMMENDATIONS

- 3.1 To provide the Children and Young People Scrutiny Committee with an update on the investment secured through the 21st Century Schools and Colleges Programme to improve the quality of the education provision and learning environments for all learners throughout Rhondda Cynon Taf.

4. BACKGROUND

- 4.1 A Strategic Outline Programme (SOP) was submitted to the Welsh Government in July 2017 to secure funding through Band B of the 21st Century Schools and Colleges Programme. The SOP outlined the Council's ambitions to continue to invest in the education portfolio throughout Rhondda Cynon Taf, and an approval in principle was secured from the Welsh Government totalling £167 million. This

investment was to be split between both Capital and MIM (Mutual Investment Model) funded projects.

4.2 Since receiving approval in 2017, several projects have been progressed. The current position of the existing Programme is as follows:

- **Hirwaun Primary** has been completed;
- Works at **YGG Aberdar** are on site and progressing well;
- Works at **YG Rhydywaun** are on site and progressing well;
- Planning consultation has commenced for a new **Welsh medium school in Rhydyfelin**;
- Planning consultation for 3 new primary schools funded through MIM, these are **Pontyclun Primary, Penygawsi Primary** and **Llanilltud Faerdref Primary**;
- The creation of **2 all-through schools** is progressing in **Pontypridd** and **Hawthorn**; and
- The new 6th form teaching block and significant improvements to **Bryncelynog Comprehensive School** are at planning consultation stage.

5. UPDATE/CURRENT POSITION

5.1 Since our SOP approval in 2017 a number of national and local priorities have been realigned which has resulted in new legislation being developed and disseminated by the Welsh Government to all Local Authorities. This includes Cymraeg 2050, Additional Learning Needs and Education Tribunal (Wales) Act, New Curriculum for Wales, the 10 year Welsh in Education Strategic Plan (WESP), and Prosperity for All: A Low Carbon Wales.

5.2 The Council has made a number of commitments to ensure that it can deliver its statutory obligations in line with these strategies, and where it can, exceed them. This has resulted in the submission of an updated SOP which has been approved in principle by the Welsh Government. The delivery of the revised SOP will allow the Council to invest more in Welsh medium education, it will ensure that improvements to its special school provision continue, it will deliver more improved 21st Century classroom environments, and will create more community facilities on our school sites. The Council's overarching ambition is to increase the number of learners benefitting from 21st Century Schools funding, investing in our schools to meet the needs of our young people and our wider communities, as we continue with our mission to *deliver equity and excellence in education and enhanced well-being for all*.

5.3 The revised SOP and the significant increase in the investment allows the Council to deliver on these commitments and achieve these ambitious targets. The original SOP totalled £167 million of investment and the new Programme totals £252 million, which is a substantial increase that enables a further £85 million to be invested in the schools of Rhondda Cynon Taf.

5.4 Development work will now commence on the revised Programme and a number of key projects will be progressed. This additional 21st Century Schools funding has been earmarked for the following projects:

- Ysgol Llanhari – to modernise and replace the majority of the existing buildings;
- Ysgol Cwm Rhondda – creating a new 3-19 all through school by remodelling and modernising the existing site or building a brand new school on an alternative site;
- A new English medium primary provision for Glyncoch to replace the two existing schools, subject to statutory school reorganisation consultation and decision making processes;
- A new special school to cater for the increased demand in the Council's special school provision;
- A new 21st Century school for Penrhys Primary;
- A new 21st Century school for Maesybryn Primary; and,
- A new 21st Century school for Tonysguboriau Primary.

6. EQUALITY AND DIVERSITY IMPLICATIONS

6.1 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.

6.2 Equality and Community Impact Assessments will be prepared as appropriate and will be shared with the appropriate committees at the appropriate time.

7. CONSULTATION

7.1 Any statutory consultation required in respect of any projects delivered within this Programme will be undertaken in accordance with the arrangements outlined within the School Organisation Code 2018.

8. FINANCIAL IMPLICATIONS

8.1 As projects are developed and final costs identified, individual reports setting out the Council's financial contribution will be put before Council for approval on a project by project basis.

8.2 Any revenue and capital costs that are accrued in preparing financial business cases for Welsh Government approval will be met from within existing budgets.

8.3 All projects will be developed in accordance with the Welsh Government's business case approval process.

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 requires the Council to secure sufficient schools for providing primary and secondary education 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/schoolorganisation-code-second-edition.pdf>

10. LINKS TO THE COUNCIL’S CORPORATE PLAN/OTHER CORPORATE PRIORITIES/SIP

- 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 will be made to all seven well-being goals and the Five Ways of Working, as contained within the Wellbeing of Future Generations (Wales) Act 2015, during project development.

It is expected that each project will contribute to achieving the wellbeing goals by:

- Improving sustainability of school buildings in the Council portfolio through a commitment to achieving a zero carbon building and building to BREEAM excellent standards.
- Providing additional school places to meet Welsh Government targets and to promote the Welsh language in the community.
- Ensuring an inclusive and equitable education is available for all learners.
- Opening new community facilities and creating opportunities for local people to utilise.

This proposal would achieve the five ways of working by:

- Creating new school environments that can deliver the New Curriculum for Wales as set out in the national mission statement.
- Providing 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 new schools.
- 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, including further detail on the contribution of each project to the Wellbeing of Future generations Act, will form an integral part of project development.

11. **CONCLUSION**

11.1 This significant increase in 21st Century Schools and Colleges funding for Rhondda Cynon Taf provides an exciting opportunity for more learners and our communities to benefit from improved educational and community facilities.

11.2 It will allow more learners to be taught through the medium of Welsh. It will support the access of significantly more learners, including the most vulnerable, to experience 21st Century Schools' facilities. It will deliver exciting opportunities for the community focussed schools' agenda, putting schools at the heart of our communities. It will help us deliver our Net Zero Carbon targets. This investment will support the Council to deliver its mission, '*to deliver equity and excellence in Education and enhanced well-being for all*'.

LOCAL GOVERNMENT ACT 1972

AS AMENDED BY

THE LOCAL GOVERNMENT (ACCESS TO INFORMATION) ACT 1985

RHONDDA CYNON TAF COUNTY BOROUGH COUNCIL

CHILDREN & YOUNG PEOPLE COMMITTEE

8TH DECEMBER 2021

**SCHOOL MODERNISATION - 21ST CENTURY SCHOOLS PROGRAMME (BAND B
UPDATE)**

REPORT OF THE DIRECTOR OF EDUCATION AND INCLUSION SERVICES

**Report Author: Andrea Richards, Service Director for 21st Century Schools and
Transformation**



**RHONDDA CYNON TAF COUNTY BOROUGH COUNCIL
CHILDREN AND YOUNG PEOPLE SCRUTINY COMMITTEE**

8th of DECEMBER 2021

EDUCATION AND INCLUSION SERVICES DRAFT STRATEGIC PLAN FOR 2021-2024

REPORT OF THE DIRECTOR OF EDUCATION AND INCLUSION SERVICES

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

1. PURPOSE OF THE REPORT

- 1.1 To provide the Children and Young People Scrutiny Committee Members with an overview of the Education and Inclusion Services Draft Strategic Plan for 2021-2024. The plan has been the focus of a consultation with a wide range of stakeholders and the outcome of this consultation, and the revised plan will be presented to the Cabinet meeting on the 13th of December 2021. The updated documents that will be presented to Cabinet are attached at Appendix A for information.

2. RECOMMENDATIONS

It is recommended that:

- 2.1 Following Members consideration of the feedback obtained from the stakeholder consultation in respect of the Education and inclusion Services Draft Strategic Education Plan for 2021-2024, that the Scrutiny Committee provide feedback on the proposed Strategic Plan prior to Cabinet's consideration on the 13th of December 2021.

3. REASONS FOR RECOMMENDATIONS

- 3.1 The need to update Children and Young People Scrutiny Members on the consultation outcomes and the resulting changes to the Education and Inclusion Services Draft Strategic Plan for 2021-2024, prior to its consideration at Cabinet on the 13th of December 2021.

4. **BACKGROUND**

- 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 which is appended to the Cabinet papers located in Appendix A, and these have been used to inform changes to the revised strategic plan which is also appended to the Cabinet papers. In light of the robust consultation processes and extended deadlines, Cabinet approval will be sought to defer the timescales for implementing the strategic plan 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.

4.11 The Education and Inclusion Services Draft Education Strategic Plan's Consultation process provided opportunities for key stakeholders to get involved in giving their feedback. The Children and Young People Scrutiny Committee also formed part of the consultation process in its meeting on the 13th of October 2021.

4.12 In advance of Cabinet's Consideration, the Cabinet seeks the Children and Young People Scrutiny Committee's comments and feedback on the draft WESP prior to Cabinet's determination.

5. EQUALITY AND DIVERSITY IMPLICATIONS/SOCIO-ECONOMIC DUTY

5.1 An Equality Impact Assessment (with Social-Economic Duty) is appended to the Cabinet papers in Appendix A and is referenced in the Cabinet report. The outcome of this assessment indicates that 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 emphasises 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.

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 Strategic Plan, all current and relevant local, regional and national legislation, strategies, policies and action plans have been taken into consideration to ensure that it is fit for purpose and meets the needs of our communities, including those who face socio-economic barriers and hardship.

6. WELSH LANGUAGE IMPLICATIONS

- 6.1 A Welsh Language Impact Assessment is attached as attached to the Cabinet papers in Appendix A and is referenced in the Cabinet report. The outcome of this assessment indicates that this Welsh Language Impact Assessment identifies a positive or neutral impact upon the Welsh Language and 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 and English medium education.

The aim of the Education and Inclusion Services Directorate and of schools is to embed positive habits and attitudes towards the Welsh language through purposeful planning within schools and the promotion of 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 the Council's current (2017 to 2022) and new (2022 to 2032) Welsh in Education Strategic Plan (WESP) and will support the aim of Welsh Government's Cymraeg 2050 target of one million Welsh speakers in Wales by 2050.

Current local, regional and national legislation, strategies, policies and action plans have been taken into consideration in order to formulate this Strategic Plan.

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 11th of October 2021 to Thursday the 4th of November 2021.
- 7.2 The Children and Young People Scrutiny Committee provided comments on the Education and Inclusion Services Draft Strategic Plan on the 13th of October 2021.
- 7.3 Full detail of the consultation outcomes are provided in the Consultation Report. The feedback from the consultation process was extremely positive with a clear mandate supporting the proposed mission, vision, values and five overarching priorities. Consultees, including learners, 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 been incorporated into the final version of the amended Education and Inclusion Services Strategic Plan which can be located in the Appendices attached to the Cabinet report in Appendix A.

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 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 in partnership 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 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 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.

- 11.3 Members of the Children and Young People Scrutiny Committee are asked to provide feedback to assist Cabinet in their deliberations.

LOCAL GOVERNMENT ACT 1972

AS AMENDED BY

THE LOCAL GOVERNMENT (ACCESS TO INFORMATION) ACT 1985

RHONDDA CYNON TAF COUNTY BOROUGH COUNCIL

CHILDREN & YOUNG PEOPLE SCRUTINY COMMITTEE

8TH of DECEMBER 2021

EDUCATION AND INCLUSION SERVICES DRAFT STRATEGIC PLAN FOR 2021-2024

REPORT OF THE DIRECTOR OF EDUCATION AND INCLUSION SERVICES

APPENDIX A

RHONDDA CYNON TAF COUNTY BOROUGH COUNCIL

CABINET

13TH OF 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 13th of October 2021, and pre-scrutiny of the Education and Inclusion Services Draft Strategic Plan on the 8th of December 2021 following the consultation process.
- 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. 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.

The Education Directorate will deliver the 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 Strategic Plan, all current and relevant local, regional and national legislation, strategies, policies and action plans have been taken into consideration in order to inform its construction.

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. The outcome of this assessment indicates that this Welsh Language Impact Assessment identifies only positive or neutral impact upon the Welsh Language and the proposal will have a positive impact on children and young people of all ages.

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 the Council to deliver the current targets outlined in the Council's current (2017 to 2022) and new (2022 to 2032) Welsh in Education Strategic Plan (WESP) and will support the aim of Welsh Government's Cymraeg 2050 target of one million Welsh speakers in Wales by 2050.

Extensive local, regional and national legislation, strategies, policies and action plans have informed the development of this Strategic Plan to ensure that it is fit for purpose.

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 11th of October 2021 to Thursday the 4th 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 13th of October 2021 and undertook pre-scrutiny on the 8th 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 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

13TH OF 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

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 11th of October to the 4th 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 13th of October and pre-scrutinised on the 8th 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**

At 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 11th of October 2021 to Thursday the 4th 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 8th of November and the 15th 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
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	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 break times 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 quarterly basis.

Appendix 2



RHONDDA CYNON TAF
EDUCATION AND INCLUSION SERVICES DIRECTORATE

Draft Strategic Plan for 2021-2024



Content

Section 1: Foreword

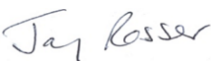
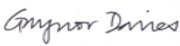
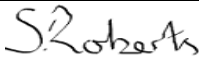
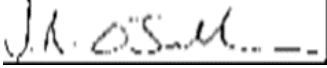

Now more than ever, a clear and renewed mission and vision is required for the

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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 21st 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 21st 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 21st 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 Llyn-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.

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.

Strategic Priority 1:	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.

Strategic Priority 2:	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.

Strategic Priority 3:	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.

Strategic Priority 4:	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.

Strategic Priority 5:	Delivering safe 21 st Century learning environments and innovative services for our learners and communities.
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Strategic Priority 5 focuses on delivering safe 21st Century learning environments and innovative services for our learners and communities. This will be achieved by:

- Ensuring effective delivery of our ambitious Band B 21st 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 21st 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 3: 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: Richard Bowen, Graduate Officer, 21st Century Schools
Director: Gaynor Davies, Director of Education and Inclusion Services
Directorate: Education and Inclusion Services
Date: 1st of December 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 2020-2024.¹

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 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.

¹ [RCTCBC Corporate Plan 2020-2024 – Making a Difference.](#)

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 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:
- 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 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?
Age (<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: Priority 1: Developing a highly skilled educational workforce and excellent leadership at all levels. Priority 2: Supporting educational	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 learner progress, exclusion/attendance data, inspection outcomes and the evaluation of school performance by CSC. However, it must be noted that there are significant challenges in relation to access to key performance measures due to the pandemic, and <ul style="list-style-type: none"> • 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

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?
		<p>settings to deliver a transformational curriculum, high quality teaching and learning and improved outcomes for all.</p> <p>Priority 3: Ensuring equity and support for vulnerable learners and their families.</p> <p>Priority 4: Enhancing the well-being of our learners and the workforce.</p> <p>Priority 5: Delivering 21st Century learning environments and innovative services for our learners and communities.</p> <p>This strategic plan will focus on learners from 0-25 in the case of ALN. For all other learners it will relate to 0-19 year olds.</p> <p>However, there are potential benefits to the wider community too in terms of access to community buildings on school sites; advice and guidance provided to parents/carers in</p>	<p>and schools will not be assigned a published category as part of this support process;</p> <ul style="list-style-type: none"> • 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; • following consultation, the Welsh Government has revoked the School Performance and Absence Targets (Wales) Regulations 2011 (in force from 7 August 2020). As a result, schools are not required to set targets for future years or report on those previously set for 2019 to 2020 onwards. <p>In summary, trend data cannot currently be meaningfully analysed due to the pandemic so a holistic view must be adopted in relation to analysing school performance and learner outcomes. Trend data will also prove to be challenging from an examination perspective due to the centre determined and centre assessed grades processes put in place during 2020 and 2021 and considerable disruption across the system in terms of school attendance and increased mental health and wellbeing issues.</p> <p>Key reports presented to Scrutiny Committee pre-pandemic are detailed below:</p> <p>Exclusions: https://rctcbc.moderngov.co.uk/documents/s19327/Agenda%20Item%206%20-%20Exclusions%20Report.pdf?LLL=0</p> <p>Attendance: https://rctcbc.moderngov.co.uk/documents/s17540/Update%20on%20imple</p>

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?
		<p>keeping their families safe during the pandemic; access to key services aimed at supporting families with particular needs (e.g., Attendance and Wellbeing Services, Inclusion Services).</p>	<p>mentation%20of%20the%20School%20Attendance%20Strategy%20Report%202018-2021.pdf?LLL=0 Key stage 4/5: https://www.rctcbc.gov.uk/EN/Council/CouncillorsCommitteesandMeetings/Meetings/Cabinet/2020/02/13/Reports/Item7KeyStage4andKeyStage5examinationresultsfor2019andPrimaryandSecondarySchoolCategorisationfor201920.pdf</p> <ul style="list-style-type: none"> • The investment in professional learning and the development of a highly skilled and trained workforce with the necessary skills, knowledge and experience to deliver on the Curriculum for Wales and ALNET Act (2018) will ensure the highest quality of teaching and learning in our schools. • The focus of the strategy is on early intervention and preventative; approaches where possible and the delivery of high quality targeted services for those with the greatest needs. • There is robust evidence in place that demonstrates the effective link between strong leadership, high quality teaching and learning and positive outcomes for learners. • The plan places a strong emphasis on school improvement and high support and proportionate challenge where this is needed. As a local authority we have very few schools in a report statutory category currently (whilst acknowledging suspension of inspections) and schools causing concern generally make good progress with targeted support for school improvement.

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?
			<ul style="list-style-type: none"> • The focus on improved teaching and learning across our schools, and a curriculum that is both innovative and strongly aligned with the AOLES will deliver improved outcomes for all age ranges. This will be assessed via feedback from CSC on schools' performance, inspection reports, etc. • The Gatsby programme ensures that very high levels of learners access appropriate advice and guidance and secure places in further education, employment, training, and apprenticeships on leaving school as demonstrated from an analysis of key performance indicators, • The identified priorities will focus on improving outcomes for learners facing socio-economic challenges, e.g., School Holiday Enrichment Programme, Family Engagement Officers, • Continued investment in provisions for learners with significant social, emotional and behavioural needs will deliver positive benefits for the most vulnerable learners. • Improved strategic planning and provision for ALN across all schools, inclusive schools and improved outcomes for learners. This will be evaluated by Inclusion Service professionals from provision maps, school-based reviews and data analysis of outcomes. • A focus on improved mental and emotional well-being for staff and learners will generate improved outcomes for all and this will be evaluated using key datasets, e.g., PERMA, attendance and exclusion data. • 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. • A strong focus on delivering the WESP will ensure that more learners

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?
			<p>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 will also be Cabinet and Scrutiny Committee reporting on this.</p> <ul style="list-style-type: none"> • Moving forward greater focus will be placed on evaluating service delivery via stakeholder feedback and engagement, with a strengthened focus on learner voice.
<p>Disability (<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 outcomes of all learners, irrespective of deprivation, gender, sexuality, adverse childhood experiences, ethnicity, additional learning needs or disability.</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 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>The Strategic Plan focuses on ensuring an excellent continuum of ALN provision. Band B proposals for example, include the development of a new special schools and consultations for some learning support class provision are planned. The funding for Step 4 provisions and for FEO will also be helpful in supporting those with ALN.</p> <p>The quality of the specialist provisions will be assessed in partnership with CSC improvement partners and judgements made on performance based on Estyn inspections, responses to strategic and 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.</p>

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?
			<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 21st Century Schools and Colleges Programme that all new school facilities delivered under the Programme must be compliant with the Equality Act 2010. Design development within RCT's 21st Century Schools Programme to date already incorporates total accessibility at the heart of the design.</p>
Gender Reassignment <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.	<p>The delivery of new school buildings and facilities under the Band B 21st 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.</p> <p>Schools will be encouraged to have inclusive policies and practices that are respectful of diversity and promotes acceptance.</p>
Marriage or Civil Partnership	Neutral.	N/A.	There is no evidence to suggest that the proposal will have an impact on people that share this 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?
<i>(People who are married or in a civil partnership)</i>			
Pregnancy or Maternity <i>(Women who are pregnant/ on maternity leave)</i>	Positive.	N/A.	The Strategic Plan focuses on supporting the wellbeing of learners and staff, including women who are pregnant or on maternity leave.
Race <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. Positive interventions are put in place to support Gypsy, Roma and Travellers and to support engagement in education.
Religion or Belief <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.

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?
Sex (<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.
Sexual Orientation (<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?
Armed Forces Community (<i>Anyone who is serving, has served, family members and the bereaved</i>)	Positive.	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	The proposal should have a positive impact on families who might require targeted support to assist with their swift and supported transition into a new school setting and continuity in learning.

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?
		attending 10 Welsh medium primary and secondary schools across the County Borough with 19 primary school aged learners and 13 secondary school aged learners.	
Carers (<i>Anyone of any age who provides unpaid care</i>)	Positive.	N/A.	There is no evidence to suggest that the proposal will have an impact on people that share this characteristic. However, young carers are a designated vulnerable group and as such outcomes should be closely monitored by school staff.

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 4th 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: No:

Name: Gaynor Davies
Position: Director of Education and Inclusion Services
Date: 1st of December 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"> • Single parents and vulnerable families. • Pensioners. • Looked after children. • Homeless people. • Students. • Single adult households. 	<ul style="list-style-type: none"> • 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.
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Socio-economic disadvantage	Does the proposal have any positive, negative or neutral impacts	Provide detail of the impact	What evidence has been used to support this view?
Low-income/ income poverty	Positive.	The implementation of this strategy will see the Education and Inclusion Services	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

Socio-economic disadvantage	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><i>(Cannot afford to maintain payments such as bills, food, clothing, transport, etc.)</i></p>		<p>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 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>meals throughout the pandemic. 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 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"> • 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. • 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). • 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.

Socio-economic disadvantage	Does the proposal have any positive, negative or neutral impacts	Provide detail of the impact	What evidence has been used to support this view?
		Each of the strategic priorities if effectively achieved, will impact positively on those living on low incomes.	<ul style="list-style-type: none"> • 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 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. <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>We have also invested heavily in provision for vulnerable groups and those suffering socio-economic disadvantage, e.g., FEO, extensive breakfast club take up across the Council. There is also initiatives relating to the cost of the school day that are impacting positively on some of the schools. Access grants also support families with school uniform costs.</p>
Low and/or no wealth (<i>Enough money to meet basic living costs and pay bills but have no savings to deal</i>)	Positive.	This strategy 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	We recognise that throughout the pandemic some disadvantaged and vulnerable families have faced 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. SHEP programme and excellent take up of breakfast club provision has help to

Socio-economic disadvantage	Does the proposal have any positive, negative or neutral impacts	Provide detail of the impact	What evidence has been used to support this view?
<i>with an unexpected spends and no provisions for the future)</i>		children that are looked after are improved.	support families in need. 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.
Material deprivation <i>(Unable to access basic goods i.e., financial products like life insurance, repair/replace broken electrical goods, warm home, hobbies etc.)</i>	Positive.	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 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.	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 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. This strategy commits to strengthening 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.
Area deprivation <i>(Where you live (rural areas)</i>	Neutral.	N/A	There is no evidence to suggest that the proposal will have an impact on people that share this characteristic.

Socio-economic disadvantage	Does the proposal have any positive, negative or neutral impacts	Provide detail of the impact	What evidence has been used to support this view?
<i>where you work (accessibility of public transport)</i>			
Socio-economic background <i>(Social class, i.e., parents' education, employment and income)</i>	Positive.	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. The EPS, AWS and YEPS have integrated wellbeing pathways thus ensuring effective partnership approaches to meeting need.	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 socio-economic barriers to engagement in education.
Socio-economic disadvantage <i>(What cumulative impact will the proposal have on people or groups because of their</i>	Positive.	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. Based on 2019 data, 18.0% of LSOAs in the County Borough are in the most deprived	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. Delivery of the Summer Holiday Enrichment Programme (SHEP) in 16 school settings, providing food and nutrition education, physical activity, enrichment sessions and healthy meals to children in some of the most deprived communities in the County Borough.

Socio-economic disadvantage	Does the proposal have any positive, negative or neutral impacts	Provide detail of the impact	What evidence has been used to support this view?
<i>protected characteristic(s) or vulnerability or because they are already disadvantaged)</i>		10.0% of LSOAs in Wales. 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.	

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: 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 Caibnet 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 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
Consultation Comments	Date Considered	Brief description of any amendments made following consultation

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 – AUTORISATIONS

Lead Officer:

Name: Richard Bowen
Position: Graduate Officer, 21st Century Schools
Date: 1st of December 2021

I recommend that the proposal:

Is implemented with no amendments.

Head of Service/Director Approval:

Name: Gaynor Davies

Position: Director of Education and Inclusion Services

Date: 23rd of November 2021

Please submit this impact assessment with any SLT/Cabinet reports.

Appendix 4: 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 2015² to ensure compliance with the Welsh Language (Wales) Measure 2011³. 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.

Stage One – Information Gathering	
Proposal Name	Draft Strategic Plan for 2021-2024
Directorate/ Department	Education and Inclusion Services
Director	Gaynor Davies
Officer Completing the WLIA	Richard Bowen
Email	Gaynor.Davies@rctcbc.gov.uk
Brief Description	<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>
Date	30 th November 2021
Outline who this Proposed Strategy/Plan Affects?	The Strategic Plan is specific to the Education and Inclusion Service. As such all children, learners, parents/carers, and the wider communities serviced by our schools could benefit from it. In addition, several external groups and organisations could benefit from the draft Strategic Plan.

² [Welsh Language Standards \(No.1\) Regulations 2015](#)

³ [Welsh Language \(Wales\) Measure 2011](#)

	<p>These include, but are not limited to:</p> <ul style="list-style-type: none"> • Central South Consortium Joint Education Service (CSC JES). • Coleg y Cymoedd. • Cwm Taf Morgannwg University Health Board (CTMUHB). • Mudiad Meithrin. • University of South Wales. • Welsh Government.
<p>Aims of the Proposed Strategy / Plan? How do these Relate to the Welsh language?</p>	<p>The overarching mission set out in the Strategy is: ‘To deliver equity and excellence in Education and enhanced well-being for all’.</p> <p>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’.</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"> • 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. <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>Current Linguist Profile of Geographical Area(s) Concerned</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. The 2011 Census⁴ indicated that of the 225,555 residents living in the County Borough, 12.3% (27,779) were able to speak Welsh, whilst the remaining 87.7% (197,776) were not able to speak Welsh. This can be compared to all-Wales figures that showed of the 2,955,841 residents living Wales, 19.0% (562,016) were able to speak Welsh, whilst the remaining 81.0% (2,393,825) were not able to speak Welsh.</p>

⁴ [2011 Census](#)

The Annual Population Survey⁵ 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.

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

Welsh Language Skills of Residents – (%)		
	County Borough of Rhondda Cynon Taf	All-Wales
Speak Welsh Daily	6.9%	16.2%
Speak Welsh Weekly	5.0%	4.8%
Use it Less Often	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 Survey⁶ 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

⁵ [Annual Population Survey](#)

⁶ [Welsh Language Use Survey 2013 to 2015](#)

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
Bridgend	7.8%	7.5%	7.4%
Cardiff	14.8%	15.0%	15.3%
Merthyr Tydfil	7.3%	7.6%	7.72%
Rhondda Cynon Taf	18.8%	18.0%	18.8%
Vale of Glamorgan	12.4%	12.7%	12.8%
CSC JES	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:

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

Medium Primary Schools						
Total Number of Learners Attending Primary Schools	22,532		22,422		22,298	

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:

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

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:

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

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

Other Relevant Data/Research

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

National:

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

	<p>2018.</p> <ul style="list-style-type: none">• Special Educational Needs Code of Practice for Wales. <p>Regional:</p> <ul style="list-style-type: none">• CSC JES: Business Plan – 2021 to 2022.• Cwm Taf Public Services Board: Wellbeing Plan – 2018 to 2023. <p>Local:</p> <ul style="list-style-type: none">• RCTCBC Corporate Plan – 2020 to 2024: Making a Difference.• RCTCBC Local Development Plan – 2006 to 2021.• RCTCBC Welsh Language Promotion Strategy – 2016 to 2021.• RCTCBC WESP – 2017 to 2020.• RCTCBC Childcare Sufficiency Assessment – 2017 to 2022. <p>More specifically:</p> <ul style="list-style-type: none">• 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.
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Stage Two – Impact Assessment						
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1. Opportunities for persons to use the Welsh language.	X			<p>This Strategy will have a positive impact as it will support the implementation of the new curriculum in RCT schools, which in turn will contribute to achieving our national goals set out in the Well-being of Future Generations (Wales) Act 2015. One of the Act's overarching goals is to create 'A Wales of vibrant culture and thriving Welsh language'. As such, under the Strategy all learners will have access to opportunities to develop their Welsh language skills.</p> <p>The strategy recognises the importance of promoting the Welsh language skills and</p>	<p>CSC provides the local authority with performance reports detailing Welsh schools' engagement in professional learning opportunities associated with the roll out of the new curriculum. CSC also provide the LA with reports on the performance of all schools based on Improvement Partners collating first-hand evidence. There is an extensive professional engagement offer in Welsh. For example, this term engagement in the Asynchronous Welsh language development programme was as follows:</p> <ul style="list-style-type: none"> • Part 1: 68 practitioners completed; • Part 2: 50 practitioners completed; • Part 3: 24 practitioners completed. <p>The Council has been</p>	<p>The school-based workforce will be supported with continued professional learning, networking, and opportunities to share best practice. For example, wellbeing forums held by the LA provided opportunities for sharing good practice. Welsh medium professional learning opportunities is readily available from CSC and the LA. Welsh medium schools also have a bespoke approach to delivering school improvement services, which is proving to be highly effective in strengthening partnership approaches and school to school support. Snippets of success was routinely shared across the system to share good practice across all schools, including Welsh medium schools.</p> <p>The Directorate recognises the importance of immersion in the Welsh language for learners who wish to transition from</p>

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				<p>the development of bi-lingual competence.</p> <p>In contributing towards the vision of one million people in Wales being Welsh speakers by 2050, and in line with the County Borough’s current WESP, it is vital to ensure that we invest in our schools and that our school-based workforce is sufficient size and capability. In order to create more Welsh speakers, our education system is dependent on its school-based workforce,</p>	<p>successful in securing grant funding resources to undertake further research into Welsh language immersion. The grant funding application/business case has been completed and approved by Welsh Government Scrutiny Panel. A Cabinet report will be submitted to seek approval to establish a more permanent provision in 2022 following the evaluation of the short-term pilot.</p> <p>The WESP details the strategic actions that the Council will be taking over the next 10 years. Annual performance reports will be submitted to Scrutiny Committee and Cabinet to report progress against the annual delivery plan. A WESP Strategic Group will be established to ensure effective implementation of the WESP delivery plan. A</p>	<p>English into Welsh medium education, in order to further encourage the uptake of Welsh medium education. As consequence a bid was submitted to Welsh Government in the autumn 2021 to secure funding to support the development of Welsh language Immersion provision.</p> <p>Promotion of access to Welsh medium education will be undertaken through the effective implementation of the WESP and promotional approaches utilising the Council’s website. The Starting Schools booklet and other marketing approaches will contribute to this promotion and a marketing plan will be developed. The Directorate has recently appointed a graduate officer to lead on the WESP implementation and marketing strategy to promote the Welsh language across RCT Investment in the professional</p>

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				<p>and we must work locally, regionally, and nationally to ensure we create a school-based workforce with robust linguistic skills, able to inspire and motivate learners in Welsh medium and Welsh language education.</p> <p>The aim has been to embed positive habits and attitudes towards the Welsh language through purposeful planning within primary and secondary schools and to promote the informal use of the Welsh language amongst learners inside and outside primary and secondary schools.</p> <p>Facilitating the use of the Welsh language, across the curriculum and in wider contexts in primary and secondary schools, to ensure a continuum of linguistic progression to support learners in the</p>	<p>Graduate Officer has been appointed in September 2021 to lead on the WESP implementation. A further officer has secured responsibilities for WESP co-ordination. Induction programme and mentoring arrangements are in place for newly appointed headteachers. Welsh speaking aspiring headteachers and middle leaders engage in the LAs leadership programmes. There is also positive representation on CSC's leadership programmes. Data will be collated to ensure that there is growth in engagement levels and access to these programmes.</p> <p>CSC has a dedicated Welsh medium team that is established to enhance and support the development of Welsh medium provision.</p>	<p>development of school staff will be imperative for ensuring succession planning with good induction programmes, mentoring and professional learning to ensure the professional development of the workforce and effective succession planning. Routine monitoring of Welsh speaking staff will be undertaken, gaps identified and positive steps taken to recruit into the sector.</p> <p>CSC deliver direct support to schools to enhance Welsh medium provision and the numbers of Welsh speakers. The Welsh Language Charter and Cymraeg Campus will continue to be implemented by CSC. The Urdd will continue to implement the Cymraeg Bob Dydd Project.</p> <p>Our Welsh medium schools have significant surplus capacity to meet need. There is however planned Band B investment</p>

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				<p>transition between key stages offers all learners the opportunity to become fully bilingual and aligns with the Curriculum for Wales – 2022. Ensure that schools are supported locally and regionally, including by the CSC Welsh in Education Officer to share best practice.</p> <p>Strategic priority 5 focuses on ensuring effective delivery of safe 21st century learning environments and innovative services for our learners and communities</p>	<p>CSC produce performance reports to enable the LA to evaluate the progress of Welsh medium schools and their engagement with the support on offer. In the Welsh medium sector, The Welsh Language Charter Awards include: 17 primary schools with a bronze award and 10 with silver. In the secondary phase, 2 all-through Welsh medium schools have also achieved a bronze award. In the English medium sector, there are 26 bronze and 1 silver awards.</p> <p>Planning for Welsh Medium Places Cabinet report April 2019; https://rctcbc.moderngov.co.uk/documents/s14315/Report.pdf?LL-L=0 Band B Cabinet update October 2021; Report.pdf (moderngov.co.uk)</p>	<p>which will result in a growth in the number improved 21st Century schools' facilities, with significant investment in the Welsh medium school sector.</p>

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				<p>The plan focuses on creating equity and support for vulnerable learners and their families. This includes ensuring that we have sufficient ALN provision to meet need. The local authority will continue to keep ALN provision under review and ensure that there is growth in specialist ALN provision where there is an identified need.</p> <p>There is a clear commitment to supporting families to engage with the education of their children, and to overcome barriers to participation.</p>	<p>A Cabinet report seeking consent to consult on establishing a key stage 3/4 learning support class provision will be presented to Cabinet in December 2021. The commitment to consult on ALN provision in the primary sector is detailed in previous consultation reports in the greater Pontypridd re-organisation proposals. https://rctcbc.moderngov.co.uk/documents/s16096/Appendix%20A%20-%20Objection%20Report.pdf?LLL=0.</p> <p>Family Engagement report to Cabinet: moderngov.co.uk SHEP report is annually presented to Scrutiny Committee and included Welsh medium provision:</p>	<p>Inclusion Services have a duty to ensure that there is sufficient ALN provision for learners in the Welsh medium sector and evaluate the outcomes for learners accessing specialist support. Where necessary proposals for enhancing provision will be submitted to Cabinet for consideration. Plans are afoot to submit a request to Cabinet to establish a Welsh medium learning support class in one of our all through schools.</p> <p>Primary provision development will be considered in 2023, prior to the opening of a new Welsh medium primary school in Rhydfelin.</p> <p>Funding for Family Engagement Officers has been provided in the most deprived communities, and this has included on dual language school. The SHEP programme will continue to run across schools and will include</p>

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				The strategy clearly focuses on the development of digital literacy and improved infrastructure across all school sites, including the Welsh medium sector. The Digital Strategy will have a positive impact on Welsh medium education.	SHEP202113.09.21InformationReport.pdf (rctcbc.gov.uk)	<p>provision for the most deprived Welsh medium settings. Wider opportunities to engage in activities through the medium of Welsh will be provided in English medium provisions too.</p> <p>Significant improvements in the digital infrastructure of schools has been undertaken and will continue to do so. The digital learning offer will be enhanced to improve the quality of learning in Welsh medium settings. The Digital Strategy will have a full Welsh language impact assessment.</p>
2. Numbers and/or percentages of Welsh speakers.	X			The Welsh Language Use Survey ⁷ 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	The impact of the WESP will be routinely evaluated and impact reports presented to Cabinet and Scrutiny on an annual basis. The Strategic Education Plan will have an operational delivery plan that will be evaluated on a	The development and implementation of targeted marketing and promotional strategies is underway to ensure the benefits of Welsh medium and Welsh language education are promoted to parents/carers from the initial early years, through to primary and

⁷ [Welsh Language Use Survey 2013 to 2015](#)

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				<p>speak Welsh, the majority, 45.0%, learned to speak Welsh at home, followed by 26.0% who learned to speak Welsh at nursery and primary school between the ages of 2 and 10 and 14.0% who learned to speak Welsh at secondary school at the age of 11 plus. The remaining 2.0% learned to speak Welsh in other settings, including at ‘Welsh for Adults’ courses.</p> <p>The Education Directorate will work to ensure the benefits of Welsh medium and Welsh language education are promoted to parents/carers and demonstrate that it is never too late be educated through the medium of Welsh with the use of Welsh language immersion classes to support learners who are late comers. Furthermore, investment in</p>	<p>quarterly basis, and where appropriate, will be evaluated against key performance measures (subject to these being reported – currently temporarily suspended due to the pandemic).</p> <p>Cabinet and Scrutiny Committee are routinely updated on developments. This includes development of ALN provision as detailed in this report: https://www.rctcbc.gov.uk/EN/Council/CouncillorsCommitteesandMeetings/DelegatedDecisions/RelatedDocuments/Decisions/2019to2020/ProposaltoStrengthenTheContinuumofProvisionForPupilsWithSocialEmotionalandBehavi</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. A market plan is in development.</p> <p>Investment in ALN provision is routinely reported on and developments are shared with Cabinet at timely intervals. This includes the development of Welsh medium Step 4 provision and ALN development.</p>

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				<p>Welsh medium early years settings, schools and ALN provision will aim to attract parents/carers to the sector. Significant investment in the early year sector will be undertaken as part of the 3 year plan.</p> <p>The strategic plan focuses on delivering on the Welsh Government's Early Years Grant and Childcare Offer and builds on the Council's</p>	<p>ouralDifficulties.pdf</p> <p>Annual reporting of WESP achievements: https://www.rctcbc.gov.uk/EN/Council/CouncillorsCommitteesandMeetings/Meetings/ChildrenandYoungPeopleScrutinyCommittee/2021/01/27/Reports/AgendaItem7WESPAnnualReport.pdf</p> <p>Item721stCenturySchoolsProgrammeProposalstoImproveEducationProvisionforYsgoI GynraddGymraegLlynYForyn.pdf (rctcbc.gov.uk)</p> <p>Major new 21st Century Schools proposals will now be developed (rctcbc.gov.uk)</p> <p>Evidence is provided in the most recent WESP update on current developments. https://www.rctcbc.gov.uk/EN/Council/CouncillorsComm</p>	<p>WESP provides detailed updates on a range of developments in the sector. The impact on the numbers of learners accessing Welsh medium education will be closely monitored and evaluated.</p> <p>The development of the Band 21st Century Schools and Colleges is routinely reported on. The Band B programme is extensive, with investment of £252M planned and multiple Welsh medium projects. Cabinet is routinely updated on all school estate developments, including Welsh medium developments.</p> <p>Continued investment in early years and childcare provision will take place. The local authority have recently submitted a bid for 4 projects to</p>

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				<p>investment in this area.</p> <p>The strategic plan will inform annual delivery plans, and this will entail routine monitoring of in-year transfers in the Welsh medium sector.</p>	<p>https://www.rctcbc.gov.uk/documents/s23202/AgendaItem%205%20-%20MOVEMENT%20OF%20PUPILS%20IN%20WELSH%20MEDIUM%20SCHOOLS.pdf?LLL=0</p>	<p>Welsh Government, and key early year’s developments are underway. Please see attached reports for further information.</p> <p>The effectiveness of any language immersion provision on numbers of learners transitioning into the Welsh medium sector will be evaluated and closely monitored through regular reporting via PLASC data collections and Capita reporting.</p>
3. Opportunities to promote the Welsh language	X			<p>The strategy will have a positive impact on the Welsh language. This will be achieved through the effective implementation of the new 10 year WESP, which is referenced in Strategic Priority 5. The WESP has been the focus of public consultation and is due to be presented to various committees for approval and consideration</p>	<p>An annual work plan will be devised to ensure the effective implementation of the WESP. This will be routinely reported on in Scrutiny Committee and Cabinet. The last report detailing progress was submitted in 2021:</p> <p>https://www.rctcbc.gov.uk/documents/s24382/AgendaItem7%20-%20Promoting%20the%20Welsh%20Language%20in%20the%20Wales%20Medium%20Sector.pdf</p>	<p>The development and implementation of targeted marketing and promotion strategies under the new WESP will ensure the benefits of Welsh medium and Welsh language education are promoted.</p>

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

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						<p>Aberdar;</p> <ul style="list-style-type: none"> • Ysgol Gynradd Gymraeg Evan James; • Ysgol Gynradd Gymraeg Ynyswen; • Ysgol Gynradd Gymunedol Gymraeg Llantrisant; • Ysgol Llanhari. <p>The Council’s ambitious Band B 21st Century Schools and Colleges Programme, alongside funding directly from the Council, will:</p> <ul style="list-style-type: none"> • 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

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						<p>Gynradd Gymraeg Aberdar;</p> <ul style="list-style-type: none"> • Deliver a new Welsh medium primary school for Ysgol Gynradd Gymraeg Llyn y Forwyn; • Deliver a new Welsh medium primary school on the current Heol y Celyn Primary School site, to accommodate pupils currently attending Ysgol Gynradd Gymraeg Pont Sion Norton and the Welsh medium pupils attending the dual language Heol y Celyn Primary School; • 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; • Deliver a new school for Ysgol Gyfun Cwm Rhondda; • Deliver a new school for Ysgol Llanhari; • Improved and extended

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

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

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

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

establishing Key Stage 3/4 ALN provision (Welsh medium).		
Stage Three – Strengthening the Proposal		
What?	When?	Who?
Evaluate need for a Foundation Phase/Key Stage 2 ALN provision.	September 2023	Head of Inclusion Services
Digital Skills Strategy to undergo a Welsh language impact assessment.	Spring 2022	Head of Data and Transformation

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

feedback from the consultation and to ensure that the Welsh Language is referenced within the body of the strategy to ensure that it is an integral and considered aspect of the strategy development process.		
Officer Review Comments	Brief Description	Date Considered
Relevant amendments were undertaken.	Updates were made to the main body of the strategy and to all relevant risk assessments.	30.11.21
Consultation Comments	Brief Description	Date Considered

Page 462 **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 Services’ annual Service Self Evaluation, in accordance with the assessment criteria: ‘to what extent has Leadership and Management established a clear strategic direction and vision, planned innovatively and improved outcomes for the community’.

