

***EDUCATION, SKILLS & WELLBEING CABINET BOARD***

***IMMEDIATELY FOLLOWING CABINET SCRUTINY COMMITTEE  
THURSDAY , 27<sup>th</sup> October 2022***

***MULTI-LOCATION MEETING – COUNCIL CHAMBER PORT TALBOT  
AND MICROSOFT TEAMS***

**ALL MOBILE TELEPHONES TO BE SWITCHED TO SILENT FOR THE  
DURATION OF THE MEETING**

**Webcasting/Hybrid Meetings:**

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1. Appointment of Chairperson
2. Chairpersons Announcement/s
3. Declarations of Interests
4. Minutes of the Previous Meeting (*Pages 5 - 8*)
5. Forward Work Programme 2022/23 (*Pages 9 - 12*)
6. Public Question Time  
Questions must be submitted in writing to Democratic Services, [democratic.services@npt.gov.uk](mailto:democratic.services@npt.gov.uk) no later than noon on the working day prior to the meeting. Questions must relate to items on the agenda. Questions will be dealt with in a 10 minute period.

**For Decision**

7. Christmas/New Year Opening Times (Libraries, Leisure Centres etc) *(Pages 13 - 26)*
8. Admission to Community Schools Consultation (Out for Consultation) *(Pages 27 - 54)*
9. Participation and Engagement Strategy (Permission to Consult) *(Pages 55 - 84)*
10. Strategic School Improvement Programme - Naming of a New Welsh Medium School *(Pages 85 - 90)*
11. Pastoral Support Programme *(Pages 91 - 132)*
12. Welsh Public Library Standards Annual Report 2020-21 *(Pages 133 - 278)*
13. West Glamorgan Archives Services *(Pages 279 - 292)*

#### **For Monitoring**

14. Curriculum for Wales *(Pages 293 - 300)*
15. Quarter 1 Performance Indicators *(Pages 301 - 314)*
16. Youth Service Update *(Pages 315 - 332)*

#### **For Information**

17. Leadership Strategy *(Pages 333 - 336)*
18. Urgent Items  
Any urgent items (whether public or exempt) at the discretion of the Chairperson pursuant to Statutory Instrument 2001 No. 2290 (as amended).

**K.Jones**  
**Chief Executive**

**Civic Centre**  
**Port Talbot**

**21<sup>st</sup> October 2022**

**Education, Skills & Wellbeing Cabinet Board Members:**

Councillors. J.Hurley and N.Jenkins

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## EXECUTIVE DECISION RECORD

27 SEPTEMBER 2022

### EDUCATION, SKILLS & WELLBEING CABINET BOARD

#### **Cabinet Members:**

Councillors: J.Hurley (Chairperson) and N.Jenkins

#### **Officers in Attendance:**

R.Crowhurst, I.Guy, A.Harris, H.Lervy, P.Walker and K.Windsor-Brown and N. Jones.

#### 1. **APPOINTMENT OF CHAIRPERSON**

It was agreed that Cllr J. Hurley be appointed Chairperson for this meeting.

#### 2. **CHAIRPERSONS ANNOUNCEMENT/S**

Cllr Hurley welcomed all to the meeting.

#### 3. **DECLARATIONS OF INTEREST**

No declarations of interest were received.

#### 4. **FORWARD WORK PROGRAMME 2022/23**

That the Education, Skills and Wellbeing Cabinet Board Forward Work Programme be noted.

#### 5. **PUBLIC QUESTION TIME**

No questions were received.

6. **DISPOSAL OF LAND AT NEATH LEISURE CENTRE**

**Decision:**

- a) That having given due regard to the first stage Integrated Impact Assessment, That the land and premises at Neath Leisure Centre at Dyfed Road, Neath be declared surplus to the ongoing strategic Leisure Services requirements of Education, Leisure and Lifelong Learning Service.
- b) That upon vacancy Neath Leisure Centre's future management, ongoing responsibility for the future management and disposal be transferred to the Head of Property and Regeneration.
- c) That Head of Participation and the Head of Property and Regeneration be granted delegated authority to accept a surrender of the existing lease of the facility from the existing tenant.
- d) That the Head of Property and Regeneration in conjunction with the Head of Legal Services be granted delegated authority to serve a termination notice on and ensure vacant possession is obtained by the existing sub tenant of part of the facility.
- e) That Delegated Authority be granted to the Head of Property and Regeneration in conjunction with the Head of Legal Services to enter into a short term lease for Celtic Leisure to operate the new Neath Leisure Centre from its opening until 31st March 2023 date of the transfer of indoor leisure services into the Council. (or, if the 31st March 2023 date is not met, the date when leisure services are brought back in house).

**Reason for Decision:**

Neath Leisure Centre at Dyfed Road Neath will become non-operational when the facility closes and staff and users relocate to the new Town Centre Leisure Centre during Autumn 2022 and therefore the Dyfed Road facility will then be surplus to the ongoing strategic and operational leisure needs of the Education, Leisure and Lifelong Learning Directorate. Arranging for Celtic Leisure to operate the new Leisure Centre until the time that the Council takes over the running of its leisure services will ensure the operation of the new facilities from its opening and the ongoing provision of leisure facilities in Neath.

**Implementation of Decision:**

With the agreement of the Education, Skills and Wellbeing Scrutiny Chairperson the decision will be for immediate implementation and not subject to the three day call in period.

**Consultation:**

There is no requirement for additional external consultation.

7. **WELSH IN EDUCATION STRATEGIC PLAN**

**Decision:**

That having given due regard to the Integrated Impact Assessment approval be granted to commend the Welsh in Education Strategic Plan to Council for permission to publish and progress implementation.

**Reason for Decision:**

To comply with the WESP (Wales) Regulations 2019.

**Implementation of Decision:**

With the agreement of the Education, Skills and Wellbeing Scrutiny Chairperson the decision will be for immediate implementation and not subject to the three day call in period. The decision is for immediate implementation.

**Consultation:**

The item was subject to a comprehensive public consultation including a wide range of stakeholders for a nine week period.

8. **PLAY SUFFICIENCY ASSESSMENT**

**Decision:**

That having given due regard to the Integrated Impact Assessment. The Play Sufficiency Assessment action plan which outlines the priorities for the delivery and development of play in Neath Port Talbot be approved.

**Reason for Decision:**

To enable the Council to undertake a Statutory action plan which is to be developed from the Play Sufficiency Assessment 2022 to ensure maximised available resources for play to improve the quality of the provisions offered across the county.

**Implementation of Decision:**

With the agreement of the Education, Skills and Wellbeing Scrutiny Chairperson the decision will be for immediate implementation and not subject to the three day call in period. The decision is for immediate implementation.

**Consultation:**

There is no requirement for external consultation.

9. **URGENT ITEMS**

No urgent items were received.

**CHAIRPERSON**

**Education Skills and Wellbeing Cabinet Board**  
**Immediately following Scrutiny Committee starting at 2pm**

Meeting Date	Agenda Item	Type	Contact Officer
<b>24<sup>th</sup> November 2022 (Special)</b>			
	Cefn Coed Options Appraisal Report	Decision	Paul Walker
	Band C Schools	Decision	Rhiannon Crowhurst

Meeting Date	Agenda Item	Type	Contact Officer
<b>8<sup>th</sup> December 22</b>			
	Adult Learning Update	Information	Michelle Trigg/ Angeline Spooner-Cleverley
	Education Safeguarding	Information	Sam Jones/ John Burge
	Pupil Attendance	Information	Hayley Thomas/ John Burge
	Quarter 2 Performance	Monitoring	Shaun Davies

	School Based Counselling Service Update	For Information	Rhian Miller/ Zoe Ashton-Thomas
	Free School Meals Update	For Information	Rhiannon Crowhurst
	Pontardawe Arts Centre – Village Green	Decision	Simon Brennan

Meeting Date 2023	Agenda Item	Type	Contact Officer
19 <sup>th</sup> January			
	Annual School Term Dates (Back from Consultation)	Decision	Helen Lewis
	Employability and Skills Update	Information	Angeline Spooner –Cleverly Keri Jones
	Welsh Public Libraries Standards Annual Report	Decision	Wayne John
	Support Visits	Monitoring	Mike Daley
	Transport Personal Allowance	Decision	Rhiannon Crowhurst

Meeting Date	Agenda Item	Type	Contact Officer
<b>2<sup>nd</sup> March</b>	School Terms and Holiday Dates (Out of Consultation)	Decision	Helen Lewis
	Professional Learning	Information	Gayle Shenton
	Admissions to Schools (Results of Consultation)	Decision	Helen Lewis/ John Burge
	Quarter 3 Performance	Monitoring	Shaun Davies
	Participation and Engagement Strategy (Results of Consultation)	Decision	Liz Dennis/ Zoe Ashton-Thomas

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## **NEATH PORT TALBOT COUNTY BOROUGH COUNCIL EDUCATION SKILLS AND WELLBEING CABINET BOARD**

**27th October 2022**

**Rhiannon Crowhurst**

**Head of Support Services and Transformation**

**Matter for: Decision**

**Wards Affected: All**

**Christmas and New Year Opening Times 2022.**

**Libraries, Theatres, Community Centres, Margam Country Park, Leisure Centres and Swimming Pools**

### **Purpose of the Report**

1. The purpose of this report is for Members to agree the proposed opening times for the Christmas and New Year period 2022.

### **Executive Summary**

2. Proposed Opening and Closure of facilities over the Christmas Holiday period 2022

### **Background**

3. Members will be aware that traditionally over the Christmas and New Year period the opening times of the above facilities are amended to reflect patterns of demand and to accommodate statutory Bank Holidays.

The proposals for opening and closing have a direct effect on front line staff and the arrangements for their annual leave over this period.

The following proposals have been prepared by taking into consideration historical levels of usage of the facilities.

Appendix 1 - Proposed Opening Hours Leisure Centres and Swimming Pools

Appendix 2 - Proposed Opening Hours – Margam Country Park, Libraries, Museums, Theatres and Community Centres.

### **Financial Impact**

4. There are no financial impacts associated with this report.

### **Integrated Impact Assessment**

5. A first stage impact assessment has been undertaken and is appended as (Appendix 3) to assist the Council in discharging its legislative duties (under the Equality Act 2010, the Welsh Language Standards (No.1) Regulations 2015, the Well-being of Future Generations (Wales) Act 2015 and the Environment (Wales) Act 2016.

The first stage assessment has indicated that a more in-depth assessment is not required.

### **Valleys Communities Impacts**

6. There are no Valleys Communities Impacts associated with this report.

### **Workforce Impacts**

7. There are no workforce impacts associated with this report.

### **Legal Impacts**

8. There are no legal impacts associated with this report

### **Risk Management**

There is no Risk impacts associated with this report

## **Consultation**

9. There is no requirement under the Constitution for external consultation on this item.

## **Recommendations**

10. That Members agree the proposals for Christmas and New Year opening and closure for the above facilities as detailed within Appendices 1 – 2.

## **Reasons for Proposed Decision**

11. To ensure that the Council's facilities are available to the public when there is a demand for them to be open and to enable managers to make appropriate arrangements with front line staff over their annual leave.

## **Implementation of Decision**

12. The decision is proposed for implementation after the three day call in period.

## **Appendices**

13. Appendix 1 - Proposed Opening Hours Leisure Centres and Swimming Pools

Appendix 2 - Proposed Opening Hours – Margam Country Park, Libraries, Museums, Theatres and Community Centres.

Appendix 3 - First stage impact assessment.

## **List of Background Papers**

14. None.

## **Officer Contact**

Paul Walker Operations Coordinator . [p.walker@npt.gov.uk](mailto:p.walker@npt.gov.uk)

Tel: 07899923478

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## PROPOSED OPENING HOURS LEISURE CENTRES AND GWYN HALL 2022

		24.12.22	25.12.22	26.12.22	27.12.22	28.12.22	29.12.22	30.12.22	31.12.22	01.01.23	02.1.23
		Sat	Sun	Mon	Tue	Wed	Thu	Fri	Sat	Sun	Mon
ALFC	GYM	8.00-12.00	Closed	9.00-13.00	9.00 - 17.00	9.00 - 17.00	9.00 - 17.00	9.00 - 17.00	8.00-12.00	Closed	9.00 - 17.00
ALFC	Lane Swim	Closed	Closed	Closed	9.00-17.00	9.00 - 17.00	9.00 - 17.00	9.00 - 17.00	Closed	Closed	9.00-17.00
NLC	Gym	8.00-12.00	Closed	9.00-13.00	9.00 - 17.00	9.00 - 17.00	9.00 - 17.00	9.00 - 17.00	8.00-12.00	Closed	9.00 - 17.00
NLC	Pool	Closed	Closed	Closed	9.00-17.00	9.00-17.00	9.00-17.00	9.00-17.00	Closed	Closed	9.00-17.00
NSB	Bar	16.00-22.00	11.00-15.00	12.00-22.00	12.00 - 22.00	16.00-22.00	16.00-22.00	16.00-22.00	16.00-22.00	Closed	12.00 - 22.00
NSC	Gym	9.00 – 13.00	Closed	Closed	10.00-15.00	10.00-15.00	10.00-15.00	10.00-15.00	10.00-15.00	Closed	10.00-15.00
NSC	Sports Hall	Closed	Closed	Closed	Closed	Closed	Closed	Closed	Closed	Closed	Closed
PLC	Gym/sports hall	Closed	Closed	9.00-13.30	9.00-16.30	9.00-16.30	9.00-16.30	9.00-16.30	Closed	Closed	9.00-16.30
PSP	Pool	Closed	Closed	Closed	8.30 - 16.00	8.30 - 16.00	8.30 - 16.00	8.30 - 16.00	Closed	Closed	8.30 - 16.00
VON	Gym	Closed	Closed	Closed	9.00-13.00	8.00-15.00	9.00-15.00	9.00-15.00	Closed	Closed	9.00-13.00
VON	Pool	Closed	Closed	Closed	Closed	Closed	9.00 - 15.00	9.00-15.00	Closed	Closed	Closed
Gwyn Hall		10.00-17.00	Closed	Closed	10.00-20.00	10.00-20.00	10.00-20.00	10.00-20.00	10.00-17.00	Closed	10.00-20.00

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## **Appendix Two**

### **PROPOSED OPENING HOURS**

#### **MARGAM COUNTRY PARK**

The proposal for Margam Country Park is to close at 1.00pm on Friday 23rd December 2022. The park will be open on Saturday the 24<sup>th</sup> for Illuminate.