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.

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

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

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 (RCTCBC’s) current (2017 to 2022) and new (2022 to 2032) Welsh in Education Strategic Plan (WESP) and will support the aim of Welsh Government’s Cymraeg 2050 target of one million Welsh speakers in Wales by 2050.

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

Stage Seven – Sign Off

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

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RHONDDA CYNON TAF COUNTY BOROUGH COUNCIL

MUNICIPAL YEAR 2019-20

CHILDREN AND YOUNG PEOPLE'S SCRUTINY COMMITTEE

DATE 8TH DECEMBER 2021

REPORT OF THE GROUP DIRECTOR, COMMUNITY AND CHILDREN'S SERVICES

Agenda Item No. 8

THE TRANSFORMATION OF EARLY YEARS SERVICES IN RCT

Author(s): Zoe Lancelott, Head of Community Wellbeing and Resilience
(Tel No. 01443 744386)

1. PURPOSE OF THE REPORT

- 1.1 To brief Members on the progress made across the Cwm Taf Morgannwg region towards the delivery of an integrated early years system as part of the Welsh Government's Early Years Transformation Programme and the transformation of Early Years services in RCT.

2. RECOMMENDATIONS

It is recommended that Members:

- 2.1 Scrutinise and comment on the information contained in this report.
- 2.2 Consider the findings of the Stage 1 external evaluation of the new delivery model being piloted as set out in section 6 of the report.

2.3 Consider whether they wish to scrutinise in further depth any matters contained in this report.

3. **BACKGROUND**

3.1 In July 2017 a report was presented to Cwm Taf Public Services Board requesting consideration be given to the adoption of a common set of regional principles to support the integrated delivery of the following initiatives in partnership with Welsh Government:

- Children First
- Early Years Co-Construction Project, and
- Funding Flexibilities Pathfinder

3.2 In support of establishing a co-ordinated strategic approach across the region, under the regional vision of '**Providing the right support, to the right people, at the right time, in the right place**', the Public Services Board agreed a set of principles that included the following early years specific actions:

- a) A single integrated approach to early intervention is developed across Cwm Taf that focuses on the principles of building of resilience; applies vulnerability profiling data to support the targeting of services; delivers an integrated Early Years system through improved collaboration on approaches to Team Around the Family (TAF).
- b) An Early Years Vulnerability Profile (0-7 years) is developed to identify the level of need of families and piloted in RCT as an alternative to the geographically based eligibility criteria of Flying Start.
- c) Information sharing arrangements are introduced to enable the secure and appropriate inclusion of Health data in the Early Years Vulnerability Profile.
- d) Health visiting services provided by the UHB are jointly commissioned across Cwm Taf with a new service specification that reflects these principles and subsequent developments; delivering a model of Universal progressivism.
- e) That a Cwm Taf governance structure be agreed for the integration of the Early Years system.

3.3 The PSB also confirmed the commitment of partners in Cwm Taf to progress the development of these principles into a practical proposal to deliver an integrated Early Years system in Cwm Taf, to be piloted in Rhondda Cynon Taf. Recognising early years as a priority for the region, commitment was also given to the removal of any potential barriers to information sharing across organisations and to extend the further development of proposals to include Bridgend CBC, given the changes to UHB boundaries.

3.4 The Council's Cabinet endorsed the proposals to transform the Early Years System in RCT in July 2019 including approving the plan to adopt a phased approach to providing funded childcare based on assessed need that is not limited to existing Flying Start postcode areas. As the proposals to pilot an integrated Early Years system in RCT had

implications for the national Flying Start Programme, approval was required from Welsh Government Ministers. Cabinet Members also approved the submission of a formal proposal to Welsh Government seeking Ministerial support to pilot further changes to the Early Years system in relation to the introduction of a needs based approach for childcare and changes to health visiting.

- 3.5 The formal request for Ministerial approval was submitted in December 2019 and approval to proceed was granted in February 2020 however this was on the condition that a hybrid model of childcare delivery was implemented; the geographical eligibility had to remain as well as the needs based eligibility proposed.
- 3.6 The Cwm Taf Morgannwg Early Years Transformation Board oversees the wider transformation work across the region, providing strategic direction and leadership and reports progress to the PSB. The most recent update was provided to the PSB in October 2021.

4. PROGRESS WITH REGIONAL WORKSTREAMS

- 4.1 The ambition of the Welsh Government Early Years Transformation Programme is to deliver on the vision which is set out in Prosperity for All “to create a truly joined-up, responsive system that puts the unique needs of each child at its heart”. This means every service that families and young children come into contact with being clear how they can best support child development in the broadest sense. It will target parents as early as possible and sustain support where it is needed. Investing in the early years is an investment in the economy and workforce of the future.

‘We want children from all backgrounds to have the best start in life. Our aim is that everyone will have the opportunity to reach their full potential and maximise their chances of leading a healthy, prosperous and fulfilling adulthood, enabling them to participate fully in communities, the workplace, and contribute to the future economic success of Wales.’

Prosperity for All – the National Strategy (Welsh Government)

- 4.2 The Cwm Taf Morgannwg Early Years Transformation Board oversees this work at a regional level and provides strategic direction and leadership to deliver on the following objectives:
- To explore how early years services might be re-configured,
 - To explore what it will take to create an Early Years system locally,
 - To work together to deliver services in a co-ordinated, integrated and timely way,
 - Focussing on coordination of services, planning, commissioning and identifying and addressing needs,
 - To identify barriers to integration and remove them.
- 4.3 The Early Years Integration Transformation fund was introduced by Welsh Government in 2020-21 and made available to Pathfinder regions. The Cwm Taf Morgannwg Early Years Transformation Board is responsible for managing this grant funding across the region to ensure it supports the delivery of the regional objectives aligned to the principles agreed by the PSB. The 2021-22 allocation for Cwm Taf is £359,730, based on the 0-7 population figures for RCT and Merthyr which is used to fund activities in the following four areas of work:

- Key roles – Regional Transformation Lead Officer and Resilience and Wellbeing Health Programme Lead Officer
- External evaluation of the pilot delivery model in RCT – Stage 2
- Provision of wellbeing support to increase resilience and address inequalities resulting from impact of COVID-19
- Attachment Research project

4.4 A separate grant of £50k from Welsh Government supports the joint work underway on the development of the Early Years Vulnerability Profile and is used to provide additional technical capacity in the Education Systems Team in RCT.

4.5 Bridgend CBC joined Merthyr Tydfil CBC and Rhondda Cynon Taf CBC as part of the regional Early Years Transformation Board in 2018-19, formally becoming part of the Welsh Government's pathfinder programme earlier this financial year. As a pathfinder area, Bridgend will receive a local co-ordination grant this financial year to support the mapping, scoping and visioning work required by Welsh Government. Following completion of this work any regional Transformation Grant funding awarded by Welsh Government for 2022-23 onwards will include additional monies to account for the 0-7 population figures in Bridgend.

4.6 Whilst the majority of the operational transformation work is taking place in RCT, there are also two key research and development activities taking place across the region.

Attachment Research Project

4.7 The first stage of the Attachment Research Project work led by Merthyr Tydfil on behalf of the region commenced in 2020-21, including delivering baseline training to the wider workforce across the region on identifying attachment difficulties.

4.8 The Parent Infant Foundation was commissioned in March 2021 to map existing services and interventions which support and/or treat the attachment relationship; consult with parents; undertake training and skills audit of the workforce; provide recommendations on approaches and future practice across the region.

4.9 This research has been subject to significant interest from other parts of Wales and from Welsh Government due to its breadth and scope across the Early Years services. It is recognised and accepted that children's development does have a significant impact on the life trajectory of children, and for those whose development is impaired in these early stages can mean they can go on to be our most complex and most costly cases as they grow and progress through the systems be these Health, Social Services or Education.

Vulnerability Profiling Project an Information Sharing Arrangements

4.10 The aim of the Early Years Vulnerability Profiling Project is to develop a profile that facilitates the *“Early identification of children aged 0-7 who are at risk of not meeting the developmental milestones necessary to progress effectively through the early years as a result of the socio-economic and health factors they and or their families face”* in order to offer an alternative to geographically based eligibility criteria for early years services. This project builds on the experience and successful application of Vulnerability Profiling by Local Authorities to improve the educational outcomes for children and young people aged 7-16 years.

- 4.11 Overseen by an established Steering Group, this work is now progressing on two project fronts and activity is split between two separate workstreams:

Workstream 1 is the First 1000 days focused Health profile which considers a larger list of data sets that have been submitted to SAIL (Secure Anonymised Information Linkage) at Swansea University for analysis. This information will be combined with data SAIL already hold to produce a geographical map of risk factors and provide precedence rates that suggest the likelihood of future vulnerabilities.

Workstream 2 is concerned with the development of an Early Years Vulnerability Profiling model to be piloted in RCT that can add key data sets from Health to the existing LA vulnerability profile able to identify individual children and families likely to be in need of enhanced support to be piloted as an alternative model to support the planning and targeting of Early Years support. The work to date has focused on the technical considerations and the physical transfer of electronic data between CTM UHB and RCTCBC, in order to facilitate the testing of an initial profile in 2021-22.

- 4.13 To support this development work, Data Disclosure Agreements are in place between RCT CBC and CTM UHB with a view to WASPI Information Sharing Protocols being developed in the near future. The findings of the qualitative research undertaken by EMPOVA to gather citizen's and professionals' opinions about data sharing will be used to inform the way in which this work is communicated to both the public and professionals alongside information governance considerations.
- 4.14 Merthyr Tydfil has been developing its capacity around the Capita system and has been working alongside key individuals in RCT in order to benefit from the learning and work piloted by RCT and CTM UHB.

5. PROGRESS IN RCT

- 5.1 In preparation for delivering an integrated Early Years system for 0-7 year olds across RCT and piloting a new Flying Start delivery model, the reorganisation of the Council's Community Wellbeing and Resilience Service was required. This was undertaken in 2018 and reported in detail to Scrutiny Committee in March 2020. The costs of the reconfiguration of Council services were met within existing budgets, through the flexible use of Community and Children's Grant funding and the recommissioning of services.
- 5.2 The new approach being piloted in RCT builds on the pre-existing Resilient Families Service and sees the delivery of a new Resilience and Wellbeing Health Programme alongside the delivery of universal parenting support, early language support and a hybrid childcare delivery model.
- 5.3 An Early Years appraisal is undertaken for all families referred to the Resilient Families Service with a child 7 years or under. This enables the needs of younger children to be reflected in the Family Plan and where appropriate a package of support includes enhanced early years interventions. This work is undertaken by members of the Programme Flexibilities Team who provide specialist Early Years appraisal, Education Psychology assessment and therapeutic intervention. This team also hosts specialist posts commissioned by the Council from Health including Specialist Health Visitors,

CNN's, Midwives, Speech and Language Therapist, a Sensory Occupational Therapist and also the Regional Early Years Transformation Programme Lead.

Parenting

- 5.4 A universal Parenting Offer was implemented in April 2018, making support available for any parents in RCT with a child up to the age of 18 years and specialist support for parents with children with additional needs.
- 5.5 Following a public consultation in 2020 to identify the needs of parents as result of covid-19 and lockdown, parenting support services were recommissioned in February 2021 to provide an opportunity for the Council to deliver a multi-faceted response to the needs of parents, facilitating universal access to information advice and guidance and tailoring bespoke interventions that acknowledge the individual experiences of families. The feedback from the public survey is detailed in section 8 of this report.
- 5.6 As a result, any family in need of parenting support can engage in open access provision, informal parenting support or formal parenting programmes, all delivered both virtually and from community venues across RCT. A spot purchasing arrangement is also being introduced, supported by an approved supplier list which will enable informal parenting support to be delivered by locally based community groups and organisations.
- 5.7 In addition to this, the Resilient Families Service Parenting Team offer bespoke one to one parenting support for families, working with RFS as part of a comprehensive package of family support. In 2020-21 the RFS Parenting Team worked with a total of 513 families. Of these families:
- 445 received support as part of their RFS Family Plan
 - 56 received support as part of a statutory Care and Support or Child Protection Plan
 - 12 received ongoing support as part of RFS exit strategy plans – to ensure they were fully confident to employ new techniques and strategies

As a result, 474 parents received one to one support, 16 parents received a mix of one to one and group support and 25 received group support only. Of those parents completing sessions 80% reported positive improvements in their confidence to meet their children's needs.

- 5.8 In addition to one to one support the RFS Parenting Team also delivered 16 virtual Parenting Programmes. Of these programmes 14 were formal evidenced based covering the 0-18 age range and two were specialist programmes for parents of children with ASD.

Childcare

- 5.9 A hybrid approach to the delivery of childcare is currently being employed in RCT as a stipulation of Welsh Government approval for the implementation of the pilot. This comprises funded childcare places (2.5 hours a day, 5 days a week during term time) for children aged 2-3 years living in Flying Start postcode areas, and also the provision of short term funded childcare places for children outside of Fling Start postcode areas with an assessed need. This need is assessed by the Resilient Families Service and offered as part of a co-ordinated package of support to families in line with available places at that particular time. The original intention was to take a fully costed phased approach over a 3 year period to transfer from a postcode eligibility to a needs based model, however the hybrid approach directed by Welsh Government whilst costing significantly

more has not been accompanied by additional funding. Therefore, currently in order to provide funded childcare for children with an assessed need living outside of Flying Start areas, vacant Flying Start places are utilised. Unfortunately, this does not provide the level of flexibility required to ensure the provision of funded childcare is available to every child identified as benefitting from it. Whilst additional covid funding from WG has eased this situation recently, this is only a short term solution.

- 5.10 In 2020-21 there were 845 children aged 2-3 years living in a Flying Start postcode area and therefore eligible to be offered a Flying Start funded childcare place, however only 71.5% of families took up the place. This is substantially less than the 93.6% take up rate in 2019 and attributable to the current climate post pandemic where parents would prefer children remain home in light of local covid-19 infection rates. Additional focus has been placed on supporting the take up of places given the important role childcare can play in assisting children's developmental progress that is likely to have been affected by the restrictions of lockdown.
- 5.11 This has meant that there have been places available for allocation to those children living outside of Flying Start areas who have been assessed as requiring a funded childcare place as part of their family's involvement with the Resilient Families Service. A total of 99 children received this funded childcare since 1st January 2021, with 42 children currently in placement at the time of writing this report.

Enhanced Health Visiting

- 5.12 The Resilience and Wellbeing Health Programme replaces the previous Flying Start contract with Health and commissions the deployment of Family Health Visitors to provide universal access to enhanced health visiting services when required. The Resilience and Wellbeing Health Programme was launched in October 2020 despite the additional pressures and restrictions placed on partners having to adapt services in response to the pandemic. Adopting an approach of universal progressivism, this service is providing all families across RCT with children aged 0-5 years with the opportunity to access an enhanced level of Health Visiting contacts as required, regardless of geographical location. The universal offer delivered by Family Health Visitors provides the contact visits as described in the Healthy Child Wales Programme, with the additionality of an antenatal contact, as well as a contact at 20 months to undertake a Schedule of Growing Skills (SOGs) assessment. The assessments provide extra opportunities to identify developmental needs of children and inform the targeting of wider early years services and family support interventions delivered via the Resilient Families Service (RFS) in addition to the wider health support.
- 5.13 Since the introduction of the new Family Health Visiting programme in October 2020, Health Visiting referrals to RFS have been lower than anticipated. A joint LA/UHB Strategic Management group has been established to review the data and identify and implement measures to improve referral rates. The measures included training for all Health Visitors jointly facilitated by Council and UHB staff; the production of a new leaflet for HV's to share with families to explain the service changes and support available; and revisions made to the data recording templates and reporting procedures to improve data quality and timeliness.
- 5.14 The above has led to a steady increase in the number of referrals being made to RFS and families being supported, from 139 (October 2020 – April 2021) to 168 (April 2021 – September 2021), however they still remain far lower than expected (current referral

rates are 1.6% of children registered for the programme as opposed to 32% of registrations recorded as having a FRAIT score below 20 and therefore expected to require some additional support). One possibility for the low referral rate is that families are accessing RFS as self referrals as opposed to HV referrals, however regular Contract Monitoring meetings and Strategic Management Group meetings are taking place to look to address this as a priority.

Early Language and Communication

- 5.15 The delivery of both universal and targeted early language and communication interventions is undertaken by the Council's Talk and Play Team (TAP) that sit within the Resilient Families Service. Supported by the RFS Speech and Language Therapist the team undertake a specialist Wellcomm assessment for children identified as experiencing language delay by Health Visitors during their 20 months SOGS assessment. For those children scoring in the 'red' or 'amber' range on the Wellcomm assessment the TAP Team will undertake a block of early language intervention working with parents and children together. The team employ the Adult Child Interaction (ACI) approach 'Be Here Be Clear' which is a relational approach to supporting parents to support their own child's language and communication development which reinforces opportunities to build secure attachments.
- 5.16 In 2020-21 the Talk and Play Team (TAP) received a total of 132 referrals for early speech and language intervention via RFS. TAP undertook 107 Wellcomm Assessments with children of which less than 30% resided in Flying Start areas. This supports the rationale for extending Early Years services beyond the geographically determined parameters of Flying Start programme. Following TAP Team intervention 67% of children and 59% of parents showed positive improvements. As this is a new approach this data provides a baseline against which future performance can be measured. In addition to the one to one support provided, the TAP Team delivered Song and Rhyme weekly drop in sessions on Zoom, a Baby Babble programme and a Recycle, Reuse & Rebuild craft programme, engaging 35 families.
- 5.17 The demand on the service has significantly increased this year with 163 referrals made between 1st April and 31st August 2021; a 56% increase on the referral rate for the preceding 6 month period. Of the 84 children identified as having speech language and communication delays following Wellcomm assessment, 81% (68) scored within the red and 19% (16) scored within the amber categories, indicating a need for direct intervention.

6. MEASURING IMPACT AND OUTCOMES

- 6.1 To ensure the impact and outcomes of the pilot approach in RCT are effectively measured this work is subject to a three stage external evaluation, the first of which was completed by Miller Research in April 2021. The Stage 1 report evaluates the pilot since its launch, reviews the progress of implementation so far and the position across the Cwm Taf Morgannwg region. The key findings are summarised below and the full report and can be found in Appendix 1.
- a. The pilot and its objectives appear fit for purpose and highly coherent with the policy context. It meets the explicit requirement for the coordination and integration of

existing early years programmes and the close cooperation of the local authority and health board.

- b. Progress has been made against the objectives of the pilot, which remain coherent and relevant to the policies and needs. As the programme is in the early stage of delivery there is still much to be done to fully realise the objectives, such as the removal of barriers that have been identified.
- c. The resources available are adequate in the eyes of stakeholders. Through collaboration and coordination, the existing skills, knowledge, and experience of staff is being better deployed to meet the needs of families and organisational needs. Where there are identified gaps, training is being provided to address them. The majority of funding for the pilot is being met with existing budgets, with transformation programme funds being used to support some aspects and develop regional working. There are deliberate management processes in place with governance structures including all teams involved.
- d. As the approach is built on the integration work that has already happened in Rhondda Cynon Taf County Borough Council, notably the establishment of the Resilient Families Service, delivery has begun successfully. Services are available to all in RCT with access determined by assessment of need. Reservations amongst stakeholders, notably over workforce capacity, have been overcome. COVID-19 has been a disruption but only with a similar impact as would have been the case on the sector without the pilot approach. The rapid adoption of remote communications has facilitated greater cooperation at the strategic level although there are concerns that there will be a greater strain on services due to the pandemic.
- e. At this stage there is already some evidence of the outcomes of the pilot. The distinction between generic and Flying Start health visiting has been removed, with caseloads shared across the workforce. All Health Visitors are now able to offer the same range of support, including an additional antenatal visit and a visit at 20 months for the SOGS assessment. There is evidence of the presence of new families receiving support who previously would not have been eligible due to where they live.

6.2 The commissioning for Stage 2 of the external evaluation is underway with a view to this work being completed by the end of the financial year. Stage 2 will focus on rigorous evaluation of the systems and processes underpinning the pilot delivery model.

6.3 A third stage of evaluation is planned for 2022-23 which will be a summative evaluation concerned with measuring the outcomes for service users and the impact on services and policy of the new delivery model and will mark the end of the pilot phase. The findings of this Stage 3 evaluation will inform local discussion about the adoption of this model on a regional footprint as well as formal discussions with Welsh Government about implications for national policy.

7. EQUALITY AND DIVERSITY IMPLICATIONS

7.1 An Equality Impact Assessment Screening Form was prepared in respect of the transformation of the Early Years System in RCT in 2018. The screening identified that as a pilot concerned with extending access to services the changes to the delivery model have limited impact on children and families, a full Equality Impact Assessment would not be required at this time.

8. CONSULTATION

8.1 Consultation with parents and families was undertaken prior to the implementation of a universal parenting offer across RCT in April 2018. At this time parents reported wanting to see more informal support tailored to their needs that they could access in their local communities. They also requested support for specific elements of parenting such as managing behaviour and supporting the educational needs of their children.

8.2 A 'Parenting through Covid-19' Survey was created and public consultation undertaken in September 2020. The survey was accessible via the Consultation page on the Council's website and a link to it was promoted via the Council's social media platforms, the Family Information Service, WICID.tv and YEPS social media platforms. Council partners and commissioned providers were also approached to promote the survey and encourage parents they are in contact with to complete it.

8.3 A total of 200 individuals responded to the survey which asked questions about how, when and where they felt parenting support should be available; what barriers they faced to accessing support; specific support that would be helpful at different stages; specific help they require; what they may have received in the past that was helpful; and their suggestions for improving support. Key headline findings include:

- 58% said they would like to access online support with only 36% reporting they would like to be able to join a group
- 76% would like to see parenting support available advertised on local facebook groups and 59% would like to see it advertised in school settings
- 48% reported they did not know where to look for support
- 27% found the times support was available as a barrier to accessing it and 23% found the support did not meet their needs
- 69% with a child aged 4-11 felt they needed help to support their child's emotional wellbeing and mental health and this rose to 71% for those with children aged 11+
- 64% wanted support that was tailored to their family's needs

8.4 Analysis of this survey feedback was used to inform the detail within the new service specifications for parenting support as part of the formal procurement of revised parenting support services as set out in section 5 of this report.

8.5 Consultation with service users and stakeholders about the Early Years Transformation goals and their experiences of the pilot approach in RCT is ongoing. Informal consultation takes place on a regular basis with families receiving Resilient Families Service interventions and the UHB are currently developing a service user engagement strategy which will include gathering feedback on the new Health Visiting / RFS pathway in RCT. A regional survey is currently taking place for parents with children aged 0-7 years across Cwm Taf Morgannwg to seek their views on the support received during

their child's early years and how they would like to continue to be involved in the Transformation Programme.

- 8.6 Consultation with partners including; health, education, housing providers, childcare and play providers, and third sector organisations takes place on a termly basis via the Resilient Families Service Provider Forum meetings, and also on a one to one basis during contract monitoring visits. All commissioned partners are signed up to providing universal access to family support services as set out in the Council's Resilient Families Programme.

9. FINANCIAL IMPLICATION(S)

- 9.1 The cost of Cwm Taf Morgannwg developments is being met from regional grant funding received as part of the Welsh Government's Early Years Transformation Programme. This funding is managed by RCT on behalf of the region.
- 9.2 There are no additional costs to the Council incurred as a result of the pilot work underway in RCT as these costs are being met from existing grant funding as part of the Children and Communities Grant the Council receives from Welsh Government.
- 9.3 As with all grant funding there is a level of risk to the Council should this funding be withdrawn at a future time, however the Welsh Government remains committed to the transformation of Early Years services within the wider anti-poverty and early intervention and prevention agendas.
- 9.4 The Children and Communities Grant offers far more flexibility than the Council has previously had to move funding where it is required to meet identified need, therefore should a reduction in the grant occur the Council remains in a good position to re-allocate funds to priority areas. As a result of Covid-19 the delivery of flexible early years services is a clear identified priority for both the Council and Welsh Government.

10. LEGAL IMPLICATIONS OR LEGISLATION CONSIDERED

- 10.1 There are no legal implications arising from this work; however consultation with Welsh Government is ongoing via both the Cwm Taf Morgannwg Transformation Board and the Funding Flexibilities Pathfinder Programme to ensure transformation proposals do not contravene grant funding conditions.
- 10.2 The following legislation has been considered in relation to the development of the transformation pilot:

The Social Services and Wellbeing (Wales) Act 2014:

- Putting an individual and their needs, at the centre of their care, and giving them a voice in, and control over reaching the outcomes that help them achieve well-being
- Supporting people to achieve their own well-being and measuring the success of this care and support
- Increasing preventative services within the community to minimise the escalation of critical need
- Strong partnership working between all agencies and organisations.

The Well Being of Future Generations (Wales) Act 2015:

- A more equal Wales
- A resilient Wales
- A healthier Wales

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

11.1 The implementation of the new Early Years System for RCT contributes to the Council's corporate priority that People are independent, healthy and successful, by improving services for children and young people and ensuring the needs of children are considered in everything we do by:

- working in partnership with Welsh Government, strive to reduce child poverty, providing services that encourage and build resilience of children and their families.

11.2 The Early Years System has been developed in full consideration of the sustainable development principles. The work also supports the Council to contribute to all of the seven well-being goals:-

- **A prosperous Wales:** children who receive support at the earliest opportunity are more prepared for adulthood and achieving prosperous futures.
- **A resilient Wales:** children who are given every opportunity to meet their developmental milestones and overcome barriers to developing skills are prepared with the space to grow and the tools to build resilience throughout life.
- **A healthier Wales:** access to enhanced support that is not restricted by geographical boundaries supports all children who need it to meet their developmental milestones and develop social skills, enhancing their emotional wellbeing.
- **A more equal Wales:** by delivering services based on an assessment of need as opposed to being limited by geographically based eligibility criteria ensures that those children and families most in need of support have access to it irrespective of where they live.
- **A Wales of cohesive Communities:** access to services that are not restricted to particular communities promotes equality and harmony across communities and the means to share community resources in order to be responsive to need and build resilience.
- **A Wales of vibrant culture and thriving Welsh language:** children who are given the freedom to progress through the early years in the language of their choice learn to be tolerant and accepting, preparing them for a multi-racial, globalised adult world.
- **A globally responsible Wales:** children who have access to effective early years opportunities are afforded experiences that prepare them to be globally responsible adults.

12. **CONCLUSION**

- 12.1 This report has provided Members with details of the progress made across the Cwm Taf Morgannwg region towards the delivery of an integrated early years system as part of the Welsh Government's Early Years Transformation Programme and the transformation of Early Years services in RCT.

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The Provision of Early Years Transformation

Stage 1 Evaluation

Rhondda-Cynon-Taff CBC

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The Provision of Early Years Transformation: Stage 1 Evaluation,
Version 1

Kerry Kilbride, Geof Andrews, Tom Bajjada / Miller Research (UK)
Ltd.

Meurig Roberts



For further information please contact:

Geof Andrews, Consultant and evaluation manager

geof@miller-research.co.uk

Pen-y-Wyrlod, Llanvetherine, Abergavenny, Monmouthshire, NP7 8RG, UK

www.miller-research.co.uk | 01873 851880 | Twitter: @miller_research

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Glossary

Acronym/Key word	Definition
Capita system	A single management information system to capture all assessments, appraisals and support packages offered to families, enabling accurate record keeping and transparency of processes undertaken.
Cheltenham tool	A tool utilised by Health to ensure parity of caseloads across the Family Health Visiting Service. This tool allocates workforce numbers according to levels of deprivation.
Children and Communities Grant (CCG)	An umbrella initiative that brings together the funding for seven existing Welsh Government programmes and supports local authorities to deliver the services they provide more strategically through the flexibility of these individual programmes.
Early Years Integration Transformation Programme	A co-construction programme involving nine pathfinder Public Service Boards. The programme aims to test a more coherent, integrated and focused approach to the early years, to ensure that children from all backgrounds have the best start in life.
Families First Programme	A universal programme for families with children aged 0-25 that aims to improve the design and delivery of local authorities' family support services, by offering support that caters for whole families, rather than individuals within families, and by co-ordinating the organisations working with families, so that families receive joined-up support.
Flying Start Programme	A targeted early years programme for families with children under the age of four years who live in some of the most disadvantaged areas of Wales.
Formative evaluation	A type of evaluation used to identify the strengths and weaknesses of an intervention's processes and target areas for improvement.

Healthy Child Wales Programme (HCWP)	A universal health programme for all children up to the age of 7 years that sets out the planned contacts children and families should receive from health visitors and other health professionals, from the time of maternity service handover up to the first years of schooling.
Public Service Board (PSB)	Public Services Boards improve joint working across all public services in each local authority area in Wales.
Resilience Matrix Tool	An assessment tool that focuses on a family's resilience levels. The information gathered from the assessment will be used to inform a Family plan that aims to build a family's resilience levels and remove any barriers that are limiting positive change.
Resilient Families Service (RFS)	RCT CBC's recognised approach to delivering the early intervention and prevention agenda across RCT. The service aims to provide bespoke support for families up to 12 weeks to build their resilience with a single point of access and a single referral system.
Schedule of Growing Skills (SoGS) assessment	An approach to measuring child development through the assessment of nine key areas: Passive Posture, Active Posture, Locomotor, Manipulative, Visual, Hearing and Language, Speech and Language, Interactive Social and Self-Care Social.
Summative evaluation	A type of evaluation that focuses on an intervention's impact or efficacy through careful examination of project design and management. It is primarily outcome focused and most often undertaken at the end of the project, when the program or intervention is stable.
Team Around the Family (TAF)	An early intervention and prevention service that aims to work with families to help them identify their strengths and needs. TAF supports families by offering advice, guidance and support, coordinating with other agencies when

	appropriate. (Superseded in RCT by Resilient Families Service)
Theory of Change	An evaluation approach that outlines the causal linkages in an intervention. The process entails defining long-term goals then mapping backwards to identify necessary preconditions.
WellComm speech and language assessments	A toolkit designed to help early years settings identify children from six months to six years old who might be experiencing delays in speech and language development.

Executive Summary

- i. In 2017, Cwm Taf PSB and Welsh Government began working together in what would become the Early Years Integrated Transformation Programme. This programme is designed to address concerns around the coordination of early years services. In recognition of the steps already taken to address this, Cwm Taf became the first 'pathfinder' area for the programme, to develop and pilot an integrated approach based on local contexts.
- ii. As part of the transformation programme, a new Flying Start delivery model is being piloted in Rhondda Cynon Taff (RCT) that will see the delivery of a Resilience and Wellbeing Health Programme, alongside the delivery of universal parenting support, early language support and a hybrid childcare delivery model via the Resilient Families Service.
- iii. This Stage 1 evaluation report assesses the pilot since its launch, reviews the progress of implementation so far and the position across the Cwm Taf Morgannwg health board area.
- iv. The pilot and its objectives appear fit for purpose and highly coherent with the policy context. It meets the explicit requirement for the coordination and integration of existing early years programmes and the close cooperation of the local authority and health board. Policies the pilot is directly relevant to are:
 - Wellbeing of Future Generations (Wales) Act 2015
 - Social Care and Wellbeing (Wales) Act 2016
 - Prosperity for All
 - A Healthier Wales
 - Regional Strategy for Children, Young People and Families
 - Children and Communities Grant
 - Healthy Child Wales Programme

- v. There is a clear need for the pilot approach from these policies and it is evident to stakeholders that specific circumstances in RCT also present a driving need. When compared to Wales as a whole and the wider UK, RCT has amongst the highest levels of child poverty with rising levels of social, communication and mental health issues amongst children and young people, high rates of children looked after on the child protection register and high numbers of children leaving school with no qualifications. In summary the rationale for the pilot is:
- To address the vision set out in Welsh Government policy and programmes
 - To provide equality of access by extending support from a geographical, postcode-based approach to a needs-based approach
 - To meet the high-level of demand for support services in the local area
 - To deescalate vulnerable families in need of support, preventing the move up to statutory services
 - To reach the families with the most complex needs
 - To provide a unified service for children and families with a single point of access
- vi. The core objectives of the pilot are:
- To explore how early years services might be re-configured.
 - To explore what it will take to create an Early Years system locally.
 - To work together to deliver services in a coordinated, integrated, and timely way.
 - To coordinate services, planning, commissioning, and identifying and addressing needs.
 - To identify barriers to integration and remove them.
- vii. Progress has been made against the objectives, which remain coherent and relevant to the policies and needs. As the programme

is in the early stage of delivery there is still much to be done to fully realise the objectives, such as the removal of barriers that have been identified.

- viii. The resources available are adequate in the eyes of stakeholders. Through collaboration and coordination, the existing skills, knowledge, and experience of staff is being better deployed to meet the needs of families and organisational needs. Where there are identified gaps, training is being provided to address them. The majority of funding for the pilot is being met with existing budgets, with transformation programme funds being used to support some aspects and develop regional working. There are deliberate management processes in place with governance structures including all teams involved.
- ix. As the approach is built on the integration work that has already happened in Rhondda Cynon Taf County Borough Council, notably the establishment of the Resilient Families Service, delivery has begun successfully. Services are available to all in RCT with access determined by assessment of need. Reservations amongst stakeholders, notably over workforce capacity, have been overcome. COVID-19 has been a disruption but only with a similar impact as would have been the case on the sector without the pilot approach. The rapid adoption of remote communications has facilitated greater cooperation at the strategic level although there are concerns that there will be a greater strain on services due to the pandemic.
- x. At this stage there is already some evidence of the outcomes of the pilot. The distinction between generic and Flying Start health visiting has been removed, with caseloads shared across the workforce. All health visitors are now able to offer the same range of support, including an additional antenatal visit and a visit at 20 months for the SOGS assessment. Stakeholders have commented on the presence of new families receiving support who previously would not have been eligible due to where they live.

- xi. The longer-term impacts will take considerable time to become evident. There are a range of deep-seated changes expected that provide a fundamental difference to the population of RCT. The goals go far beyond the stated objectives of the pilot reflecting the vocational nature of the sector.

Recommendations

- xii. The experiences stemming from the pilot's early stages of implementation has provided several recommendations for future delivery of the pilot, as well as the requirements for a future evaluation, including monitoring requirements. These are fully explained in section 10 of the report.
- xiii. The recommendations for future delivery of the pilot are to:
- amend the Resilience Matrix scoring system to improve accuracy.
 - increase communication between services at all levels.
 - protect the availability of training.
 - review health visitor referrals into Resilient Families Service
- xiv. The recommendations for future evaluation are to:
- continuously monitor and gather data.
 - prepare stakeholders for stage 2 evaluation in early 2022.
 - conduct a stage 3 impact evaluation once a significant period of delivery has passed.

1. Introduction

- 1.1 In recent years Welsh Government has worked with local authorities, health boards and the third sector to instigate a range of early years programmes. These provide children and their families with the support and guidance they require to have the best start in life and the opportunity to reach their full potential.
- 1.2 As a result of these programmes, there have been improvements in the provision of services and take up of support by families. There has, however, been concern that the approach to early years lacks coordination, minimising positive impacts on children, their families and the wider community.
- 1.3 In 2017, Welsh Government recognised the steps Cwm Taf PSB had been making to address these concerns and both parties began actively engaging in early years co-construction. This has since developed into the Early Years Integrated Transformation Programme with Cwm Taf coming on board as the first 'pathfinder' PSB. Individual approaches towards integration in the early years sector are being developed and piloted in each PSB in the programme based on the context of their own geographic areas.
- 1.4 As part of the Early Years Transformation Programme in Cwm Taf Morgannwg, a new Flying Start delivery model is being piloted in Rhondda Cynon Taff (RCT). This new pilot approach will see the delivery of a Resilience and Wellbeing Health Programme alongside the delivery of universal parenting support and early language support and a hybrid childcare delivery model via the Resilient Families Service.
- 1.5 To ensure the impact and outcomes of the approach are effectively measured, Miller Research was commissioned by Rhondda Cynon Taff County Borough Council (RCTCBC) in December 2020 to undertake Stage 1 of the external evaluation.

- 1.6 The purpose of this Stage 1 report is to evaluate the pilot since its launch, review the progress of implementation so far and the position across the Cwm Taf Morgannwg health board area. The findings are to be considered by all three local authorities in the health board, RCT, Merthyr Tydfil, and Bridgend as well as the Welsh Government.
- 1.7 In addition to serving as a standalone evaluation in its own right, Stage 1 also involved the development of an evaluation framework and a plan for a Stage 2, making recommendations for how and when this future evaluation should take place.

Report structure

- 1.8 The remainder of the Stage 1 report is structured as follows:
- Section 2 sets out the methodology for the evaluation
 - Chapters 3-7 present the evaluation team's findings, grouped by the sections of the logic model produced as part of the evaluation. These sections include:
 - Policy drivers
 - Needs and objectives
 - Inputs
 - Activities and outputs
 - Outcomes and impacts
 - Chapter 8 presents the impact and counterfactual options appraisal and sets out the approach to be undertaken in Stage 2 and later.
 - Chapter 9 presents the evaluation team's conclusions for the Stage 1 evaluation.
 - Chapter 10 contains the recommendations for the pilot moving forward.

2. Methodology

- 2.1 Stage 1 is a formative evaluation, exploring what works and why, the challenges and enablers for delivery of the pilot and lessons learned to date, as well as developing a robust, evidence-based approach to a summative, impact evaluation of the pilot. The methodology combines several approaches, with Theory of Change used predominantly.
- 2.2 Evidence was gathered through semi-structured qualitative interviews and a supplementary survey. In total the evaluation conducted 31 interviews with strategic and operational stakeholders. The topic guides are included in Annex C.
- 2.3 The supplementary survey was employed to further the reach of fieldwork. Pilot leads were conscious of the difficulties in attempting to conduct fieldwork with health and local authority staff during a Lockdown period of the COVID19 pandemic in early 2021. The survey was designed to allow stakeholders unable to commit to a full interview the chance to respond to key evaluation questions. Ultimately, most stakeholders contacted were able to participate in an interview with just five electing to respond via the survey.
- 2.4 A logic model (Annex B) was constructed, laying out the outline of the pilot, demonstrating the causal link between effects and the pilot activity laid out on Theory of Change principles, starting with impacts and outcomes, and working backwards including how they relate to the original project context and objectives.
- 2.5 From the logic model an evaluation framework (Annex A) was developed that sets out specific questions for evaluation and the identified indicators that will help answer those questions. The framework sets out the type of data, the likely source, and whose responsibility it is to gather the data.
- 2.6 Both the logic model and the evaluation framework were tested with a workshop of strategic stakeholders. This workshop gave an

opportunity for the stakeholders to comment on these vital evaluation tools and for the evaluation team to clarify their understanding.

- 2.7 This report contains the findings for the Stage 1 evaluation. The proposed evaluation approach to Stage 2 is contained in a separate document.

3. Policy

3.1 This section sets out the policies driving the need for the pilot in RCT. The pilot is either a direct response to policy demands or has been shaped by the circumstances that they create. The policies range from pan-Wales legislation to more local formal strategies.

3.2 The policies were identified through the document review and from conversations with stakeholders.

3.3 Overall, there is a clear driving vision for the pilot, stemming from national policy adopted into local delivery. As expected, strategic stakeholders were very clear on this vision and how the pilot fits within the policy framework. Frontline delivery staff were also aware, though to a more limited extent, and usually focused on their area of delivery.

Well-being of Future Generations (Wales) Act 2015

3.4 The Well-being of Future Generations Act aims to improve the social, economic, environmental, and cultural well-being of Wales. Circumstances in the early years of a person's life can make a large impact on the seven Well-being Goals and much can be done during this time. As a result, The Act makes it compulsory for public bodies, including local authorities and health boards, to think long-term. The Act explicitly states that this is to be done through improving integration and collaboration between services and by working better with communities.

3.5 Stakeholders mentioned particular alignment of the pilot with the goals for a more equal Wales, a healthier Wales, and a more resilient Wales. These goals have acted as drivers for decision making during the planning stages.

Social Care and Wellbeing (Wales) Act 2016

3.6 The underlying aim for this Act is to make the care and support that people in Wales receive personal to their needs. It sets out four

principles to ensure that the right help is delivered at the right time by setting out a person's right to a needs assessment if it appears that they have a need for support services. The four principles are:

- Well-being
- People
- Partnership and integration
- Prevention

3.7 The pilot is consistent with these principles, as it seeks to improve the well-being of children and their families, assessing needs on an individual basis and taking account of the opinions of families. It aims to then deliver better services that address the needs highlighted in assessments, by coordinating services and the staff delivering them. The focus on prevention is outlined as an effective way of working for early years.

Prosperity for All

3.8 Prosperity for All is the national strategy for Wales, published in 2017. Similar to the Well-being of Future Generations Act, Prosperity for All works in the long-term context to build a Wales where everyone has a good quality of life, living in strong, safe communities.

3.9 The strategy recognises early years as the first cross-cutting priority area: areas with the greatest potential to contribute to long-term prosperity and well-being. It explicitly lays out that public services will 'build on our current early years programmes and create a more joined-up, responsive system that puts the unique needs of each child at its heart.'¹

3.10 The pilot approach is one response by the local authority in RCT and Cwm Taf health board to fulfil this obligation, bringing separate

¹ Prosperity for All: the national Strategy, 2017, p.23
<https://gov.wales/sites/default/files/publications/2017-10/prosperity-for-all-the-national-strategy.pdf>

programmes together. The pilot builds on previous work undertaken by RCT to integrate its own early years sector by incorporating other stakeholders, such as the health board, into the approach for the first time.

A Healthier Wales

- 3.11 A Healthier Wales is Welsh Government's action plan, which resulted from a Parliamentary Review of the Long Term Future of Health and Social Care. It recognises that there are determinants of health wider than just the NHS, including an individual's early years. The plan calls for the coordination of health and social care, involving NHS, local authority, and other organisations, working together in an integrated way.

Regional Strategy for Children, Young People and Families

- 3.12 The Cwm Taf Public Services Board (PSB) is committed to delivering a range of strategic intentions across the region, including delivery of the goals of the legislation and national strategies discussed above. The regional strategy is built on the shared vision to increase the resilience of families and communities, providing the best possible environment for families, children, and young people, and a shift to early preventative action and away from more complex care.
- 3.13 The pathways identified in the regional strategy to improve outcomes are providing universal services at the right time, promoting well-being and resilience, early intervention when difficulties emerge, and the targeting of intensive support for those in most need. Three year objectives for the strategy include information sharing, coordination, cooperation, integration of services, and enhancing joint arrangements for all partners.
- 3.14 The regional strategy is guided by national policy direction as well as through a shared construction with Cwm Taf. Both local authorities of RCT and Merthyr Tydfil share similar outlooks in designing early

services to be based on the needs of the communities that receive them.

- 3.15 It is a natural choice to trial the integrated approach of the pilot in RCT as the local authority has recently undergone major transformation, reorganising, and integrating its services. As part of this, the early years has been made into a cross-cutting agenda, no longer within a separate department, that is a priority across the local authority. Most stakeholders, save a few high-level strategic stakeholders, are not able to distinguish between the integration caused by the pilot and the previous integration undergone within the local authority. Rather, it is seen as a single process naturally progressing through all aspects of RCT. This blurring of distinctions is aided by the clear alignment of the pilot with the regional strategy of the PSB.

Early Years Integrated Transformation Programme

- 3.16 In recent years Welsh Government has worked with local authorities, health boards and the third sector to instigate a range of early years programmes to provide children and their families with the support and guidance they require to have the best start in life. There are concerns across Wales and within Welsh Government that this approach has lacked coordination, which has minimised the potential positive impacts such an approach could have on children, families, and communities.
- 3.17 Welsh Government recognised Cwm Taf's efforts with coordination and integration and in December 2017 the PSB became Welsh Government's early years integration co-construction partner, with the aim of developing an early years integration model that could subsequently be rolled out more widely. It became apparent that developing a single model for roll-out across Wales would not be possible due to different circumstances between local authorities. Eight further 'pathfinder' PSBs were signed up to develop their own approaches based on the specific contexts of each area.

3.18 The transformation programme has provided funding to facilitate the integration of early years within PSB areas, including services delivered by local authority, health board, and third sector. The pilot in RCT was initiated prior to transformation programme funding being announced and the cost of it was met within existing budgets as a result of internal service reorganisation undertaken by the Council. In Cwm Taf the transformation programme funding has been used to support aspects of the pilot and to develop regional working. Reflecting the additional year of work compared to the other pathfinder areas, allowing for greater mapping and the building vital relationships across the sector, the pilot delivery area for the Cwm Taf PSB is larger and more ambitious than the other pathfinders and the only one to cover an entire local authority footprint.

Children and Communities Grant

3.19 The Children and Communities Grant brings together seven Welsh Government programmes that address the needs of children, young people, families, and vulnerable people. The programmes are:

- Childcare and Play
- Communities for Work Plus
- Families First
- Flying Start
- Legacy Fund
- St David's Day Fund
- Promoting Positive Engagement for Young People

3.220 Of these, Families First, Flying Start, and Childcare and Play are the most relevant for the Early Years Transformation Pilot within RCT. The pilot is deliberately designed to ensure there is no duplication of funding by coordinating the delivery of the programmes together. The individual needs assessment is designed to improve access to the programmes for those in need.

Healthy Child Wales Programme

3.21 The progressive universalism philosophy of the Healthy Child Wales Programme has been adopted by the early years sector in general. The levels of universal, enhanced, and intensive support are seen as useful labels to describe the services and the appropriateness of delivery. Local authority, health and other stakeholders have used them to explain to the evaluation how the pilot is seeking to improve access to universal services across RCT and ensure those in need of enhanced and intensive intervention are identified and supported quickly.

4. Needs and Objectives

Needs

- 4.1 To justify the resources inputted into a project, there needs to be a clear rationale. This includes identifying areas which exhibit market failure and which the pilot can address, but also areas of opportunity and strength that the pilot can exploit and enhance further. Once these needs are identified, it can be established whether they will be met by the objectives of the pilot.
- 4.2 The need for the pilot was identified through the review of policy documents and discussion with stakeholders at an operational and strategic level, whilst its objectives were contained in the Business Plan.
- 4.3 The needs for the early years pilot in RCT are contained in the evaluation logic model (see Annex B). Looked at collectively, the rationale for the pilot is as follows:
- To address the vision set out in Welsh Government policy and programmes
 - To provide equality of access by extending support from a geographical, postcode-based approach to a needs-based approach
 - To meet the high-level of demand for support services in the local area
 - To deescalate vulnerable families in need of support, preventing the move up to statutory services
 - To reach the families with the most complex needs
 - To provide a unified service for children and families with a single point of access
- 4.4 On completion of the documentation review and qualitative interviews with stakeholders, it is evident that the need to address the strategic direction stemming from Welsh Government policy is a strong driver

of the pilot. The Social Services and Wellbeing Act and the Wellbeing of Future Generations Act (for more detail see section 3) in particular were cited as key policies. Specifically, the principle of prevention was outlined in both acts as an effective method to achieve the goal of reducing the levels of vulnerability amongst families in Wales. The adoption of this approach is evidenced in RCT through the integration of a restorative, solution-focused approach to work amongst its operational staff.

- 4.5 The targeting of services via population assessments is also prominent in the legislation, with collaboration and coordination between services and organisations highlighted as an essential condition in order to achieve successful targeting.
- 4.6 The central rationale behind the implementation of the pilot in RCT is the shift in approach from providing support based on a family's postcode, to support based on need. Stakeholders emphasised that service users do not fit into specific geographical boundaries and that "vulnerability is not postcode based." (Operational Stakeholder, 2021). The unfairness and lack of equality stemming from the previous arrangements of Flying Start support was cited as exacerbating issues within the local area, with certain houses on the same street eligible and others not. A key aspect of this shift to a needs-based approach has included the transference of Flying Start standards and quality to previously non-Flying Start services.
- 4.7 Recent research by Loughborough University indicates that, of the UK nations, Wales has the highest levels of child poverty. Specifically, the areas of Cardiff and RCT have the greatest percentages of children living in poverty in Wales, at 35%.² Furthermore, there is a rising number of social, communication and mental health issues amongst

² Loughborough University; Centre for Research in Social policy (CRSP), *Compilation of child poverty local indicators*.

children and young people in RCT. The borough has high rates of children looked after on the child protection register and high numbers of children leaving school with no qualifications.

- 4.8 In coherence with the preventative approach adopted in RCT, a clear rationale for the pilot is averting families from escalating up to statutory services. Given the high level of vulnerability identified in RCT (see 4.7), it is imperative that families are given the tools at an early stage to cope with difficulties, thus preventing them from reaching a crisis point. This involves nurture and interaction between support staff and children and families before any breakdown.
- 4.9 As well as preventing families from escalating up to statutory services, there is also a need to support those who have stepped down from social services. In the absence of this support there is a risk that families can relapse and require subsequent escalation back up to statutory services. By supporting families who have 'stepped down', it ensures stability as staff will continuously work with them on safeguarding issues, keeping support on an even keel. Furthermore, it allows families to remain safe and engaged.
- 4.10 The ability to reach families identified as requiring additional support to prevent the escalation of complex needs is a significant driver behind the early years pilot in RCT. Given the wide range of potential difficulties experienced by children and families, including parent-child relationships, maternal or paternal mental health difficulties and the effects of domestic abuse, coupled with the importance of the first one thousand days of an infant's life, there is a need to offer flexible support at an early stage that reflects the situation of the family. Considering the barriers experienced by these families there is a danger that they will not engage with the support on offer and will repeatedly make poor judgments contrary to their own interests. Therefore, there is a need to empower families to make the right decisions and own their support plan, to help them develop their own resilience.

4.11 The need for a unified service, with a single a point of access was widely cited by stakeholders. The pilot is seen as a necessary development to enhance the RFS, already established in RCT, to allow it to be a true unified service. Previously, under the TAF structure the offer of support was fragmented with different services delivered and managed in a different way, inevitably resulting in families receiving varied quality in support. The limited communication between services meant that there was a lack of awareness amongst operational staff of the range of support available to families, as well as who would be best placed to offer that support. This highlighted the need for a delivery of services that offered a more fluid, time-efficient approach to families.

Objectives

4.12 The core objectives of the pilot are as follows:

- To explore how early years services might be re-configured.
- To explore what it will take to create an Early Years system locally.
- To work together to deliver services in a coordinated, integrated, and timely way.
- To coordinate services, planning, commissioning, and identifying and addressing needs.
- To identify barriers to integration and remove them.

4.113 Overall, the objectives of the pilot in RCT are coherent and relevant to the policies and needs outlined above. Furthermore, they appear suitable to achieve the intended outcomes and impacts that will be explored further in subsequent sections. Stakeholders have stated the pilot's capacity to improve outcomes for vulnerable children and families yet recognise that many of the benefits stemming from the new way of working will emerge over the longer term.

4.114 Reflecting on the delivery of objectives at this early stage of implementation, it is evident that services are being delivered in a more coordinated, integrated, and timely way in comparison to previous arrangements of delivery. Nonetheless, it is also clear that there remains a lot to be done to ensure services are fully coordinated and integrated. Additionally, whilst the pilot has already met the aim of identifying barriers to delivery, such as Health Visitor access to the RFS system, several of those barriers are yet to be overcome.

5. Inputs

5.1 Inputs are the resources available to an intervention to carry out its activities. This evaluation aims to identify the key inputs / resources that are available to RCT and whether the resources will enable the pilot to carry out its activities and achieve its objectives effectively.

Funding

5.2 As a pathfinder for the Early Years Integration Transformation Programme, Cwm Taf PSB has access to the Early Years Transformation Funding grant. For the pilot in RCT this funding is used to support aspects of the new approach and develop regional working. It is focused on mainstreaming changes in the coordination of existing funding rather than create a reliance on continued additional grant funding. This use of the grant funding appears to demonstrate a commitment to making lasting change through the pilot.

5.3 The early years services themselves are funded through existing programmes and policies, discussed in section 3, with the grants used flexibly to meet the needs of children and families in RCT and the programme requirements. Because of this, stakeholders are confident that the funding for the pilot is sufficient. There is concern that funding from the Transformation Programme will cease before the pilot approach has been fully embedded. This uncertainty is caused by the annual nature of funding from Welsh Government with confirmation of grant funding often coming late.

Skills, knowledge, and experience

5.4 The pilot approach utilises the skills and knowledge of the early years sector within RCT and the wider Cwm Taf Morgannwg area. The Cwm Taf PSB has a reputation for innovation, taking national programmes and delivering them to meet the specific needs of their communities.

- 5.5 Related to the skills and knowledge of the individuals and services involved in the pilot is the legacy of integration work in RCT. Stakeholders in some cases were not able to define a boundary between previous reorganisation in RCT and the new pilot approach, viewing it as a logical continuation of the same process. The recent experience of the RFS in coordinating an integrated approach is of great value to the pilot and should serve as an aid in overcoming barriers.
- 5.6 Additional staff have been appointed in the form of a Regional Early Years Transformation Programme Lead Officer and a Health Programme Lead. The Regional Early Years Transformation Programme Lead oversees the Pathfinder integration work across Cwm Taf and works to coordinate all partners across the region. They facilitate and manage the attachment research project, workforce development and support ongoing communication across the three local authority areas and the University Health Board. The Health Programme Lead is a Band 7 Health Visitor, whose role is to support the leadership and change management required for the pilot approach. The health lead also supports the health visiting teams of Merthyr Tydfil and Bridgend by communicating the learning from the pilot in RCT. They lead on the Resilience and Well-being Health Programme and the delivery of the Family Health Visiting service in partnership with RCT council. As these posts are funded through the Transformation programme the uncertainty of the annual grant is a cause for concern.
- 5.7 Skills and knowledge of staff are being boosted by additional training (see section 6 below), designed around the identified needs of children and their families. It appears that there is a wealth of knowledge and experience in a highly skilled workforce for the pilot. Both strategic and operational stakeholders do not feel any concerns and the available training makes them confident that any need will be able to be addressed.

Management and Governance

- 5.8 The pilot is being managed with deliberate processes. The reorganisation of health visiting has been managed by using the Cheltenham acuity tool to reallocate caseloads fairly in line with local demographics. This is done to ensure a balance with health visitors operating on a GP practice footprint. The Capita One software system is used for data recording and sharing information. Stakeholders feel this is an effective data system and is already showing a need for the pilot outside of former Flying Start areas. There is also significant capacity for data analysis in RCT.
- 5.9 Governance is carried out through close collaboration between the teams involved. Both RCT council and the health board are working together to oversee delivery. Multi-agency panel meetings are held to ensure collaborative decision making, to put in place the right plan for families. This is a departure from apportioning a percentage of time and outcomes to specific programmes, and instead puts the needs of end beneficiaries first.

6. Activities and Outputs

6.1 Activities are the actions of the pilot: how it is deploying the resources discussed above. This evaluation assesses the planned activities of the pilot in RCT, specifically, why they have or have not taken place, how well they have been implemented, and any barriers that have affected delivery or are likely to in the future. Stemming from the activities are the pilot's outputs. These encompass the key targets for measuring delivery and are outlined later in this section.

6.2 The activities of the pilot in RCT can be broken down into:

- Delivery of the Project Plan
- Volunteer and staff activity
- Overall spend
- Outreach and communication
- Record keeping.

Single assessment and referral process

6.3 The single referral and assessment system of the Resilient Families Service forms a central part of the pilot activity in RCT that is seeking to achieve a consistent approach across services. Whether it be from schools, health visitors or via self-referral, children and families are referred through a single front door to the central point of the Resilient Families Service. Subsequently, they are assessed by an RFS assessment officer, where the level of resilience and needs of the family are established. Brokerage officers then plan and meet with different services within the community to explore the potential avenues to meet those needs. They carry out appraisals to remove known barriers to increasing resilience levels (e.g., housing, finance education) and put together a support plan tailored to the family. Following a handover meeting, where families sign off on the support plan, the intervention worker liaises with the relevant services according to the plan. Progress is measured by tracking change in the family's Vulnerability resilience scores at the start and end of support.

The matrix is broken into four sections, identifying strengths and needs over a range of areas: environment, vulnerability, resilience and adversity with a score of 1-4 on each category. Finally, the evaluation at the end of the intervention period determines whether the family requires additional support, with the option of a 6-week extension (up to a maximum of 12 weeks) if necessary.

- 6.4 Despite stakeholders recognising the robustness of this process, staff disagreeing on a best course of action for families has been an issue. For instance, the plan does not always reflect what the assessment workers believe to be the best options for intervention. Assessment workers were also frustrated about a lack of notification on the outcomes for families following their handover to intervention workers. Those spoken seemed unaware that, thanks to shared systems, they are able to access that information independently.
- 6.5 Although RFS has existed for several years, the role of the pilot has increased the profile and engagement with RFS. Additionally, there are more services available through RFS. This contrasts with the previous Team Around the Family arrangements where, due to the distinction between Flying Start and non-Flying Start areas, amongst other factors, families had limited access to some services and received multiple assessments.

Approach to service delivery

- 6.6 The actions of the different services that directly deliver the pilot are crucial in ensuring that families with complex needs receive the support they require. As a result, the planning of services in RCT has centred on the realignment of services based on the needs of children and families. Staff no longer promote services such as parenting and early language to families, instead receiving referrals of families that actually need support. Delivering early language and communication support according to need has been a key target of the pilot. Now, if any child in RCT (regardless of whether they live in a Flying Start area or not) is categorised as 'delayed' following a SoGS assessment at 20

months, they receive a WellComm screening that decides the appropriate forms of intervention and engagement and schedules an assessment of progress post-intervention. This is in contrast to the arrangements prior to the pilot, where all children in a Flying Start area turning 21 months would receive a WellComm assessment, regardless of need.

- 6.7 Inevitably, this approach has resulted in some programmes having a lower number of assessments each month, but assessments are instead more appropriately targeted. In the case of speech and language, there are now a lower number of WellComm assessments in Flying Start areas and a higher proportion of those carried out requiring intervention. There has been no reduction in number of assessments overall with a high proportion of referrals coming from areas previously illegible for support.
- 6.8 The commissioning of services within RCT, whilst altered, has not changed dramatically with a more formal tendering process introduced in place of rolling contracts. Most services are operated internally within the health board and local authority. In the instance of childcare, services are operated by a mix of private providers and public services.
- 6.9 Staff within RCT have focused on a restorative, strengths based, solution-focused approach to delivering services. This has entailed preventative work with families to reduce the need for them to require statutory intervention. There has also been an adoption of a 'family approach' amongst those delivering services, highlighting the positive aspects of the parent's interactions with their child to build their confidence in their parental abilities and encouraging them to continue to make the right decisions over the long-term.
- 6.10 The delivery of free childcare services has been the issue most misunderstood by families. Unlike all other services in RCT, the eligibility of families for free childcare is still limited to those who live in Flying Start areas. Families who live in non-Flying Start areas can

access to free childcare as part of a wider package of support. This is conditional on an RFS assessment and agreement at the RFS panel meetings that resources are available. If approved, they will be given a termly placement which can be renewed following review at the end of the term.

- 6.11 Within RCT, stakeholders are working towards achieving sign off, granting universal access to needs based free childcare. Currently, a flexible method determined by surplus supply of places, is being implemented, with a ten percent flying start discretionary fund deployed to pay for those families that are not eligible. Placements are also maintained if the child has additional learning needs.

Management and arrangement of delivery

- 6.12 The new delivery arrangements of the pilot in RCT have led to a significant shifting of resource and responsibilities within the local authority and health board area. The removal of the Flying Start Health Visitor role and the creation of the universal Family Health Visitor role within the Resilience and Wellbeing Health Programme, has included a widespread reallocation of health visitors, with many families being assigned a new health visitor. However, according to stakeholders, families received limited information about the changes to the health visiting service, and as a result, were anxious about the reorganisation. Furthermore, there has been a concern that due to this lack of familiarity, families are having less contact with their health visitor and are thus not seeking out support they need. This is compounded by the Covid-19 pandemic, which has restricted contact between families and support staff.
- 6.13 Similarly, this reorganisation of health visiting has resulted in a change in health visitor caseloads. The number of new families taken on by a health visitor was determined by the number of intensive cases respective health visitors had. Following this reorganisation, there has been concern surrounding the significant increase in caseloads for certain health visitors, which combined with staff

sickness, has put strain on the service. Furthermore, some staff have had to go through periods of shielding due to the Covid-19 pandemic, which has led to staff having to cover families across the whole borough, instead of previously 'East' or 'West' RCT. Overall, operational stakeholders stated that the situation is manageable as long as working from home arrangements are still in place. However, as soon as regular face-to-face visits with families resume, there is a risk of teams becoming inundated.

6.14 There has been widespread participation in training amongst staff in RCT to ensure efficient and effective delivery of support services. Courses have ranged from general childcare training to child protection training. Some have been very popular; a recent Elklan training course was fully booked. Training is complimented by monthly team development sessions and mandatory training on a yearly basis, depending on staff roles.

6.15 Staff in RCT have access to a bespoke offering of training through 'The Source', an online training library linked with the Open University. Following approval from management, staff can request training and be allocated a place on the course. Operational stakeholders stated the importance placed on training across the local authority, with participation maximised by the offering of courses on evenings and weekends. There was recognition that some courses were better than others at adapting to online delivery.

Communications and engagement

6.16 Pivotal to the successful delivery of the pilot in RCT is information sharing between different organisations. With the introduction of RFS, and subsequently the pilot, there has been reduced silo working amongst services. The discussion of a family's case at the weekly RFS panel meeting has proved to be an important forum where services communicate with each other on which core RFS team would be best placed to meet the need of the family. Management meetings, provider forums and community updates have also

strengthened collaboration. Across services, pre-existing relationships between individuals has served as a key building block to this enhanced communication, as individuals know who to contact in different organisations.

- 6.17 Information sharing between nurseries and schools is particularly important with children facing an important transition between the two settings. For instance, the ‘team around the child’ meetings involving the child’s key worker, nursery supervisor and parent enables handover support. This information is then used to help transition the children. Additionally, communication between Flying Start and non-Flying Start settings in the field of childcare is improving. Stakeholders working in Flying Start childcare settings are now starting to receive notes on why non-Flying Start families are receiving childcare and what other support they are accessing from RFS. This, in turn, helps staff in those Flying Start settings provide the most effective support to children who live in non-Flying Start areas.
- 6.18 The use of Capita One as a single management information system enables those providing services through RFS to have an overview of what other services the families have accessed and forms an important part of the overarching drive for increased communication and coordination between services. Following the pilot’s implementation, the Capita One system now includes formerly flying start services that have now become universal. The use of Capita One by the RFS Health Team as well as the core RFS teams ensures the varying services in RCT can talk as one team.
- 6.19 Consequently, staff are getting access to more advice and guidance to establish whether there are other, better-placed services available to provide support, or alternatively, to ensure they are not duplicating the work of other services. However, despite these best practice examples of communication, there is a sentiment amongst staff that more could be done to further enhance collaboration, particularly at a strategic level.

Outputs

- 6.20 Outputs are the direct products of the pilot's activities and form the key indicators for measuring delivery. They are evidenced by the monitoring data collected by the services that make up the pilot.
- 6.21 Monitoring data is being captured by all services involved, to inform individual service delivery and the delivery of the pilot as a whole. The output data relevant to the external evaluation is listed in the table below.
- 6.22 Due to the comprehensive nature of existing monitoring this Stage 1 evaluation does not recommend any additional data gathering by services for the evaluation. To do so would increase the burden on pilot staff without yielding additional value.

Table 6.1: List of outputs

OP.1	Number of referrals
OP.2	Origin of referrals
OP.3	Number of re-referrals
OP.4	Percentage attendance rate
OP.5	Resilience scores
	Services delivered
OP.6	Number of families supported
	Health Visiting
OP.7	Average Health Visitor numbers of Universal, Intense, and Enhanced
OP.8	Number of interventions delivered by RFS Health Visitors
	ELC
OP.9	Number of WellComm assessments
OP.9a	Number assessed as Red, Amber, Green
OP.10	Number of Talk and Play sessions
OP.10a	Number attending Talk and Play sessions
OP.11	Number of drop in sessions delivered
OP.11a	Number attending drop in sessions
OP.12	Number of children with improved communication skills
	Parenting support
OP.13	Number of programmes/ sessions delivered
OP.13a	Number attending each Tier

OP.13b	Attendance rate
OP.14	Number of parents reporting improved parenting skills
	Childcare
OP.15	Number of places Flying Start/outside Flying Start families
OP.16	Foundation phase profiles
OP.17	Attendance rate

7. Outcomes and Impacts

- 7.1 The effects of the pilot include its outcomes (the medium-term change arising from the outputs of its activities) and its impacts (the longer-term and much more indirect change, partially arising from the pilot).
- 7.2 As outcomes appear sooner after delivery, they relate more directly to services than impacts. They reflect process and structural elements as well as wider attitudes and perceptions by key stakeholders. The impacts, in contrast, are more fundamental to the population of RCT and reflect back to the original policy drivers.

Outcomes

Short-term increase in families receiving support

- 7.3 If the identified need is true, that there are families outside of previous service boundaries eligible for support, there is expectation to see an increase in service demand as these families begin accessing them. The increase will be visible from monitoring data gathered by the pilot. As the pilot effectively increases resilience within the communities of RCT, this increase should not continue into the long term.

Families supported who previously didn't have access to Flying Start

- 7.4 A strong motivation to adopt the pilot approach is that the fixed geographic boundaries for Flying Start do not reflect the changing circumstances of the communities in RCT. Whereas pockets of deprivation stay relatively fixed in other local authorities across the Cwm Taf Morgannwg health board, the areas of deprivation in RCT can vary year to year.
- 7.5 A key outcome of the pilot will be for families who need, but previously have been unable, to access Flying Start type services, to be supported. Stakeholders will be able to inform the later stage evaluation whether this has been the case. Early signs point to an increase in the number of new families accessing services that have not done so before. So far stakeholders have commented on a

changing profile amongst those accessing services but feel this has been the result of a dramatic short-term change due to COVID-19 (see section 7.20 below).

Early identification of complex needs

- 7.6 With its focus on preventative intervention delivered at the earliest possible moment, success for the pilot will mean early identification of often complex needs. Operational staff have stated that they are seeing more complex cases than before the pilot, alongside a drop off of families who simply wanted to access what services were available not what they needed.

Support targeted where there is need

- 7.7 One criticism of previously designed programmes has been that it provides access to support for those who are not in need. The support is offered through other eligibility criteria, such as address, and so delivery figures do not represent the true potential impact that targeted delivery can make. It is important for the success of the approach that support is targeted where there is actual need, based on individual case assessment.

- 7.8 There is evidence that needs have been better identified since the start of the pilot. Services are developing appropriate programmes to deal with identified need rather than simply offering a generic programme of support.

Support for pilot approach across different services

- 7.9 For the pilot to be successful it will need the support of all the services involved. This is likely to include an element of self-fulfilment as service buy in leads to initial progress, generating additional support. An important factor in measuring this outcome will be the opinions of stakeholders from across the different services.

Professionals able to refer to appropriate support

7.10 Working together, professionals will be increasingly aware of more specific support that can be provided through referral. The universal availability of a single point of assessment and referral will enable referrals to be made more easily, effectively, and with confidence. In later stages of the evaluation, the opinions of professional stakeholders will be investigated, to determine whether the support on offer within the pilot is appropriate for the needs of the children and families they work with.

Support from parents

7.11 One concern raised by stakeholders was the possibility of RFS being considered the same as social services by the public and carrying a stigma of statutory intervention. As RFS is central to the pilot this would result in families rejecting support and not engaging with the wide range of services.

7.12 Publicity for the pilot encourages cooperation and portrays the RFS as a helping hand. If successful, then engagement should be high. Feedback from parents and figures of attendance will demonstrate whether the pilot has the support of parents.

Perceived externally as a single service

7.13 The perception of early years support from outside the sector is an important test for the pilot. The purpose of integration is to improve the experience and impact of services on children and their families. It will be a testament to the pilot's efforts, if, from an external perspective, the different services are seen as a single joined up organisation. This will rely on wide ranging buy in to the pilot across the sector and effective communications between separate branches.

Impacts

7.14 The impacts are the deep-seated changes expected, which have been repeatedly described as the most important by stakeholders. Everyone interviewed for the evaluation expressed a desire to see impacts that made fundamental improvements for the population of

RCT. This reflects the vocational nature of the sector with goals going beyond the stated objectives of the pilot. Measuring impacts with a standalone evaluation is difficult, as they will only become evident in some cases after a considerable length of time. It depends on monitoring at key milestone moments, such as when children start school, and long-term observation of cases. No stakeholders within RCT or the wider Cwm Taff Morgannwg region expect to see them emerging soon. The impacts remain important however, as they represent the core improvements brought about by the pilot approach.

Improved child and parental well-being

- 7.15 An impact that can be evidenced early on will be an improvement in the well-being of children and their parents. The interventions delivered by the pilot have the potential to make rapid changes to individuals and will be evidenced by the pilot monitoring and stakeholder feedback.

Reductions in disruptive child behaviour, dysfunctional parenting and co-parenting conflicts, and improved parental mental health

- 7.16 After the initial surge of demand, and the delivery of effective support to those in need in RCT, there should be a reduction in disruptive child behaviour, dysfunctional parenting, and improvements in parental mental health as the resilience of families is increased. The pilot approach will identify these changes through its delivery.

Long-term indicators

- 7.17 Over the coming years the following impacts should emerge:
- Reduction in health inequalities across communities
 - Reduced rate of poor mental health in children and young people
 - Reduction in the impact of ACEs/ increased resilience
 - Reduced numbers on Child Protection Register
 - Reduced rate of Children Looked After (CLA)

- Increased number of children meeting expected development milestones
- Reduced number of exclusions from school

External factors and unintended consequences

7.18 Longer term effects are more easily affected by external factors beyond the control of the pilot. External factors will also play a role in how the pilot is able to proceed with its activities.

COVID-19

7.19 The COVID-19 pandemic has already had a large impact on the pilot. The entire early years sector workforce has had to adapt to remote working, childcare settings have had to be closed through lockdowns, and more families are in need of support. As a consequence of COVID-19 the Early Years Integrated Transformation Programme was temporarily halted, resuming in the second half of 2020 with a reduction in the grant funding available to pathfinder areas. This delayed the initial start of the pilot.

7.20 Stakeholders who deliver frontline services have noticed a change in the profile of those in need and seeking support. Qualitative feedback suggests that, in addition to those experiencing long-term deprivation in RCT, there has been an increase in need from less deprived communities as the pandemic has impacted on employment and mental health.

Fewer life changing effects

7.21 One potential unintended consequence of the pilot's more efficient delivery of support is the reduction in life changing effects coming from interventions. Some stakeholders pointed to the likelihood of more limited effects on individual children and families as services are more targeted and delivered in shorter time frames. The cumulative effect of separate targeted interventions for individual issues was held by strategic stakeholders to counter this risk. Re-referrals to RFS may

be required and are not seen as a failure for the pilot unless individuals are repeatedly referred for the same reasons.

8. Counterfactual

- 8.1 Later evaluation stages will involve an impact evaluation, to determine whether an intervention caused a particular outcome. Broadly, this involves two main tasks: determining whether something has happened, and determining whether the pilot was responsible. The first task requires the measurement of change using descriptive statistics or narrative, whilst the second requires finding a means of estimating the counterfactual – what would have occurred had the pilot not taken place.
- 8.2 True empirical impact evaluation is often considered the gold standard for exploring and measuring effect, but it is not always feasible to undertake. Key factors when considering the feasibility of an empirical evaluation are the scale of the impact of the intervention, data availability, and potential comparison groups.
- 8.3 The ‘scale of impact’ is an assessment of how large an effect a driver of interest (e.g. the pilot’s activities) is likely to have on the impacts. Theoretically, there is a direct relationship between the pilot’s activities and its impacts, illustrated by the evaluation model (see Annex B). Although this suggests that an empirical evaluation is therefore feasible, external factors can confound things. Wider health, social, and economic conditions will play a role in the final impacts, making the relationship between the driver and the outcome of interest more complex.
- 8.4 Data availability in many respects is the strongest factor in the feasibility of an empirical impact evaluation for the pilot. The driver of interest is distinct from normal practice and the effects measurable, with the data comparable to measurements before intervention. The presence of equivalent datasets for Merthyr Tydfil and Bridgend, and elsewhere in Wales, makes it possible to construct a quasi-experimental non-equivalent comparison group.

- 8.5 A true randomly sampled control is not possible due to the scale of the pilot and its deliberate non-random nature. The pilot has been designed to address specific conditions present in RCT and covers the whole local authority area. The causes of need are diverse and prone to confounding external factors, reducing the robustness of a comparison with a control group. As support in the pilot is targeted it would also be unethical to withhold intervention in any identified case for the purpose of a counterfactual. A control group consisting of those who have no need to receive support is not comparable.
- 8.6 An attempt at an empirical impact evaluation for the pilot approach would fall short of required criteria and weaken the validity of any conclusions. For the reasons above, it is not the approach suggested for the evaluation.

Suggested approach

- 8.7 In this context, a later stage evaluation of the pilot should take a non-experimental approach. Such approaches are not 'true' impact evaluations, which take potential non-policy causes for observed change into account, but they can provide quantitative evidence to estimate the net impact of the pilot. This, along with qualitative data that provides evidence of how and why the pilot works or could be improved, will provide useful insight into the effects of the pilot.
- 8.8 The approach recommended is to:
- Use suitable existing datasets as a benchmark to estimate what would have happened without the pilot.
 - Conduct before and after analysis of data gathered from qualitative interviews carried out by the evaluation. This self-reporting of behaviour change by stakeholders will be sufficient evidence given the expected scope of the shorter-term effects.
 - Use quantitative data gathered by the pilot itself and wider stakeholders to evidence long-term impacts.

9. Conclusions

9.1 The conclusions in this section are structured using headings adopted from the EU Better Regulations framework. The evaluation logic model (included in Annex B) illustrates how these headings relate to its various components.

Coherence and relevance

9.2 The design of the pilot approach and its objectives appear to be fit for purpose and highly coherent with the policy context. The pilot meets the explicit requirement stated in policies for the coordination and integration of existing early years programmes and the close cooperation of the local authority and health board.

9.3 The pilot is deliberately relevant to the needs of the communities of RCT. Stakeholders feel that it is a welcome change to develop an approach that takes account of the specific circumstances of RCT that previous approaches were unable to do.

Efficiency

9.4 Feedback from stakeholders and a review of literature suggests that the pilot is being delivered efficiently. The approach is built on the integration work that has already happened in RCTCBC, and in many ways is the natural continuation of this process. There were initial reservations amongst the operational stakeholders, based on fears over sufficient workforce capacity, but these have been mostly overcome through use of the Cheltenham tool and additional training.

9.5 COVID-19 has disrupted the frontline delivery of services. The pandemic would have made a similar impact on the sector without the pilot approach and processes have adapted well to the challenges. The shift to remote communications has been of some benefit as it has facilitated greater cooperation between strategic stakeholders.