From Monday 26<sup>th</sup> December 2022 to Saturday 31st December 2022; the Park will be open 10am-4 pm, this will include Charlottes Pantry.

The Park will be closed on the 1<sup>st</sup> January 2023 and reopen as normal on Monday 2nd January 2023.

#### **Margam Orangery.**

The Orangery will be closed during the Christmas New Year period.

#### **Libraries.**

Friday 23rd December 2022 Libraries close at 12-00 Midday.

Monday 2nd January 2023 Libraries open as normal

#### **Theatres:**

Princess Royal Theatre will close Friday 23<sup>rd</sup> December 2022 and reopen on Monday 2nd January 2023.

Pontardawe Arts Centre will close on December 24<sup>th</sup> 2022 and re open on the 8<sup>th</sup> January 2023

#### **Community Centres.**

The proposal for Bryn Community Centre and Croeserw Community Education Centre are to close from 12.00pm Friday 23rd December 2023 and reopen Monday 2nd January 2023

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## Impact Assessment - First Stage

### 1. Details of the initiative

<b>Initiative description and summary:</b> Christmas and New Year Opening Times. Libraries, Theatres, Community Centres, Margam Country Park, Leisure Centres and Swimming Pools 2021
<b>Service Area:</b> Community
<b>Directorate:</b> DELL

### 2. Does the initiative affect:

	Yes	No
Service users	✓	
Staff	✓	
Wider community	✓	
Internal administrative process only		✓

### 3. Does the initiative impact on people because of their:

	Yes	No	None/ Negligible	Don't Know	Impact H/M/L	Reasons for your decision (including evidence)/How might it impact?
Age		✓				The facilities will be closed on the dates to all users.
Disability		✓				The facilities will be closed on the dates to all users.
Gender Reassignment		✓				The facilities will be closed on the dates to all users.
Marriage/Civil Partnership		✓				The facilities will be closed on the dates to all users.
Pregnancy/Maternity		✓				The facilities will be closed on the dates to all users.
Race		✓				The facilities will be closed on the dates to all users.

Religion/Belief		✓				The facilities will be closed on the dates to all users.
Sex		✓				The facilities will be closed on the dates to all users.
Sexual orientation		✓				The facilities will be closed on the dates to all users.

#### 4. Does the initiative impact on:

	Yes	No	None/ Negligible	Don't know	Impact H/M/L	Reasons for your decision (including evidence used) / How might it impact?
People's opportunities to use the Welsh language		✓				Not Applicable as this report to facility opening times over the Christmas period.
Treating the Welsh language no less favourably than English		✓				Not Applicable as this report to facility opening times over the Christmas period.

#### 5. Does the initiative impact on biodiversity:

	Yes	No	None/ Negligible	Don't know	Impact H/M/L	Reasons for your decision (including evidence) / How might it impact?
To maintain and enhance biodiversity		✓				Not Applicable as this report to facility opening times over the Christmas period.
To promote the resilience of ecosystems, i.e. supporting protection of the wider environment, such as air quality, flood alleviation, etc.		✓				Not Applicable as this report to facility opening times over the Christmas period.

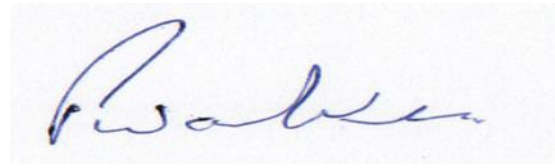
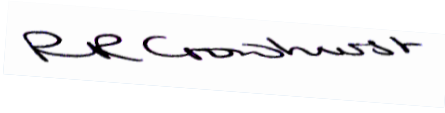
6. Does the initiative embrace the sustainable development principle (5 ways of working):

	Yes	No	Details
<b>Long term</b> - how the initiative supports the long term well-being of people	✓		Not Applicable as this report to facility opening times over the Christmas period.
<b>Integration</b> - how the initiative impacts upon our wellbeing objectives	✓		Not Applicable as this report to facility opening times over the Christmas period.
<b>Involvement</b> - how people have been involved in developing the initiative	✓		Not Applicable as this report to facility opening times over the Christmas period.
<b>Collaboration</b> - how we have worked with other services/organisations to find shared sustainable solutions	✓		Not Applicable as this report to facility opening times over the Christmas period.
<b>Prevention</b> - how the initiative will prevent problems occurring or getting worse	✓		Not Applicable as this report to facility opening times over the Christmas period.

**7. Declaration - based on above assessment (tick as appropriate):**

A full impact assessment (second stage) <b>is not</b> required	<input checked="" type="checkbox"/>
Reasons for this conclusion	
<p>The proposal is non-discriminatory.</p> <p>The proposal has no impact on Welsh Language</p> <p>The Proposal has no impact on biodiversity</p>	

A full impact assessment (second stage) <b>is</b> required	<input type="checkbox"/>
Reasons for this conclusion	

	Name	Position	Signature	Date
Completed by	Paul Walker	Operations Coordinator		17/10/22
Signed off by	Rhiannon Crowhurst	Head of Support Services and Transformation		17/10/22

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## **NEATH PORT TALBOT COUNTY BOROUGH COUNCIL**

**Education, Skills and Wellbeing Cabinet Board**

**27<sup>th</sup> October 2022**

**Report of the Head of Education Development  
Chris Millis**

### **MATTER FOR DECISION**

### **WARDS AFFECTED – ALL WARDS**

### **ADMISSION TO COMMUNITY SCHOOLS: 2024/2025**

#### **Purpose of Report**

1. To obtain Cabinet approval to consult on the admission arrangements for community schools in relation to the 2024/2025 academic year.

#### **Executive Summary**

2. The Council is the admission authority for community schools in its area (the relevant area) and is required to determine by 15<sup>th</sup> April 2023 its admission arrangements in relation to the 2024/2025 academic year.
3. Proposed admission arrangements that detail the procedures to be followed when allocating school are attached as Appendix A. It is these proposed arrangements that are to be consulted upon. These arrangements are the same as the previous year.
4. These proposed arrangements conform to the legislative requirements and the good practice guidelines set out in the Welsh Government's School Admissions Code, 2013.

## **Background**

5. The Council, as local authority for the relevant area, is responsible for determining the admission arrangements for community schools<sup>1</sup> and has a duty to consult annually on those arrangements.
6. In drawing up admission arrangements, the Council must ensure that the practices and the criteria used to decide on the allocation of school places:
  - are clear in the sense of being free from doubt and easily understood
  - are objective and based on demonstrable fact
  - are procedurally fair and are also equitable for all groups of children
  - provide parents or carers with easy access to helpful admission information
  - comply with all relevant legislation and have been determined in accordance with the statutory requirements and the provisions of this Code

## **Proposed admission arrangements for consultation**

7. The proposed admission arrangements for consultation are attached as Appendix A. These arrangements are the same as the previous year.
8. They include oversubscription criteria specific to secondary school admissions that support the principle of partner<sup>2</sup> schools. This reflects the need to ensure the admission arrangements give suitable priority to partner schools at secondary school transfer. This is the same as the previous year.

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<sup>1</sup> The Education (Determination of Admission Arrangements) (Wales) Regulations 2006

<sup>2</sup> For the purpose of admission to community schools the term:

- ‘Partner’ school is defined as a school that has a catchment area in common with another school of the same category, e.g. an English-medium community primary with an English-medium community secondary or a Welsh-medium community primary with a Welsh-medium community secondary.
- Catchment area is defined as the geographical area served by a school, as determined by the Council.



## **Consultation**

9. The Council, as local authority is required to consult each year on the admission arrangements for those schools, which it is the admission authority.
10. Neath Port Talbot County Borough Council is the admission authority for community schools. Admission to voluntary aided (i.e. Faith) schools is the responsibility of the respective governing bodies.
11. The requirements of consultation are set out in the Welsh Government's School Admissions Code<sup>3</sup>.
12. In the case of this Council, consultation is required with:
  - the governing bodies of community schools
  - the governing bodies of voluntary aided (i.e. Faith) schools
  - all neighbouring local authorities.
13. In addition, the Council should also consult the Admission Forum for the relevant area. The consultation process will cease on 30<sup>th</sup> December 2022.

## **Financial Impact**

14. There is no financial impact directly associated with this proposal. The admission arrangements support the efficient and effective delivery of education across the County Borough.
15. Administration of the admission process is within the Council's staffing cost envelope and is a statutory function that falls to the Council.

## **Integrated Impact Assessment**

16. A Screening Assessment has been undertaken to assist the Council in discharging its Public Sector Equality Duty under the Equality Act 2010. After completing the assessment it has been determined that this Policy does not require an Integrated Impact Assessment. This policy is the same as in previous years.

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<sup>3</sup> School admissions code: Statutory Code document No. 005/2013

### **Workforce Impact**

17. As a statutory function of the Council, the admission process is administered centrally. The current staffing complement associated with this function will be maintained and there will be no change to the staffing arrangements consequent upon the implementation of the proposal.

### **Legal Impacts**

18. The Council, as an admission authority, has a statutory duty to act in accordance with the requirements of the Welsh Government's School Admissions Code, 2013.
19. In relation to the specific purpose of this report, there is a legal requirement that school admission arrangements must be determined by 15<sup>th</sup> April 2023.

### **Risk Management**

20. There are requirements placed on the Council, as an admission authority, intended to ensure the admission system works for the benefit of both schools and pupils. Admission authorities are required to consult on their admission arrangements, and to offer places within timeframes and deadlines specified by legislation.
21. The proposed admission arrangements recommended for consultation in this report conform to the legislative requirements and the good practice guidelines set out in the Welsh Government's School Admissions Code, 2013.

### **Recommendations**

22. To approve for consultation the proposed 2024/2025 community schools admission policy.

### **Reasons for the Proposed Decision**

23. To enable the Council to meet statutory duties and good practice guidelines in respect of the admission of pupils to community schools.

## **Implementation of Decision**

24. The decision is proposed for implementation after the three-day call in period.

### **Appendix**

Appendix A: Proposed admission to community schools in Neath Port Talbot County Borough, 2024/2025

### **List of Background Papers**

- a. Welsh Government: School Admissions Code (No. 005/2013).
- b. Welsh Government: Measuring the capacity of schools in Wales
- c. Education (Determination of Admission Arrangements) (Wales) Regulations 2006
- d. Education (Objections to Admission Arrangements) (Wales) Regulations 2006
- e. Education (Relevant Areas for Consultation on Admission Arrangements) Regulations 1999
- f. School Admissions (Common Offer Date) (Wales) regulations 2013
- g. The Education Act 2002 (Commencement No.8) (Wales) Order 2006

### **Officer Contact**

Mrs H Lewis, School Admissions.  
[h.lewis@npt.gov.uk](mailto:h.lewis@npt.gov.uk) Tel: 01639 763580.

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## **Admission to Community Schools 2024/2025**

### **1. Introduction**

The Council is the admission authority for all community maintained schools in the County Borough. As admission authority, the Council determines the criteria that will be applied when allocating places at community schools. This document sets out the admission arrangements that will apply during 2024/2025 for: nursery classes based at community primary schools; community primary schools; community secondary schools; and the Welsh medium sixth form at a community secondary school.

For voluntary aided (i.e. Faith) schools, it is each school's governing body that determines the admission arrangements, details of which can be obtained from the respective governing body.

This policy document sets out the principles underpinning the admission arrangements for community schools together with the procedures and the timetables for admission during the 2024/2025 school year (appendices 1, 2, 3 & 4). Further details to assist parents in applying for a school place choosing a school for their child will be set out in the 'Information for Parents Handbook 2024/2025' which will be available to parents in October 2023, prior to the application date. The handbook will contain important information about schools in the County Borough including their admission numbers, the catchment areas they serve together and their partner school arrangements. The handbook also contains the published admission arrangements for individual voluntary aided (i.e. Faith) schools. In this respect, the 'Information for Parents Handbook 2024/2025' forms an integral part of the information available to parents on school admission.

### **2. Context**

Neath Port Talbot County Borough Council aspires to deliver an inclusive education service that celebrates diversity and respects everyone's right to education. The Council provides access to high quality learning experiences for every child and young person by encouraging and supporting individuals to realise their ambitions, achieve their potential and become active and responsible members of society.

To meet the educational needs of children, the County Borough Council delivers a range of provision, including:

- **Part-time nursery education, available** in all primary and 'all-through' 3-16/3-18 schools. Successful learning begins in the nursery where children have access to rich experiences in a secure environment;
- **primary phase education** at primary and 'all-through' 3-16/3-18 schools (including Welsh medium and voluntary aided schools), providing a broad education based on practical experiences designed to meet individual needs, including national curriculum areas of study.
- **secondary phase education** at secondary and 'all-through' 3-16/3-18 schools, (including Welsh medium and a Roman Catholic school), setting high standards in examinations, sport and cultural activities, and personal and social education. Pupils in all schools have access to a wide range of curricular opportunities and the national curriculum;
- **Special schools**, providing rich and stimulating learning experiences for pupils with severe and complex difficulties. All pupils attending these schools have a statement of special educational needs. Specialist support for primary and secondary age pupils with emotional and behavioural difficulties is available within the County Borough.
- **Learning support centres**, based at a number of primary, secondary and 'all-through' schools, provide specialist support in mainstream schools for pupils with statements of special educational needs.