Effectiveness

- 9.6 At this stage of the pilot there is some evidence about the outcomes and impacts to assess how effectively it is being delivered. The distinction between generic and Flying Start health visiting has been removed, with caseloads shared across the workforce. All health visitors are now able to offer the same range of support, including an additional antenatal visit and a visit at 20 months for the SOGS assessment. Stakeholders have commented on the presence of new families receiving support who previously would not have been eligible due to where they live. It is too soon to evidence what long-term impact this will have on the communities of RCT.
- 9.7 There remain high levels of concern on the wider applicability of the pilot approach from stakeholders in RCT and the rest of the Cwm Taf Morgannwg area. The pilot has been designed to address the specific conditions of RCT and utilises systems that are not present elsewhere. There are lessons applicable to the wider area, mainly in relation to the factors critically considered in designing the approach including the coordination of existing systems to address localised issues.

10. Recommendations

- 10.1 The experiences stemming from the pilot's early stages of implementation has provided several recommendations for future delivery of the pilot, as well as the requirements for a future evaluation, including monitoring requirements.

Recommendations for future delivery of the pilot

Amend the Resilience Matrix scoring system

- 10.2 Stakeholders involved in the RFS assessment and referral system stated the need to update the scoring system of the Resilience Matrix. Furthermore, the questions asked by assessors and intervention workers are open to interpretation and are in the past-tense. Staff reported having to paraphrase the questions posed to families to make them easier to understand, at the expense of accuracy. By updating the questions of the evaluation tool to make them more user-friendly, families will produce more genuine responses that will improve accuracy and thus help provide the most effective support possible.

Increased communication between services at all levels

- 10.3 Although communication between organisations, services and families has been continuously improving following the implementation of the pilot, there is a need for further improvement to ensure the objective of delivering coordinated and integrated services in RCT is realised. This includes notifying families of any service change affecting them and delivering key messages through a community engagement team using a common language that is understood well by all.
- 10.4 There should be more frequent updates and meetings between Health and Local Authority to ensure that any changes that need to be addressed are made quickly. Furthermore, staff at a strategic level needs to frequently communicate with staff on the ground to ensure that at an operational level know, everyone is aware of what is going

on, including preliminary findings from delivery to-date. By entering into this dialogue, staff on the ground can provide valuable insight and knowledge from the ground-up that can be fed into decisions going forward.

Protecting availability of training

- 10.5 Similar to the pilot's approach to communication, there are already strong processes in place enabling staff to access training, to the benefit of children and families. However, with training budgets limited, there needs to be a wide availability of courses, alongside management encouraging staff to upskill to allow the specific, complex needs of families to be met.

Review HV referrals into RFS

- 10.6 Under current arrangements, RFS receive information from health visitors via basic paper forms, due to health visitors not having access to the RFS system. As a result, health visitors are unable to track the family's progress once they refer them to RFS. Moreover, RFS staff are often guarded in what they feel they can share with health visitors. This, combined with a lack of suitable IT equipment for health visitors, highlights the need for health visiting to be more fully integrated with RFS.

Recommendations for future evaluation(s)

Continuously monitor and gather data

- 10.7 In order to measure the 'true' impact of the pilot activity in RCT it is necessary for data to be continuously monitored and gathered throughout the implementation period. This includes a range of measures and indicators across services, at multiple levels of delivery (see evaluation framework). By continuing to monitor and gather data on early years activity it will enable stakeholders to ascertain the net change in outcomes for children and families pre and post pilot delivery. Furthermore, it will highlight areas of delivery that require additional refinement or wholesale changes.

Prepare stakeholders for stage 2 evaluation in early 2022

- 10.8 We recommend that there is a second stage of evaluation in early 2022 to enable the pilot's early outcomes to fully emerge. The method for the stage 2 evaluation is outlined in a separate companion document.
- 10.9 Stakeholders should be made aware of the Stage 2 plan and their participation encouraged at this time.

Stage 3 will be required to start to evaluate impacts

- 10.10 As defined by the Theory of Change, the impacts of an intervention are not felt immediately following implementation, but instead are realised in the long-term. Therefore, we recommend a third stage of evaluation to determine whether the intended impacts have come to fruition, alongside any unintended impacts.
- 10.11 In this pilot project, it is imperative that a stage 3 evaluation is only conducted after a significant period of delivery has passed, so as not to confuse all immediate outcomes with the overall trend of effects. For instance, due to the increased availability and efficiency of services stemming from the pilot, there is an anticipated increase in the number of children and families receiving support. However, the anticipated longer-term impact is that families become more resilient and independent following support, leading to a decrease in the number of overall referrals into support services in RCT.

Annex A Evaluation Framework

		Monitoring	External evaluator	
Policy			Evaluation question	Source
P.1	Wellbeing of Future Generations Act		What policies drive the pilot?	Literature review
P.2	Social Care and Wellbeing Act			
P.3	Prosperity for All		Has there been a change to the policy environment since the start of the pilot?	
P.4	A Healthier Wales			
P.5	Regional Strategy for Children, Young People and Families			
P.6	Early Years Integrated Transformation Programme		How does the pilot contribute towards policy objectives?	
P.7	Children and Communities Grant			
P.8	Healthy Child Wales Programme			
Need		Monitoring	External evaluator	
			Evaluation question	Source
N.1	To create an integrated Early Years system for RCT	Assessment of need across RCT	What is the need for the pilot?	Literature review and qualitative fieldwork
N.2	To address inequalities of delivery in Early Years services in RCT			
N.3	To implement a support system focused on prevention and resilience		What market failure or need does it address?	

		Monitoring	External evaluator	
N.4	To address specific community profiles of RCT	Assessment of need across RCT	How is the pilot different from other solutions?	
N.5	To address needs of families and children as individuals	Assessment of need across RCT		
N.6	To create an accessible service			
N.7	To reach the most complex needs at the earliest point		Why do beneficiaries need the pilot?	
		Monitoring	External evaluator	
	Objectives		Evaluation question	Source
OB.1	To explore how early years services might be re-configured		What were the project objectives?	Literature review and qualitative fieldwork
OB.2	To explore what it will take to create an Early Years system locally		What did beneficiaries expect to get from the intervention?	Qual fieldwork
OB.3	To work together to deliver services in a coordinated, integrated and timely way		Why were those objectives chosen?	Qual fieldwork
OB.4	Focusing on co-ordination and services, planning, commissioning and identifying and addressing needs		Did the project objectives meet the identified needs or market failure?	Literature review and qualitative fieldwork
OB.5	To identify barriers to integration and remove them		Why was this organisation the right one to deliver on the objectives and meet the identified needs?	Qual fieldwork

		Monitoring	External evaluator	
	Inputs/Resources		Evaluation question	Source
IN.1	Finance	Tracking of spend	What resources are being input to achieve the objectives?	Desk review and Qual fieldwork
IN.1a	Transformation Grant			
IN.1b	Local Authority funding			
IN.1c	Health Board funding			
IN.2	People	Details of people involved	Are the inputs sufficient to achieve the objectives?	Desk review and Qual fieldwork
IN.2a	Children and Young People Service			
IN.2b	Resilient Families Service			
IN.2c	Early Intervention and Prevention Commissioning Team		How effective have the inputs been?	Qual fieldwork
IN.2d	Service Planning and Transformation Team			
IN.2e	Programme Flexibilities Team			
IN.3	Assets (Buildings, technology, equipment, natural environment)	Details of assets used	How effective have the inputs been?	Qual fieldwork
IN.4	Governance – systems of scrutiny and accountability	Business plan and related documents		
IN.5	Intended beneficiaries		Are the inputs relevant to the objective?	Qual fieldwork
IN.6	Management – processes of planning and delivering	Business plan and related documents		
IN.7	Project plan / business plan including time table and schedule	Business plan and related documents		
IN.8	Communications and marketing / awareness raising plan	Details of plan / materials		
IN.9	Monitoring and evaluation processes			
		Monitoring	External evaluator	

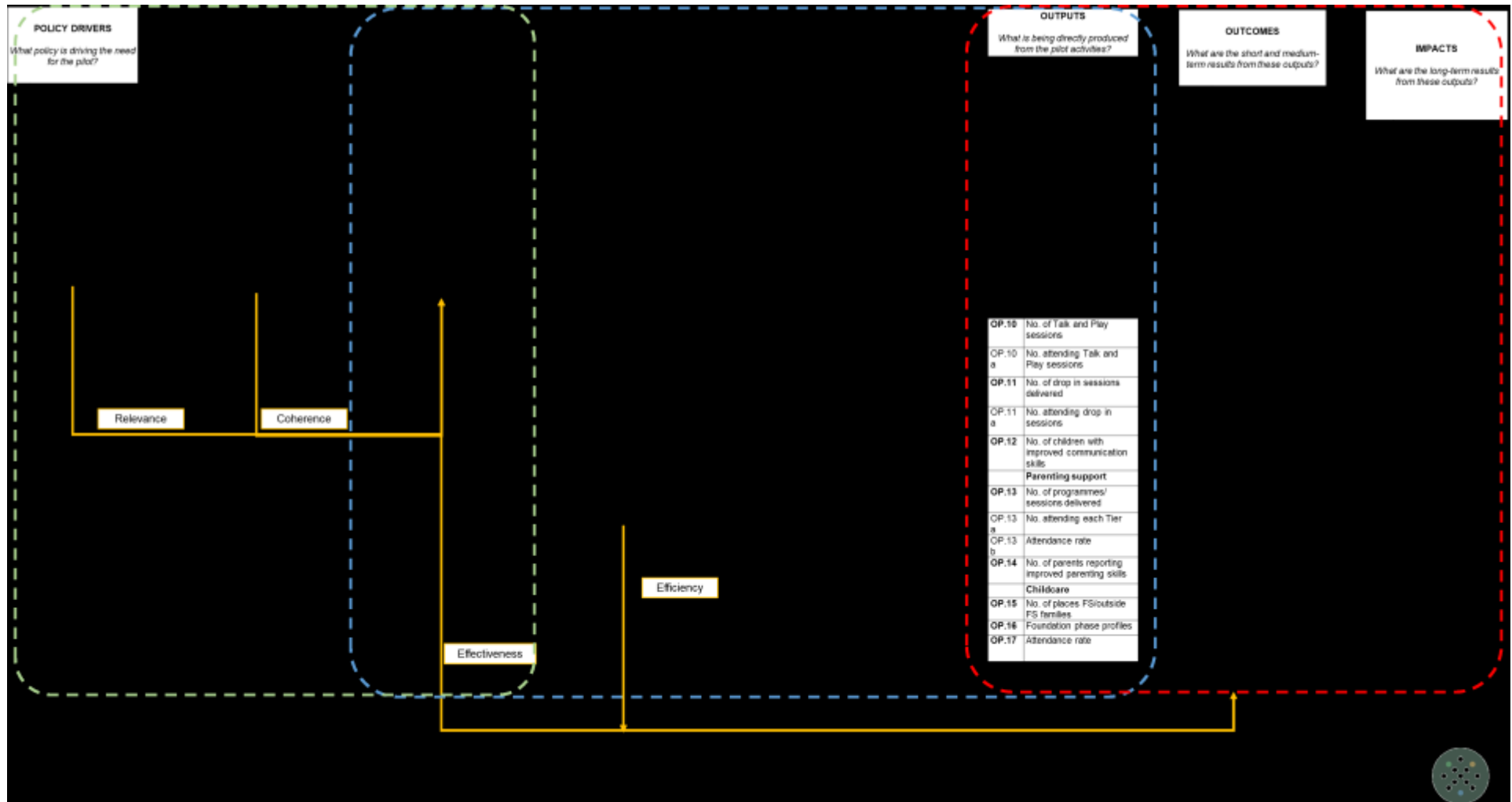
		Monitoring	External evaluator	
Activities			Evaluation question	Source
A.1	Single referral system via RFS		Are the activities an effective use of the resources to deliver the desired outputs?	Qual fieldwork
A.2	Single assessment system via RFS			
A.3	Pilot a new Flying Start delivery model		What has been delivered?	Desk review and Qual fieldwork
A.4	Health visiting reorganisation			
A.4a	On a GP practice footprint		Who delivered the activities?	Desk review and Qual fieldwork
A.4b	Balanced caseloads			
A.4c	Training	Records of training delivered	How well were the activities delivered?	Qual fieldwork
A.5	Parenting support			
A.6	Early Language and Communication support		Was the activity good value for money (and time)?	Desk review and Qual fieldwork
A.6a	SoGS at 20 months to inform more evidence based WellComm assessment	Records of SoGs and WellComm numbers		
A.7	Needs based childcare support			
A.7a	Allocating additional childcare places to the standard of Flying Start settings		Did the activities meet the needs of beneficiaries?	Desk review and Qual fieldwork
A.8	Communications and engagement (internal and external)	Copies of comms		
		Monitoring	External evaluator	
Outputs			Evaluation question	Source

		Monitoring	External evaluator	
OP.1	No. of referrals	Data monitoring by the pilot	What is the contribution of each activity to the outputs?	Desk review and Qual fieldwork
OP.2	Origin of referrals			
OP.3	No. of re-referrals			
OP.4	% attendance			
OP.5	Resilience scores			
Services delivered				
OP.6	No. of families supported		What progress has been made towards achieving the outputs?	
Health Visiting				
OP.7	Average Health Visitor numbers of Universal, Intense, and Enhanced			
OP.8	Number of interventions delivered by RFS Health Visitors		Desk review	
ELC				
OP.9	No. of Wellcomm assessments		What has gone well? Best practice / case studies	Qual fieldwork
OP.9a	No. assessed as Red, Amber, Green			
OP.10	No. of Talk and Play sessions		What challenges or barriers have been encountered in achieving outputs?	Qual fieldwork
OP.10a	No. attending Talk and Play sessions			
OP.11	No. of drop in sessions delivered			
OP.11a	No. attending drop in sessions			
OP.12	No. of children with improved communication skills	Parenting support		
OP.13	No. of programmes/ sessions delivered			
OP.14	No. attending each Tier			
OP.15	Attendance rate			

		Monitoring	External evaluator	
OP.14	No. of parents reporting improved parenting skills			
	Childcare			
OP.15	No. of places FS/outside FS families		What is the profile of the beneficiaries? Is this what was expected?	Desk review and Qual fieldwork
OP.16	Foundation phase profiles			
OP.17	Attendance rate			
		Monitoring	External evaluator	
	Outcomes		Evaluation question	Source
OC.1	Short term increase in families receiving support	Monitoring by the pilot	What are the outcomes of the pilot?	Desk review and Qual fieldwork
OC.2	Families supported who previously didn't have access	Monitoring by the pilot		
OC.3	Early identification of complex needs	Monitoring by the pilot		
OC.4	Support targeted where there is need		Does the project meet the needs?	Desk review and Qual fieldwork
OC.5	Support for pilot approach across different services			
OC.6	Professionals able to refer to appropriate support		How do the outcomes address the identified needs?	Qual fieldwork
OC.7	Support from parents	Monitoring by the pilot		
OC.8	Externally seen as a single service		Did the pilot deliver what was expected?	Qual fieldwork
OC.9	Unintended consequences?			
		Monitoring	External evaluator	
	Impacts		Evaluation question	Source
IM.1	Improved child wellbeing		What are the longer term impacts of the pilot?	Desk review

		Monitoring	External evaluator	
IM.2	Improved parental wellbeing			and Qual fieldwork
IM.3	Reductions in disruptive child behaviour, dysfunctional parenting and co-parenting conflicts, and improved parental mental health		What lasting behaviour change has occurred because of the pilot?	Qual fieldwork
IM.4	Reduction of health inequalities across communities			
IM.5	Reduced rate of poor mental health in children and young people		How much does the pilot contribute to the impacts?	Desk review and Qual fieldwork
IM.6	Reduction in the impact of ACEs/ increased resilience			
IM.7	Reduced numbers on Child Protection Register		How does the pilot contribute to meeting the needs / policy aspirations?	Qual fieldwork
IM.8	Reduced rate of Children Looked After (CLA)			
IM.9	Increased number of children meeting expected development milestones		How likely are the desired impacts in the future?	Qual fieldwork
IM.10	Reduced number of exclusions from school			
IM.11	Unintended consequences?			Qual fieldwork

Annex B Logic Model



Annex C Topic guides

Scoping Interview Topic Guide

To be completed ahead of the interview:

Interviewer:	
Interviewee:	
Interviewee Role:	
Date:	

Introduction (MR):

Miller Research has been commissioned by Rhondda-Cynon-Taff CBC to undertake an external evaluation of the changes produced as part of the Early Years Transformation Programme in Rhondda-Cynon-Taff (RCT).

Miller Research's commission is the first of a two-phase programme of evaluation of the new delivery model being piloted in RCT. This first phase is a formative, scoping evaluation, which includes:

- Reviewing the position across the Cwm Taf Morgannwg UHB footprint as part of the Cwm Taf Morgannwg Early Years Transformation Programme*
- Reviewing progress so far in implementing the new Flying Start delivery model pilot in RCT, and*
- Producing a comprehensive framework and plan for a full external evaluation of the Early Years Transformation Programme in Stage 2.*

As part of the evaluation, we are undertaking initial scoping interviews with key stakeholders, which will contribute to our initial understanding of the context and will directly inform a draft logic model for the transformation programme.

1. Please outline your role in [relevant organisation] and your involvement in the early years agenda.
2. How would you define the scope of the Early Years Transformation Programme? What is it trying to achieve? How does it differ from early years provision in place previously? *Probe for the role of the Flying Start delivery model being piloted in RCT.*

3. What factors (policies, organisational structures, service re-configurations, previous programmes or initiatives etc) have contributed to or enabled the Early Years Transformation Programme?
4. What have been the main challenges to date in planning and implementing the Early Years Transformation Programme? How have these challenges impacted on progress?
5. Who have been the key organisations/stakeholders in the Early Years Transformation Programme? What role have they each played?
6. What has been the role of the Early Years Integration Partnership? What has been the role of the Cwm Taf Early Years Co-construction Board? How, if at all, do these two bodies overlap?
7. How does the Early Years Transformation Programme align with the shared regional strategy for supporting children, young people and families?
8. What progress has been made in the pilot of the Flying Start delivery model? *Probe for barriers/challenges and enablers for delivery.* What impact is this having on children and families?
9. What has been the role of the Resilient Families Service in the pilot of the Flying Start delivery model?
10. What will success look like for:
 - the Early Years Transformation Programme?
 - The Flying Start delivery model pilot?
11. What existing indicators or measures (qualitative/quantitative) could be used to quantify or determine the level of success for:
 - the Early Years Transformation Programme?
 - The Flying Start delivery model pilot?

12. What additional information or data needs to be collected to evidence the success of the Early Years Transformation Programme/the Flying Start delivery model pilot?
13. Who do we need to talk to as part of this stage 1 scoping evaluation of the Early Years Transformation Programme/the Flying Start delivery model pilot?

Thank you for your time.

Fieldwork Topic Guide

Name	
Organisation	
Role	
Date and Time	
Interviewer	

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- Reviewing progress so far in implementing the new Early Years / Flying Start delivery model pilot in RCT, and*
- Producing a comprehensive framework and plan for a full external evaluation of the Early Years Transformation Programme in Stage 2.*

As part of the evaluation, we are undertaking interviews with stakeholders to learn how the pilot has progressed so far, how success can be measured and develop a collaborative approach to later evaluation stages.

[Please reassure all participants that their contribution is anonymous and notes are being taken by typing only]

1. Please outline your role in [relevant organisation] and your involvement in the delivery of the Early Years pilot in RCT.
2. What is the need for the Early Years Delivery Pilot?
3. In your words, what is the pilot seeking to achieve?
4. How can success be best measured?
5. With regards to services delivered how:
 - a. are they planned?

- b. are they commissioned?
 - c. are needs identified?
- 6. From your perspective, can these be improved?
- 7. How are you working differently now from before the start of the pilot?
- 8. What effect is this having on:
 - a. staff?
 - b. families?
- 9. What data are you tracking?
- 10. How is information shared between different organisations?
- 11. When will the impacts of the new delivery model be seen?
- 12. What happens if the piloted delivery model is unsuccessful?
- 13. Which aspects of the pilot are critical for its outcomes?
- 14. Are there any external factors that will affect the pilot?
 - a. If so, what are these?
 - b. How can these be best utilised? (for positives)
 - c. How can these be overcome? (for negatives)
- 15. Thank you for your time, is there anything else you would like to add at this time?

Survey

Miller Research has been commissioned by Rhondda-Cynon-Taff CBC to undertake an external evaluation of the changes produced as part of the Early Years Transformation Programme in Rhondda-Cynon-Taff (RCT).

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- Reviewing the position across the Cwm Taf Morgannwg UHB footprint as part of the Cwm Taf Morgannwg Early Years Transformation Programme
- Reviewing progress so far in implementing the new Early Years / Flying Start delivery model pilot in RCT, and
- Producing a comprehensive framework and plan for a full external evaluation of the Early Years Transformation Programme in Stage 2.

As part of the evaluation, we are seeking responses to the following questions from stakeholders involved in the pilot. Your responses will be anonymised for analysis and reporting.

1. Please outline your involvement in the delivery of the Early Years pilot in RCT.

2. In your own words, what is the pilot seeking to achieve?

3. From your perspective, what improvements has the pilot made to Early Years services so far?

4. What improvements are necessary to the way the pilot is delivered?

5. What effect is the pilot having on:

a. staff?

b. families?

6. What data are you tracking?

7. What measures can be used to assess the pilot?

8. When will the impacts of the new delivery model be seen?

9. Thank you for your time, is there anything else you would like to add at this time?

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RHONDDA CYNON TAF COUNTY BOROUGH COUNCIL

CHILDREN & YOUNG PEOPLE SCRUTINY COMMITTEE

8TH DECEMBER 2021

VALE, VALLEYS AND CARDIFF REGIONAL ADOPTION COLLABORATIVE ANNUAL REPORT 2020/21

REPORT OF THE GROUP DIRECTOR OF COMMUNITY AND CHILDREN'S SERVICES

1. PURPOSE OF THE REPORT

- 1.1 The purpose of this report is to provide the Children & Young People Scrutiny Committee with an update against progress of the Regional Adoption Collaborative.
- 1.2 The report is required to be brought before Scrutiny as part of the governance arrangements outlined in Regulation 22 of the Local Authority Adoption Service (Wales) Regulations 2007 and section 15(c) of the Adoption and Children Act 2002 (Joint Adoption Regulations) (Wales) Directions 2015.

2. RECOMMENDATIONS

It is recommended that Members:

- 2.1 Consider the contents of the annual report.
- 2.2 Scrutinise and comment on the information contained within the report.
- 2.3 Receive a further report at future meetings

3. BACKGROUND

- 3.1 The Vale, Valleys and Cardiff Adoption Collaborative (VVC) is the largest of the five regional collaboratives which form part of the National Adoption Service in Wales (NAS). It provides a regional adoption service to the Vale of Glamorgan Council, Merthyr Tydfil County Borough Council, Cardiff Council and Rhondda Cynon Taff County Borough Council. The service is hosted by the Vale of Glamorgan Council.
- 3.2 This is VVC's sixth annual report and covers the period 1 April 2020 to 31 March 2021. The Collaborative is required to review the service it provides

by regulation, and as part of the reporting requirements set out in the legal agreement underpinning the operation of the collaborative. The Report seeks to combine the various reporting requirements in one report.

3.3 The report provides:

- information in respect of the governance and scrutiny of the regional arrangements at a local level, staff changes and areas of service development;
- key performance information relating to the placement of children for adoption, recruitment and assessment of adopters the provision of adoption support services;
- outlines the impact of COVID 19 on service delivery and how the service adapted to respond to these challenges and reduce delay;
- highlights some of the key challenges and future priorities for the service in terms of maintaining core business but also embracing changes being brought about at a national level with the implementation of Good Practice Guides and the two stage model of adopter assessment;
- The appendices to the report provide data in respect of key performance measures in respect of children, marketing activity, adopter recruitment, adoption support and the Adoption Panel. It also highlights activity in respect of the new grant funded posts. This information is broken down by local authority.

3.4 The report is attached at Appendix 1 with data appendices 2-5 also included as follows:

- Appendix 1 Annual report
- Appendix 2 Family Finding Data
- Appendix 3 Recruitment and Assessment Data
- Appendix 4 Adoption Support Data
- Appendix 5 Adoption Panel Data

3.5 Angela Harris, Regional Adoption Manager, Vale, Valleys & Cardiff Collaboration will be in attendance to deliver the report and respond to Members' questions.

Appendix 1



VALE, VALLEYS AND CARDIFF ADOPTION COLLABORATIVE REVIEW OF SERVICE AND ANNUAL PERFORMANCE REPORT

For Period 1 April 2020 to 31 March 2021

NATIONAL ADOPTION SERVICE



**Achieving More Together /
Cyflawni Mwy Gyda'n Gilydd**

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Vale, Valleys & Cardiff Adoption Service
Review of Service Report
1 April 2020 – 31 March 2021

1. Introduction

1.1 The requirement to provide six monthly reviews of the adoption service is set out in Regulation 39 of The Local Authority Adoption Services (Wales) Regulations 2019. The aim of this report is to bring into one document a presentation and analysis of the activity of each of the local authority adoption agencies, operating as a regional service.

1.2 The report will be used for:

- ❖ The Review of Service (Regulation 39 report).
- ❖ Annual reporting requirements to Cabinet/Scrutiny Committees as per the governance arrangements set out in Vale, Valleys & Cardiff Legal Agreement.

1.3 This is VVC's sixth annual report and covers the period 1 April 2020 to 31 March 2021. Every effort has been made to ensure that the information presented is an accurate record of the activity and quality of the adoption service.

The report has the following Appendices:

- ❖ **Appendix 1** sets out key performance data in respect of children by quarter and local authority.
- ❖ **Appendix 2** provides information in respect of adopter enquiries and recruitment of adopters.
- ❖ **Appendix 3** provides information in respect of Adoption Support.
- ❖ **Appendix 4 provides** information in respect of Adoption Panel activity.

2. Background

2.1 Vale, Valleys and Cardiff Adoption Collaborative (VVC), as part of the National Adoption Service in Wales (NAS) was established on 1 June 2015. It provides a regional adoption service to the Vale of Glamorgan Council,

Merthyr Tydfil County Borough Council, Cardiff Council and Rhondda Cynon Taff County Borough Council. The Vale of Glamorgan hosts the service.

- 2.2 The governance structure for the Collaborative is set out in a Legal Agreement agreed in 2015 and amended in 2019.
- 2.3 The organisational and managerial structure of the service has remained unchanged since its' original inception although the staffing establishment has grown. Service delivery continues to be structured around three functional teams with a separate Business Support Team.

3. Service Development and Governance

- 3.1 The context for the delivery of our service during this reporting period has been the restrictions imposed due to COVID-19 and the impact this has had upon VVC's performance. In late March 2020, our office closed, and staff began remote working from home. This has largely remained the position since this time. As with other services, staff were required to adapt quickly and a new infrastructure to promote virtual working was developed. Due to the geographical spread of the region, staff within VVC had already been used to a pattern of agile working and so the new way of working did not pose too many challenges. Early on we identified those core tasks which required an element of office working and arrangements were made for one of the Business Support team to attend the office two days per week to deal with basic administrative functions. The office space was also risk assessed to allow a small number of staff to utilise the office space on a restricted basis to carry out specific functions and to improve overall work life balance.
- 3.2 The National Adoption Service facilitated regular Regional Manager/ VAA meetings to monitor the impact of the pandemic upon services and to develop consistent approaches to key areas of service. This provided an opportunity to raise key issues affecting the service and which required a standardised approach. In addition, the Regional Manager attended Vale of Glamorgan

Divisional Manager Meetings to address issues at a local level and monitor progress.

- 3.3 In line with Welsh Government advice several risk assessment processes were developed locally and nationally. NAS developed a Transitions Risk Assessment for authorisation by the respective Head of Service and Regional Manager to ensure a safe transition of children into adoptive placements.
- 3.4 NAS also in conjunction with Medical Advisers and regional services developed a protocol to reduce the delays in adopter medicals being undertaken.
- 3.5 On 1 April 2020, the two-stage process for the assessment of adopters came into force. Welsh Government allowed an easement to the Regulations to allow both stage 1 and 2 to run concurrently. VVC contributed to the development of a piece of national guidance to assist agencies in implementing the new process. The easement to the Regulations has continued but full implementation will take place from 1 October 2021.
- 3.6 The Recruitment & Assessment Manager within VVC developed a risk assessment process to enable part face to face and part virtual assessment sessions for prospective adopters to be undertaken which was adopted on a national level.
- 3.7 During the year, the National Adoption Service commissioned AFA Cymru to develop a Series of Good Practice Guides covering Adoption Support, Transitions, Contact and Working with Birth Parents. These guides were formally launched in the autumn of 2020 and regional training for managers and staff across the region was provided in the last quarter of the year. These guides will have a significant impact upon practice and will impact upon the resources needed to support their full implementation later this year.
- 3.8 In April 2019, as part of the Welsh Government award of £2.3M to improve adoption services in Wales, the region received a substantial investment of

new monies which enabled a number of new posts to be recruited across the service. The grant was allocated to national and regional services to support key priorities for improvement. As a result of these monies VVC was able to recruit two full time Social Workers to specialise in Transitions and Life Journey Work and a part time Social Worker to support birth parents.

- 3.9 The service was also able to recruit two new unqualified posts, a Children & Young People Co-ordinator to support adopted children and young people and a TESSA (Therapeutic Education Support Service in Adoption) Co-ordinator to support adoptive families. Both posts are linked to national programmes being delivered by Adoption UK; the Connected service which supports young adoptees and the TESSA programme which supports adoptive families.
- 3.10 In addition to the posts located within the Collaborative, 10.5 practitioner posts were created from the grant to support the provision of life journey work for children with a plan of adoption. These posts are distributed across the four partner authorities and link to the Life Journey Co-ordinator within VVC.
- 3.11 As part of the deployment of the grant a national Implementation Plan was developed requiring reports to be submitted monitoring the spend against the grant and detailing areas of improvement in performance in service provision. The National Adoption Service prepared the bid for the grant in 2020-1 and took over the monitoring function in conjunction with Welsh Government requiring regions to report upon progress to NAS. The Regional Adoption Manager completed the monitoring reports against the grant in October 2020 & March 2021 to enable the full allocation to be awarded to the region.
- 3.12 VVC's Management Board has continued to meet on a quarterly basis during the year although meetings are held virtually. The composition of the Board has remained the same although a representative from NAS now attends meetings to improve links between the national and local agenda. The Director of Social Services took over as chair of the Board in October 2020.

- 3.13 The overall remit and accountability of the Management Board is prescribed within regulation and the Legal Agreement underpinning the Collaborative. VVC's Management Board has continued to play a key role in monitoring the performance and business plan of the regional service highlighting areas for improvement.
- 3.14 The second tier of governance within the Collaborative is via the Operational Group which is comprised of senior managers from each of the four local authorities and regional managers from VVC. This group has also met on a quarterly basis during the year , although competing priorities within local authorities has impacted upon quoracy of some meetings which has required a mechanism to be put in place to agree matters discussed outside the formal meeting. The Operational Group provides a further mechanism for monitoring the performance of the region and is a vehicle for raising standards and improving practice consistency across the region.
- 3.15 The overall governance of the region remains via a Joint Committee which meets twice a year comprised of lead Members from each of the four authorities. It is chaired by the Cabinet Member for the Vale of Glamorgan. Meetings were held in May and December 2020 as per requirements to approve the annual accounts, the annual budget and annual plan for the Collaborative.
- 3.16 Following a review of NAS' governance structure by IPC, a National Partnership Agreement was developed by NAS for sign up by each of local authority in Wales. This Agreement lays out the national and local requirements in terms of governance. The recommended local governance structure for regional services outlined in the Agreement is modelled upon VVC's. The Partnership Agreement was signed off by the four partner authorities during November and December 2020.
- 3.17 The budget for the Collaborative is managed by the Vale of Glamorgan and is monitored closely by the Management Board and Joint Committee. The end of year position reported a small underspend in the budget for 2020 -21

created partly by revised working methods and some staff turnover. A proposal to retain the underspend within VVC has been agreed by Management Board and Joint Committee. These monies will be held over to provide the regional contribution to the TESSA programme.

- 3.18 VVC 's financial and governance arrangements are subject to an annual audit by Bridgend and Vale Internal Audit Shared Service. This audit was conducted remotely at the end of the reporting period and concluded that the “generally there was a sound system of governance, risk management and control in place but two areas of improvement were noted”. These areas related to revision of the WASPI Agreement and the audit trail of a couple of invoices which have now been addressed.
- 3.19 VVC is required to report to the National Adoption Service on a range of performance measures which are collected on a quarterly and annual basis under the NAS Performance Framework. Due to the pandemic a shortened list of indicators was agreed for submission and uploading to the Data Cymru database. VVC continued however to collate data against the full range of measures to enable fuller reporting upon performance at a regional level.

4. Staffing

- 4.1 The overall staff establishment has remained unchanged during the period..Two permanent vacancies arose during the year, a part time Social Worker in the Adoption Support Team and part time Birth Parent Adviser They were filled on a temporary basis until they were successfully recruited to in December 2020.
- 4.2 A temporary vacancy in the Recruitment & Assessment Team due to maternity leave has been covered by a part time member of staff taking on additional hours.
- 4.3 Temporary arrangements to cover a vacancy within our Business Support Team have continued whilst a review of the structure is being undertaken.
- 4.4 A staff repurposing exercise undertaken at the beginning of the pandemic resulted in two staff being redeployed on a short-term basis to Adult Services.

5. Children

- 5.1 Family Finding and its' associated activities remains a key area of activity for the region and the ability to place children effectively and promptly underpins all other activities.
- 5.2 The number of children referred for adoption totalled **171** in the year which marks a 20% increase on the previous year. This follows a previously sustained reduction in referral rates. It is unknown at this time to what extent the pandemic has impacted upon referrals to adoption; however, we note the rise in referrals in relation to the workload within the region, albeit not as high as observed pre-2019.
- 5.3 The rates of our referrals which were withdrawn remained steady at **43%** of those referred in 2020-21. This can be seen as a positive as alternative care

plans for these children meant a vast majority of these either returning to parents' care or being placed with Connected Persons following positive assessment. Withdrawn referrals, in many instances however do not equate to a decrease in workload for the service as a lot of work and staff capacity is invested in progressing the adoption plan prior to it being discontinued.

- 5.4 The number of 'Should be Adopted' decisions made in respect of children has remained steady at **81** (up from 80 the previous year). If the number of referrals continues to increase, we would anticipate the number of SBA decisions also to increase.
- 5.5 The region has recorded **62** Placement Orders being made within the year, a slight reduction from the 71 of the previous year and again but should be viewed in the context of reduction in referrals overall within the past couple of years. The reduction in Placement Orders is a trend seen in other parts of Wales although it is less noticeable within VVC.
- 5.6 VVC placed **65** children for adoption during the year which is a considerable drop from the previous year but is however significant given the constraints upon the service. Alongside COVID restrictions, the other inhibiting factors were the reduction in Placement Orders and therefore a reduction in the number of children within the region requiring placement for adoption. The number of children placed was as a result of the service having to adapt quickly and respond to the challenges of bringing together different households for the purposes of transitioning a child from one placement to another. VVC utilised the NAS Transitions Risk Assessment and developed a process for this within the region to prevent delay in moving children on to adoption because of the pandemic. Transitions have included in most cases the use of self-isolation for both households and supplemented by the use of lateral flow testing where complete isolation could not be maintained.
- 5.7 One of the positive developments brought about by the pandemic has been the increased use of virtual communications between adopters and children prior to face-to-face introductions commencing. Whilst we have not used this

to reduce the face-to-face time needed for children, it has enhanced the relationship building and familiarity between child, adopters and foster carers and the feedback from those involved has been overwhelmingly positive about the impact this has had on the overall introductions. This now forms part of all transitions plans for children moving into adoptive placements.

- 5.8 The average time from Placement Order to placement has remained at a similar rate at **10.6 months**. Some of the reasons for the delay includes some slightly delayed plans at the start of the pandemic until safe systems were in place to move children on and reflects some high outliers of children waiting a significantly higher period than others. It is positive however, that have seen an increasing number of placements for older, potentially harder to place children although the preparation and placement for adoption in such cases may take longer to ensure this is taken at the child's pace.
- 5.9 VVC has continued to place a high proportion of our children with VVC approved adopters (68%) maintaining a similar level to the previous couple of years.
- 5.10 At the end of the year there were **63** children on Placement Orders awaiting an adoptive match which is a reduction of **14%** from the previous year. A further 5 children had a very strong link proceeding but not yet matched as at the end of March 2021 and so the number waiting was **48**. It is positive to see a continued decrease in the number of children waiting for adoptive placements.
- 5.11 There were **83** Adoption Orders granted during the year which is a continued pattern from previous years. There were no placements which disrupted during 2020-21 which is hugely encouraging.
- 5.12 **172** birth parents of children referred during 2020-21 were offered birth parent counselling and **35%** took this up which is lower than in previous years. Opportunities to offer birth parent counselling virtually and via phone calls have been utilised during the pandemic , however lots of opportunities to

provide this in person, usually following a direct contact session for parents with their children have not been possible for much of 2020-21 due to contact moving to virtual arrangements during the strictest lockdown measures. Following the easing of restrictions we have offered parents a range of options: in-person, virtual or telephone according to their individual circumstances.

- 5.13 Performance in relation to the provision of Life Journey Material for children being placed for adoption has improved considerably and at the point of matching this was 100% by the end of Q4. Overall, for the year this was 83% but with a quarter-on-quarter increase. The provision of finalised materials at 2nd adoption review has increased from 60% in 2019-20 to 84% in 2020-21 however again we saw this increase to 100% in Q4.
- 5.14 The increase in performance can clearly be linked to the additional Welsh Government funding which has provided the region with a Life Journey Work Co-Ordinator and Life Journey Work Practitioners based within the local authorities.
- 5.15 The Life Journey Work Co-ordinator offers regular support, advice, and guidance to the Practitioners and in addition has offered workshops/briefings to local authority teams and was integral in the recruitment panels for the Practitioner posts. There are regular meetings established now between the Practitioners and the Co-ordinator supports the allocation process and monitoring of performance across the region.
- 5.16 Our Transitions Worker post has become integral to the service we offer and to our ability to provide an enhanced level of support to children moving on to adoption. Over 2020-21 the Transitions Worker has supported **46** children with direct transitions work. This includes ongoing post-placement support for children who were placed in 2019-20 and 26 new referrals for direct work in 2020-21. This means that 40% of our children being placed for adoption were in receipt of this service which is aimed at children over the age of 3 years. In context, 55% of our children placed were under the age of 2. The Transitions

Worker accepted referrals for some children aged 2+ where it was considered appropriate to work directly with them. Understanding the Child Meetings were held in respect of **20** children during 2020-21 along with the completion of Trauma/Nurture timelines for these children. There were an additional **2** families who were having a sibling placed with them where the Transitions Worker supported the children already within the family to manage the transition. The Transitions Worker has also led training for foster carers on moving children on to adoption and assisted in the delivery of training for 2nd time adopters.

- 5.17 VVC has continued to embrace the use of all available family finding methods over this year. The team liaises closely with the Adoption Register Wales (ARW)/LinkMaker team to ensure information is updated and monitored in a timely manner. The service delivered a virtual regional profiling event for 18 adopters and 17 children where 6 potential links were identified and are working with NAS to run a further event. VVC has not been able to access a Welsh Adoption Activity Day as these have not run in person due to the pandemic however some available spaces have been utilised at other events run in England on . A Welsh Activity Day is planned for later this year.

6. Disruptions and Breakdowns

- 6.1 There were no placement disruptions during the year.

7. Advertising and Marketing

- 7.1 VVC's Marketing and Recruitment Strategy has continued to focus on raising the profile of the service and helping the public see the Collaborative as very much their first choice when they are exploring adoption. The Recruitment and Marketing Officer's role is crucial in creating a flexible and relevant approach. Our Marketing Officer ensures our Strategy continues to be influenced by the National Adoption Service 's Strategy and she has

developed links with her counterparts in other regions to ensure there is cohesive approach.

- 7.2 The Marketing Officer has also continued to work closely with Cowshed, the marketing company commissioned by NAS to develop the national strategy and to support regional activity. VVC is recognised by the national team as being an active contributor when it comes to adopters who can share their lived experience of adoption during media events and campaigns. Four VVC adopters contributed to a podcast during National Adoption Week and a webinar. A single male adopter from VVC participated in a BBC feature on single male adopters.
- 7.3 Previously formed links with local Comms Departments across the region continue to be useful resources as they ensure adoption features as part of their local advertising particularly during such events as National Adoption Week.
- 7.4 In the previous year, the Collaborative had been proactive in having a physical presence at a variety of community events e.g., National Eisteddfod Cardiff Pride, the Vale of Glamorgan's Agricultural Show and we had engaged with different faith organisations, all activities to raise the profile of the region. COVID-19 meant however that these face-to-face events were cancelled and so the service had quickly to adapt to alternative mechanisms and to further develop our social media presence. VVC specifically uses pay-per-click (PPC) advertising on Facebook and Instagram. This approach has been cost effective as it allows us to target specific geographical locations and provides us with a rich pool of information about the profile of those engaging with our posts.
- 7.5 In addition to using our social media platforms, the service decided to trial including information about the Collaborative in council tax notifications within the areas of Merthyr Tydfil, Rhondda Cynon Taf and the Vale of Glamorgan. Unfortunately, Cardiff Council were unable to provide the service. During the weeks after these inserts were delivered, the service experienced a sustained

increase in the number of visits to our website and in enquiries received. As a service we capture feedback from any enquirer to ascertain where they learn about us and positively many people referred to receiving information within the council tax letter.

- 7.6 Moving forward in 2021/22, it is our intention to repeat this approach with all four of our local authority areas, in addition to continuing our PPC advertising.

8. Adopters

- 8.1 As outlined above, our continued marketing activity has had a specific goal to increase the number of enquiries the agency receives. 2020/21 saw a significant and sustained increase in the number of enquiries – **374** in total compared to **336** received during 2019/20. This is a pleasing outcome and our ability to provide a professional and structured approach to receiving, recording, and tracking enquiries has led to this important increase in performance. The national marketing work in conjunction with the well-established regional input is also having a positive impact in providing a consistent and coherent message to the wider public.

- 8.2 2020/21 saw the Collaborative hosting seven Information Evenings for prospective applicants. These events were delivered remotely but were well attended and feedback received has continued to be positive.

- 8.3 VVC's three day 'Preparation to Adopt' training course continued to be provided by an Independent Social Worker during the period but again this had to be quickly adapted to a virtual means of delivery. In preparation for the implementation of the two-stage process of adopter assessment and to avoid delay, the frequency of our training was increased in the latter part of the year. Since January 2021, our preparation training has been delivered jointly with Western Bay region which has allowed us to increase the number of training courses from six a year to 10 per year without any increase to overall costs as trainer's fees are shared equally with Western Bay.

- 8.4 With the recent retirement of our independent trainer, the service has used this as an opportunity to redevelop the training content and from October 2021 the frequency of the training will increase further to 11 preparation training courses a year. These will now be delivered by an experienced member of the VVC Recruitment & Assessment Team and an experienced member of the Western Bay Post Adoption Support Team.
- 8.5 Questionnaires have been developed by the Vale of Glamorgan's Participation Officer and are distributed at the end of training to gather views of the process from enquiry through to training. These questionnaires are collated and the feedback in respect of the training from received has been continued to be positive.
- 8.6 **71** households attended the courses. Out of those **71** households three did not go onto submit applications to progress onwards to an assessment. These potential applicants have been followed up. All three households feedback that they wished to take more time to consider their future plans.
- 8.7 During 2020/21 a total of **67** adopter approvals were presented to VVC's Adoption Panel and positive recommendations were made. **66** of these approvals were ratified within the reporting year. The approvals are broken down as follows: **Cardiff – 26, Merthyr Tydfil – 4, RCT – 17, and Vale of Glamorgan – 19 (included in the Vale of Glamorgan figures are approvals for four adopters outside of our area (2 - Newport, 1 - Caerphilly and Powys - 1)**. This represents a small decrease to the previous year but against the background of the challenging COVID-19 environment, this performance is a pleasing result.
- 8.8 Out of the **66** ratified approvals achieved in 2020/21, **9** were foster carers assessed to adopt a specific child, **6** were second time adopters and **51** were first time adopters.
- 8.9 The majority of the applicants approved during 2020/21 have gone onto be matched with children from within VVC. Four have had a child placed from

outside of our region: two from SEWAS region, one from Scotland and one from Devon. A further two are in the matching process of adopting non VVC children

9. Adoption Panel

- 9.1 VVC continues to manage a central list of Adoption Panel members. In terms of practical delivery, VVC typically holds four Panel sittings a month. Again, the COVID-19 pandemic resulted in Panel sittings being delivered remotely which in many respects has proved more efficient, especially in reducing travel time etc.
- 9.2 Panel membership has seen several changes during the year with the retirement of one of our independent Chairs just prior to the pandemic and then one of our Vice Chairs, leaving just one Chair & two Vice Chairs to maintain all Panel meetings. As the year progressed, our one remaining independent Chair also stepped down and one of the Vice Chairs with the result that an expression of interest was sent out to members in respect of the vacant positions. As a result of this process our one remaining Vice Chair was successful in being appointed as Chair alongside one of our independent members. Our new Chairs have demonstrated flexibility in being able to cover each other where required and in supporting the ever-increasing Panel workload. There is however a need to recruit a new Vice Chair.
- 9.3 Also, during the past year, VVC has been proactive in recruiting several new Panel members, with a particular focus upon increasing representation of adoptive parents and adopted people. There is an ongoing need to increase our Social Worker membership from our partner authorities whilst recognising that workload constraints often prohibit this.
- 9.4 During the past year the importance of understanding diversity and unconscious bias has been recognised as an important area of development for Panel members with the result that NAS provided training for all Panel

members across Wales on this topic. This training explored a range of equality and diversity issues and was attended by 23 members of VVC Panel.

- 9.5 Our Panel Chairs have also benefitted from participating in several information sessions and training events linked to the launch of the National Adoption Services Good Practice Guides.
- 9.6 During 2020/21 42 Adoption Panel meetings were held. The workload of the Panel is outlined in Appendix 4.

10. Adoption Support

- 10.1 Referrals into the service for post adoption support services dipped in the first quarter of the year but then increased during the second quarter and have continued to rise. This increase is in line with the previous reporting year and reflects the focus from the NAS on improving awareness of support services for adoptive families. **92** referrals were received during the year which has created a backlog of unallocated work and a waiting list. When compared to previous years, the service has observed a 20% increase in the number of referrals received over the past three years.
- 10.2 The increased focus on adoption support services at a national and local level has in turn enabled adopters to request earlier services following the making of Adoption Order. It is anticipated that this will increase as with the implementation of the Good Practice Guides which emphasise earlier involvement of the Adoption Support Service in planning for the child and maintaining contact with the adoptive family post Adoption Order.
- 10.3 Referrals for Access to Birth Records for adopted adults have also seen a rise this year with a total of **68** referrals. There has also been a rise in request for information under the Post Commencement Regulations 2005 as a number of those enquirers have reached 18 years of age. **31** referrals for Intermediary Services have also been received. COVID restrictions have impacted to some

extent on our ability to access paper records as offices have been closed which has also contributed to our waiting list.

- 10.4 VVC does not manage a budget for the provision of adoption support services although undertakes assessments of support needs which may recommend an adoption support package to the respective authority where the adoptive family resides. The budgets to support such provision is held in the respective local authority. The total expenditure on adoption support services for the reporting year was **£167.550.50** which covers **64** children. The average spent per child has increased to **£2618** per child, although this only represents **24 %** of children who are being supported by the team. The emphasis of the service has been to continue to develop the skills of practitioners within the Adoption Support Team to be able to manage families by way of inhouse support without the need to rely on external input.
- 10.5 The Adoption Support Team embraced the constraints imposed by the pandemic and developed a range of virtual support mechanisms for families. The monthly Toddler Group was facilitated remotely until the easing of restrictions allowed some outside gatherings. A quiz for adoptive families was also developed. The team also facilitated a Nurturing and Attachment Course and two courses on Non-Violent Resistance (NVR) remotely. A support group established following the NVR training has also been run remotely. The mechanisms put in place have been well received and take up has increased as families have found ,in most instances, it easier to engage with virtual platforms of delivery.
- 10.6 ICF funds within Cardiff and the Vale of Glamorgan has been utilised to commission a Psychology Service, Enfys which includes support for adopted children. The Adoption Support Team can refer a small number of cases and the service provides consultation and peer supervision for staff within the team undertaking direct work with families.
- 10.7 The Birth Parent Adviser's role post has become more established within the service despite the change in the postholder . A referral process and

information leaflet for Social Work colleagues across the region and an information leaflet for birth parents has been disseminated with the aim of promoting the service and increasing support to birth parents. A birth parent group has been developed and is been delivered on a hybrid basis (part virtual and part face to face) to enable a wider reach and to meet differing needs. **35** referrals for individual birth parent support have been received and supported.

- 10.8 The TESSA Co-ordinator's role has also been further established within the region during this period. The Co-ordinator undertakes assessments of need and processes referrals of families who may be eligible for the service **.41** referrals have been made to TESSA by VVC during the year which is the highest in Wales. The TESSA Parenting group was unable to run due to COVID restrictions and so these families were redirected to one of the training courses being provided by VVC.
- 10.9 Since being established the Children and Young People Co-ordinator has been directly involved in running Connected groups on a Saturday each month with staff from the Connected service. During lockdown the frequency of these groups increased to fortnightly on a virtual basis which the Co-ordinator continued to service. The service caters for adopted children and young people 7 upwards, **59** children and young people from VVC are registered with the service. In addition, the postholder has provided direct support sessions to **17** children from the region and has also supported **8** direct contact sessions for adopted children, which can be as frequent as 3 times a year and can also include separate sibling contact.
- 10.10 There is a need to continue to collect data from the Evaluation forms that have been developed. The main objective is to ascertain the benefits of the service provided and the needs within families which may not have been addressed. It is however hoped going forward that the findings can be collated in a more systematic way to enable the feedback to be used constructively to improve service delivery.

11. Policies and Procedures

11.1 The first six years of operation has seen great strides in delivering a service that meets objectives set both locally and nationally. Whilst there have been numerous examples of regionalising the paperwork, processes and systems, the development of general policies has been limited due to capacity.

11.2 The need to address gaps in our policy framework and to standardise processes has been acknowledged across regions. NAS have therefore commissioned Practice Solutions to develop a common set of policies and procedures and VVC has contributed to the initial audit undertaken to scope the work involved.

12. CIW

12.1 The service has not been inspected by CIW.

13. Consultation, Engagement & Quality Assurance

13.1 During 2020-21 VVC has developed a range of consultation and feedback tools at various points for all functions with the overall aim of improving our service user engagement and to develop our quality assurance system. Additionally, the evaluations undertaken have enabled us to ascertain the benefits of the service provided and identify needs which may not have been addressed. It is however hoped going forward that the findings can be collated in a more systematic way to enable the feedback to be used constructively to improve service delivery. In addition, VVC adopters contributed to Adoption UK Barometer Study and IPC's review of the Adoption Support Framework commissioned by NAS.

14 Complaints, Comments and Compliments

14.1 There was one complaint received during the reporting period:

- 14.2 Complaint from a birth parent concerning the role undertaken by the Family Finding Social Worker and the delay in receiving her post adoption letter from the adoptive parents. This complaint was investigated by the Regional Manager under stage 1 of the Vale of Glamorgan Complaint Procedure.
- 14.3 Regional staff have continued to receive positive feedback on the range of services they provide from a variety of sources. These compliments are recorded, and staff are encouraged to collate this information to contribute to their own personal development plans. The new services established because of the investment, particularly the role of the Transitions Worker, have been particularly well received.

15. Conclusion, Future Priorities & Challenges

- 15.1 In terms of key performance indicators the end of year position presented a much healthier position than was anticipated at the beginning of the reporting year. Despite the restrictions imposed upon service delivery, the region was successful in placing a significant number of children and in approving a comparable number of adopters to the previous year . The priorities going forward remain as in previous years. We need to continue to build upon our performance and ensure that we can meet the range of needs presented by children requiring adoptive placements within the region . The increased complexity and profile of the harder to place children will continue to challenge our ability to secure timely, appropriate matches for these children.
- 15.2 The report hopefully highlights the ways the service quickly adapted to the need to develop new ways of working to reduce the impact upon service delivery by the pandemic. The use of virtual platforms has been beneficial in many parts of our service and has enabled us to reach more families. Going forward there is a need to evaluate which functions can continue to be delivered in this way and which parts of the service will require a combined approach. This will continue to inform our recovery planning.

- 15.3 The investment received from Welsh Government has been a significant, positive development for the service as a whole and there is clear evidence of the benefits of the additional roles in enhancing performance . These improvements will however need to continue to be monitored and evaluated to meet the objectives and targets set by NAS. This is particularly important in respect of the provision of life journey work due to the large amount of the investment secured for completion of this work.
- 15.4 One of the key priorities for the service highlighted during the period and continuing into the current year is how best to address the ever-increasing demand for post adoption support services. The raised awareness of adoption support services at a national and local level can only be seen as positive for families in need of support but it has also highlighted the shortfalls within the service to meet these needs in a timely way. The investment monies have served to enhance the range of preventative services we can offer but they have not impacted significantly upon the services required for families in crisis. An urgent evaluation of the resources needed to support such families is required.
- 15.5 The full implementation of the Good Practice Guides will impact directly upon our Family Finding practice and our Adoption Support Service, although the need to promote ongoing and in some cases direct contact with birth families will need to be factored into our assessment process for prospective adopters. Again, an evaluation of the resourcing implications in respect of the new ways of working promoted by the Guides will need to be undertaken.
- 15.6 The easement to the Regulations in respect of the two-stage process for adopter assessments ceases on 30 September 2021 and the new process is to be fully implemented from 1 October 2021. VVC will need to collect data in respect of compliance with the new timescales for assessments and performance will need to be closely monitored.

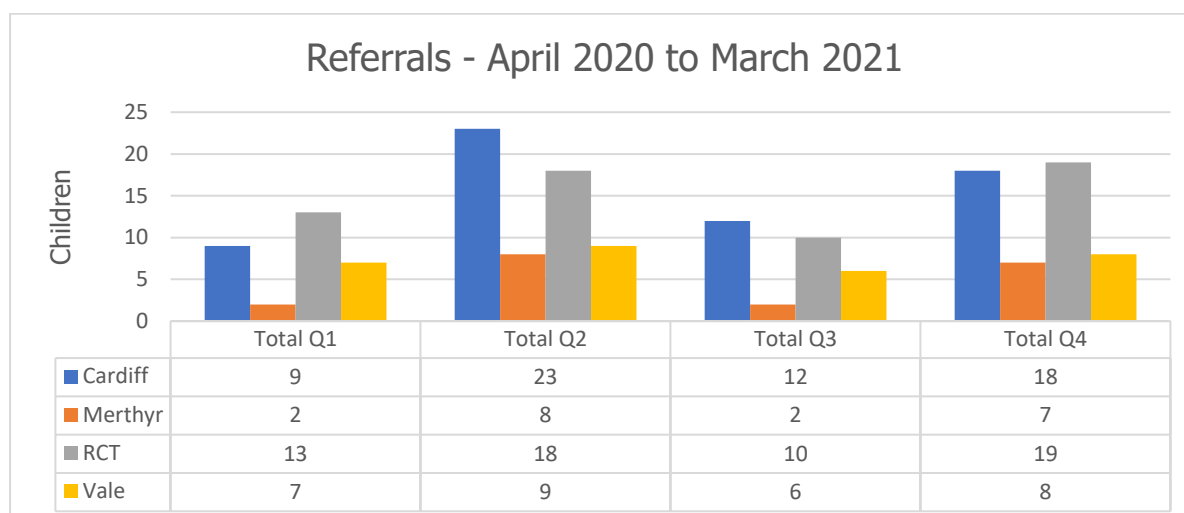
Angela Harris
Regional Adoption Manager
October 2021

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Appendix 2 – Family Finding

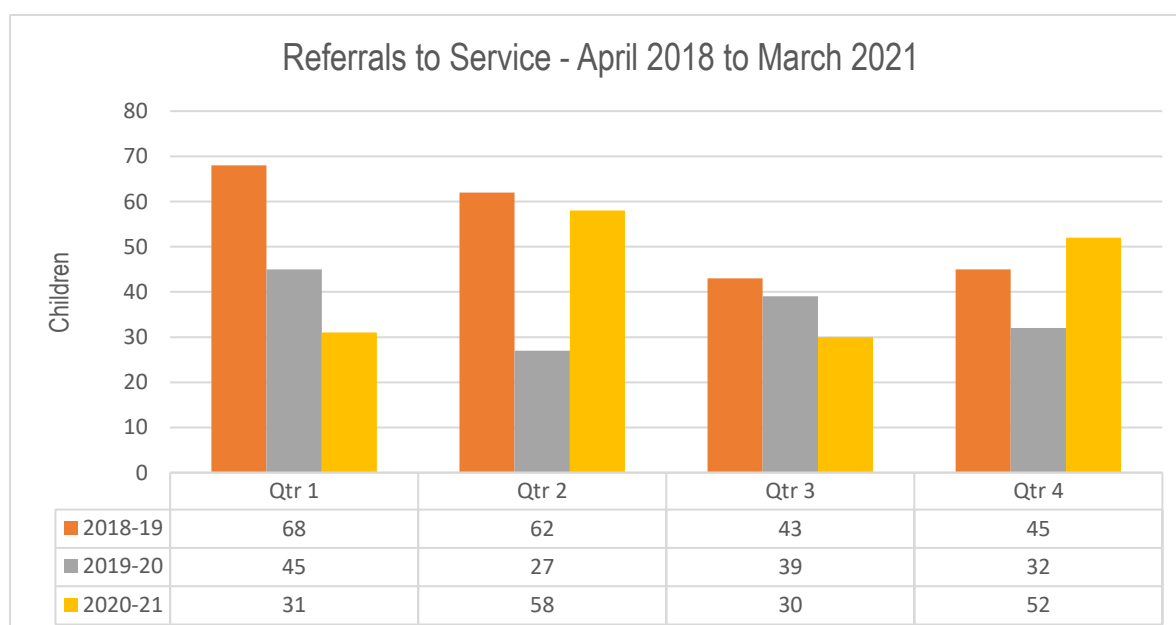
Children Referrals

171 children were referred to the service during the period April 2020 to March 2021. On average 14 referrals were received monthly, with 36% and 35% of referrals received from Cardiff and RCT respectively. 18% of referrals were received from the Vale of Glamorgan and 11% from Merthyr Tydfil.



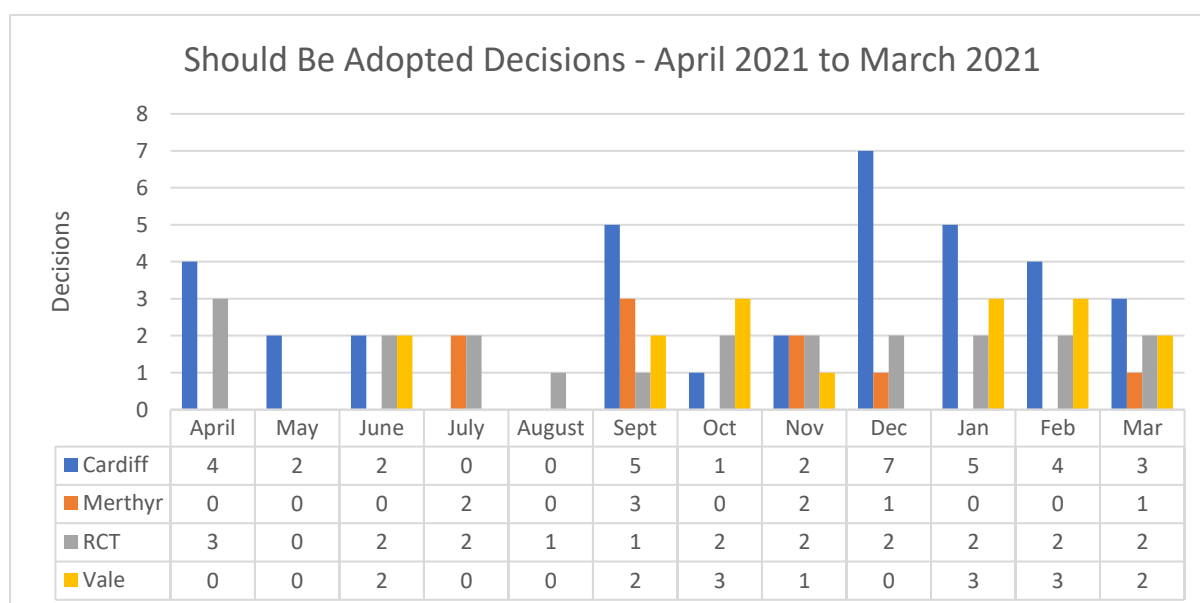
Comparative Data

Comparative data for 2018-19 and 2019-20 noted a 34% decrease in the number of referrals made to the service and was in line with national trends. However, when 2020-21 data is compared with 2019-20, a 20% increase is noted.



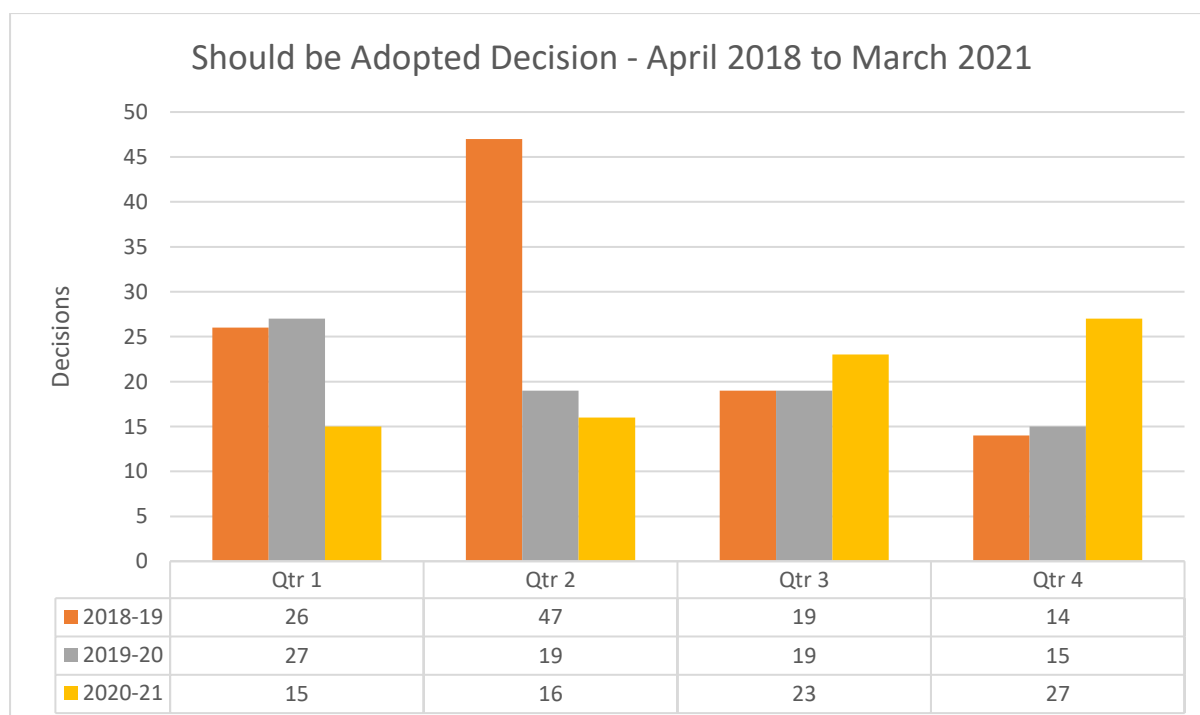
'Should be Adopted'

81 SBA decisions were made during the period April 2021 to March 2021. This is consistent with previous years.



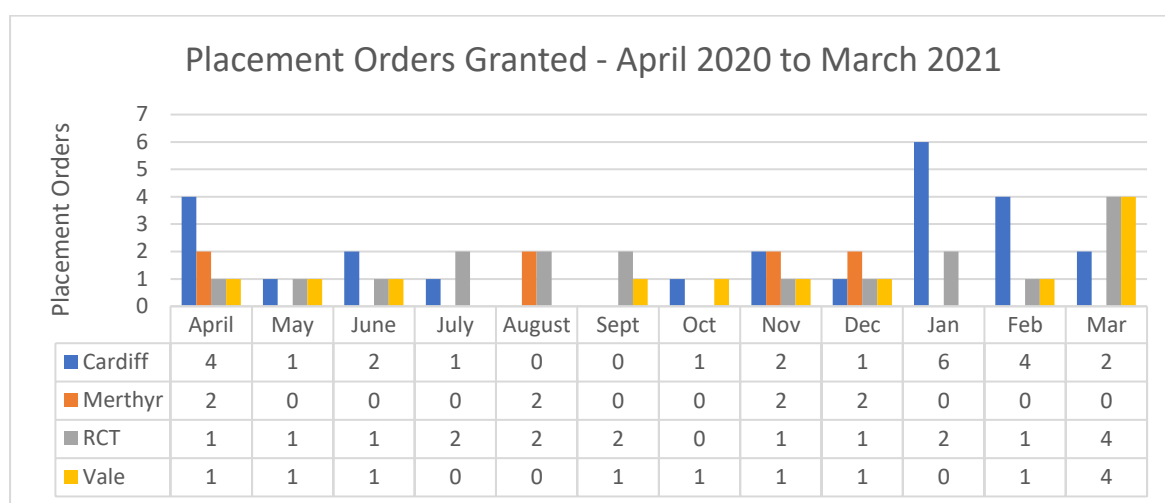
Comparative Data

Comparative data demonstrates a 23.5% decrease of SBA decisions when compared to data held for 2018-19 and is consistent with national trends.



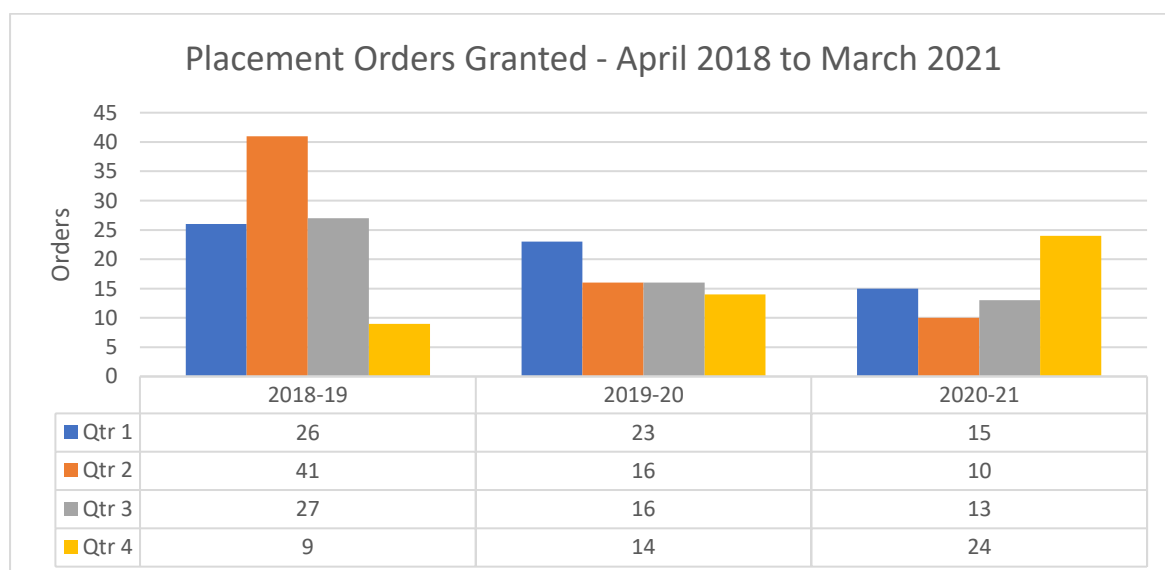
Placement Orders

62 Placement Orders were granted in the first half year, which is **13%** lower than the same period in previous year, however we are slowly seeing an increase in the number of Placement Orders being granted. The active family finding data monitored by Welsh Government shows 53 children with a Placement Order who are yet not linked, matched, or placed and whose care plan remains one of adoption. This number of children 'waiting' has significantly reduced through a combination of increased adopter recruitment, utilisation of specialist family finding measures and the reduction in Placement Orders over the past two years.



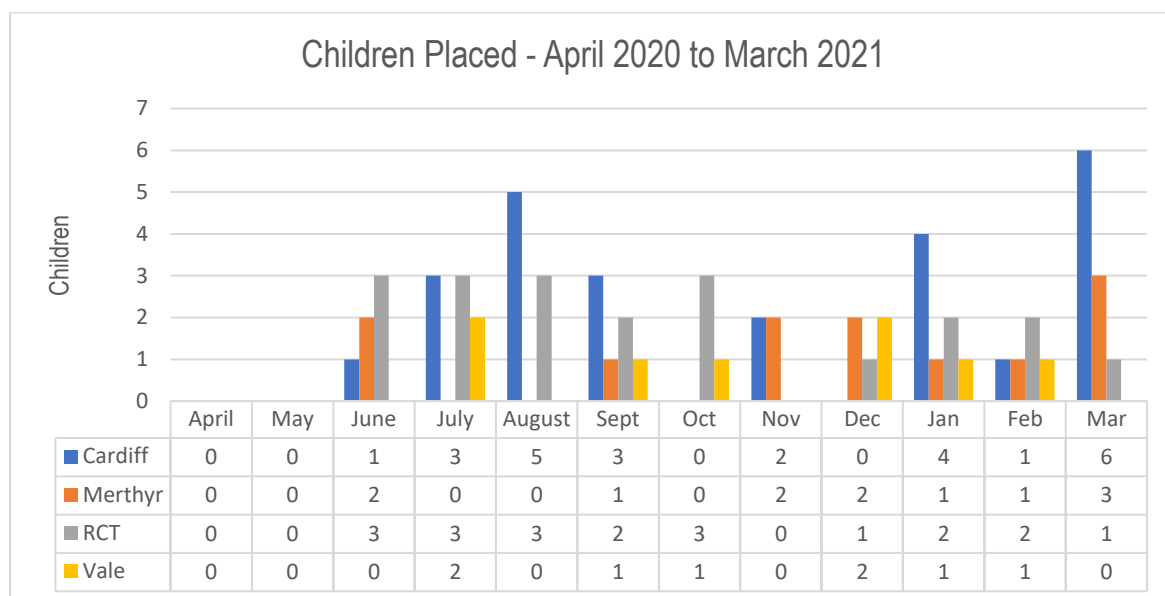
Comparative Data

Comparative data indicates a marked decrease (33%) in Placement Orders granted during the period 2018-19 and 2019-20 which is indicative of national trends.



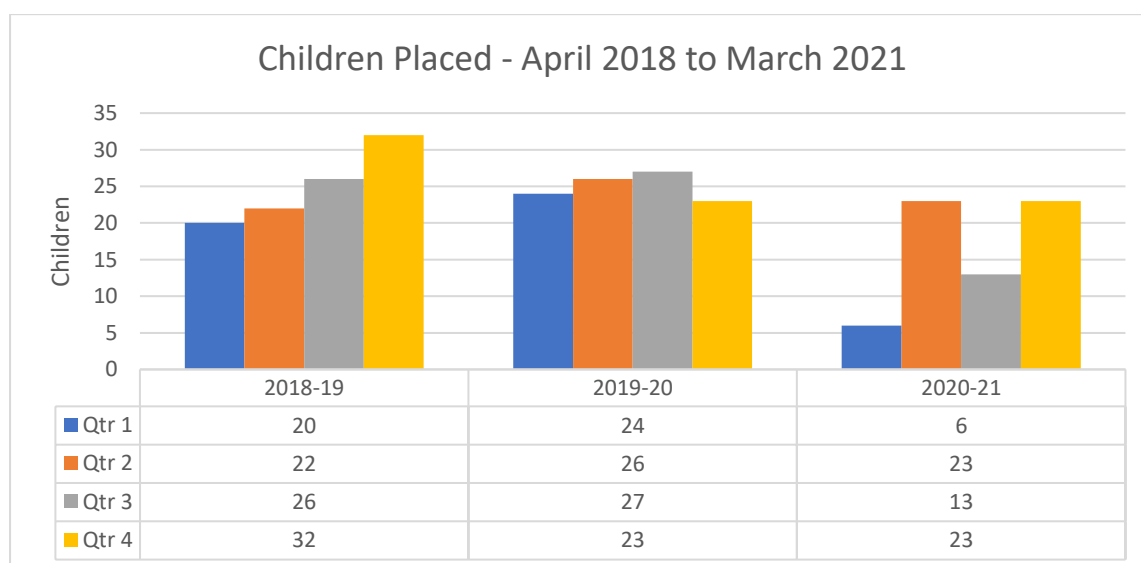
Children Placed

65 children were placed between April 2020 and March 2021. Whilst there was an initial delay in being able to place children early on due to the coronavirus pandemic, there have been no ongoing delays because of this, and the transitions risk assessment process is enabling placements to continue.



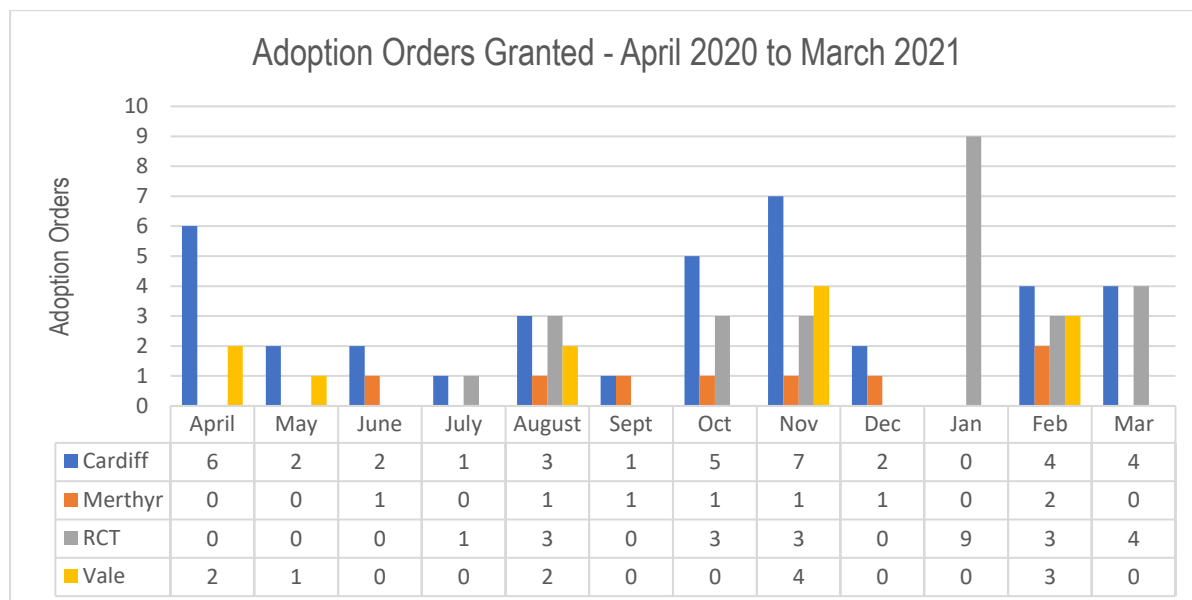
Comparative Data

The number of children placed is lower than in previous years, in line with the overall reduction in the number of children requiring adoptive placements observed over the past two years.



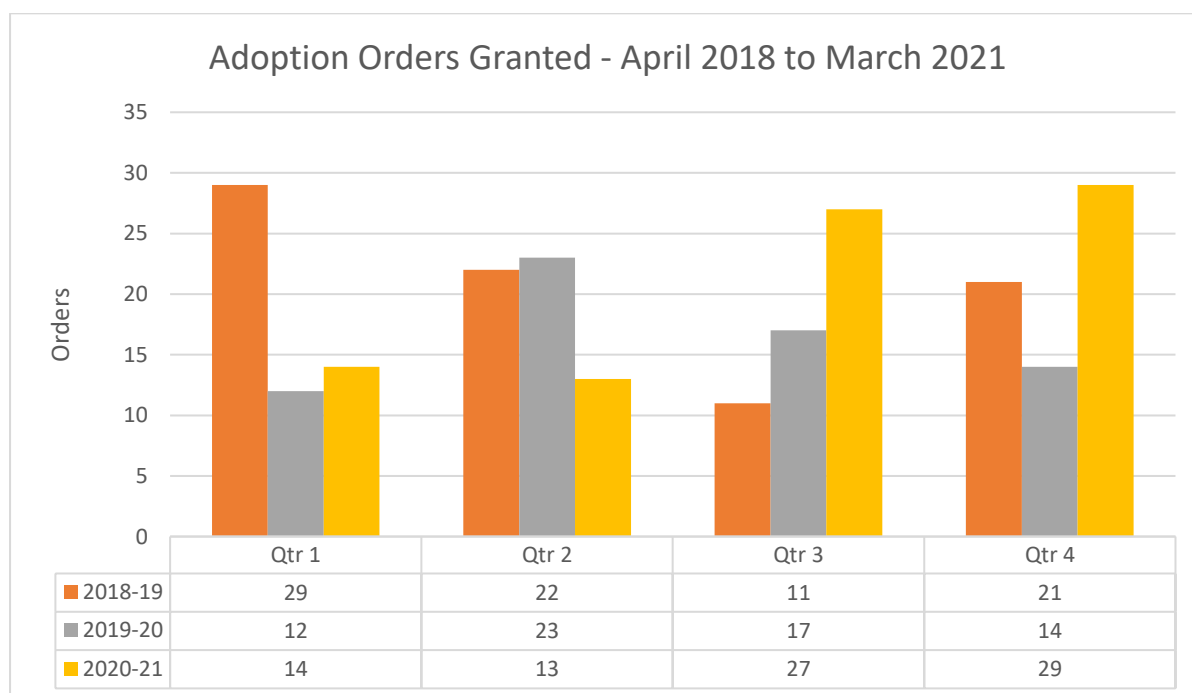
Adoption Orders

83 Adoption Orders were granted in the reporting period. There has been a significant increase from the first two quarters to the end of quarter 4 in line with an increasing number of final adoption order hearings which have been able to take place following the initial delays earlier in the pandemic.