The Council's admission arrangements for community schools ensure that admission procedures do not unfairly advantage or disadvantage any groups through the application of the Welsh Government School Admissions Code 005/2013.

### **3. Admission to nursery classes at community primary and 'all-through' 3-16/3-18 schools**

The Council is the admission authority for all nursery classes in community primary and 'all-through' 3-16/3-18 schools.

Children can access a part-time nursery place from the start of the term following their third birthday. Parents/carers who require a place in a nursery class will be required to submit an admission application. Application forms are available from (and, when completed, to be returned to) the Admissions Officer, School and Family Support Team, Port Talbot Civic Centre, Port Talbot SA13 1PJ. Parents/carers can apply for a place at the catchment school or express a preference for a placement at an alternative school.

Admission to a nursery class prior to the start of the term following the child's third birthday can only be agreed in consultation with the Admissions Officer.

The number of nursery places available may differ to the admission number of full-time year groups within a school (Reception).

Children who are in receipt of a statement of special educational needs/ LA Maintained IDP, which identifies mainstream nursery education within a community school, will be guaranteed a place at that setting. Schools have a duty to admit children with a Statement of Special Educational Needs/IDP who have been placed in a school by the LA and these pupils are counted towards the number of pupils to be admitted unless their placement is within a school based Learning Support Centre.

The Council will consider each individual application received. If the number of applications exceeds the number of places available, places will be allocated according to the oversubscription criteria below, listed in priority order.

– ***Oversubscription Criteria***

- a) Children looked after<sup>1</sup> or previously looked after by a local authority in Wales, as defined in section 74 of the Social Services and Well-being (Wales) Act 2014 or England as defined in Section 22 of the Children Act 1989.
- b) Children who live within the catchment area of the nursery class for which an application is made.
- c) Children who have an older sibling who will be on the register at the school at which the nursery class is based when they are admitted. A “sibling” is defined as a full sibling, a half sibling (i.e. one shared parent), a stepsibling (i.e. the child of a person co-habiting with a parent), a fostered sibling or an adopted sibling. In each case, at the time of the application the sibling must reside at the same address as the child or young person. Any sibling connection must be clearly stated in the application. In the case of multiple births, if it is not possible to offer all children a place in the nursery class, the parents will be asked to decide which child should be offered a place first or the parents may wish to consider an alternative setting for all children.

If children are equally entitled to a place in the nursery in categories a) to c) above, priority will be given to the child living nearest. This is measured by the shortest walking/travel route between the home and the school. The Council uses a Geographical Information System to calculate the shortest distance.

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<sup>1</sup> A looked after child refers to a child who is looked after by the local authority, in accordance with section 74 of the Social Services and Well-being (Wales) Act 2014 or under Section 22(1) of the Children Act 1989 at the time an application to a school is made and who the local authority has confirmed will still be looked after at the time of admission to the school. Previously looked after children: looked after children who cease to be so because they were adopted or become subject to a residence order, or special guardianship order immediately following having been looked after.

In all cases, evidence of permanent residence of the pupil at time of application must be supplied.

Once an offer of a school place has been made the Council will only withdraw that offer where the place offered has been on the basis of a fraudulent or intentionally misleading application from a parent (for example, a false claim to residence in a catchment area) which effectively denied a place to a child with a stronger claim. A school place will not be withdrawn once a child or young person has started at the school, except where that place was fraudulently obtained. In deciding whether to withdraw the place, the length of time that the child had been at the school will be taken into account. Where a place is withdrawn on the basis of misleading information, the application will be considered afresh, and a right of appeal offered if a place is refused.

The home address is considered to be the child's along with their parents' principal place of residence on the published date, i.e. where they are normally and regularly living. If a child is resident with friends or relatives (for reasons other than fostering arrangements), the friends or relatives address will not be considered in relation to application for admission to schools in Neath Port Talbot.

Where parents have shared responsibility for a child and the child lives with each parent for part of the school week then the home address will be determined as the address where the child lives for the majority of the school week, e.g. 3 out of 5 days. Parents will be required to provide documentary evidence to support the address they wish to be considered for allocation purposes.

No account will be taken of the particular primary school the child is likely to attend subsequently or to the length of time, the school has been aware of the parental intention to apply for a place at the school.

Only applications received by the published closing date for receipt of application forms will be processed in the initial round of allocation of places. Application forms received after the closing date will be considered as late applications. These will be considered on a weekly basis once the initial allocation is complete and places will be allocated in accordance with availability.

As nursery education is non-statutory, provision parents have no statutory right of appeal. If they are unsuccessful in gaining a nursery place, wherever possible, children will be offered a place within two miles of the child's place of residence.

**Attendance at a nursery class does not automatically entitle a child to a place at a reception class in the same school. A separate application will have to be submitted for admission to the reception class at the school the parent wishes their child to attend.**



Although a separate policy provision, the Council recognises the inter-relationship between admission and home to school transport and advises parents to refer to the Council's Home to School Travel policy when applying for a place at a school for their child. The policy is available at [www.npt.gov.uk](http://www.npt.gov.uk)

#### **4. Admission to community primary, secondary and 'all-through' schools**

The County Borough Council is the admission authority for all community maintained primary, secondary and 'all-through' schools, (including Welsh-medium schools and sixth form provision).

All admissions to mainstream schools are approved by the Admissions Officer, School and Family Support Team. Children are admitted to reception classes in the September following their fourth birthday. The Local Authority is obliged to ensure that any offer of a school place is held for parents who wish for their child's admission into Reception to be deferred until later in the academic year. A parent, however, is not able to defer entry beyond the term following the child's fifth birthday, nor beyond the school year for which the original application was accepted. Children transfer to secondary phase education in the September following their eleventh birthday.

Application forms are available from the School Admissions Section, Neath Port Talbot County Borough Council which the parent should complete and return to the Admissions Officer, School and Family Support Team, Port Talbot Civic Centre, Port Talbot SA13 1PJ or parents can apply online at [www.npt.gov.uk](http://www.npt.gov.uk). Requests for a place will be granted unless to do so would prejudice the provision of efficient education or the efficient use of resources.

Those parents who apply on time for a place at any school will be given priority over those who apply late.

The closing date for applications is 24th November 2023.

Parents of pupils due to transfer from one educational phase to another at the end of the academic year will be sent an admission application letter by the Council during the Autumn Term. Parents will be advised of their child's allocated secondary phase education place on 1<sup>st</sup> March 2024 and primary phase education place on 16<sup>th</sup> April 2024.

Attendance at a nursery class does not automatically entitle a child to a reception class place in the same school.

Children who are in receipt of a statement of special educational needs/ LA Maintained IDP, which identifies mainstream education within a community school, will be guaranteed a place at that school.

## ***Oversubscription criteria primary phase education***

Parents have the right to express a preference, which will be considered individually and complied with wherever possible. Some schools have more requests for places than there are places available. Where a school is oversubscribed, preferences will still be considered but the priorities set by the Council will be applied. In deciding which children to admit to a school the Council applies the criteria set out below in the order of priority shown - a) being the highest priority.

The Council will only admit up to a school's admission number and will not breach the Infant Class Size Regulations of 30 or less, save exceptional circumstances.

a) Children looked after or previously looked after by a local authority in Wales, section as defined in 74 of the Social Services and Well-being (Wales) Act 2014 or England as defined in Section 22 of the Children Act 1989.

b) Children who live within the catchment area of the school for which an application is made.

c) Children who have an older sibling / a sibling of statutory school age (statutory school age is defined as pupils who are between the age of 5 and 16 i.e. pupils in any year group between and including reception to year 11) who will be on the register at the school at which the nursery class is based when they are admitted. A "sibling" is defined as a full sibling, a half sibling (i.e. one shared parent), a stepsibling (i.e. the child of a person co-habiting with a parent), a fostered sibling or an adopted sibling. In each case, at the time of the application the sibling must reside at the same address as the child or young person. Any sibling connection must be clearly stated in the application. In the case of multiple births, if it is not possible to offer all children a place in the school, the parents will be asked to decide which child should be offered a place first or the parents may wish to consider an alternative setting for all children.

d) Children who live outside the preferred school's catchment area

If children are equally entitled to a place in the school in categories - a) to d) above, then priority will be given to the child living nearest. This is measured by the shortest suitable walking/travel route between the home and the school. The Council uses a Geographical Information System to calculate the shortest distance.

Only applications received by the published closing date for receipt of application forms will be considered in the initial round of allocation of places. Application forms received after the closing date will be considered as late applications. These will be considered on a weekly basis once the initial allocation is complete

and places will be allocated in accordance with availability.

In all cases, evidence of permanent residence of the pupil at time of application must be supplied.

Once an offer of a school place has been made, the Council will only withdraw that offer where the place offered has been on the basis of a fraudulent or intentionally misleading application from a parent or young person, (for example, a false claim to residence in a catchment area) which effectively denied a place to a child or young person with a stronger claim. A school place will not be withdrawn once a child or young person has started at the school except where that place was fraudulently obtained. In deciding whether to withdraw the place, the length of time that the child had been at the school will be taken into account. Where a place is withdrawn on the basis of misleading information the application will be considered afresh and a right of appeal offered if a place is refused.

The home address is considered to be the child's along with their parents' principal place of residence on the published date, i.e. where they are normally and regularly living. If a child is resident with friends or relatives (for reasons other than fostering arrangements), the friends or relatives address will not be considered for allocation purposes.

Where parents have shared responsibility for a child and the child lives with both parents for part of the school week then the home address will be determined as the address where the child lives for the majority of the school week, e.g. 3 out of 5 days. Parents will be required to provide documentary evidence to support the address they wish to be considered for allocation purposes.

## **Right of Appeal**

Parents/carers will be informed, in writing, as to whether their application has been successful. Where their application has been refused parents/carers will be informed in writing that they have right of appeal to an Independent Admission Appeals Panel. In the case of Primary phase education admission appeals to be submitted by **14<sup>th</sup> May 2024**. Any decision made by the Panel being binding on the Council. If the appeal is not successful a further application for a place at the same school will not be considered for the same academic year unless the Admissions Officer, School and Family Support Team, determines that there are significant and material changes to the circumstances.

## **Waiting lists**

The Council will keep a waiting list of unsuccessful applicants ranked in order of priority according to the Council's oversubscription criteria. As places become available, these will be offered on the basis of the ranked order of priority. A

waiting list will be maintained until 30<sup>th</sup> September in the school year in which the applicants applied.

Although a separate policy provision, the Council recognises the inter-relationship between admission and home to school transport and advises parents to refer to the Council's Home to School Travel policy when applying for a place at a school for their child. The policy is available at [www.npt.gov.uk](http://www.npt.gov.uk)

### ***Oversubscription criteria secondary phase education***

Parents have the right to express a preference, which will be considered individually and complied with wherever possible. Some schools have more requests for places than there are places available. Where a school is oversubscribed, preferences will still be considered but the priorities set by the Council will be applied.

In deciding which children to admit to a school the Council applies the criteria set out below in the order of priority shown - a) being the highest priority.

The Council will only admit up to a school's admission number.

Parents/carers can apply for a place at the catchment school or express a preference for a placement at an alternative school. Requests for a place will be granted unless to do so would prejudice the provision of efficient education or the efficient use of resources

Those parents who apply on time for a place at any school will be given priority over those who apply late.

a) Children and young people looked after or previously looked after by a local authority in Wales as defined in section 74 of the Social Services and Well-being (Wales) Act 2014 or England as defined in Section 22 of the Children Act 1989.

b) Children and young people attending a partner primary school<sup>2</sup> who live within the catchment area of the school for which the application is made.

c) Other children and young people who live within the catchment area of the school for which the application is made but do not attend a partner primary school.

d) Children and young people who have an older sibling who will be on register at the school when they are admitted. A "sibling" is defined as a full sibling, a half sibling (i.e. one shared parent), a stepsibling (i.e. the child of a person co-habiting

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<sup>2</sup> Reference to a partner primary school is in relation to the school for which the application is made. For the definition of a partner primary school, see para. 8

with a parent), a fostered sibling or an adopted sibling. In each case, at the time of the application the sibling must reside at the same address as the child or young person. Any sibling connection must be clearly stated in the application. In the case of multiple births, if it is not possible to offer all children a place in the school, parents will be asked to decide which child should be offered a place first or parents may wish to consider an alternative setting for all children.

- e) Children and young people attending a partner primary school<sup>3</sup>, but who live outside the catchment area of the school for which the application is made.

If children are equally entitled to a place in the school in categories - a) to e) above, then priority will be given to the child living nearest. This is measured by the shortest suitable walking/travel route between the home and the school. The Council uses a Geographical Information System to calculate the shortest distance.

Only applications received by the published closing date for receipt of application forms will be considered in the initial round of allocation of places. Application forms received after the closing date will be considered as late applications. These will be considered on a weekly basis once the initial allocation is complete and places will be allocated in accordance with availability. In all cases, evidence of permanent residence of the pupil at time of application must be supplied.

Once an offer of a school place has been made the Council will only withdraw that offer where the place offered has been on the basis of a fraudulent or intentionally misleading application from a parent or young person (for example, a false claim to residence in a catchment area) which effectively denied a place to a child or young person with a stronger claim. A school place will not be withdrawn once a child or young person has started at the school except where that place was fraudulently obtained. In deciding whether to withdraw the place, the length of time that the child had been at the school will be taken into account. Where a place is withdrawn on the basis of misleading information the application will be considered afresh and a right of appeal offered if a place is refused.

The home address is considered to be the child's along with their parents' principal place of residence on the published date, i.e. where they are normally and regularly living. If a child is resident with friends or relatives (for reasons other than fostering arrangements) the friends or relatives address will not be considered for allocation purposes.