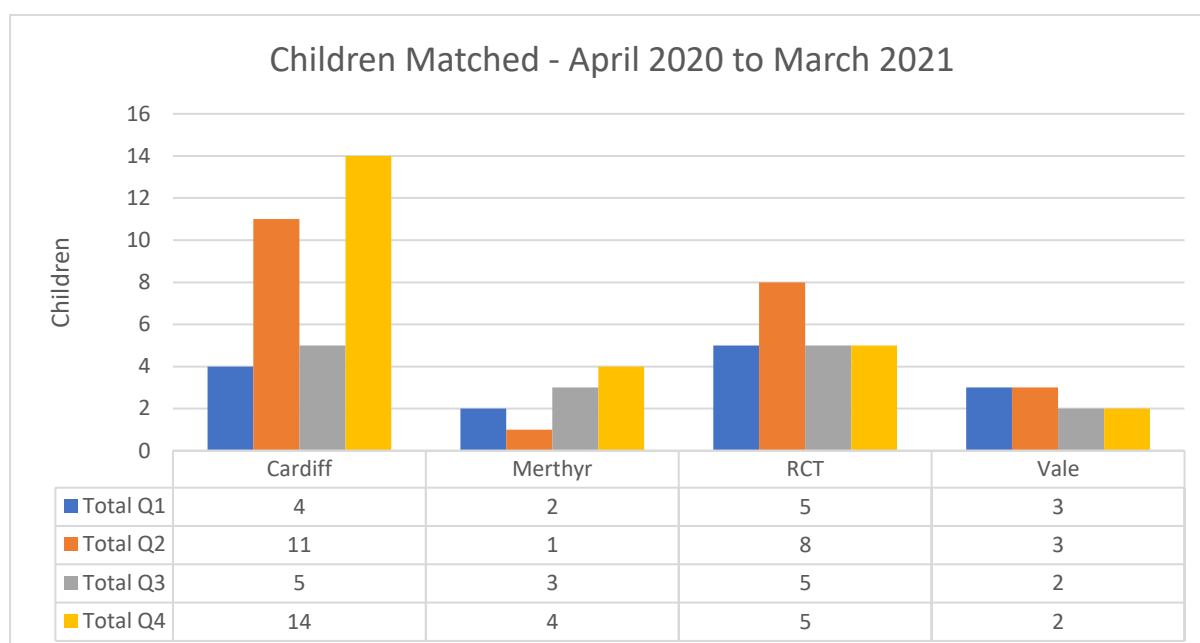
Comparative Data

Adoption Orders granted during 2020-21 are comparable with data held for 2018-19. A slight decrease (16%) in Adoption Orders granted was noted in 2019-20.



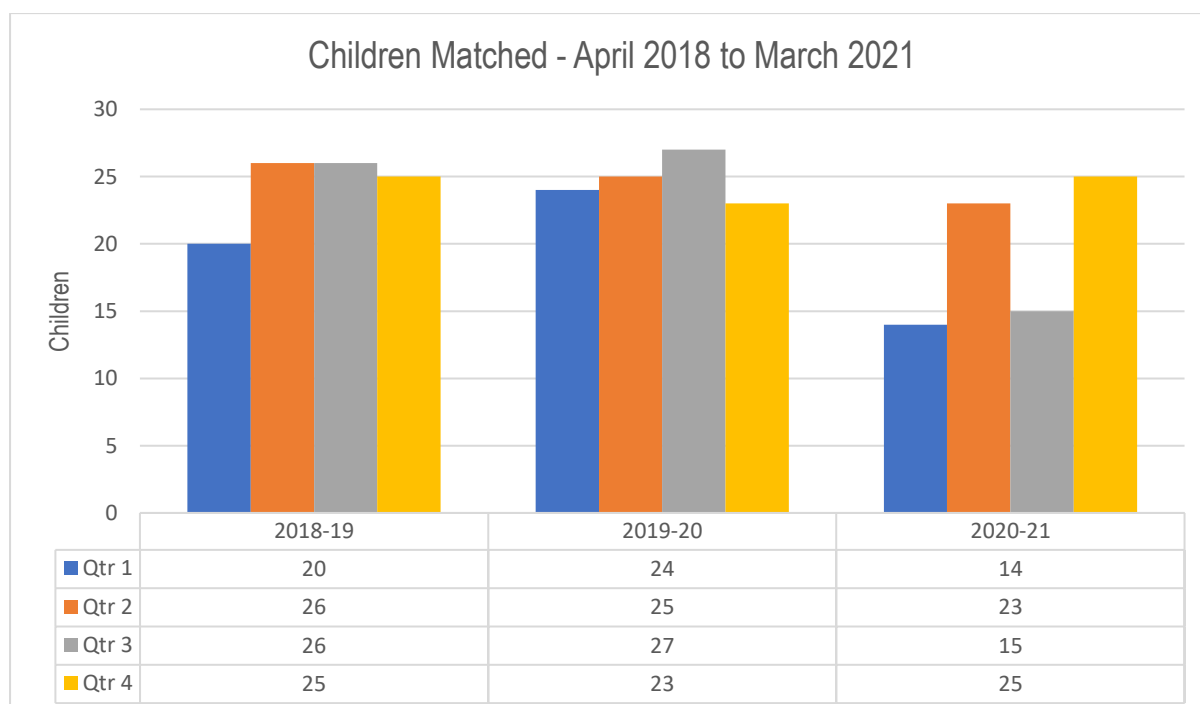
Children Matched

77 children were matched to adopters during the reporting period. This figure is **22.22%** lower when compared to the same period in previous year.



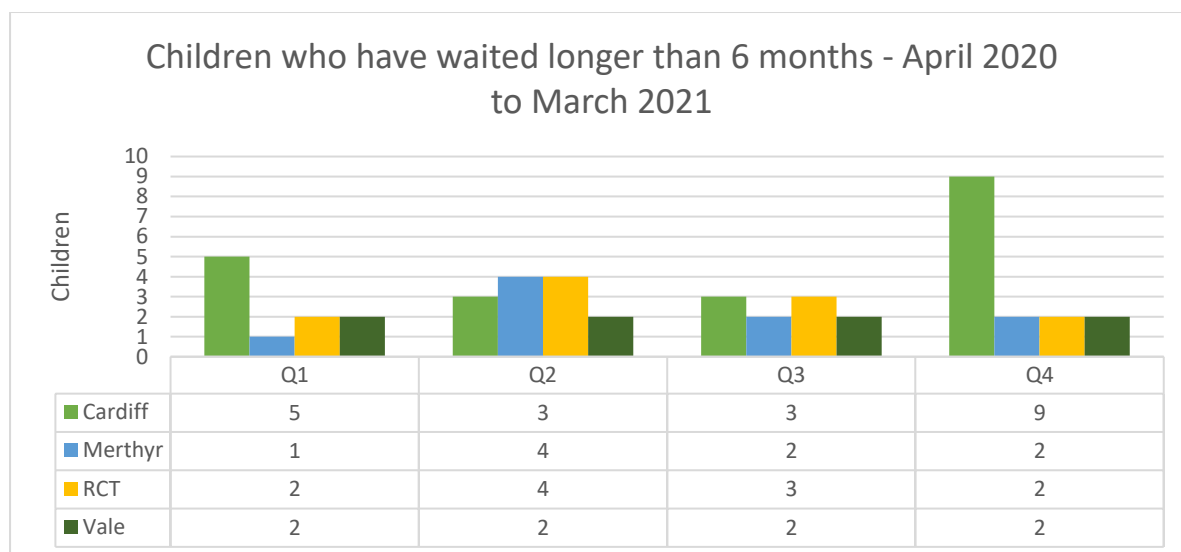
Comparative Data

The service continues to consistently match children. It should be noted however, children placed in 2020-21 is 21% lower when compared to previous years.

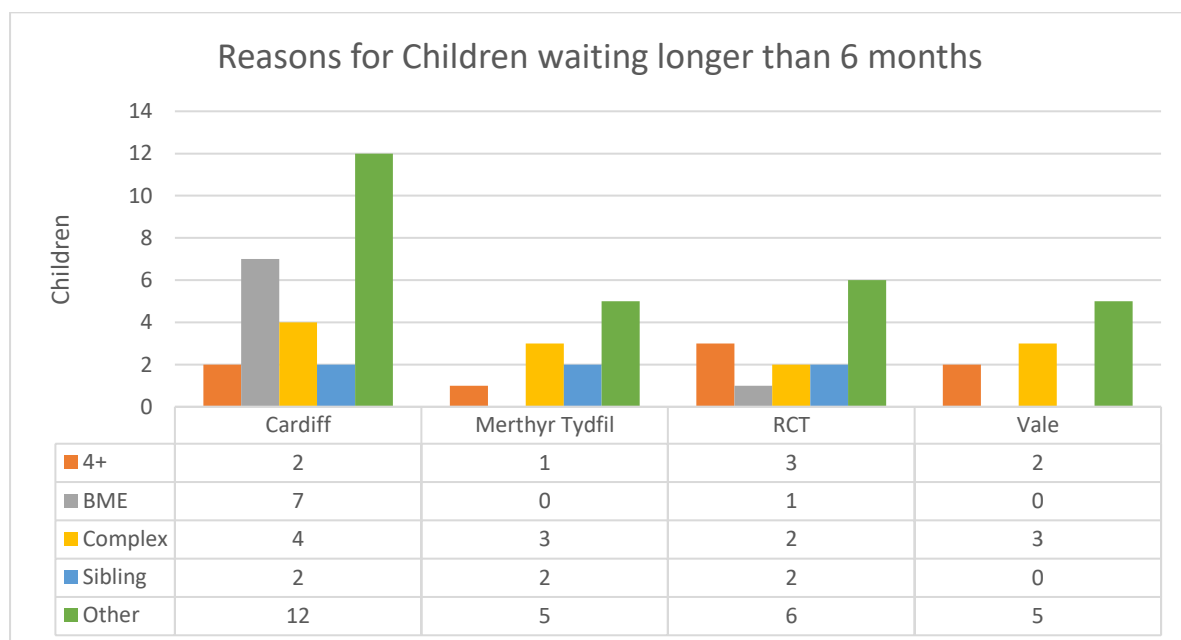


Number of children Matched since April 2020 who have waited longer than 6 months (or 3 months for a relinquished child under 6 months of age) to progress from “Should be placed for Adoption” decision to approve to Match

48 (73.84%) children matched in 2020-21 have waited longer than six months to progress from SBA to approve to match. This includes several children with additional/complex needs whose adoption searches have taken time but also whose matching with adopters has been drawn out over a longer period to ensure both that adopters have had sufficient time and information to proceed and that children have been able to be prepared.

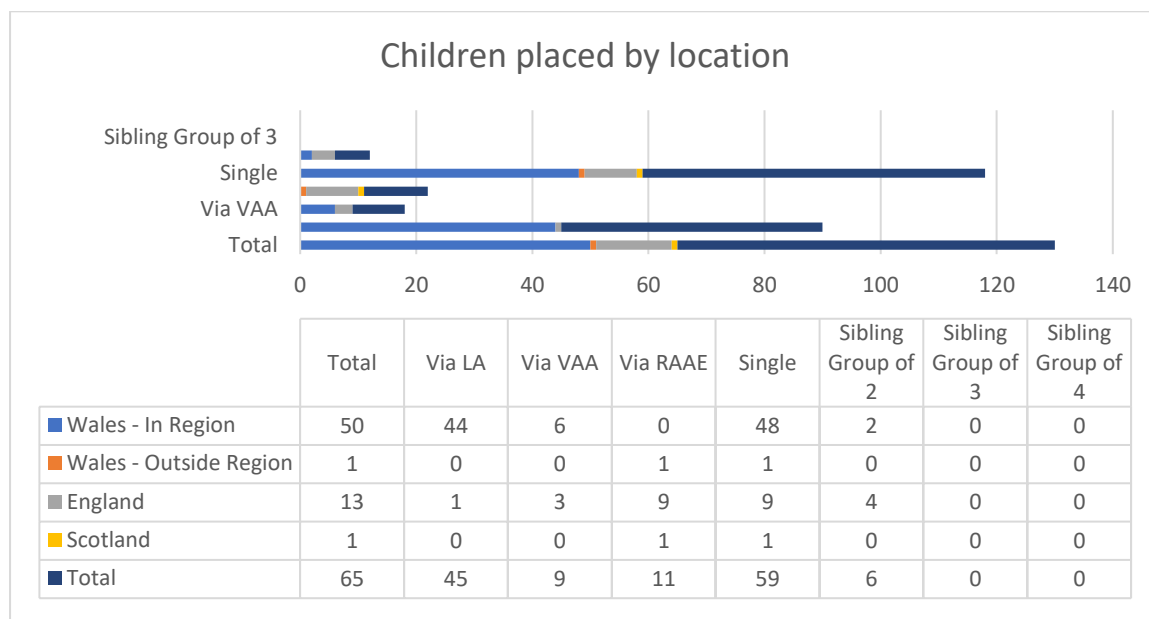


In many cases, children who have waited longer than six months come under more than one category.



Type of Placement

68% of the children have been placed with VVC adopters



Life Journey Work

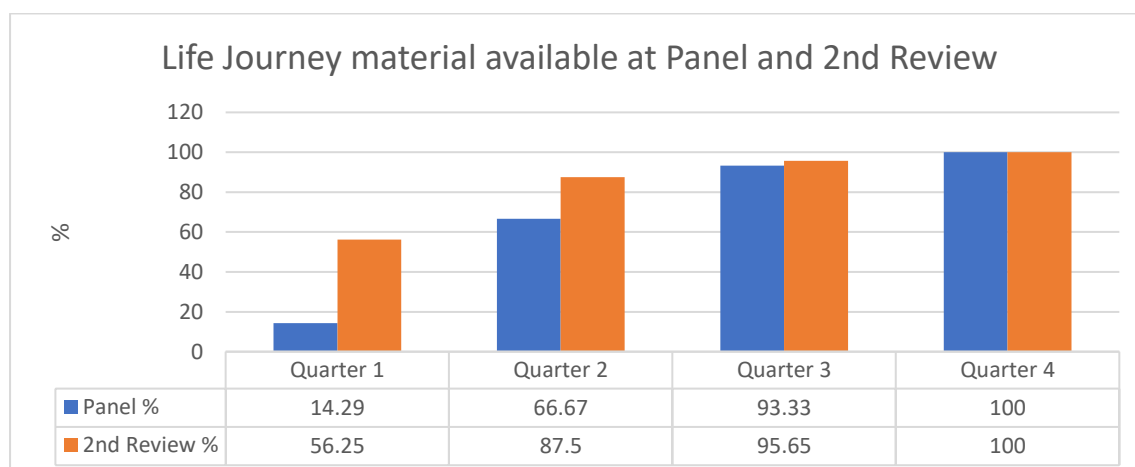
Amendments to the performance indicators for Life Journey work came into effect on 1st April 2020.

M20A The number of children during the quarter where life journey material has been provided by the time of matching panel. ***Life Journey material at matching panel has been defined as: draft later life letter; and draft life storybook.***

M20 The number of children for whom life journey material has been provided to adopters by the time of the second adoption review.

M21 The number of children during the quarter who had their second adoption review.

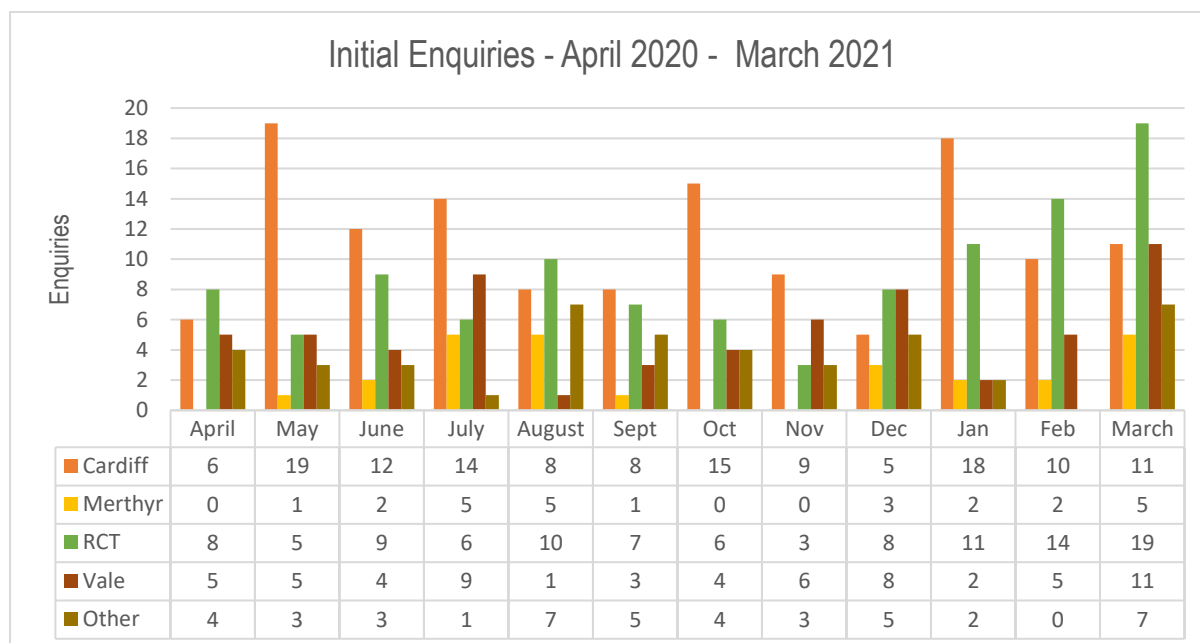
Quarter on quarter we can see a steady increase in performance with most local authorities achieving 100% compliance. Given the relatively small numbers of children involved in both measures, just 1 child can show a significant impact on the overall %.



Appendix 3 – Recruitment and Assessment

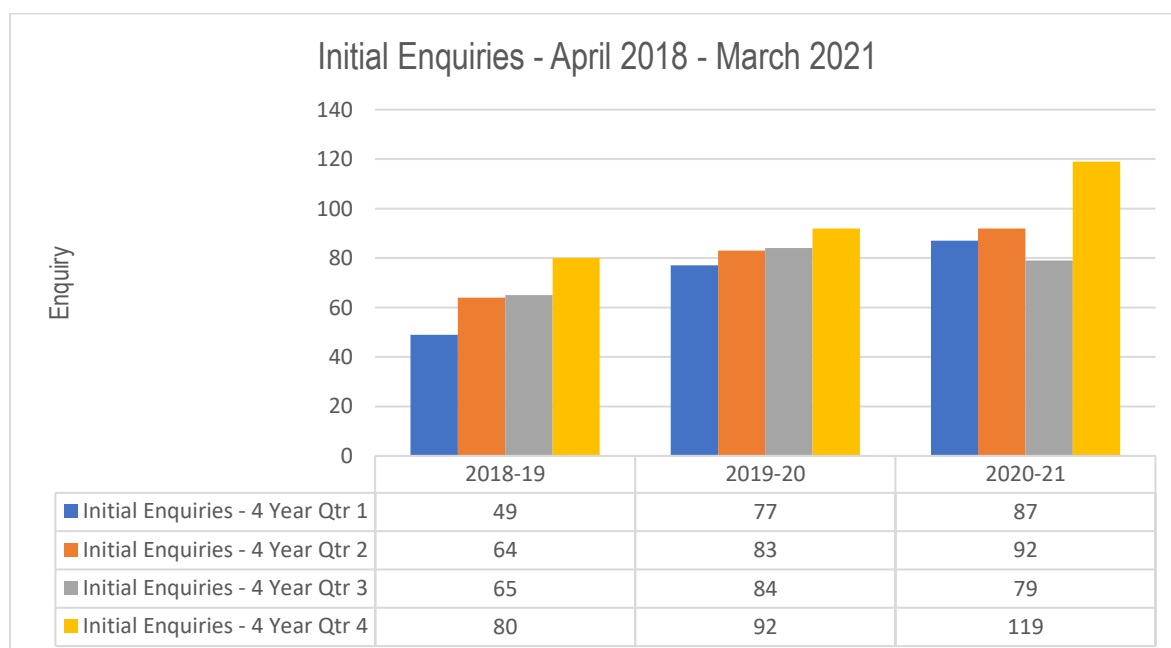
Initial Enquiries

374 enquiries were received during the period April 2020 – March 2021. Of this, 36% and 28% of enquiries were received from Cardiff and RCT respectively, 17% and 7% of enquiries were received from the Vale of Glamorgan and Merthyr Tydfil respectively and 44 (12%) enquiries were received from outside our region.



Comparative Data

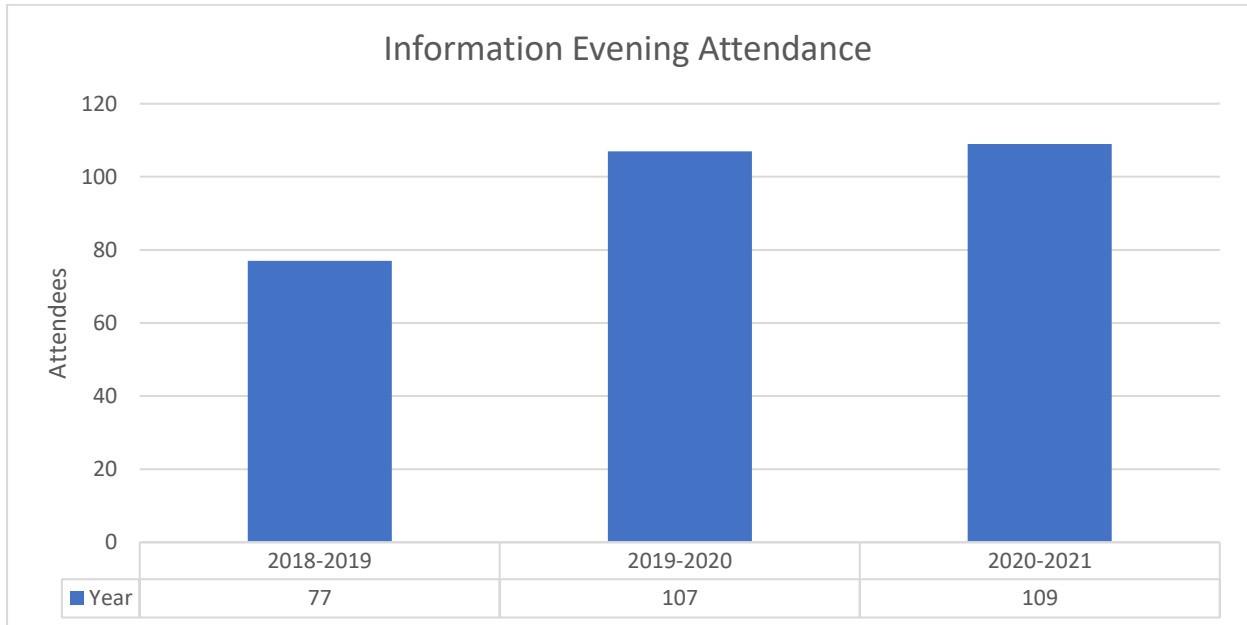
Over the past three years, the service has seen a 46% increase in the number of enquiries.



Information Evenings

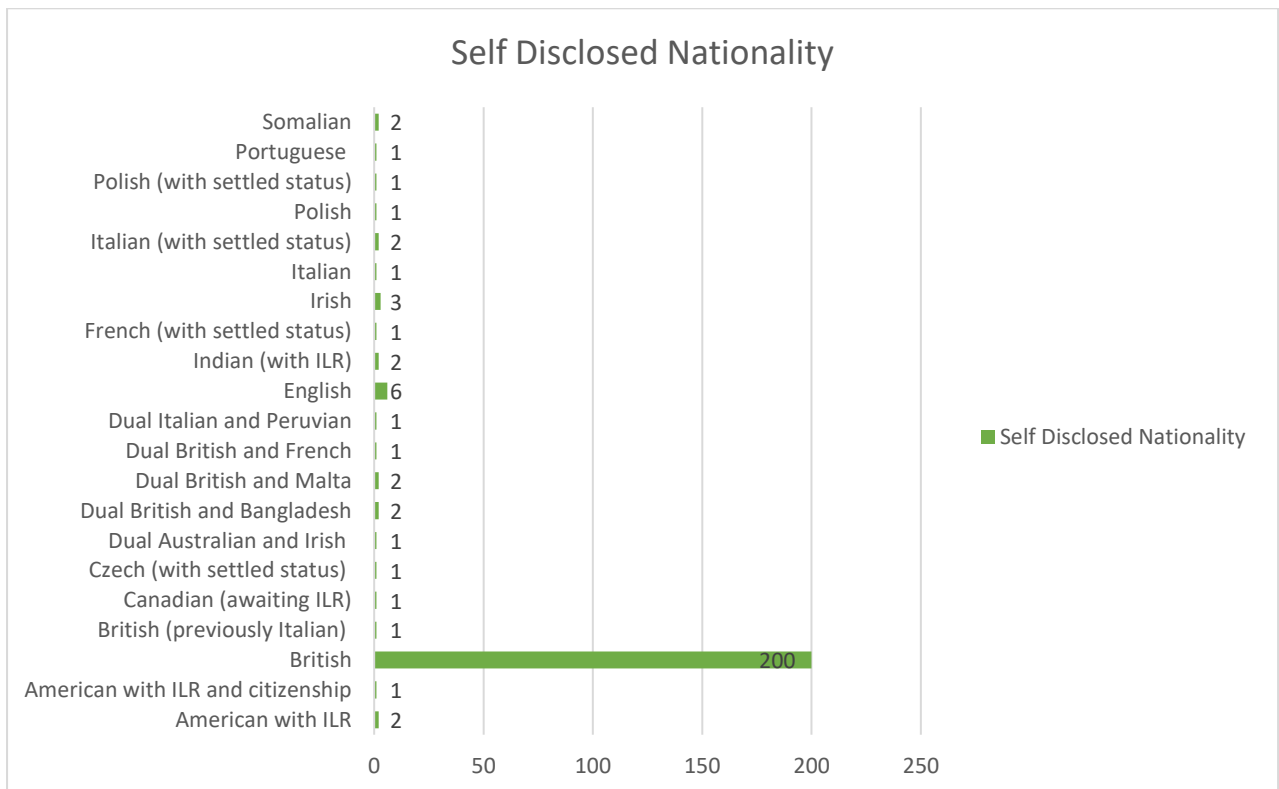
Comparative Data

Year on year, the service continues to see an increase in attendance at Information Evenings.

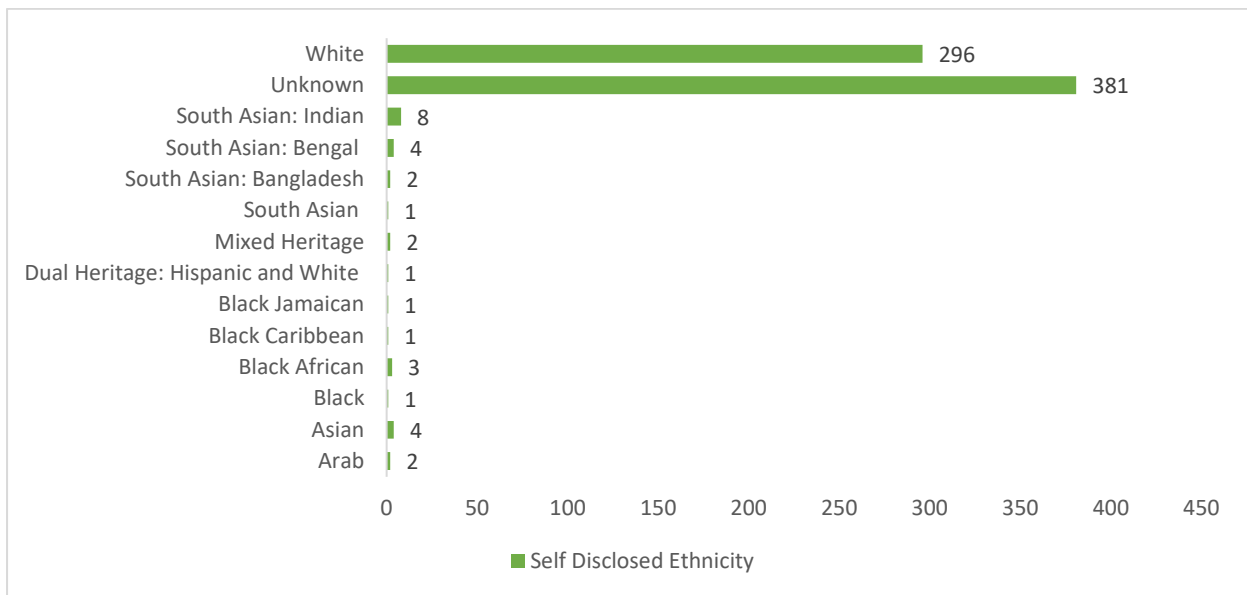


Demographics of Initial Enquiries

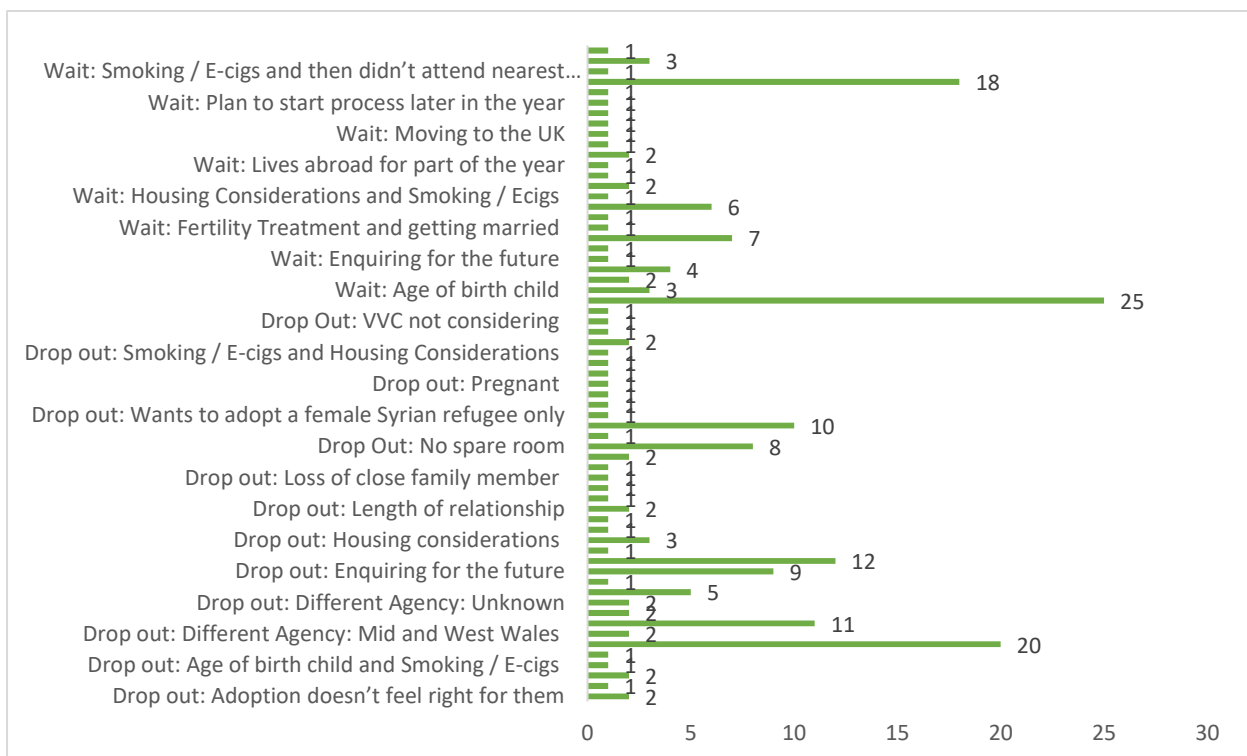
Self-disclosed Nationality



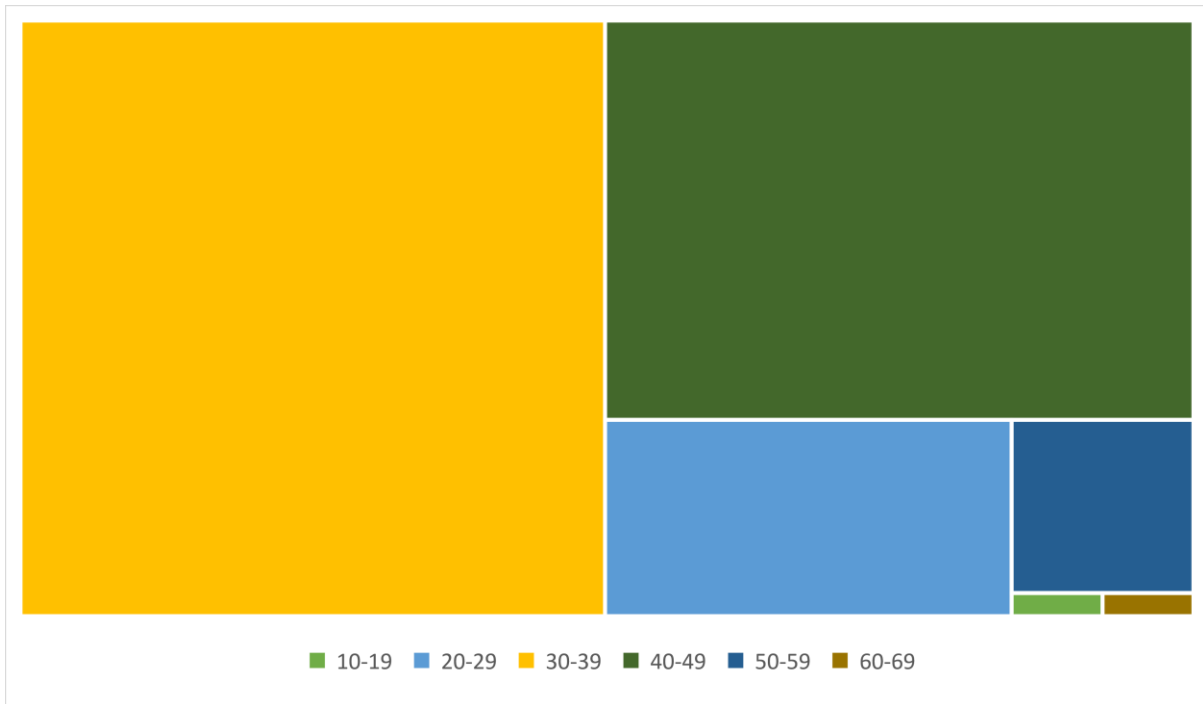
Self-disclosed ethnicity



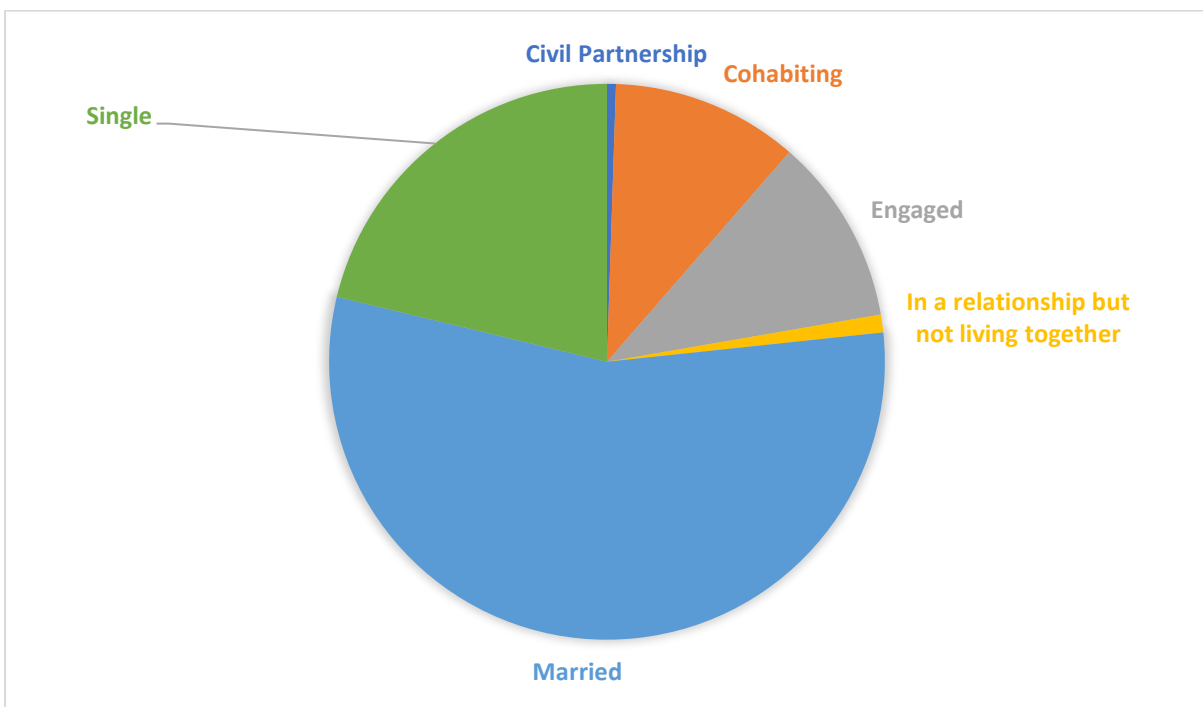
Self-disclosed Follow up - reasons for delay or withdrawal from adoption process before Information Evening April 2020 – March 2021:



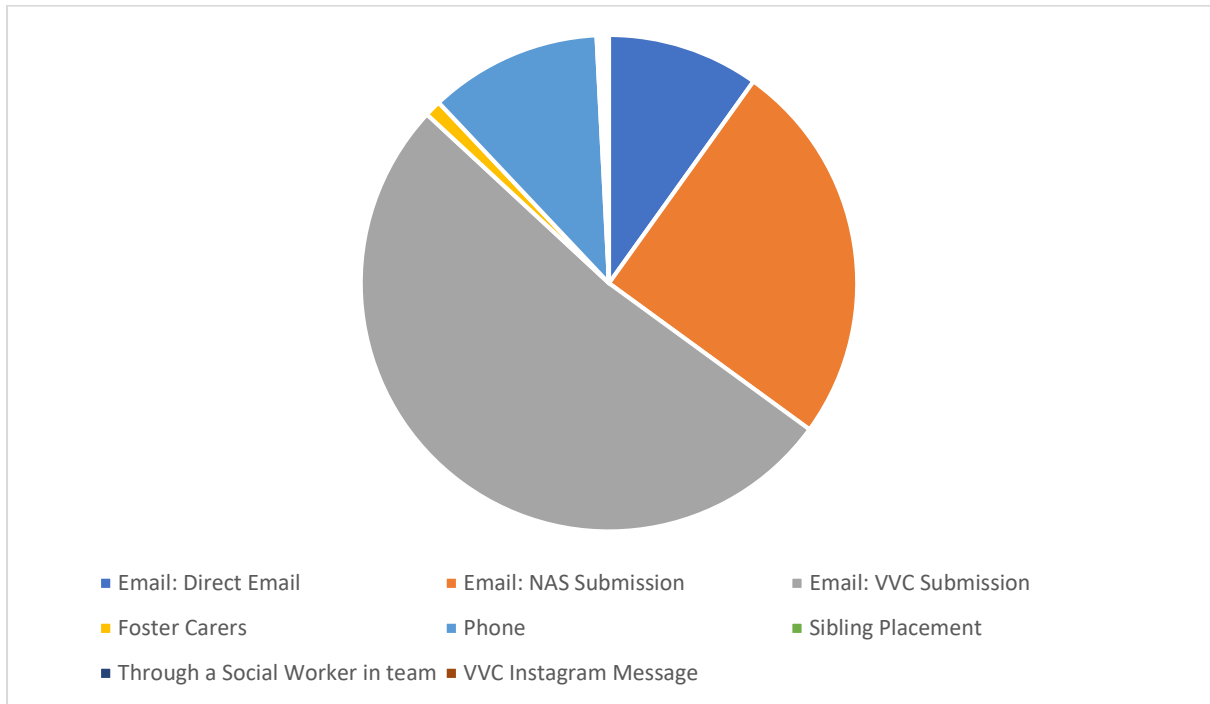
Age of Applicants



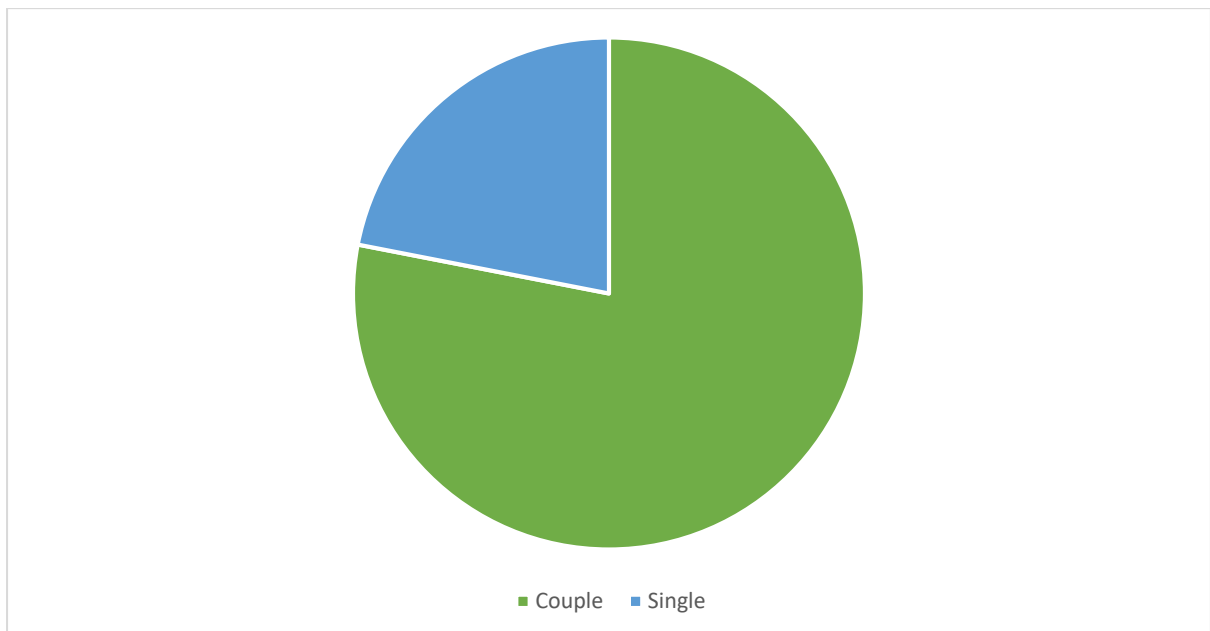
Relationship Status



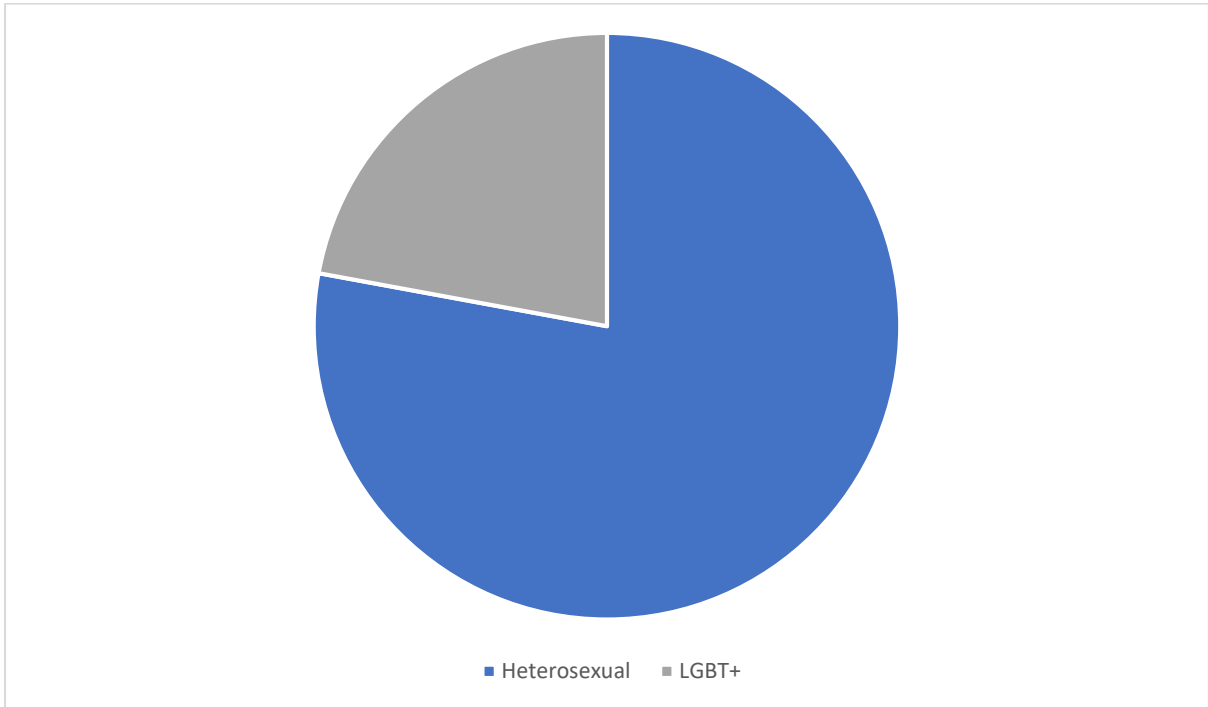
How they contacted us



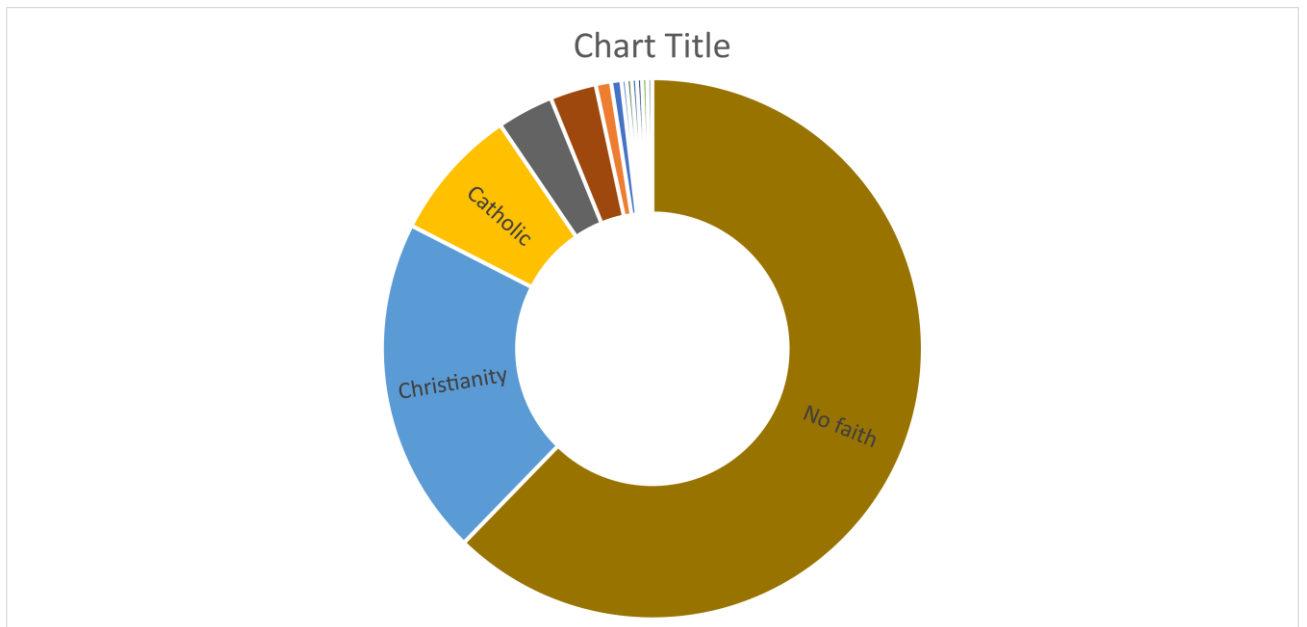
Couples and Singles



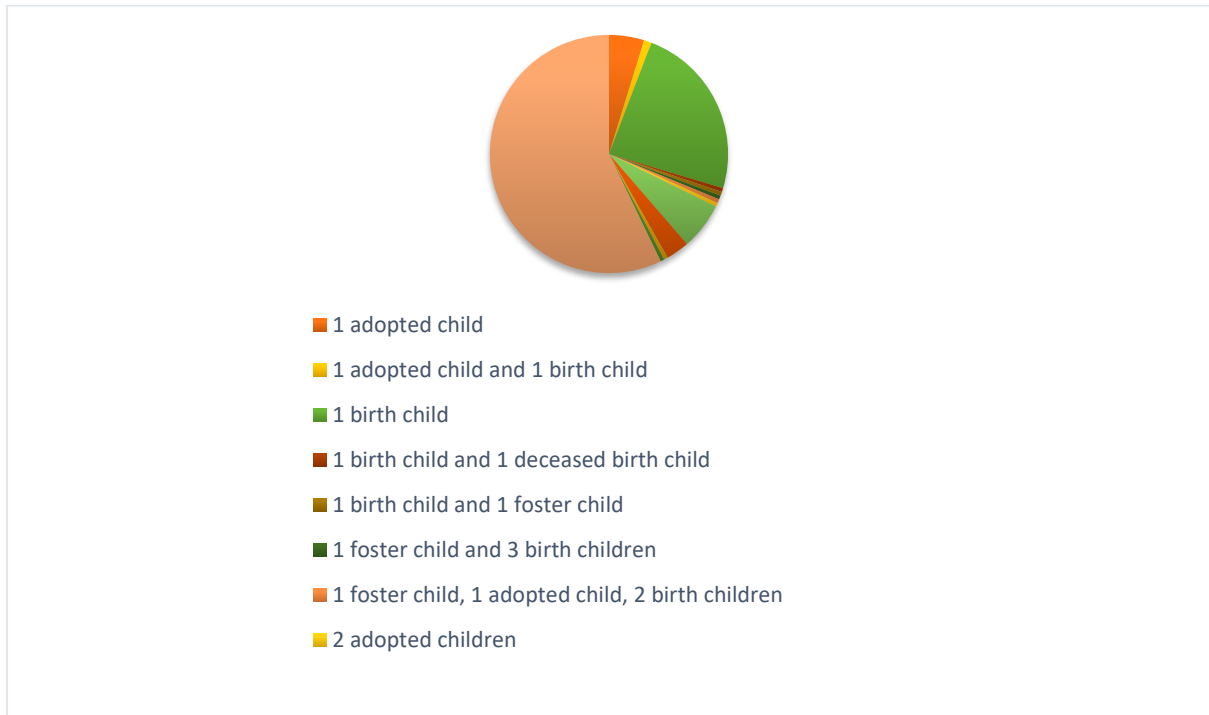
Couples – self-reported LGBT+ and Heterosexual



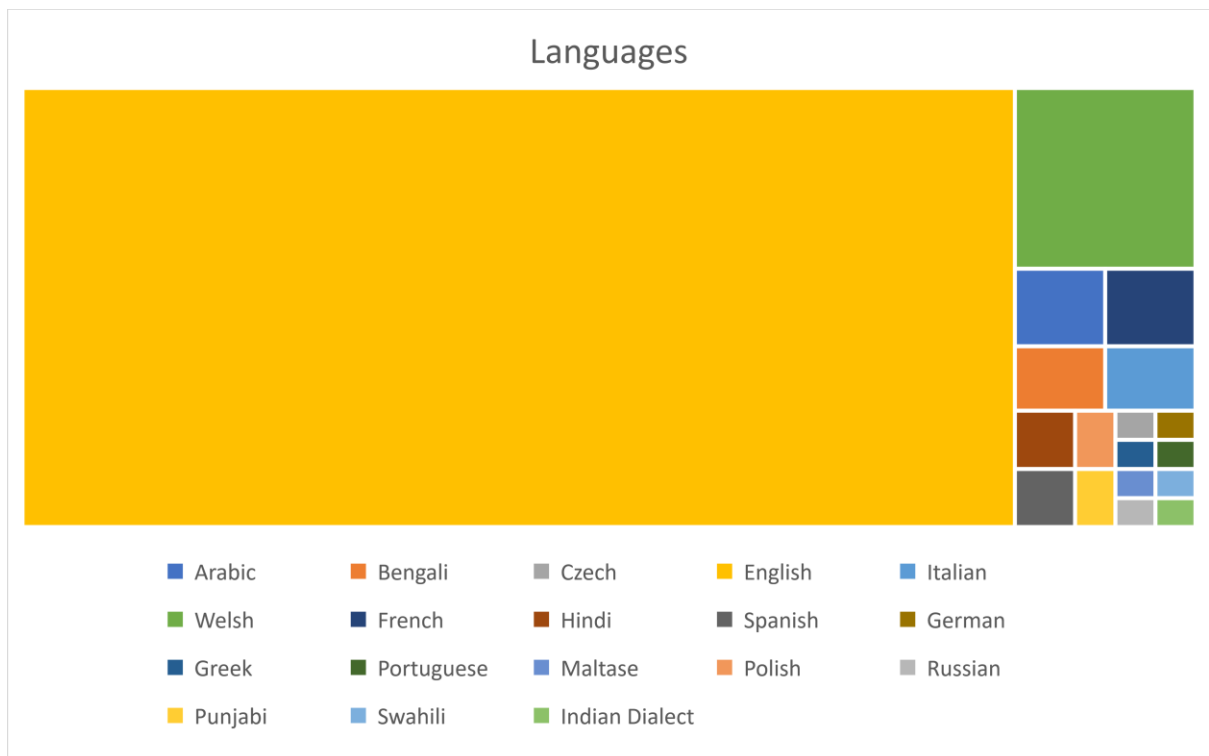
Self-reported faith



Adopting with children already in the household

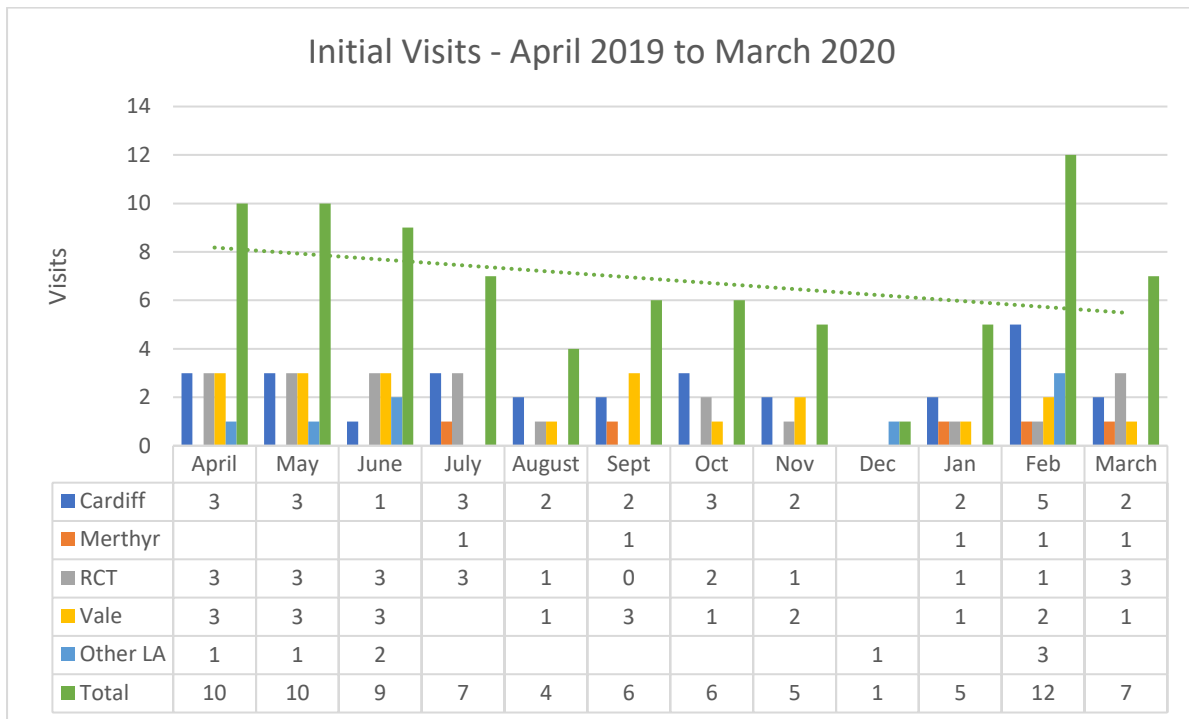


Languages spoken in the household



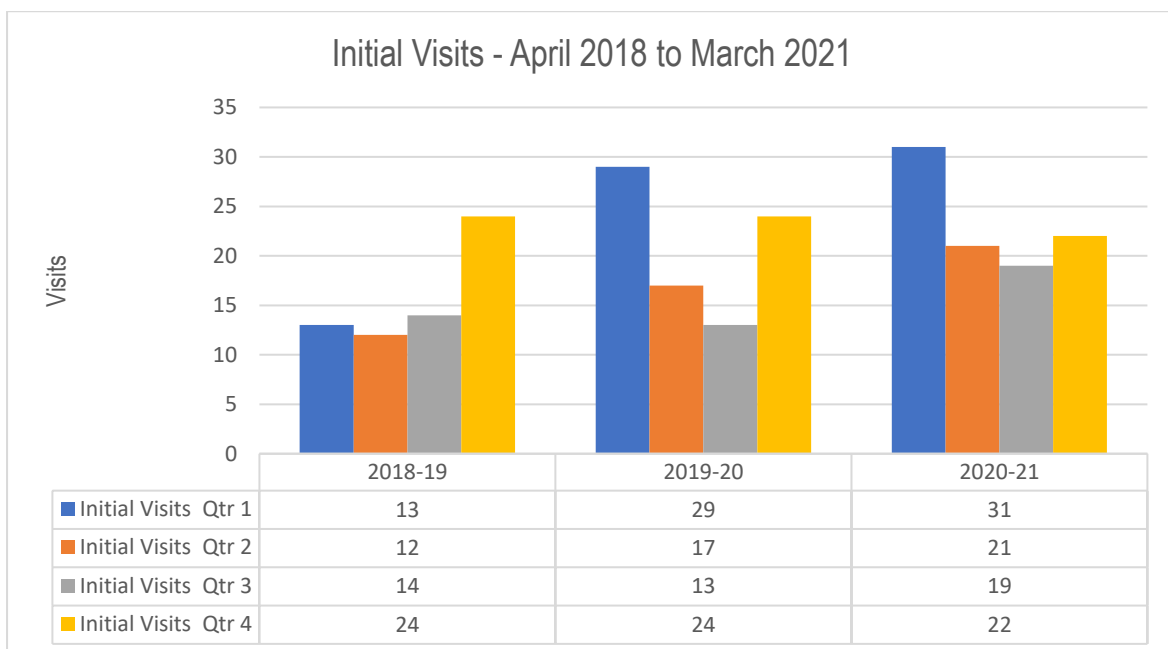
Initial Visits

82 initial visits took place during the reporting period.



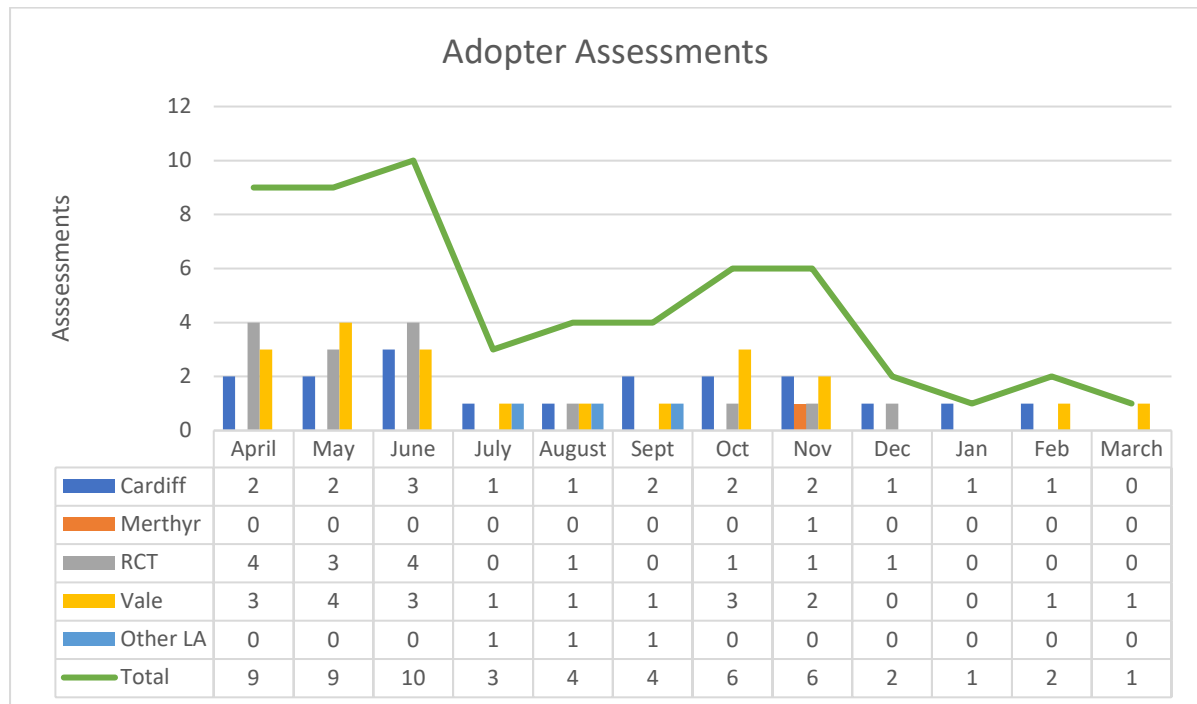
Comparative Data

Over the past three years, the service has noted a 48% increase in the number of initial visits being carried out.



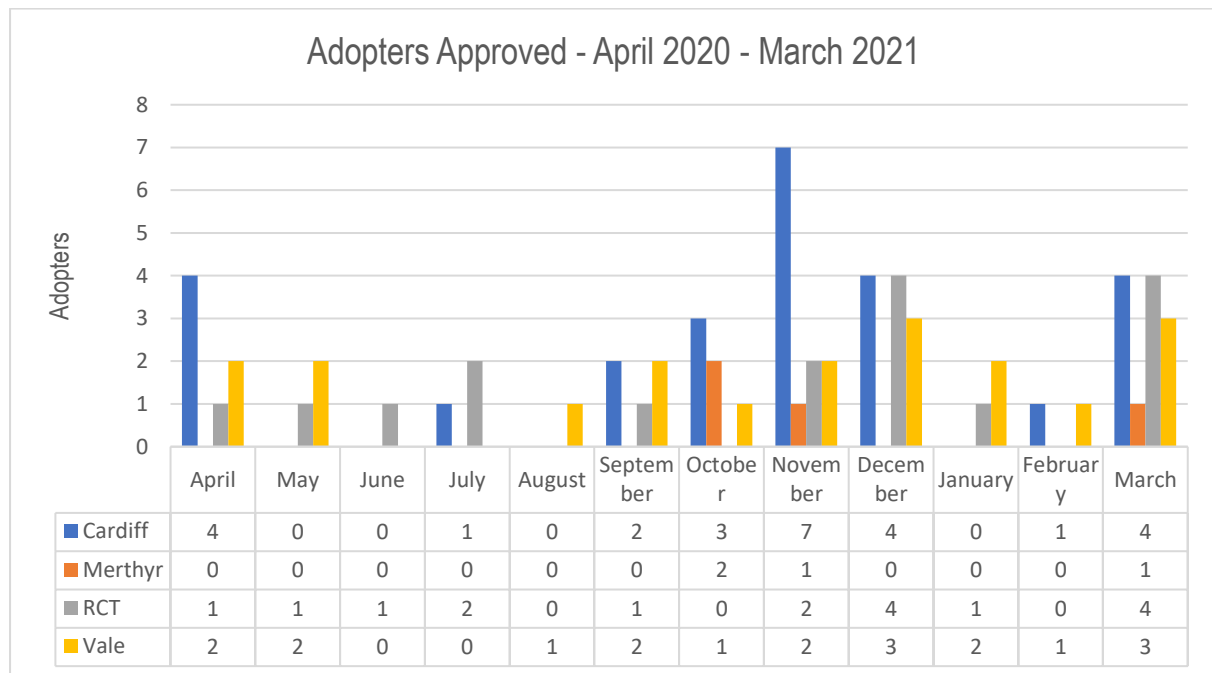
Adopter Assessments

57 adopter assessments were carried out during the reporting period.



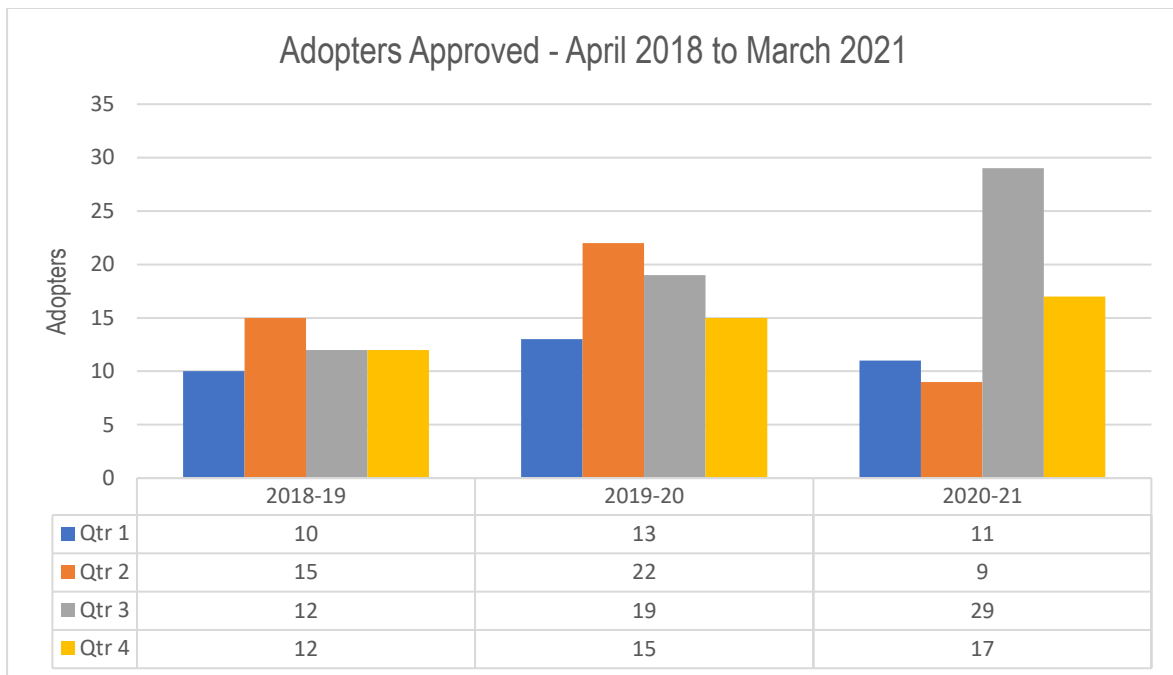
Adopter Approvals

67 adopter approvals were presented to the adoption panel, of these 66 adopter approvals were ratified during the reporting period.



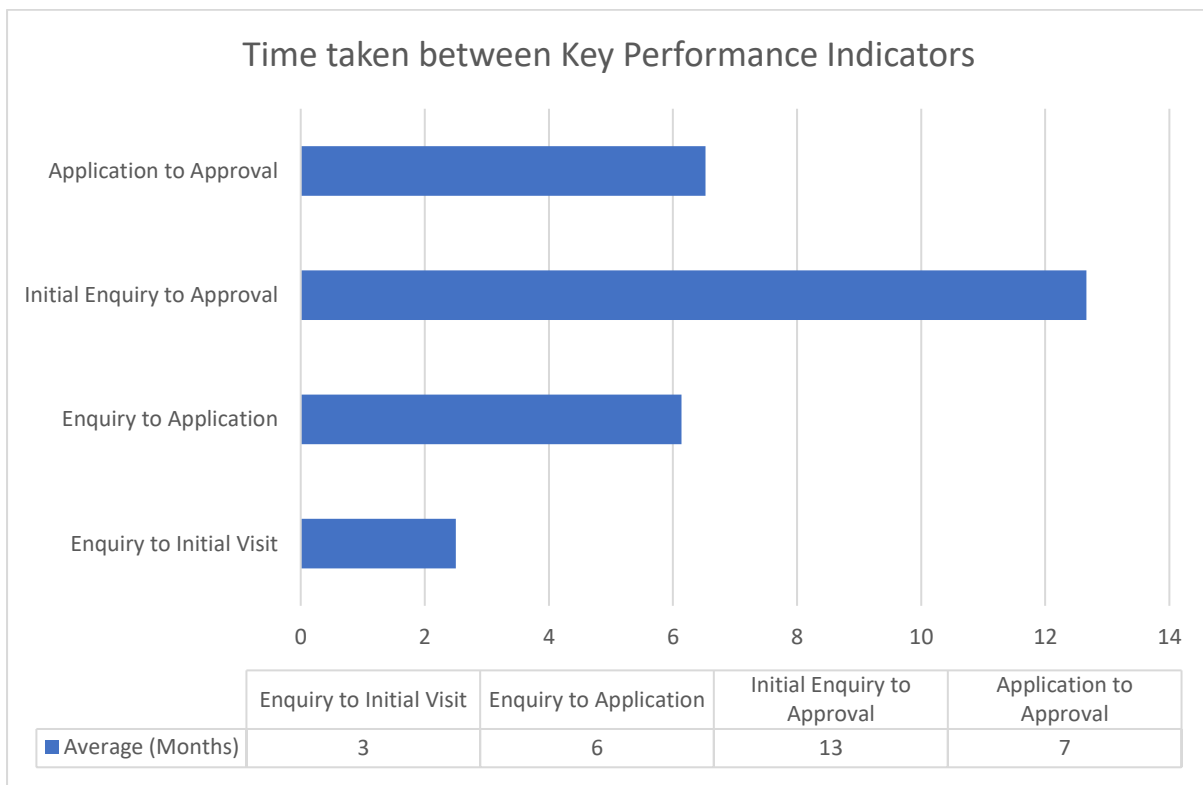
Comparative Data

A 35% increase in the number of adopters approved has been observed during the three-year period.

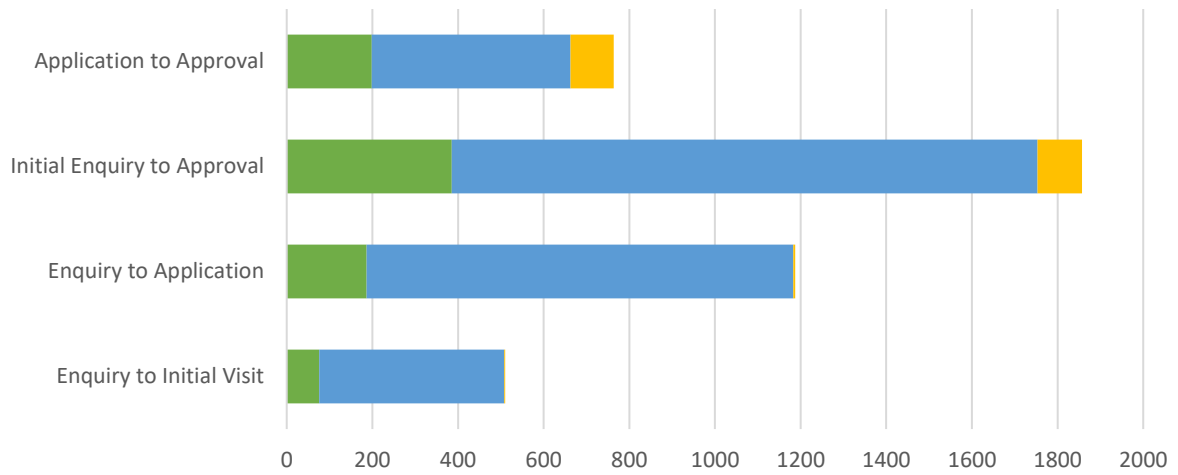


Conversions

The Service continues to demonstrate its commitment to process applications within NAS guidelines. In respect of initial enquiry to approval (see graph below), the time scale was extended because 6 adopters' assessments were protracted due to a variety of reasons.



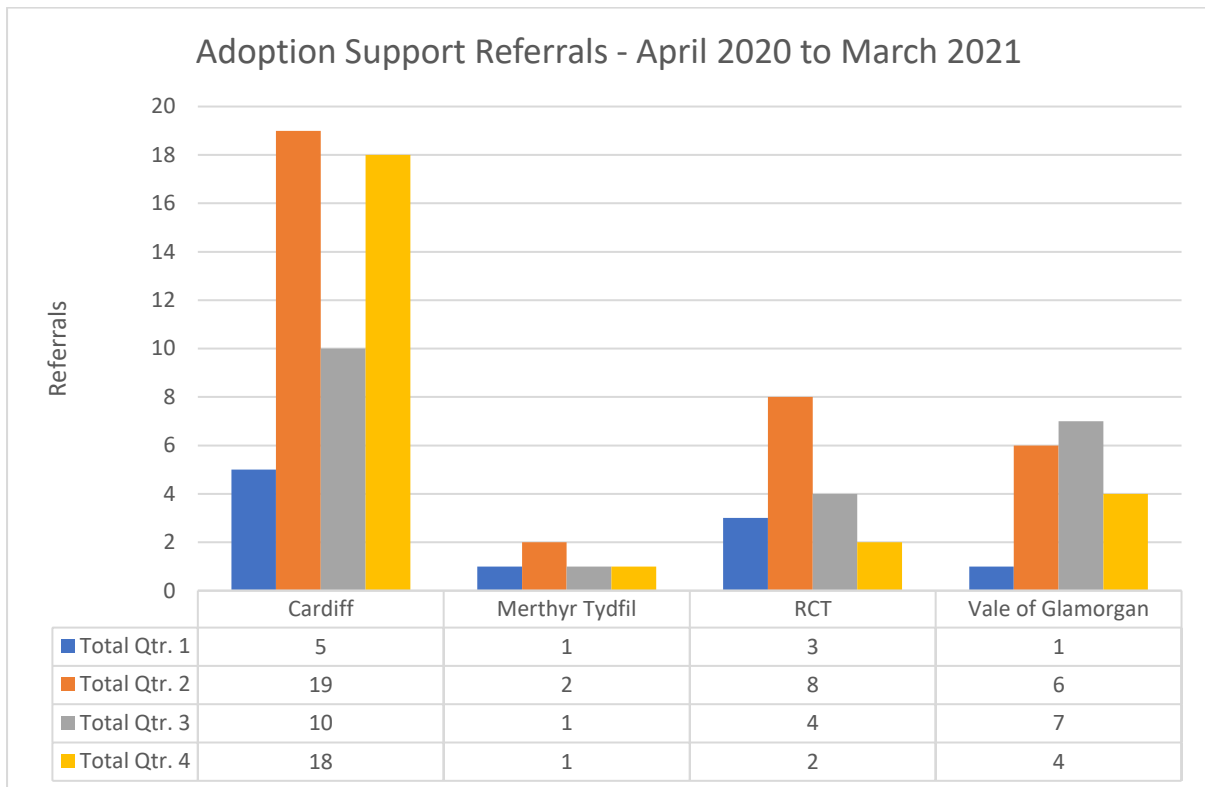
Conversion Rates April 2020 - March 2021



	Enquiry to Initial Visit	Enquiry to Application	Initial Enquiry to Approval	Application to Approval
■ Average	76.05	186.65	385.13	198.47
■ Longest	432	996	1368	464
■ Shortest	2	5	104	101

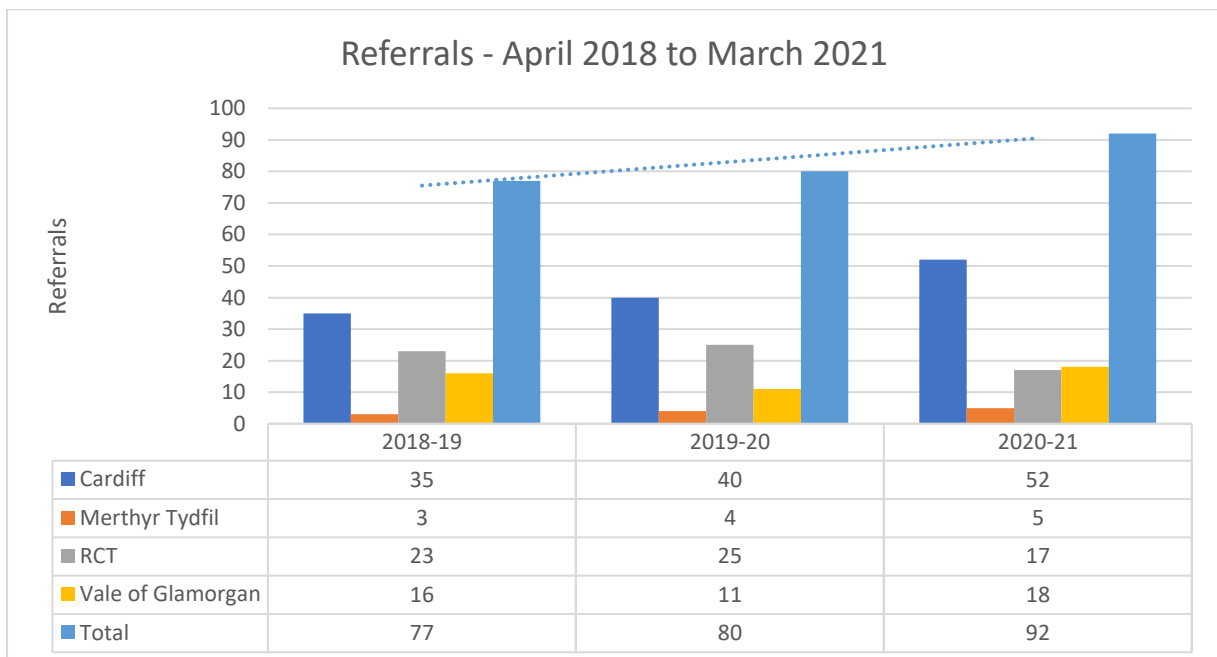
Appendix 4 – Adoption Support

Referrals



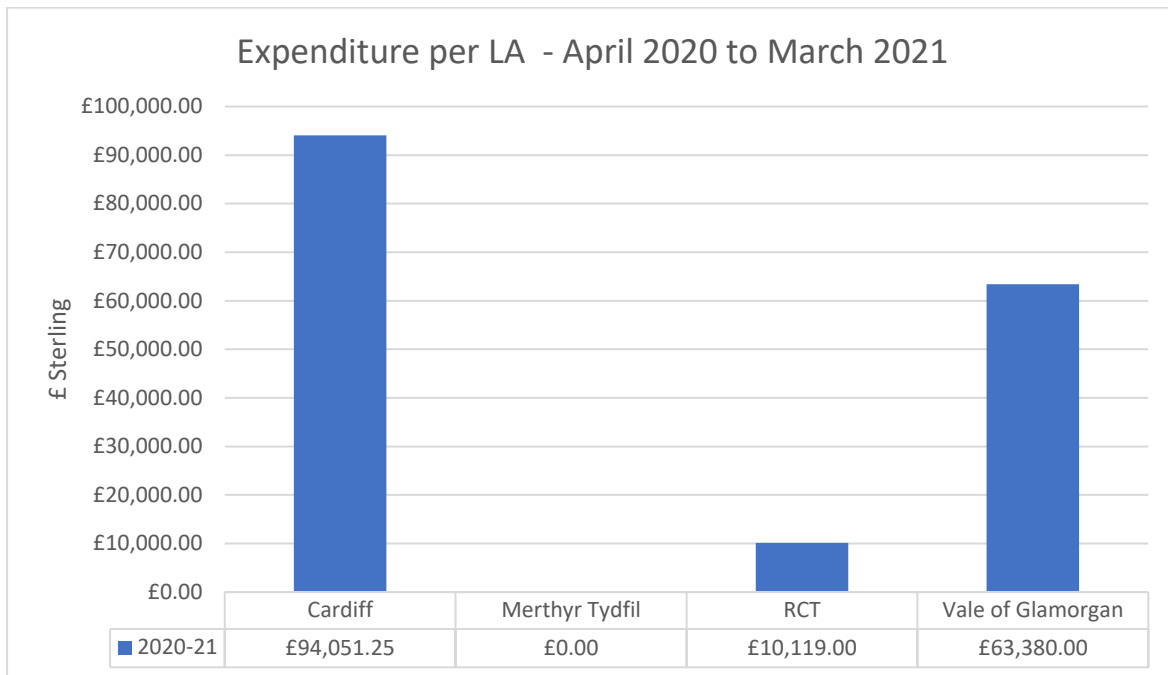
Comparative Data

Over the past three years, referrals for post adoption support have increased by 19.4%

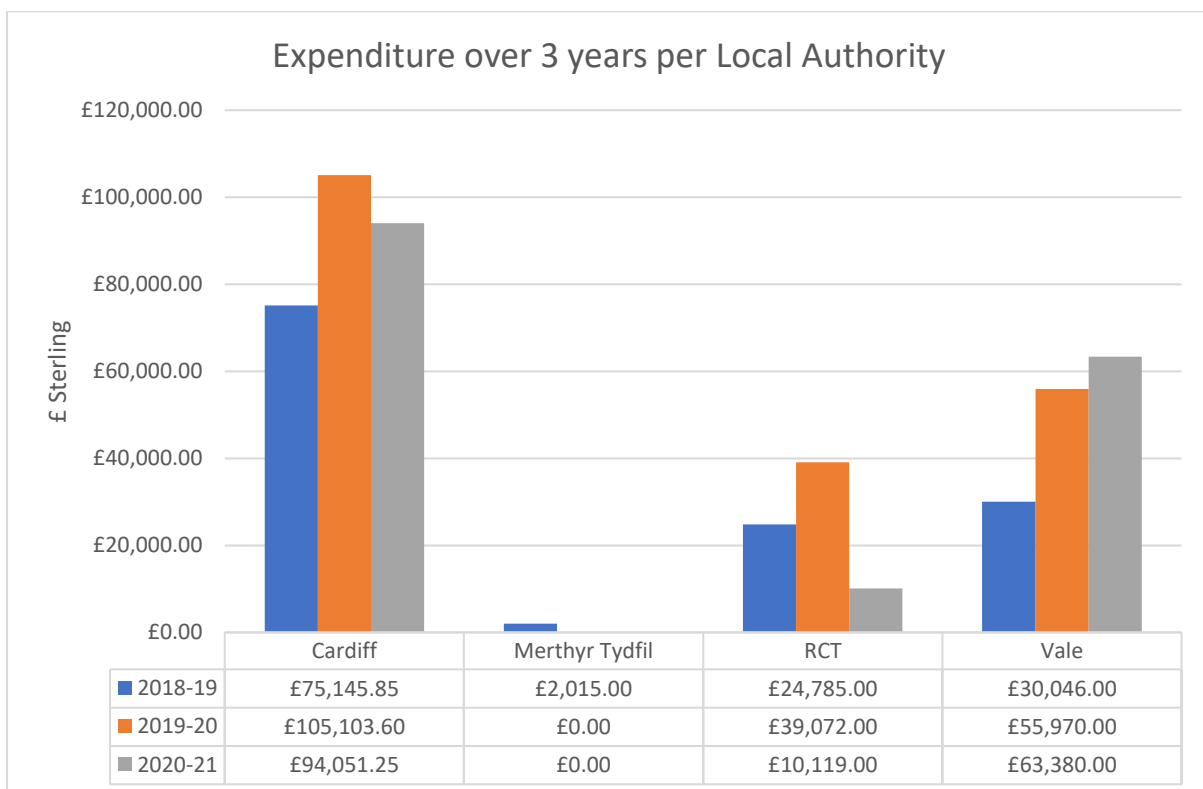


Expenditure per Local Authority

64 children have received local authority funding during the year.