Where parents have shared responsibility for a child/young person and the

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<sup>3</sup> Reference to a partner primary school is in relation to the school for which the application is made. For the definition of a partner primary school, see para. 8

child/young person lives with both parents for part of the school week then the home address will be determined as the address where the child lives for the majority of the school week, e.g. 3 out of 5 days. Parents will be required to provide documentary evidence to support the address they wish to be considered for allocation purposes.

## **Right of Appeal**

Parents/carers will be informed, in writing, as to whether their application has been successful. Where their application has been refused parents/carers will be informed in writing that they have right of appeal to an Independent Admission Appeals Panel. In the case of Secondary phase education admission appeals to be submitted by **28<sup>th</sup> March 2024**. Any decision made by the Panel being binding on the Council. If the appeal is not successful, a further application for a place at the same school will not be considered for the same academic year unless the Admissions Officer, School and Family Support Team, determines that there are significant and material changes to the circumstances.

The Council will keep a waiting list of unsuccessful applicants ranked in order of priority according to the Council's oversubscription criteria. As places become available, these will be offered on the basis of the ranked order of priority. A waiting list will be maintained until 30<sup>th</sup> September in the school year in which the applicants applied.

The LA will be under no duty to comply with preference expressed otherwise than in accordance with its arrangements.

Although a separate policy provision, the Council recognises the inter-relationship between admission and home to school transport and advises parents to refer to the Council's Home to School Travel policy when applying for a place at a school for their child. The policy is available at [www.npt.gov.uk](http://www.npt.gov.uk)

## **5. Admission to Sixth Form**

There are two sixth forms within the County Borough - a community school Welsh-medium sixth form at Ysgol Gymraeg Ystalyfera Bro Dur for which the Council is the admission authority and a voluntary aided school sixth form at St Joseph's RC

School & sixth Form Centre for which the school's governing body is the admission authority.

Young people who are in receipt of a statement of special educational needs, which identifies a particular sixth form provision, will be guaranteed a place at that school.

– ***Oversubscription criteria (Welsh-medium 6<sup>th</sup> Form)***

Parents and pupils have the right to express a preference, which will be considered individually and complied with wherever possible. In the event of the number of requests for places exceeding the number of places available, preferences will still be considered but the priorities set by the Council will be applied. In deciding which young people to admit to the sixth form, the Council applies the criteria set out below in the order of priority shown - a) being the highest priority. The Council will not normally exceed the sixth form's admission number.

- a) Young people looked after or previously looked after by a local authority in Wales, as defined in section 74 of the Social Services and Well-being (Wales) Act 2014 or, or England as defined in Section 22 of the Children Act 1989.
- b) Young people who have an older sibling who will be on register at the sixth form when they are admitted. A "sibling" is defined as a full sibling, a half sibling (i.e. one shared parent), a stepsibling (i.e. the child of a person co-habiting with a parent), a fostered sibling or an adopted sibling. In each case, at the time of the application the sibling must reside at the same address as the child or young person. Any sibling connection must be clearly stated in the application. In the case of multiple births, if it is not possible to offer all young people a place in the sixth form, the parents will be asked to decide which young person should be offered a place first or parents may wish to consider an alternative setting for all young people.

If young people are equally entitled to, a place in the sixth form in categories a) and b) above then priority will be given to the young person living nearest. This is measured by the shortest suitable walking/travel route between the home and the sixth form. The Council uses a Geographical Information System to calculate the shortest distance.

Only applications received by the published closing date for receipt of application forms will be considered in the initial round of allocation of places. Application forms received after the closing date will be considered as late applications. These will be considered on a weekly basis once the initial allocation is complete and places will be allocated in accordance with availability.

In all cases, evidence of permanent residence of the pupil at time of application must be supplied if required.

Once an offer of a school place has been made the Council will only withdraw that offer where the place offered has been on the basis of a fraudulent or intentionally misleading application from a parent or young person (for example, a false claim to residence in a catchment area) which effectively denied a place to a child with a

stronger claim. A school place will not be withdrawn once a child or young person has started at the school except where that place was fraudulently obtained. In deciding whether to withdraw the place, the length of time that the child had been at the school will be taken into account. Where a place is withdrawn on the basis of misleading information the application will be considered afresh and a right of appeal offered if a place is refused.

The home address is considered to be the young person's along with their parent's principal place of residence (or the young person's alone if they are living independently) on the published date, i.e. where they are normally and regularly living. If a young person is resident with friends or relatives (for reasons other than fostering arrangements), the friends or relatives address will not be considered for allocation purposes.

Where parents have shared responsibility for a young person and the young person lives with both parents for part of the school week then the home address will be determined as the address where the young person lives for the majority of the school week, e.g. 3 out of 5 days. Parents and young people living independently will be required to provide documentary evidence to support the address they wish to be considered for allocation purposes.

If a parent or young person is dissatisfied with the result of an application for a particular sixth form, an appeal may be submitted to the independent Admission Appeals Panel by **28<sup>th</sup> March 2024**. Any decision made by the Panel being binding on the Council. If the appeal is not successful, further applications for a place at the same sixth form will not be considered for the same academic year unless the Admissions Officer, School and Family Support Team determines that there are significant and material changes the circumstances.

Although a separate policy provision, the Council recognises the inter-relationship between admission and home to school transport and advises parents to refer to the Council's Home to School Travel policy when applying for a place a school for their child. The policy is available at [www.npt.gov.uk](http://www.npt.gov.uk)

## **6. Admission during the academic year**

Requests for children and young people to transfer between schools at periods other than at the normal transfer age will be determined by applying the above arrangements. Application forms are available from the School Admissions Section, Neath Port Talbot County Borough Council which the parent (or young person in the case of a sixth form application) should complete and return to the Admissions Officer, School and Family Support Team, Port Talbot Civic Centre, Port Talbot SA13 1PJ. Successful applicants will receive a leaving date from the school at which they are currently enrolled and a start date for the receiving school. Moving children and young people during the academic year is not



encouraged and, unless otherwise stated, admission to the receiving school will be from the beginning of the following term.

Transfer into a school within the County Borough from another local authority, or a change of school necessitated by a change of address, will be authorised as soon as possible but within 15 school days or 28 calendar days whichever is the sooner.

Children and young people who transfer due to being in receipt of a statement of special educational needs will be admitted into the named school as soon as possible but within 15 working days.

## **7. Admission outside the normal age group**

Although most children will be admitted to a school with their own chronological age group, from time-to-time parents seek places outside their normal age group for gifted and talented children, or those who have experienced problems or missed part of a year, often due to ill health. While it would not normally be appropriate for a child to be placed in a year group that is not concurrent with their chronological age, the Council will consider these requests carefully and make decisions on the basis of the circumstances of each case and in consultation with the parents and the school, and specifically in relation to what is most beneficial to the child.

Due regard will also be given to the Educational Psychologist's report where available, and clear reasons will need to be established for such a decision to be made. If it is decided that there are grounds to consider an 'out of year' application, parents refused an application for a place at a school have a statutory right of appeal. However, there is no right of appeal if a place has been offered but not in the desired year group

## **8. Admission number and class sizes – community schools**

The admission number means the number of pupils that the Council can admit to a school. Each school has an admission number, which is calculated using the Welsh Government's 'Measuring the capacity of schools in Wales' assessment. Admission to a school cannot be refused unless the admission number has been reached (appendix 5)

Legislation requires the class size for classes containing pupils the majority of whom will attain the age of 5, 6 and 7 during the course of the school year not to exceed 30 pupils save for 'excepted pupils' as specified by Regulation. The relevant age group is the group at which children and young people are normally admitted, i.e. reception for primary schools and Y7 for secondary schools.

## 9. Catchment areas and partner schools – community schools

For the purpose of admission to community schools, the term catchment area is defined as the geographical area served by a school, as determined by the Council.

For the purpose of admission to community schools, the term 'partner' school is defined as a school that has a catchment area in common with another school of the same category, e.g. an English-medium community primary with an English-medium community secondary or a Welsh-medium community primary with a Welsh-medium community secondary (voluntary aided schools excepted). An indicative list as at 1<sup>st</sup> September 2021 is attached as appendix 4.

Copies of school catchment area maps may be obtained from the Admissions Officer, School and Family Support Team.

## 10. Admission Process overview - Community Schools

All applications for admission into a community school (including sixth form) within the County Borough **must** be made on the appropriate form to the Council and **not** to the school. Parents can apply online at [\*\*www.npt.gov.uk\*\*](http://www.npt.gov.uk)

Head teachers do not have the authority to admit children to their school. Applications have to be made to the admission authority, which, for community schools, is the Council / LA.

All parents of children known to the Council and residing within the County Borough will be forwarded an admission application letter and accompanying admission arrangement notes during the Autumn Term prior to entry into school in September of the following academic year.

Parents should request an admission application form and, when completed, return it to the Admissions Officer or apply online, by the date given on the admission arrangements.

The outcome of all admission applications will be notified to parents in writing or by email as appropriate, with all outcomes sent from the central office on the date given on the admission arrangements.

Parents who are satisfied with the placement offered should confirm acceptance of the offer in writing to the Council or via the school admission website. Unfilled places will be allocated to children and young people whose parents have applied for admission ahead of those who have not formally accepted the initial offer of a place.

Parents who are not satisfied with the placement offered have a right of appeal.

Information regarding appeals will be within the contents of the letter received. Appeals will be heard by an Independent Appeal Panel constituted for the sole purpose of hearing appeals.

Requests for admission to the relevant age group submitted on or before the administrative closing date will be processed collectively. In this respect, no advantage shall be gained from the early submission of an admission request. Requests submitted after the closing date will be processed on a weekly basis.

Admissions will not be determined on the basis of selection criteria involving the sitting of tests, viewing of school reports, interviewing pupils, with or without parents for the purpose of assessing ability or aptitude.

Where requests for admission exceed the number of places available, places will be allocated by applying the Council's oversubscription criteria.

The Council will keep a waiting list of unsuccessful applicants ranked in order of priority according to the Council's oversubscription criteria. As places become available, these will be offered on the basis of the ranked order of priority. A waiting list will be maintained until 30<sup>th</sup> September in the school year in which applications were received applied.

## **Right of Appeal**

Parents/carers will be informed, in writing, as to whether their application has been successful. Where their application has been refused parents/carers will be informed in writing that they have right of appeal to an Independent Admission Appeals Panel. In the case of primary phase education admission appeals to be submitted by **14<sup>th</sup> May 2024**. Any decision made by the Panel being binding on the Council. If the appeal is not successful, a further application for a place at the same school will not be considered for the same academic year unless the Admissions Officer, School and Family Support Team, determines that there are significant and material changes to the circumstances.

Children attending the nursery class will not have an automatic right of admission to full time education at the same school. Similarly, children transferring from primary phase education to secondary phase education do not have an automatic right of admission to any school<sup>4</sup>.

The Council will be under no duty to comply with preferences expressed otherwise than in accordance with its arrangements.

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<sup>4</sup> Children admitted to the primary phase of an 'all-through' school do not have to apply for a place at the same school at secondary transfer.

Separate admission arrangements apply to pupils for whom the Council holds a statement of special educational need/IDP. Pupils with a statement of educational needs must be admitted to the school named on their statement/IDP.

Looked after and previously looked after children must, after children with a statement of educational needs, be given first priority in the case of oversubscription.

#### **11. Admission to Voluntary Aided (i.e. Faith) Schools**

Although voluntary aided (i.e. Faith) schools are their own admission authority, through its on-line application system the Council assists the application process for St Joseph's RC School & 6<sup>th</sup> Form Centre. (This applies to year 7 applications only) Requests for admission will be determined by reference to admission criteria set by the governing body. (The governing bodies of Voluntary Aided Schools are responsible for determining their own admission arrangements)

**Schedule of Events**  
**Community Schools**  
**Secondary Phase Education & Sixth Form Admission 2024/25**

**2<sup>nd</sup> October 2023**

Application forms / School Prospectus / Information for Parents Handbook distributed to parents. Parents of young people entering a new school (Year 7) have a minimum of 6 weeks to apply to a school of their choice.

**Application forms to be returned to:**

Mrs H Lewis, Schools Admissions Officer, Neath Port Talbot County Borough Council, Port Talbot Civic Centre, Port Talbot SA13 1PJ

**24<sup>th</sup> November 2023**

Closing date of submission of Admission Application Forms

Applications processed

**1<sup>st</sup> February 2024**

Children with statements of special educational needs/LA Maintained IDP have placements confirmed.

**1<sup>st</sup> March 2024**

Parents and schools informed of allocation of secondary places to mainstream pupils.

**18<sup>th</sup> March 2024**

Appeals against refusal to admit

**Schedule of Events**  
**Community Schools**  
**Primary Phase Education Admission 2024/25**

**2<sup>nd</sup> October 2023**

Application forms / School Prospectus, Information for Parents Handbook distributed to parents. Parents of children entering a new school (Reception) have a minimum of 6 weeks to apply to a school of their choice.

**Application forms to be returned to:**

Mrs H Lewis, Schools Admissions Officer, Neath Port Talbot County Borough Council, Port Talbot Civic Centre, Port Talbot SA13 1PJ

**24<sup>th</sup> November 2023**

Closing date of submission of Admission Application Forms  
Applications processed

**1<sup>st</sup> February 2024**

Children with statements of special educational needs/ LA Maintained IDP have placements confirmed.

**16<sup>th</sup> April 2024**

Parents and schools informed of allocation of primary places to mainstream pupils.

**14<sup>th</sup> May 2024**

Appeals against refusal to admit

**Schedule of Events for**  
**Community Schools**  
**Nursery Class Admission 2024/25**

**2<sup>nd</sup> October 2023**

**Application forms distributed to parents.**

**Application forms to be returned to:**

Mrs H Lewis, Schools Admissions Officer, Neath Port Talbot County Borough  
Council, Port Talbot Civic Centre, Port Talbot SA13 1PJ

**15<sup>th</sup> March 2024**

Closing date of submission of Admission Application Forms  
Applications processed

**13<sup>th</sup> May 2024**

Parents and schools informed of allocation of nursery places.

**Partner Community Schools  
(Indicative list as at 01/09/22)**

<b>PARTNER COMMUNITY SCHOOLS</b>	
<b>Secondary</b>	<b>Primary</b>
<b>CEFN SAESON</b>	Crynallt Primary, Gnoll Primary, Melin Primary, Tonnau Primary.
<b>CWMTAWE</b>	Alltwen Primary, Godre'rgraig Primary, Llangiwig Primary, Rhos Primary, Rhydyfro Primary, Tairgwaith Primary.
<b>YSGOL BAE BAGLAN</b>	Awel Y Mor Primary, Ysgol Carreg Hir, Baglan Primary, Blaenbaglan Primary, Sandfields Primary, Tywyn Primary.
<b>DWR Y FELIN</b>	Abbey Primary, Blaenhonddan Primary, Coedffranc Primary, Crymlyn Primary, Waunceirch Primary.
<b>YSGOL CWM BROMBIL</b>	Central Primary, Coed Hirwaun Primary, Cwmafan Primary, Eastern Primary, Croeserw Primary, Cymer Afan Primary, Glyncorrwg Primary, Pen Afan Primary.
<b>LLANGATWG</b>	Blaendulais Primary, Blaengwrach Primary, Catwg Primary, Cilffriw Primary, Creunant Primary, Cwmnedd Primary, Maesmarchog Primary, Ynysfach Primary.
<b>YSGOL Gymraeg Ystalyfera – Bro Dur</b>	YGG Blaendulais, YGG Castell-Nedd, YGG Cwmllynfell, YGG Cwmnedd, YGG Gwaun Cae Gurwen, YGG Pontardawe, YGG Rhosafan, YGG Trebannws, YGG Tyle'r Ynn, Ysgol Gynradd Gymraeg Newydd Mynachlog Nedd.

**NB: Attendance at a partner school does not guarantee a place at the preferred school nor does it prevent parents applying to alternative schools of their choice.**

**This table does not include voluntary aided schools, which are subject to separate admission arrangements.**



## Admission Number<sup>5</sup> September 2022

Name of school	Primary Phase Admission Number
Abbey Primary	53
Alderman Davies CIW Primary	59
Alltwen Primary	34
Awel Y Mor Primary	42
Baglan Primary	38
Blaenbaglan Primary	40
Blaendulais Primary	23
Blaengwrach Primary	20
Blaenhonddan Primary	32
Bryncoch CIW Primary	31
Catwg Primary	29
Central Primary	55
Cilffriw Primary	30
Coed Hirwaun Primary	22
Coedffranc Primary	62
Creunant Primary	19
Croeserw Primary	25
Crymlyn Primary	12
Crynallt Primary	57
Cwmafan Primary	60
Cwmnedd Primary	30
Cymer Afan Primary	12
Eastern Primary	26
Glyncorrwg Primary	19
Gnoll Primary	48
Godre'rgraig Primary	23
Llangiwg Primary	21
Maesmarchog Primary	16
Melin Primary	34
Pen Afan Primary	18
Rhos Primary	25
Rhydyfro Primary	24
Sandfields Primary	53
St Joseph's Infant	34
St Joseph's Junior	39
St Joseph's Primary	29
St Therese's Primary	28
Tairgwaith Primary	21

<sup>5</sup> Voluntary aided (i.e. Faith) schools admission numbers included

Tonnau Primary	30
Tywyn Primary	52
Waunceirch Primary	30
Ysgol Bae Baglan Primary Phase	40
Ynysfach Primary	25
Ysgol Carreg Hir	60
Ysgol Cwm Brombil Primary Phase	30
Ysgol Gymraeg Ystalyfera Bro Dur Primary Phase	26
YGG Blaendulais	17
YGG Castell Nedd	48
YGG Cwm Nedd	26
YGG Gwaun Cae Gurwen	25
YGG Pontardawe	51
YGG Rhosafan	45
YGG Tyle'r Ynn	29
YGG Cwmllynfell	13
YGG Trebannws	18
Ysgol Gynradd Gymraeg Newydd Mynachlog Nedd (Working Title)	30

<b>Name of School</b>	<b>Secondary Phase</b>	<b>Sixth Form</b>
	<b>Admission Number</b>	<b>Admission Number</b>
Cefn Saeson Comprehensive	184	
Cwmtawe Community	256	
Dwr-y-Felin Comprehensive	220	
Ysgol Cwm Brombil Secondary Phase	210	
Llangatwg Community	233	
St Joseph's RC School and 6 <sup>th</sup> Form Centre	144	143
Ysgol Bae Baglan Secondary Phase	220	
Ysgol Gymraeg Ystalyfera Bro Dur	240	130



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## **NEATH PORT TALBOT COUNTY BOROUGH COUNCIL**

### **Education, Skills and Wellbeing Cabinet Board**

#### **Report of the Head of Early Years, Inclusion and Partnerships Hayley Lervy**

**Matter** for Decision.

**Wards Affected:** All.

### **Participation & Engagement Strategy.**

#### **Purpose of the Report**

- To provide Members with information on the proposed new Education, Leisure and Lifelong Learning Service (ELLLS) Directorate Participation and Engagement Strategy, along with a rationale for why the strategy has been developed.
- To request Members' approval to proceed with the process of formal consultation with all stakeholders to incorporate feedback and finalise, in partnership, the Participation and Engagement Strategy.

#### **Executive Summary:**

This report will provide Members with information on the proposed new Engagement and Participation Strategy and how it has been

developed to date. This report also requests permission to consult with key stakeholders on the new strategy.

**Background:**

Neath Port Talbot (NPT) has established a strong history of participation with children and young people, in particular through the Youth Service. The Neath Port Talbot Youth Council was formed in 1999 and was the first fully elected county wide youth forum in Wales. This strategy aims to build on the good practice already in place, further enhance engagement with children and young people and provide a more systematic approach to participation and engagement that all services within ELLLS can follow.

Welsh Government (WG) is committed to promoting the United Nations Convention on the Rights of the Child (UNCRC) as the basis of all its work for children and young people in Wales. Participation is one of the guiding principles of the UNCRC with Article 12 setting out the right of children and young people to express an opinion and to have their opinion taken into account when decisions are being made on any matter that affects them. A children's rights approach is embedded across the new Additional Learning Needs and Education Tribunal (Wales) Act 2018(ALNET), in which person centred practice (PCP) places the child or young person's views, wishes and feelings at the heart of decision making. The New Curriculum for Wales 2022, ensures that pupil voice is integral to designing a curriculum around what and how they will learn. These reforms have provided an opportunity to review our approaches to participation and engagement to ensure all opportunities are accessible, appropriate to meet the needs of children and young people, representative and inclusive.

The draft Participation and Engagement Strategy has been developed with contributions from a wide range of stakeholders, including the Youth Council, Young Persons Mental Health Forum, Inclusion Service, Children Rights Unit, schools, Families First, Children and Young People's Service, Youth Service and groups of

children and young people in mainstream and special schools. Discussions further highlighted the need for a strategy to ensure children and young people have opportunities to be involved in purposeful participation on issues and decisions that affect them. Furthermore, the importance of all engagement opportunities being accessible, inclusive and meaningful, with a clear process for feedback on the impact of any participation activity. It was also evident from consultation, that there needed to be greater clarity on how formal groups and participation activity across NPT interlink and communicate.

The strategy will provide a clear framework for participation with children and young people and includes a proposed engagement model. It outlines our aspirations for participation, steps needed to achieve this and how participation will be monitored and evaluated. A participation toolkit and training package will be designed to accompany the strategy. Training will be developed for children and young people, giving them the skills, confidence and understanding to enable them to participate effectively.

The aim is that the draft strategy provides a clear process and guidelines for services within the ELLS to implement, in order to ensure what matters to children and young people is at the centre of how we plan and deliver services (**see Appendix 1**). The draft strategy is in the process of being translated into Welsh and a Welsh language copy will be available during the consultation period.

### **Financial Impacts: No impact**

### **Integrated Impact Assessment:**

A First Stage Impact Assessment has been completed (**Appendix 2**).

### **Valleys Communities Impacts:**

Positive – the strategy will ensure the voices and opinions of communities and groups of children and young people are

considered and that engagement will be purposeful. Training provided for C&YP should ensure they have the skills and confidence to participate in consultations about the issues which affect them.

**Workforce Impacts: No impact**

**Legal Impacts: No impact**

**Consultation:**

Consultation will be undertaken with all stakeholders on the new guidance, including schools, third sector, partner services and agencies, parents/carers and children and young people.

**Recommendations:**

That Members approve the Participation and Engagement Strategy for a period of consultation.

**Reasons for Proposed Decision:**

To finalise and embed the Participation and Engagement Strategy following a period of consultation.

**Implementation of Decision:**

**Decision to be implemented after the three day call in.**

**Appendices:**

Appendix 1- Participation and Engagement

Appendix 2- Impact Assessment- First Stage

**Officer Contact:**

Hayley Lervy Head of Head of Early Years, Inclusion and Partnerships

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## Appendix 2



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### Impact Assessment - First Stage

#### 1. Details of the initiative

<b>Initiative description and summary:</b> Permission to consult on a Participation and Engagement Strategy
<b>Service Area:</b> Early Years, Inclusion and Partnerships
<b>Directorate:</b> ELLS

#### 2. Does the initiative affect:

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	Yes	No
Service users	x	
Staff	x	
Wider community	x	
Internal administrative process only		x

#### 3. Does the initiative impact on people because of their:

	Yes	No	None/ Negligible	Don't Know	Impact H/M/L	Reasons for your decision (including evidence)/How might it impact?
Age	x				M	The new guidance will impact on children and young people by providing enhanced opportunities to participate and engage in decision making.
Disability	x				M	The new strategy will encompass learners with protected characteristics and with additional learning needs. The strategy will benefit this group of learners by ensuring all participation opportunities are inclusive.

Gender Reassignment		x				This is not a criterion that will be directly impacted upon by this proposal.
Marriage/Civil Partnership		x				This is not a criterion that will be impacted upon by this proposal.
Pregnancy/Maternity		x				This is not a criterion that will be impacted upon by this proposal.
Race		x				This is not a criterion that will be directly impacted upon by this proposal.
Religion/Belief		x				This is not a criterion that will be impacted upon by this proposal.
Sex		x				This is not a criterion that will be impacted upon by this proposal.
Sexual orientation		x				This is not a criterion that will be impacted upon by this proposal.

#### 4. Does the initiative impact on:

	Yes	No	None/ Negligible	Don't know	Impact H/M/L	Reasons for your decision (including evidence used) / How might it impact?
People's opportunities to use the Welsh language		x				Learners who receive their education through the medium of Welsh will have opportunities to participate in Welsh.
Treating the Welsh language no less favourably than English		x				It is expected that participation opportunities will be made for pupils to engage using Welsh.

#### 5. Does the initiative impact on biodiversity:



	Yes	No	None/ Negligible	Don't know	Impact H/M/L	Reasons for your decision (including evidence) / How might it impact?
To maintain and enhance biodiversity		x				There will be no change as a result of this proposal.
To promote the resilience of ecosystems, i.e. supporting protection of the wider environment, such as air quality, flood alleviation, etc.		x				There will be no change as a result of this proposal.

**6. Does the initiative embrace the sustainable development principle (5 ways of working):**

Page 6

	Yes	No	Details
<b>Long term</b> - how the initiative supports the long term well-being of people	x		The guidance will positively impact on the long term well-being of children and young people ensuring they are involved in any decisions that affect them.
<b>Integration</b> - how the initiative impacts upon our wellbeing objectives	x		The guidance contributes to Well-being Objective 1 as it will contribute to giving children and young people the best start in life, raising aspirations and developing their skills.
<b>Involvement</b> - how people have been involved in developing the initiative	x		Numerous groups of children and young people, along with professionals from other services have been involved in the development of the draft strategy.
<b>Collaboration</b> - how we have worked with other services/organisations to find shared sustainable solutions	x		The consultation process will included all stakeholders.

<b>Prevention</b> - how the initiative will prevent problems occurring or getting worse	x		The guidance will ensure processes for involving children and young people in good quality, effective participation ensuring they are at the centre of decision making processes and strengthen current arrangements for engagement.
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**7. Declaration - based on above assessment (tick as appropriate):**

<input checked="" type="checkbox"/> A full impact assessment (second stage) <b>is not</b> required	x
Reasons for this conclusion	
There is no significant impact on any areas other than the guidance will provide further support for schools and vulnerable learners.	

A full impact assessment (second stage) <b>is</b> required	
Reasons for this conclusion	

--

	Name	Position	Signature	Date
Completed by	Liz Dennis	Wellbeing & Behaviour Service Manager	E Dennis	13.10.22
Signed off by	Hayley Lervy	Head of Service	H Lervy	13.10.22

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Cyngor Castell-nedd Port Talbot  
Neath Port Talbot Council



Education, Leisure and Lifelong Learning Service

# Children and Young People's Participation and Engagement Strategy 2022-2025



[www.npt.gov.uk](http://www.npt.gov.uk)

**Welsh Section Title**  
Education, Leisure & Lifelong Learning

## Contents Page

1. Vision
2. What is Participation and why it is Important?
3. Meaningful Participation
4. Models of Engagement
5. Recording and Monitoring
6. Our Priorities
7. Participation Toolkit
8. Participation Action Plan

# 1. Vision

Within the Education, Leisure and Lifelong Learning Service (ELLS) our vision is to give all children and young people the best start in life so they have the opportunity to achieve excellence in all they do. To enable this we will champion the needs of all children and young people, particularly our vulnerable and disadvantaged, and build strong relationships with families, schools and communities.