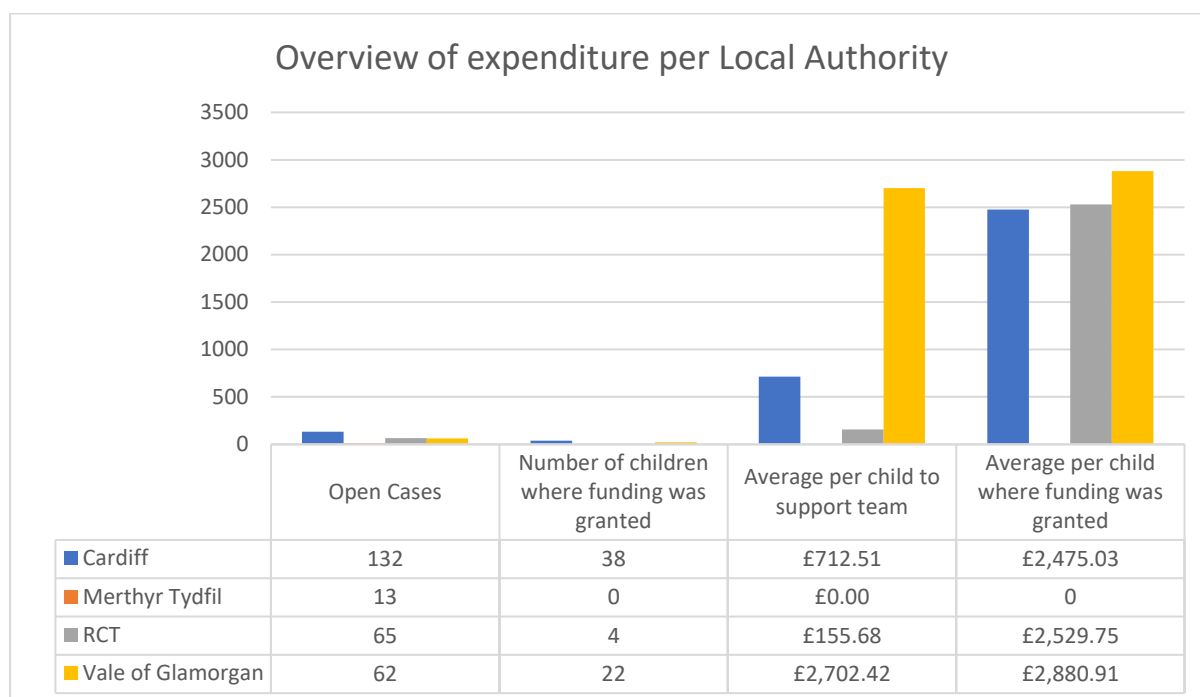


3-year comparative data - Expenditure per Local Authority



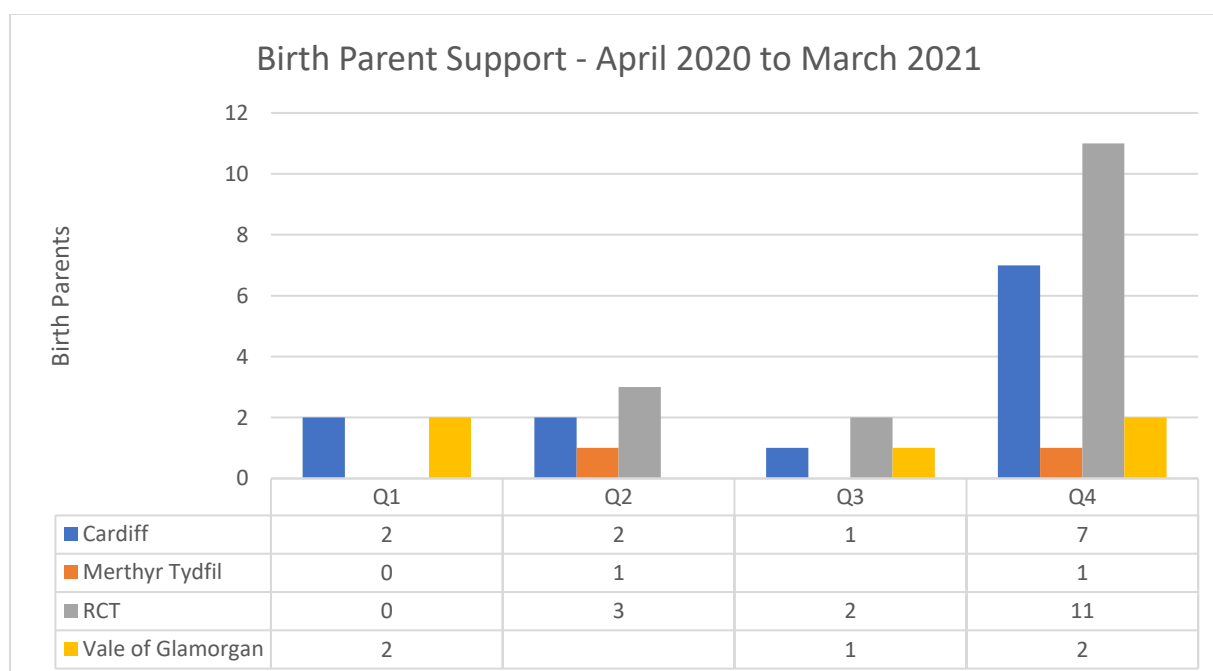
Overview of average expenditure per Local Authority

The service has 272 open cases for adoption support. 49% are for Cardiff families, 24% and 23% are for RCT and Vale of Glamorgan families respectively. The remaining 4% of open cases for Merthyr Tydfil are supported by the Adoption Support team.

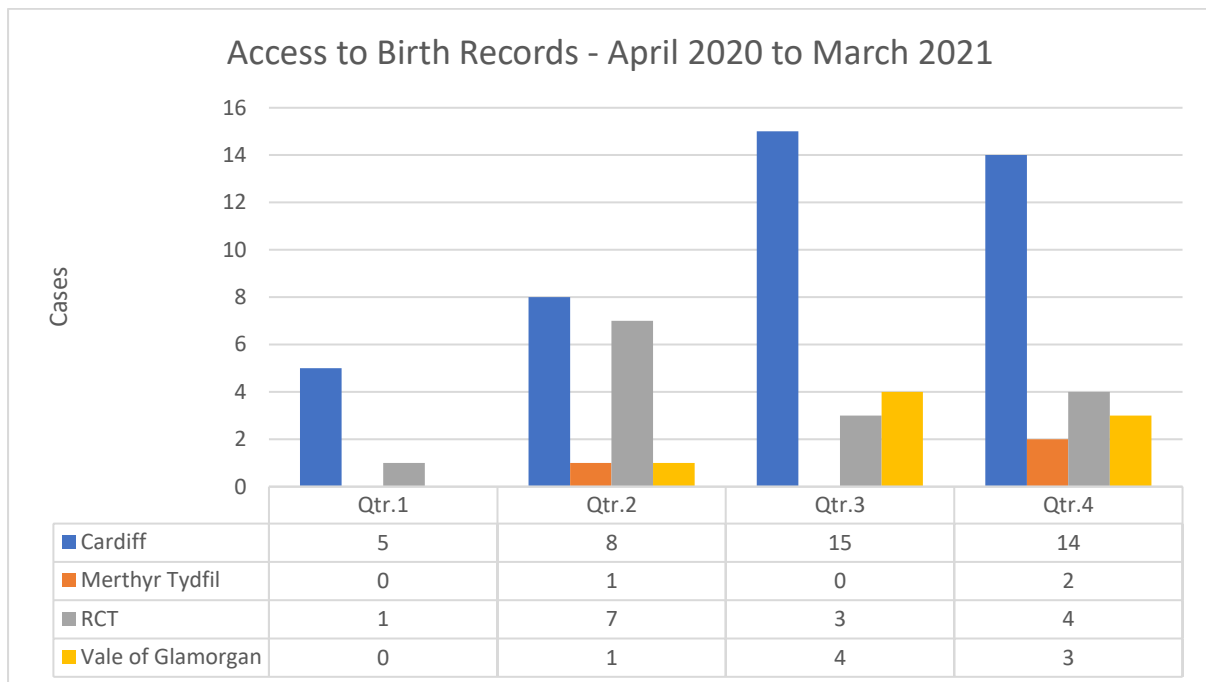


Birth Parent Services

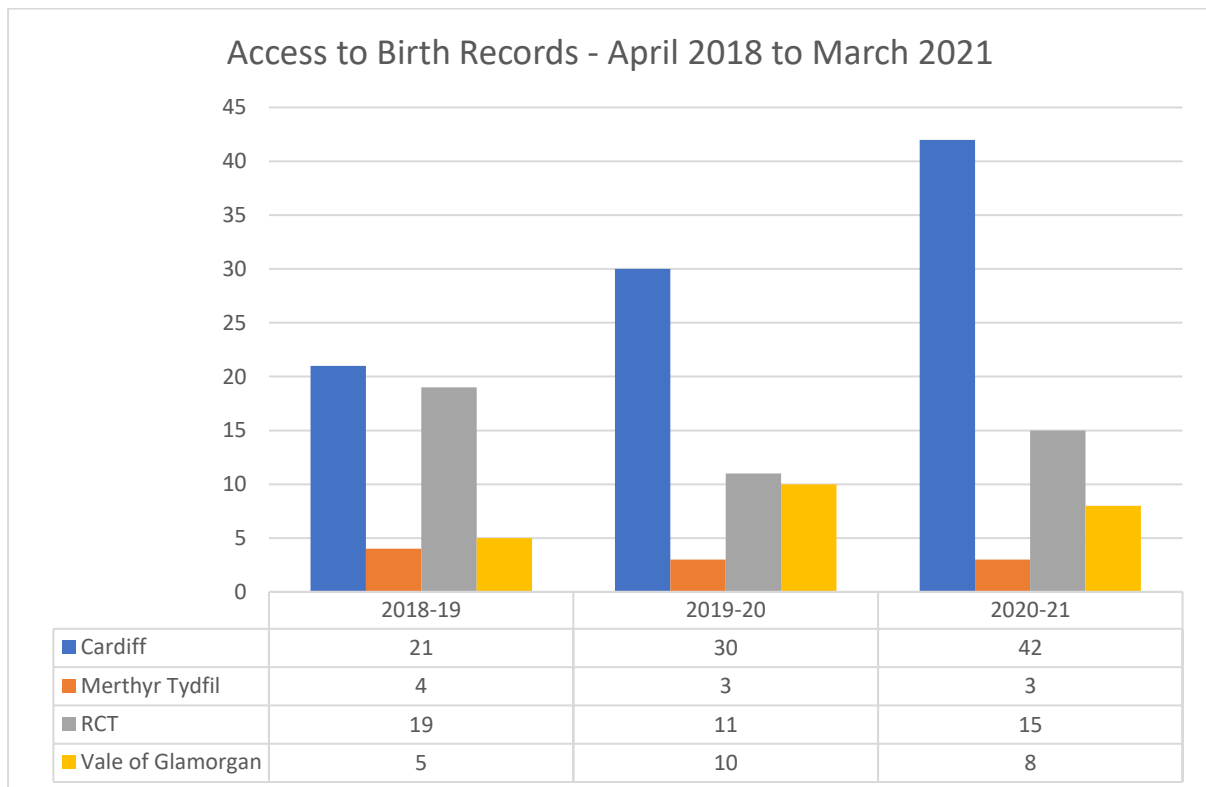
A significant increase (60%) in services offered to birth parents is observed in Quarter 4. This follows the recruitment of a permanent birth parent adviser and reduction in lockdown restrictions.



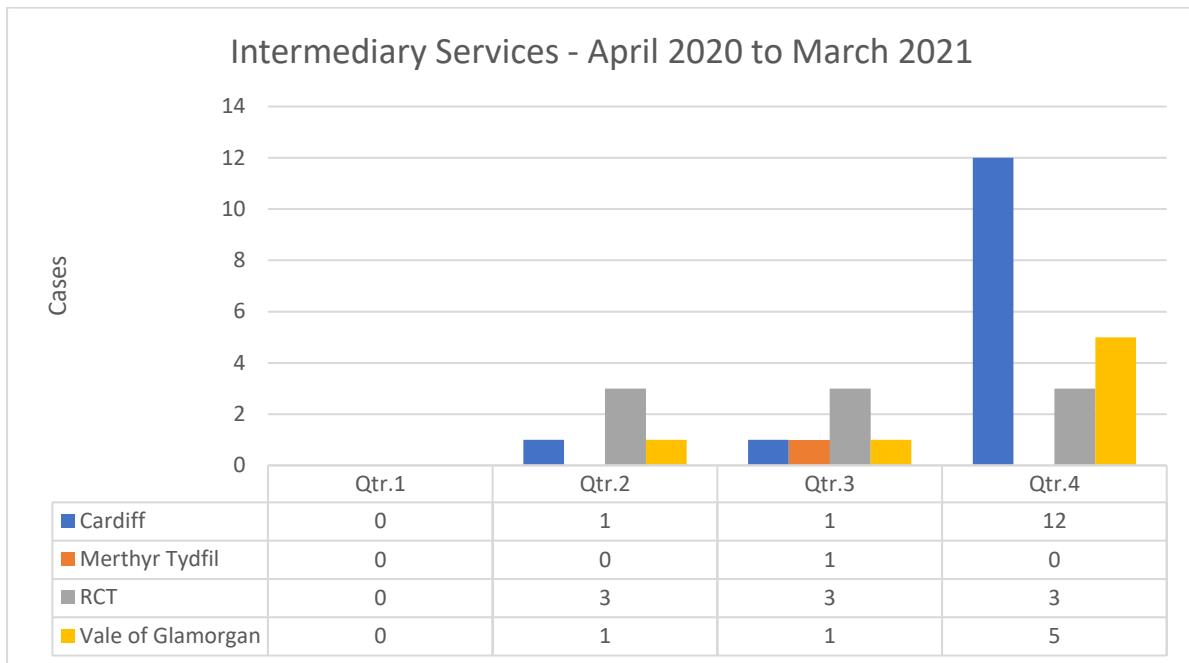
Access to Birth Records



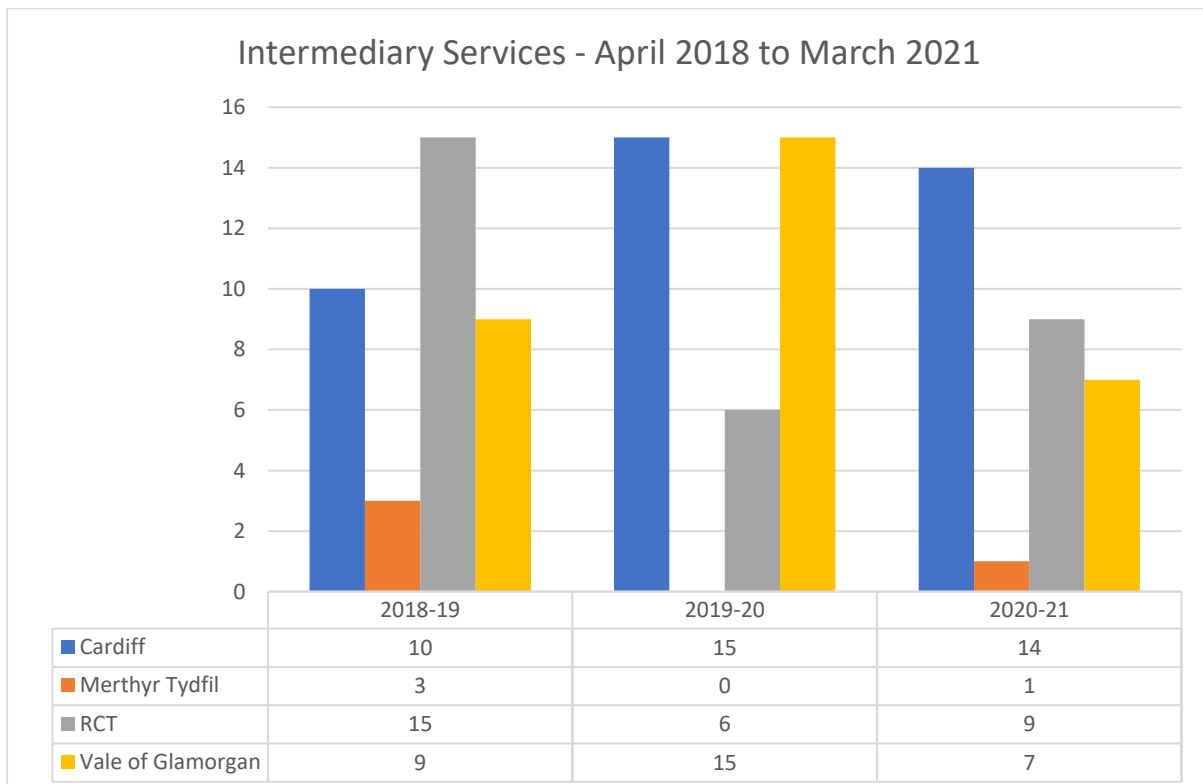
3-year comparative data – Access to Birth Records



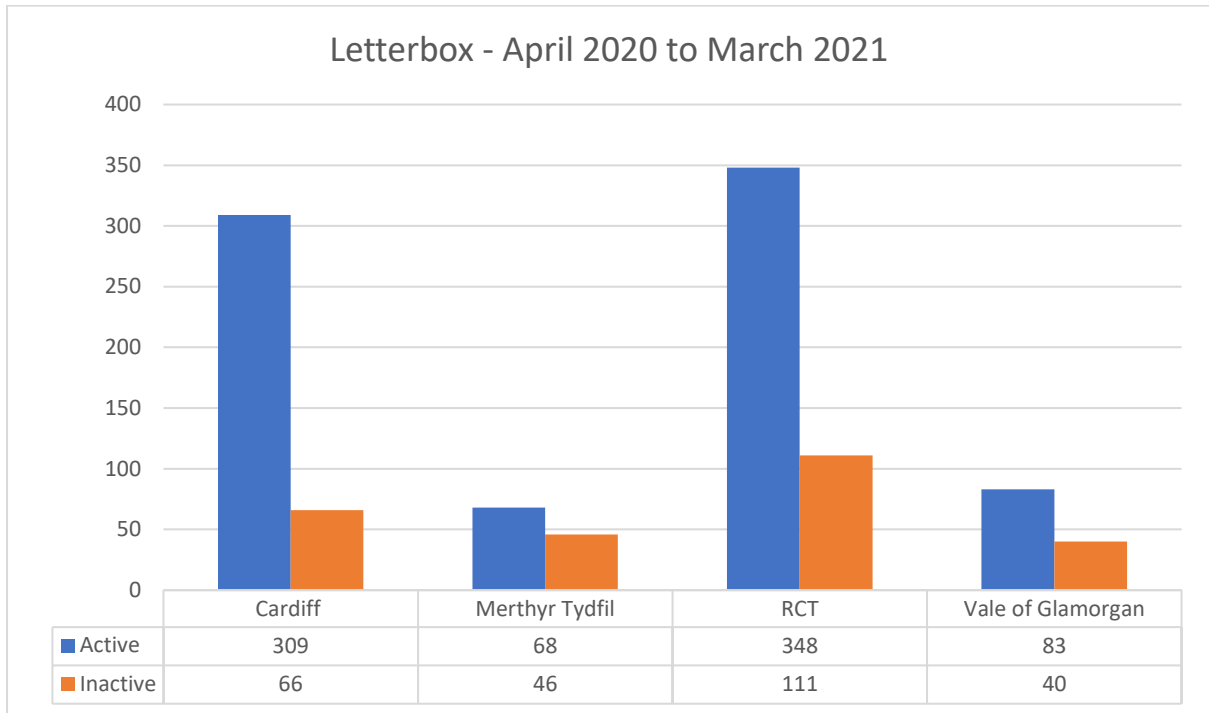
Intermediary Services



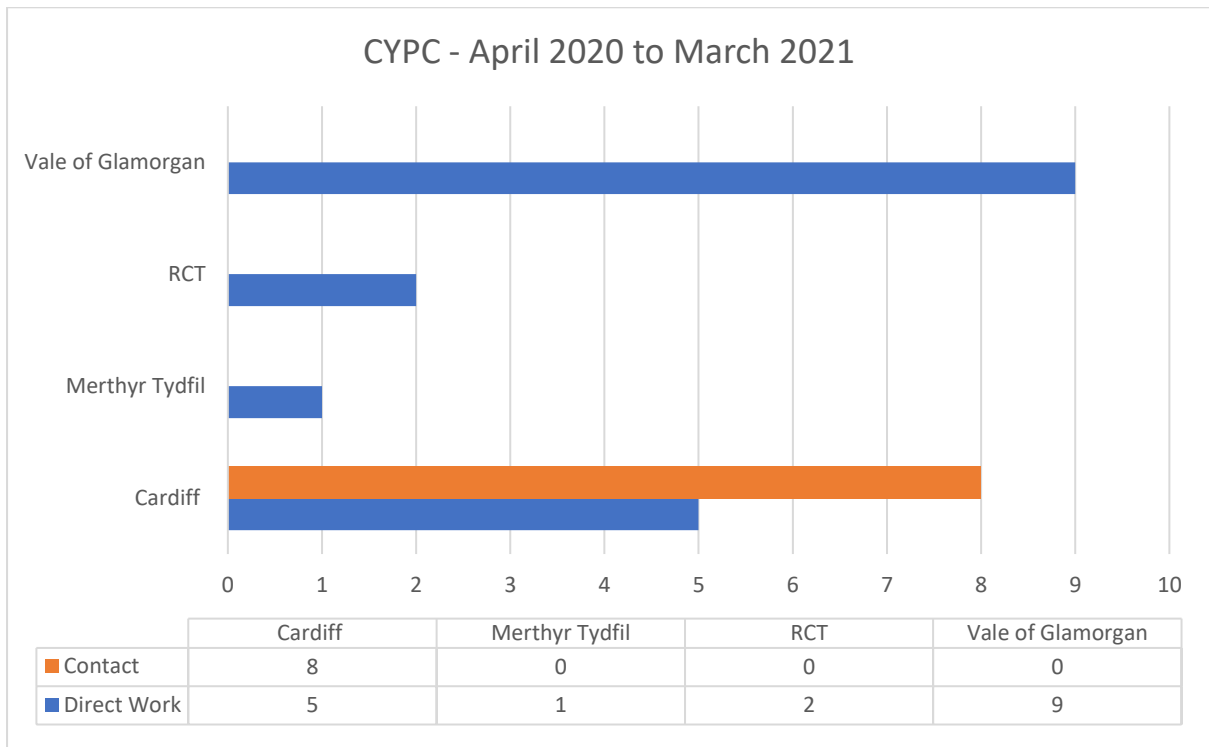
3-year comparative data – Intermediary Services



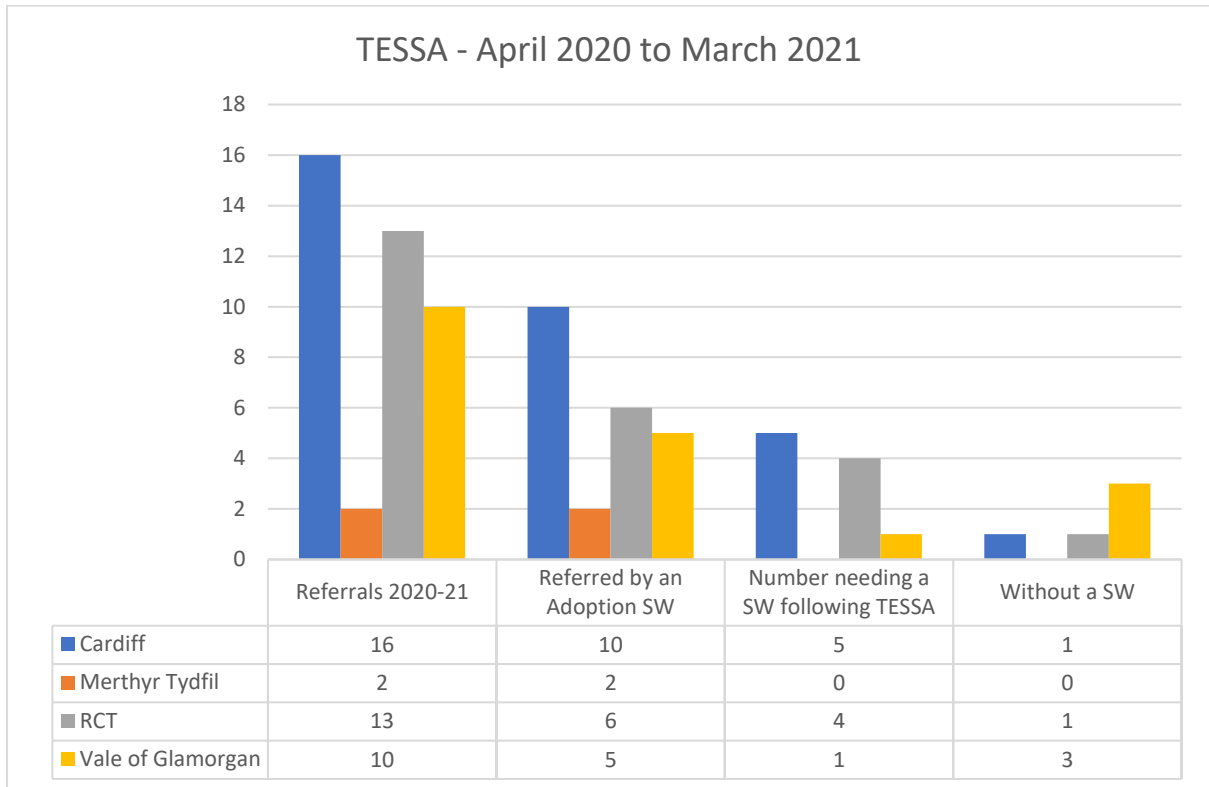
Letterbox



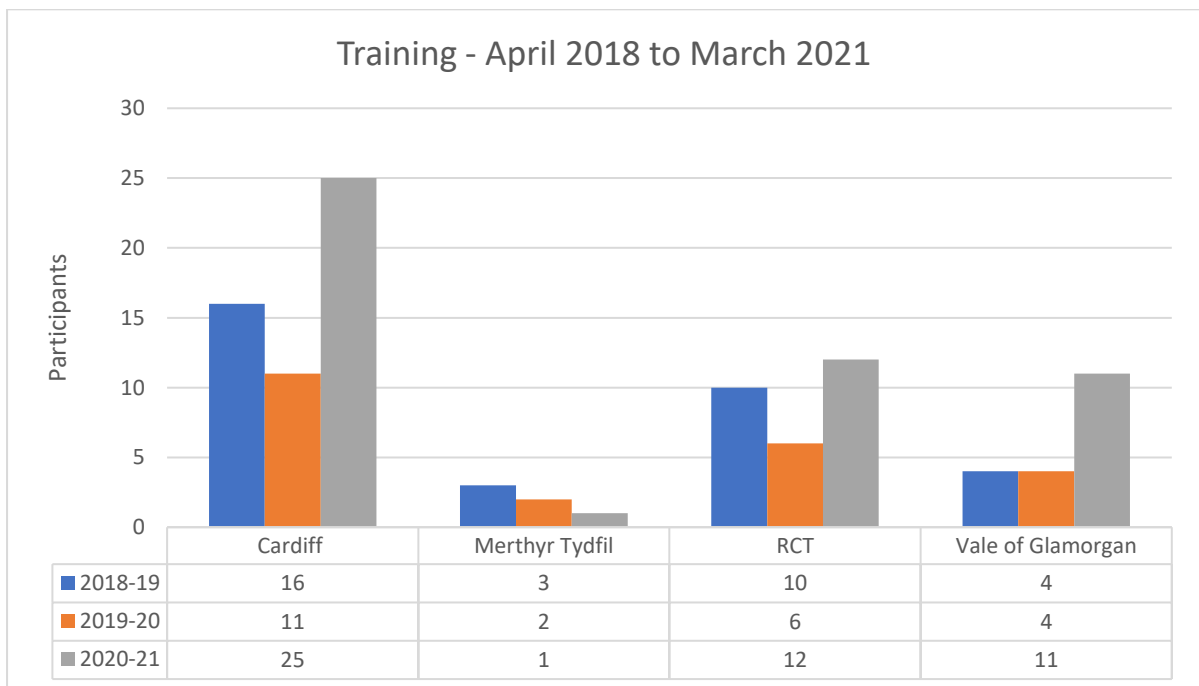
Children and Young People's Service



TESSA



Training

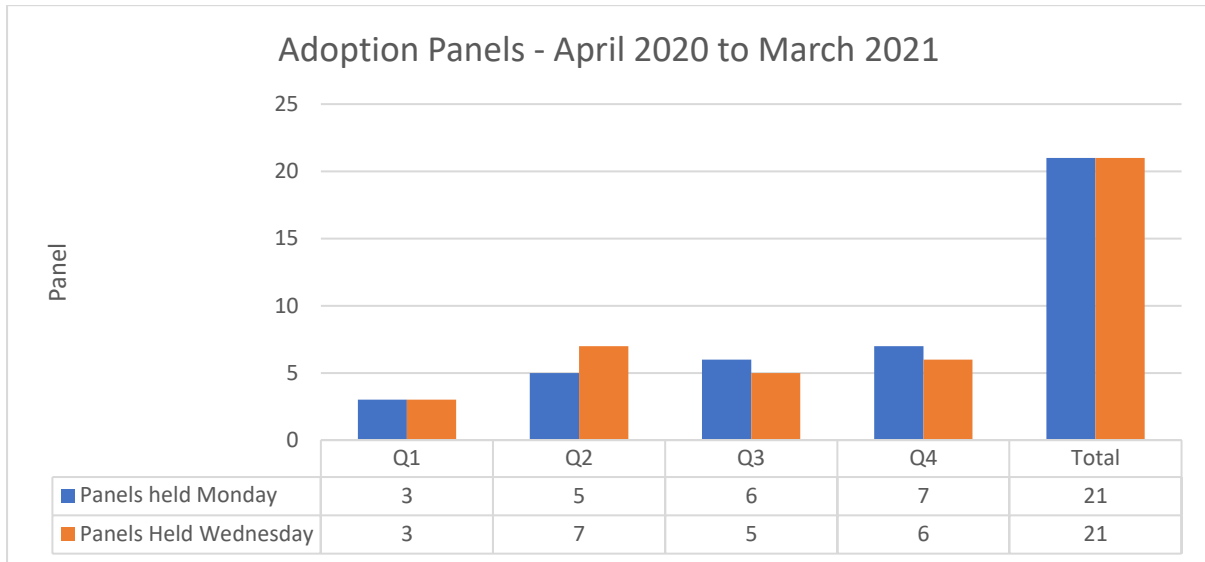


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Appendix 5 – Adoption Panel

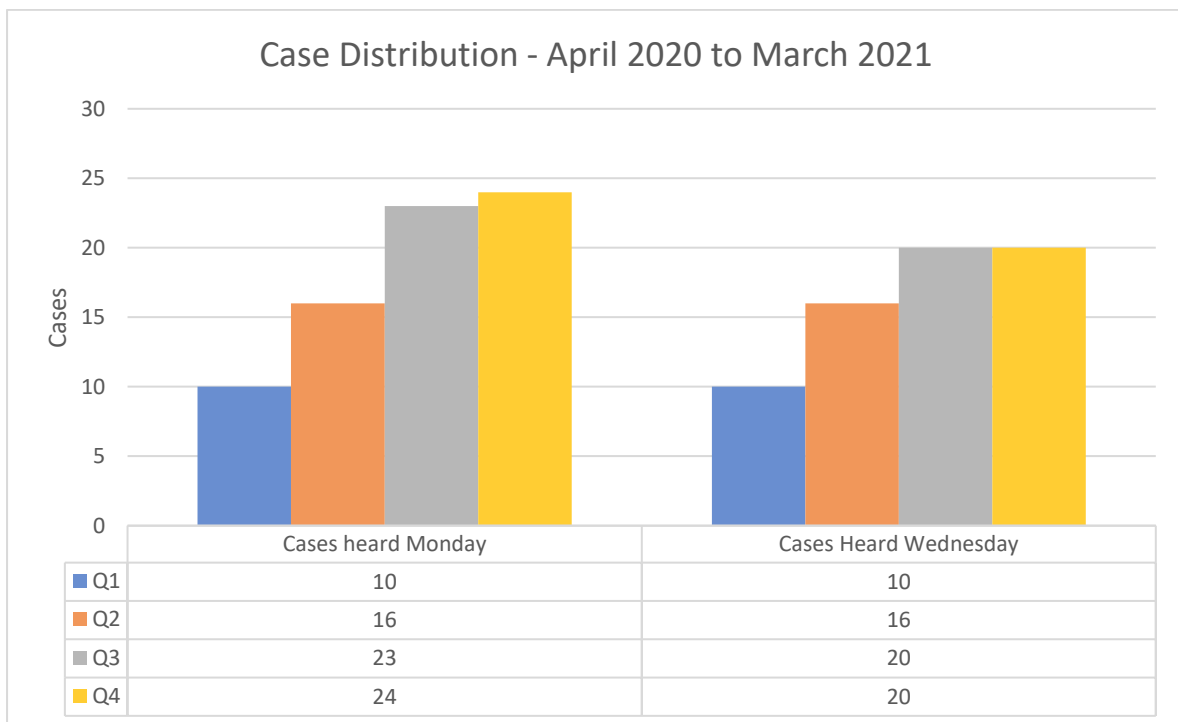
Panels convened

42 adoption panels were convened during the reporting period and is consistent with previous years. As a result of COVID-19 lockdown, adoption panels were moved from face-to-face meetings to virtual meetings held using video conferencing software.



Case Distribution

Cases are evenly distributed across the two panel days.



Cases per Local Authority

Over the course of the year, panel activity increased.