As set out in the Curriculum for Wales (2020) we want children and young people in Neath Port Talbot to be:

- 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
- healthy, confident individuals, ready to lead fulfilling lives as valued members of society

In order to achieve this vision this strategy will support existing participation and engagement work to increase meaningful participation of children and young people through inclusive engagement. This will ensure children and young people will be able to influence issues and decisions that impact directly and indirectly on them, their families and communities. This is a fundamental right which is protected under Article 12 of the United Nations Convention on the Rights of the Child (UNCRC).

## Article 12:

"Every child has the right to express their views on matters that affect them and for their views to be given due weight in accordance with their age, understanding and maturity".

## 2. What is participation and why it is important.

### Defining Participation.

According to children and young people (CYP) in Wales, participation means:

"It is my right to be involved in making decisions, planning and reviewing an action that might affect me. Having a voice, having a choice" (Welsh Government 2010).

Participation is acting on the views of children and young people and using them to develop and review what we do as a Directorate. It is also about ensuring that we know what is important to children and young people this drives future developments.

Participation is not about giving children and young whatever they ask for. It is about us enabling them to have realistic expectations by providing information and empowering them to develop skills, to ensure inclusive engagement. It is being honest about some of the constraints we work within, along with exploring ways to overcome them when appropriate and most importantly providing feedback.

### Benefits of Participation.

Participation has a wide range of benefits for children and young people, service providers and local communities. Examples of these benefits were identified by NPT Youth Council and are outlined below:

#### Children and Young People

- Makes children and young people feel included and heard.
- Provides opportunities to improve skills including confidence and communication.
- Improves connection with others and provides opportunities to meet new people and have new experiences.
- Provides opportunities to be active in communities.





### Service Providers

- Children and young people's opinions and points of view will allow services to see things differently, becoming more inclusive.
- Ensures services meet the needs of children and young people.
- Better use of finances.

### Local Communities

- Develops positive community relations.
- Improves connection with community.
- Promotes citizenship.



### Local and National Context.

There are a number of key drivers both locally and nationally linked to developing and embedding good participation practice these are outlined in **Appendix 1**.

### Skills for Participation.

It is important that CYP are supported to find their voice and develop the skills and confidence to be heard. Some CYP need support to understand their role as active members of communities and what matters to them. As part of this strategy a training programme will be piloted to enable CYP to do this.

"The more we can encourage participation, I think the better off we are."  
- Barack Obama

### 3. Meaningful Participation.

It is important that meaningful participation takes place at all levels. This includes from everyday engagement in classes, sessions, interventions, clubs, services, projects or activities to more strategic decisions such as developing programmes, services, funding bids, policies, legislation or research. The following section outlines the principles that underpin our approach to all forms of participation and how we will ensure engagement is meaningful and inclusive.

The **Wales National Participation Standards** encompass our principles, the seven standards are:

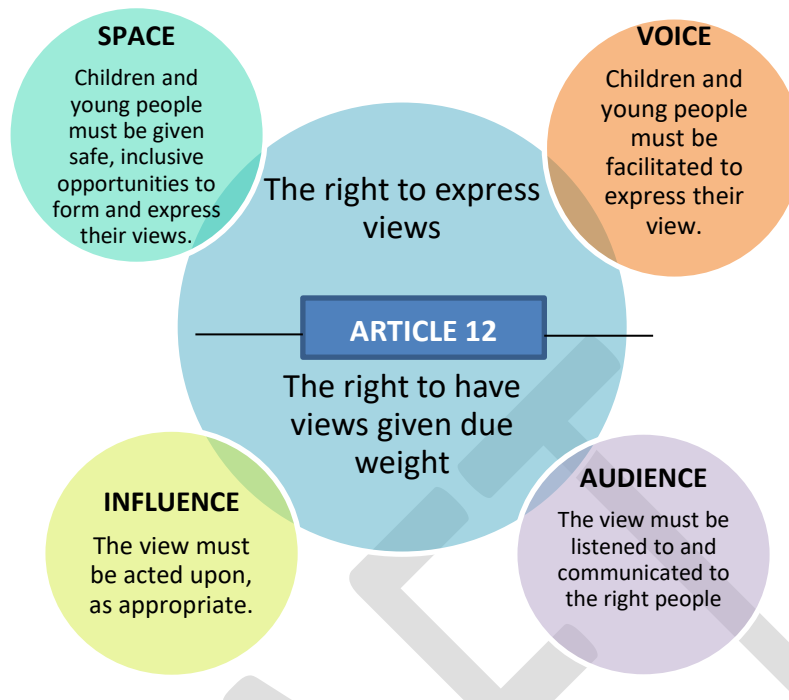
1. INFORMATION - should be easy to understand.
2. IT'S YOUR CHOICE - there should be enough information and time to make a choice.
3. NO DISCRIMINATION - every child and young person should have the same chance to take part.
4. RESPECT –Children and young people's opinions are important and will be respected.
5. YOU GET SOMETHING OUT OF IT - to learn, have opportunities to work with others and make a difference. To have a positive experiences.
6. FEEDBACK – to ensure children and young people know what differences have been made and what ideas have been used and why.
7. WORKING BETTER FOR YOU – ensuring children's rights are at the centre of everything.

"Voice is not  
enough....."

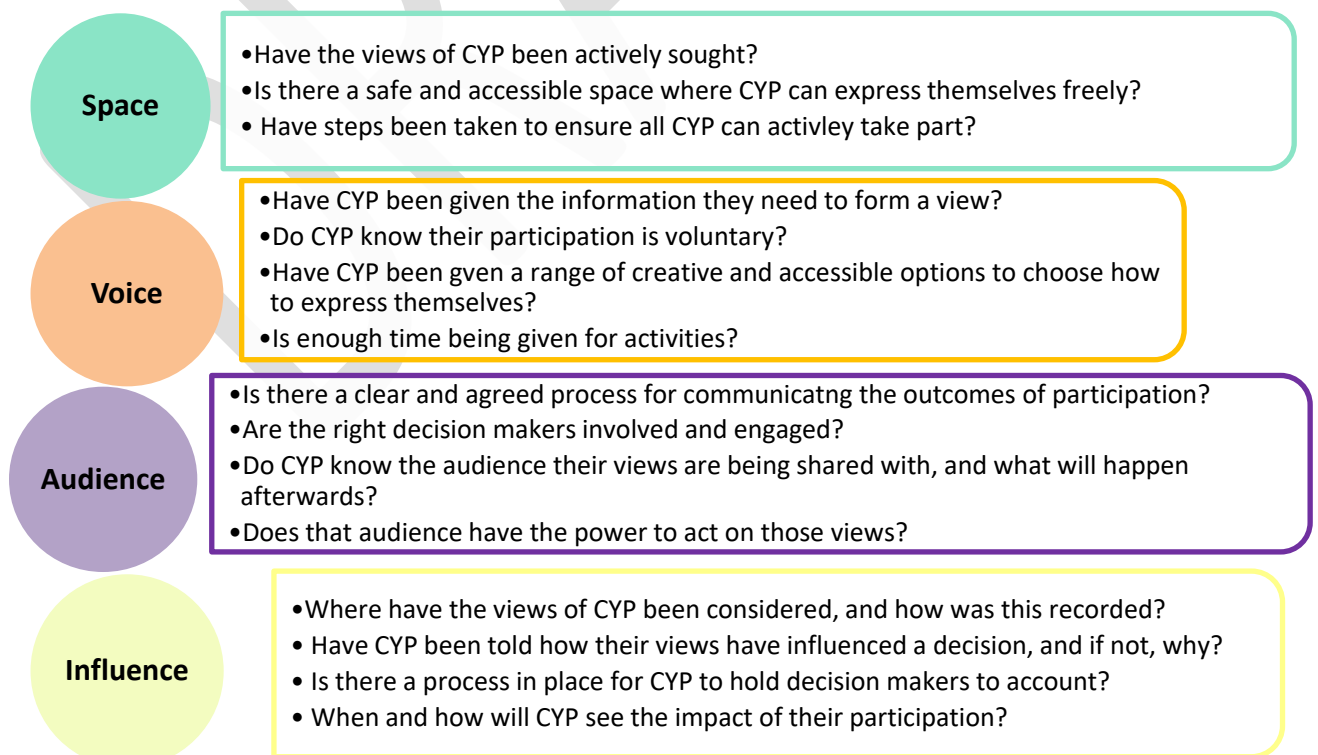
- Laura  
Lundy



To ensure good participation and engagement practice is embedded we will adopt the **Lundy Model (2014)** which conceptualises Article 12 of the UNCRC by considering four inter-related concepts: Space, Voice, Audience and Influence. The model is set out below:



These concepts provide a checklist to plan and reflect on participation and engagement activities (see **Appendix 2**).



## 4. Models of Engagement

Good participation can happen anywhere and takes place at a variety of different levels both individually and as part of groups. There can be numerous models to enable the participation of children and young people in all levels of decision making. Different models suit different situations and settings, sometimes it will be appropriate to use different models alongside each other. The below outlines existing engagement models and engagement models that will be developed as part of this strategy.

### Formal Groups

Formal groups can provide permanent structures for participation. Within ELLS we have the following formal groups:

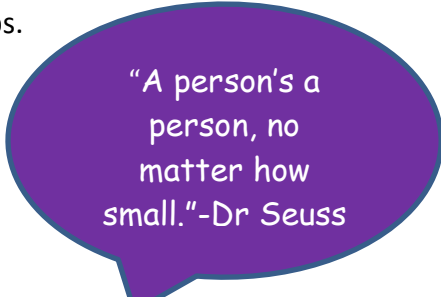
**NPT Youth Council-** The current Youth Council has some excellent outcomes. It holds an election every 2 years, with all secondary schools invited to participate. Targeted groups are given guaranteed seats, such as Speech and Language, Young Carers, Children Looked After (CLA), vulnerable learners. The Youth Major and Deputy Youth Major play a key role in promoting the voice of CYP across NPT. The Youth Council also have links to the national Welsh Youth Parliament and British Youth Council.

The Youth Council is the key mechanism for young people to meet with Cabinet therefore it is essential that there are key links with all formal groups for CYP across NPT. These include:

- **School councils**
- **YoVo (Your Voice Matters) and Jnr YoVo-** for care experienced CYP.
- **Junior Safeguarding Board-** for pupils across NPT to discuss safeguarding issues they face at home, school, in their community and online.
- **BAYouth-** Swansea Bay University Health Board's Youth Advisory Panel.

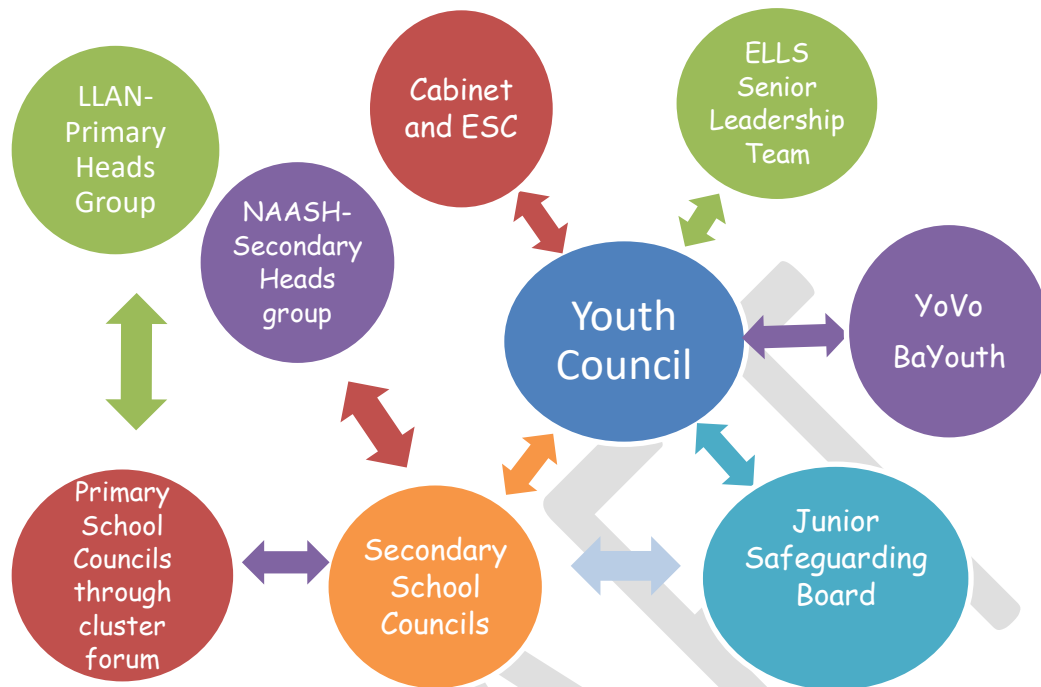
**Young Persons Mental Health Forum-** In its fourth year with an average attendance of 26 young people, representing all our secondary and specialist provision schools. The aim of the forum is to raise awareness of mental health issues within our schools and for the young people to drive change. The forum has members who sit on the Youth Council.

**Primary Cluster Forums** – Representatives from primary schools will meet as a cluster group with representatives from the secondary school youth council once a term to discuss issues identified by big conversations, local issues and improving links with feeder secondary schools. The outcomes from these meetings will feed into the Youth Council along with the primary and secondary head teachers groups.



"A person's a person, no matter how small."-Dr Seuss

The framework below illustrates how the formal groups will interact.



#### Project based advisory groups/focus groups.

When designing, running or evaluating a project or service a small group of CYP can be brought together. They may be YP with particular experiences of certain issues. This creates opportunities for co-production.

#### Big conversations.

These provide an opportunity for children and young people to identify and share their views on what is important to them. This will provide opportunities to develop pieces of work and influence decision making.

- **Whole Authority Surveys**- CYP currently take part in the British Youth Council Make your Mark Survey, this identifies the top three issues for children and young people. CYP in secondary schools also take part in the School Health Research Network. All results from these will feed into the Youth Council. Let's Talk - Together We Are NPT is the Local Authority mechanism for consulting on plans and policies.
- **Participation Conference**- A annual participation conference will be held, led by children and young people, to include the Council's Leader, Chief Executive and Children's Commissioner to showcase and highlight issues relating to participation, communication and advocacy.

### Informal Conversations

There will be times when CYP share their views during informal conversations, rather than during planned activities. These occasions are equally as important as planned engagement.

### Feedback/Evaluation forms

Feedback forms are used extensively across services. It is essential that forms are accessible for all CYP including those with additional learning needs. Care needs to be taken to design forms which are easy to complete and will provide valuable information. It is also important to ensure CYP have the option for feedback to remain anonymous, online forms, even in face-to-face settings can enable this.

### Person Centered Planning/Outcomes focused

It is important to decide at the beginning of any work, in partnership with children and young people, what outcomes will be worked towards. The process includes tracking and evaluating progress. Person Centered planning tools facilitate participation and ensure the focus is on what matters to the child/young person.

### Digital Engagement

Digital tools, including social media, provide the potential to engage CYP in on-going dialogue and promote participation events and groups. Video conferencing cuts out the travel time and costs of bringing people together physically. The use of these tools needs to be carefully thought out and the relevant policies and guidelines followed. In consultation with children and young people, the directorate will develop digital engagement tools that will ensure that our communication with children and young people is effective. The use of social media would widen the opportunities for individuals to participate in an innovative and relevant way.

"I'm still proud of who I am, of my youth, and I feel like now, as individuals, we begin to realise that we can change the future. We all have to participate."  
- Khalid



### Ensuring the involvement of seldom-heard children and young people.

There are groups of children and young people that are often missing from opportunities to participate. Barriers can include language, culture, access, transport, confidence, additional learning needs and communication. From initial planning stages any barriers will be identified and appropriate steps taken to enable their participation, ensuring engagement is inclusive.

## 5. Recording & Monitoring

Teams and services are expected to use the **Lundy Model** for planning both formal and informal participation activity. To ensure the outcomes of any participation activity are recorded and shared **You Said, We Did (YSWD)** will be used (see **Appendix 3**).



**You Said-** CYP share their views/ are involved in engagement activity.



**We Did-** A service/team responds to what CYP said. These should involve working in partnership with CYP to ensure they have been understood, any action is relevant and provide opportunities for co-production. This must be fed back to CYP so they understand what has happened from their involvement. Where it was not possible to take an action then this needs to be explained to CYP.



**Impact-** The impact for CYP and the service/directorate must be reported to the CYP and internally. This helps CYP understand what their participation has achieved. Where there is no impact then alternative solutions should be explored with CYP.

Participation training will be available to all staff to support them in understanding and developing participation and engagement opportunities which are inclusive and accessible.

Participation Reviews will take place to enable services/teams to identify strengths and areas for improvement.

## 6. Directorate Participation Priorities

As a Directorate we know that positive interaction and building trust is a key priority for constructive and mutual participation between services and CYP. We are committed to:

- Children and young people having a key role in ensuring the delivery of inclusive and responsive services, which are accessible, appropriate, cost effective and meet the needs of users.



- We will involve children and young people in assessing our services by identifying what we do well and what we need to improve.
- We will embed good participation and engagement practice across our services.
- We will work to reduce and remove any barriers to participation

"Some people want it to happen, some wish it would happen, others make it happen".  
- Michael Jordan



## 7. Participation and Engagement Toolkits

There are numerous toolkits available to support the participation of children and young people. The following are ones recommended to support the principles throughout this strategy. When planning any participation and engagement opportunities it is important to refer back to the Lundy Model to ensure the opportunities are inclusive.

- Commissioner for Wales Taking Decisions Together- an accessible toolkit to be used with all CYP including those with additional learning needs- [ALP-toolkit-final English 060622.pdf](#)
- Young Minds Participation Toolkits- to support participation around Mental Health- [Participation Toolkits | Resources for Professionals | YoungMinds](#)

## 8. Participation Action Plan

In order to achieve everything set out in this strategy and to support the ongoing inclusive engagement of CYP an action plan has been developed which will guide the work for the next year 2023-2024.

"I raise my voice not so that I can shout, but so that those without a voice can be heard."  
-Malala Yousafzai Activist for female education.



Participation and Engagement Strategy Action Plan Year Jan 2023 to Dec 2024						
Priority	Task	By Whom?	By When?	Resources	Young People's involvement	Outcome
<b>Improving Participation and Engagement across the Directorate</b>	Design strategy to be engaging, innovative and accessible.		Feb 2023	Design support.	Youth Council members and specialist groups of young people including those with ALN and seldom heard.	Innovative, accessible, digital and paper strategy.
	All areas of the directorate work towards the strategy.	All staff	Jan 2023 and on-going	Launch Event	Youth Council Members to help develop awareness raising sessions for staff and plan a launch.	Staff and partners to gain a better understanding of participation and the strategy.
<b>Developing the Youth Council</b>	Increase membership and clearer links with school councils. In particular special schools and specialist provision.	Staff and young people	Jan- March 2023 and ongoing	Increased staffing levels, resources to ensure participation is accessible, transport costs.	Young people promoting opportunities and speaking to young people in schools and provision.	A more representative Youth Council with clear processes for feedback.

	Explore ways of ensuring links with other formal groups/forums.		April to July 2023	Travel, increased staffing levels	Youth council members and staff consult with other groups on how to develop more formal links.	Clear links between all formal groups in NPT.
<b>Training</b>	Participation and Engagement staff training to be available.		Feb 2023 and ongoing	Training resources, staff time	Co-training and development of training package	Trained staff
	Training for young people to develop skills to enable participation.		March 2023 start pilot	Training resources	Co-training and participation	Young People with improved skills
	Training for Elected Members on engaging young people Children's Rights and Participation		March 2023 and ongoing	Training resources	Co-training	Trained Members
<b>Staff Recruitment</b>	Strengthen the involvement of CYP in the recruitment process.	Senior Managers, HR and young people	April 2023	Staff time	CYP involved in consultation around recruitment and interviewing where appropriate.	To further empower CYP to be part of interview processes and decision making.

<b>Improving Opportunities to get involved</b>	Promote and support active involvement in the Make your Mark Campaign across schools and provisions. Include NPT focused issues.		April 2023	Staff and young people's time	Distribution and encouraging other young people	Knowledge and understanding of the key issues important to CYP which can drive future developments.
	Support opportunities for participation across a range of settings and provisions including outreach work, clubs etc.		June 2023	Staff time to map.	Promote opportunities.	Greater representative views. Increased opportunities for engagement.
	Support opportunities for pupil voice to reach the right decision makers and for school councils to continue to develop.		April 2023 and on-going.		Representatives from school councils to sit on youth council and support primary forums.	Improved meaningful participation opportunities for school councils.
	Develop opportunities for digital engagement.		March 2023	Website and social media development.	Develop use of social media	
<b>Improving Equality of Opportunity</b>	Develop participation and engagement opportunities to ensure they are		Jan 2023	Special schools/ provisions and targeted groups.	Consult and design approaches with CYP.	Wider participation

	inclusive in particular for CYP with ALN and those who are seldom heard.					
<b>Being able to prove we listen and that it makes a difference</b>	Young people involved in evaluations and case studies		January 2023	Young people to design evaluations	Involvement in training	Effective participation and engagement
	Embed monitoring and feedback processes.		January 2023	Increased staffing levels	Monitoring and feedback shared with CYP.	Effective participation and engagement Better feedback, young people feel valued.

## Local and National Drivers for Participation in Wales

**United Nations Convention on the Rights of the Child (UNCRC)** is the internationally accepted standard for children's rights, it is built into Welsh Policy and Law. The UNCRC has 54 children's rights; 42 outline children's rights; 12 are concerned with how governments can ensure that children enjoy these rights.

Article 3:

The best interests of the child must be a top priority in all actions concerning children.

Article 12:

Children have the right to say what they think should happen, when adults are making decisions that affect them, and to have their opinions taken into account.

Article 13:

Every child must be free to say what they think and to seek and receive information of any kind as long as it is within the law.

The **Children's Commissioner Framework *The Right Way*** provides guidance on embedding a rights based approach in order to:

- Provide meaningful opportunities for children and young people to influence decisions about their lives.
- Ensure authorities and individuals are accountable to children and young people for decisions, and for outcomes that affect their lives.

**Additional Learning Needs Education & Tribunal Act (ALNET) 2018** makes explicit the need for the participation of children and young people through person centred practice.

**A New Curriculum for Wales** sets out pupil voice as being embedded across all areas. Improved participation will help our children and young people to develop all four of the core purposes within the New Curriculum. Improved participation will help them to become more healthy and confident. They will become more ambitious and capable, more enterprising and creative contributors and more ethically informed citizens.

**The Wellbeing of Future Generations Act 2015** puts the involvement of people and communities at the heart of improving wellbeing and the Children and Family Measure 2010 requires Local Authorities to put in place and publish arrangements to promote and facilitate the participation of children and young people.

NPT Corporate Plan 2022 - 2027 ([Recover, Reset, Renew](#)) has participation as a key theme to achieve the wellbeing objectives.

DRAFT

## Participation and Engagement Planning Checklist.

### SPACE

- How will you ensure children and young people (CYP) are involved as early as possible?
- How will those who have been, or may be, directly affected by the topic be involved?
- What steps will be taken to ensure the space is accessible and inclusive?
- How will CYP be supported to feel safe and comfortable in expressing themselves?
- What support will be provided to those who may become anxious, uncomfortable or triggered by the topic?

### VOICE

- Have you made a clear list of the topics you want to cover/ the work you want to do?
- How will CYP know that participation is voluntary and they can withdraw at any time?
- How will you support them in giving their own views, while including developmentally-appropriate and accessible information?
- How will you ensure that CYP are given a range of ways to express themselves that best suits their needs and choices?
- How will the process allow them to identify topics they want to discuss?




### AUDIENCE

- Have you identified and involved the relevant decision makers, who can influence change?
- Do CYP know who their views/work will be shared with and how this will be done?
- How will you ensure that CYP are given an opportunity to confirm that their views/actions are accurately recorded?
- When will a participation record be completed and shared with CYP in a developmentally-appropriate and accessible way?
- What plans are in place to support CYP in playing a role in communicating the outcomes of this activity?

### INFLUENCE

- How will CYP be informed about the scope they have to influence decision-making (including the limitations)?
- How will CYP be given developmentally- appropriate and accessible feedback at key points during any service, project or policy development?
- How will you ensure CYP are given opportunities to evaluate and respond to the process throughout, including holding decision makers to account?
- How will CYP be given developmentally- appropriate and accessible feedback on the impact of their participation, in a timely manner?

## Participation and Engagement Recording Form.

<b>Participation Activity:</b>			
<b>Date:</b>		<b>Service/Staff Member:</b>	
	<b>You Said/Took Part In:</b>		
	<b>We did:</b>		
	<b>Impact:</b>		
<b>Next Steps:</b>			



## **NEATH PORT TALBOT COUNTY BOROUGH COUNCIL**

### **Education, Skills and Wellbeing Cabinet Board**

27th October, 2022

### **Report of the Head of Support Services and Transformation Rhiannon Crowhurst**

#### **Matter for Decision**

Strategic School Improvement Programme - proposal to establish a name for the new Welsh-medium primary school in Neath Abbey and a permanent governing body.

#### **Wards Affected:**

Briton Ferry West, Coedffranc Central, Coedffranc North, Coedffranc West, Dyffryn, Neath North

#### **Purpose of the Report**

To comply with Regulations surrounding the opening of a new school, Members are asked to formally agree:

1. The creation of an Instrument of Government which will establish a permanent Governing Body;
2. To approve a permanent name for the new 3-11 school.

#### **Background**

3. Members will be aware that from 1st January, 2023 a new 3-11 Welsh Language primary school will come into existence on the site which was previously Abbey Primary School junior site.

4. Prior to the new school becoming operational Cabinet Members agreed on 22nd September, to the creation of a temporary Governing Body to oversee the business of the new school.
5. Regulations state that a permanent Governing Body must be established and in place on a date agreed by the Local Authority, known as the “incorporation date”. This incorporation date is contained within the Instrument of Government and cannot be effected any later than the last day of the first term.
6. To allow time for the process of elections and appointment of governors during the early part of the autumn term, it is proposed the incorporation date will be Wednesday 1st March, 2023. Until this date, the temporary governing body will continue in its current form when their role and function will then come to an end.
7. It is a legal requirement that every school must have in place an Instrument of Government. In addition to recording the incorporation date, this document also formally records the name of the school and the constitution of its governing body. The Instrument of Government must be formally created by the Local Authority.
8. Governors of the temporary Governing Body have proposed to the Authority that the name of the new school be Ysgol Gynradd Gymraeg Tregeles. Consultation regarding the name has taken place with the Head of Planning and Senior Management Team of the Education Directorate where there have been no objections from either.

### **Financial Impact**

9. There is no financial impact associated with this proposal.

### **Equality Impact Assessment**

10. Having considered the Council's screening assessment guidance produced to assist the Council in discharging its Public Sector Equality Duty under the Equality Act 2010 it has been determined that the proposal within this report does not require an equalities impact assessment.

## **Workforce Impacts**

11. There are no workforce or staffing issues directly associated with this proposal although the permanent governing body will have responsibility for the employment of staff at the school.

## **Legal Impacts**

12. The recommendations contained within this report are in accordance with the Councils obligations set out in The New Maintained Schools (Wales) Regulations 2005.

## **Risk Management**

13. Should the recommendation to create the permanent governing body not be approved then the Council will be in breach of its statutory obligation. Should the recommendation to name the school not be approved then an alternative name will be sought and reported back to Members at a future meeting.

## **Consultation**

14. There is no requirement under the Constitution for external consultation on either of the recommendations within this report, however, consultation has taken place with the Head of Planning and Education Senior Management Team.

## **Recommendations**

15. i) That the Instrument of Government (attached as Appendix A) be approved with the incorporation date of 1st March, 2023, creating a permanent Governing Body;  
ii) The name of the school will be " Ysgol Gynradd Gymraeg Tregeles ".

## **Reasons for Proposed Decision**

16. To comply with legislative requirements for the establishment of a new school.

## **Implementation of Decision**

17. The decision is proposed for implementation after the three day call in period.

## **Appendices**

18. Instrument of Government at Appendix A.

## **List of Background Papers**

19. Cabinet Report 20th September 2022:

<http://modgov.npt.gov.uk/ieListDocuments.aspx?CId=447&MId=10863&Ver=4>

The New Maintained Schools (Wales) Regulations 2005:

<http://www.legislation.gov.uk/wsi/2005/2912/contents/made>

## **Officer Contact**

20. Kathryn Gilbert, Principal Schools Governance Officer

Tel: 01639 763598

Email: [k.gilbert@npt.gov.uk](mailto:k.gilbert@npt.gov.uk)

## INSTRUMENT OF GOVERNMENT - COMMUNITY SCHOOLS

1. The name of the school is:  
Ysgol Gynradd Gymraeg Tregelles
2. The school is a community school.
3. The name of the governing body is:  
The Governing Body of Ysgol Gynradd Gymraeg Tregelles
4. The governing body shall consist of:
  - (a) Four parent governors;
  - (b) Three local authority governors;
  - (c) One teacher governors;
  - (d) One staff governor;
  - (e) Four community governors;
  - (f) Headteacher (except at any time when he/she has given written notice to the clerk to the governing body that he/she chooses not to be a governor).
5. Total number of governors: Fourteen (except at any time when the Headteacher has given notice as above that he/she chooses not to be a governor, when the total number of governors will be thirteen).
6. This instrument of government comes into effect on 1st March, 2023.
7. This instrument was made by order of Neath Port Talbot Local Authority on 22nd September, 2022.

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## NEATH PORT TALBOT COUNTY BOROUGH COUNCIL

### Education, Skills and Wellbeing Cabinet Board

#### Report of the Director of Education, Leisure and Lifelong Learning Andrew Thomas

**Matter for Decision**

**Wards Affected:** All

### **Pastoral Support Programmes.**

#### **Purpose of the Report**

- To provide Members with feedback on the consultation with stakeholders regarding the *Guidance for schools on the use of Pastoral Support Programmes, Reduced Timetables and Alternative Provisions*.
- To request Members' approval to formally adopt the final guidance to enable schools to better support children and young people who may be at risk of disengagement from education, in receipt of a reduced timetable and/or accessing support from alternative providers

#### **Executive Summary:**

This report will provide Members with information on the guidance following consultation with stakeholders and to request permission to formally adopt the final guidance.

#### **Background:**

The Welsh Government (WG) guidance, *Inclusion and Pupil Support* (2016), outlines the framework within which schools should implement a Pastoral Support Programme (PSP). *Exclusion from Schools and Pupil Referral Units* (WG 2019) also references the use of PSPs when educating and reintegrating excluded pupils.

Within the guidance Welsh Government define a PSP as a 'school-based intervention to help individual pupils to better manage their behaviour and to identify any support mechanisms which need to be put in place. The PSP should identify precise and realistic behavioural outcomes for the child to work towards.' (WG 2016, p.101).

In regards to reduced timetables, the guidance is intended to support all Neath Port Talbot schools in their appropriate use. It is in place to support both pupils and schools within the current legal and safeguarding framework.

The Local Authority has a responsibility to monitor the use of PSPs and reduced reduced timetables, along with the safeguarding related to the use of alternative providers by schools, in the role of 'checking the checker'. The guidance sets out how this will be carried out.

The existing Neath Port Talbot guidance was reviewed to ensure it reflected changes in new legislation, need and practices. This has included taking into consideration the new Additional Learning Needs and Education Tribunal (Wales) Act 2018 (ALNET), a focus on person centred planning (PCP), increased evidenced based research on supporting young people with social, emotional and behavioural difficulties (SEBD) and trauma informed practice.

### **Response to Consultation.**

Following members approval, the guidance went out for consultation to all schools and relevant services and officers. A group of young people at risk of exclusion were also involved in a discussion around the guidance and support in school. For them the most important aspect was ensuring they had a voice in outcomes and understanding what they needed to do to achieve the outcomes. In total the consultation received 6 responses, many of a similar theme, which included how the guidance links with ALNET and the role of other services, see **Appendix 1** for consultation responses.

The new guidance (**Appendix 2**) has been amended following the consultation and provides clear information and support for schools in developing a PSP, the use of reduced timetables and the intervention of alternative providers. The guidance is in the process of being translated into Welsh. To ensure successful outcomes the PSP must have a multi-agency approach, this is highlighted in the new guidance where clear lines of responsibility can be formalised. The guidance also sets out



clear local authority monitoring procedures which will fulfil safeguarding duties.

Children and young people's participation and the rights of the child are central to the PSP process. To ensure the best possible outcomes for learners, training will accompany the PSP on how to facilitate the PSP process using a person centred, relational and trauma informed approach.

**Financial Impacts:**

No impact

**Integrated Impact Assessment:**

A First Impact Assessment has been completed (**Appendix 3**).

**Valleys Communities Impacts:**

The guidance applies to all schools.

**Workforce Impacts:**

Positive. Further staff training and professional development will be implemented when the guidance is formally adopted.

**Legal Impacts:**

Positive. The new guidance incorporates new statutory legislation and further strengthens our safeguarding arrangements.

**Consultation:**

Consultation was undertaken with stakeholders.

**Recommendations:**

That Members approve the new PSP, Reduced Timetable and Alternative Provider Guidance be formally adopted.

**Reasons for Proposed Decision:**

The updated guidance will further strengthen arrangements and monitoring of provision for learners at risk of disengagement.

**Implementation of Decision:**

**Decision to be implemented after the three day call in.**

## **Appendices:**

Appendix 1: PSP Consultation Responses.

Appendix 2: Guidance for schools on the use of Pastoral Support Programmes, Reduced Timetables and Alternative Provisions.

Appendix 3: First Stage Impact Assessment.

## **Officer Contact:**

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## Appendix 1.

### **PSP Consultation Response May 2022.**

The consultation received 6 responses in total. Many of the responses received were of a similar theme and have been grouped as follows (**Answers to queries are in bold**):

#### **Education Welfare Officer (EWO) Involvement**

The capacity of the EWO Service to attend all PSP meetings was queried. 'The need to discuss PSPs with EWO first implies that all PSPs are linked to attendance and reduced timetables which isn't the case'. Attendance of the EWO Service only when the child/young person has attendance issues was suggested.

**The document will be amended to state EWOs will be invited to meetings when attendance is an issue.**

#### **Reduced Timetables**

Clarity was asked on the use of PSPs in all cases when reduced timetables are used- 'is it for all pupils on a reduced timetable regardless of why they are on it'. 'Will support for young people with anxiety, for example open to Child and Adolescent Mental Health Services (CAMHS), but on a reduced timetable have to have a PSP?'

The guidance implied the Local Authority (LA) authorise reduced timetables (pg. 6)

Greater clarity asked on definition does it include- 'flexi schooling etc Autistic Spectrum Disorder (ASD) needing to come later due to overload? Does this include children who are attending 'specialist' provision for excellence'?

**The LA and schools have a duty to monitor the use of reduced timetables, PSPs provide a method for doing this in a structured way. An enhanced section will be added to give example of when a reduced timetable could be used.**

#### **Time Scales and Approval**

More details regarding the process for PSPs extending for over 3 months. Queries around whether a meeting with the director will be needed and the availability to do this. One response suggested 6 months more reasonable if they have complex needs.

**Welsh Government (WG) and Estyn set out responsibility for LAs to monitor the use of PSP and the extended use of reduced timetables. Reduced timetables should only ever be a short term measure and PSPs should be reviewed every 6 weeks.**

**The guidance will be revised to state that PSPs which include reduced timetables that extend for more than three months must be approved by the LA. This will go through the Pastoral Support Group (PSG) group.**

### **External Service Involvement**

Query on where the Single Point of Contact (SPOC) process sits and the ability of schools to get all agencies involved together. Clarity needed on if meeting could go ahead without services attending but just feeding in.

**PSPs are not linked to the SPOC process although referrals to SPOC may be an outcome. Work will be done with partners to enable them to understand the PSP process and ensure they contribute to the process. It is vital that partners are involved in particular when environmental factors are impacting on the child or young person.**

### **School**

Availability of the Additional Learning Needs Co-ordinator (ALNCo) and senior schools staff was a concern. Highlighted the need to get involvement and input of all staff.

**The ALNCo should be aware of the PSP and included in discussions if appropriate. A senior staff member could be a Headteacher, Deputy Headteacher, Assistant Headteacher, Head of Year, Head of Department and schools can use any tools they currently have to get wider staff views**

### **ALN Reform**

Clarity needed on how PSPs sit with ALNET, in particular Individual Development Plans (IDPs). Concern about duplicating targets. Pg. 7 clarity on if it is necessary to have a 'developed and reviewed IDP'.

**If a child or young person has additional learning needs, as defined in ALNET 2018, which requires additional learning provision (ALP) they will require an IDP which is a statutory document. The PSP does not replace the IDP. WG guidance has not been updated on PSPs since ALNET but a PSP may form part of the planning of ALP. It would be aligned with the IDP, if there is one in place and contribute to some of the IDP outcomes. Short term.**

### **Non Mainstream School**

Can the timescales for approval for extended PSP be extended for SEBD provisions where more pupils are likely to be on reduced timetables?

**This will remain the same for all schools.**

### **Responsibility for Monitoring PSPs**

Clarity needed on who in the local authority will monitor PSPs.

**The PSG will play a crucial role in this along with the new deputy education safeguarding officer. Contact details will be shared.**

### **PIPSG- Physical Intervention and Pastoral Support Group**

Queries on the composition and remit of this group. Clarity on parents consenting to it being shared with this group.

**A statement will be added to the PSP format to cover consent to share. The PSG will now be separate from the Physical Intervention Monitoring Group. Terms of reference and membership will be shared and discussed with schools.**

### **Language**

Use of word intervention queried- pg3&7. The PSP is a strategy not an intervention.

**WG guidance refers to a PSP as a 'school based intervention' (Inclusion and Pupil Support 2016: p101)**

### **WBS- Wellbeing & Behaviour Service**

Query over whether PSPs will become part of criteria for WBS involvement.

**No, although if a child/ young person has a PSP because they are at risk of permanent exclusion there is an expectation that the WBS should be aware.**

### **Tools**

Add tools to gather views- 4plus1 etc.

**Any of the PCP tools available to schools would be useful for this process.**



## **Education, Leisure and Lifelong Learning**

# **Guidance for schools on the use of Pastoral Support Programmes, Reduced Timetables and Alternative Provisions**

**Autumn, 2022**

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# Pastoral Support Programmes (PSPs)

## Introduction

Welsh Government Guidance *Inclusion and Pupil Support* (Welsh Government 2016) outlines the framework within which schools would implement a Pastoral Support Programme (PSP). Due regard should be given to the guidance on educating and reintegrating excluded child/young persons; contained in *Exclusion from schools and pupil referral units* (Welsh Government 2019).

This document has been created to support schools in preparing a PSP and further develop a consistent approach across Neath Port Talbot.

This guidance is underpinned by our commitment to children's rights and specifically Articles 12 and 29 of the United Nations Convention on the Rights of the Child (UNCRC). Article 12 states that children and young people have a right to say what they think should happen when adults make decisions that affect them and have their opinions taken into account. Article 29 states that a child or young person's education should develop their personality and abilities as much as possible. It also encourages respect of others rights and values.

## Purpose of the Pastoral Support Programme (PSP)

A PSP is a time limited school-based intervention that is designed to support children and young people (CYP), at risk of disengagement and/or exclusion, when existing school interventions/strategies have not been effective.

The PSP is developed using a multi-agency approach and includes engagement from the CYP and parents/carers.

A PSP should identify need, support mechanisms and strengths to set realistic, achievable outcomes. They will need to be time limited and regularly reviewed. Welsh Government guidance states reviews should be at least every **six weeks** and more frequently initially, to ensure that it remains relevant to the child/young person's needs. It should be overseen by a nominated senior school member of staff and the school's Additional Learning Needs Co-ordinator (ALNCo) should be made aware and where appropriate included in discussions.

Any arrangement for a reduced timetable (part-time provision) or alternative provision must be established through a PSP, (see section on Reduced Timetables Page 14 and Alternative Provisions Page 22).

The PSP can support children and young people with additional learning needs, in particular those with behaviour emotional and social development needs, this



can include children and young people who are withdrawn and disengaged and/or displaying unregulated behaviours.

A PSP does not replace the statutory guidance outlined in The Additional Learning Needs Code for Wales 2021, although it may form part of planning for children and young people with ALN. It should align and contribute to the Individual Development Plan (IDP) outcomes, if there is an IDP in place. The Equality Act (2010) states clearly that schools are required to make reasonable adjustments to all aspects of school life, including identifying anticipatory need and reviewing behaviour policy and practice.

All schools will have received training on the impact of adverse childhood experiences (ACEs) and trauma on children and young people's capacity to self-regulate. It is important that for those children and young people the PSP must be trauma-informed.

The PSP is a valuable tool for identifying need and building on strengths, so that children and young people can experience success within education and are able to achieve.

### **The Pastoral Support Programme as a Collaborative Process**

An effective PSP is one that has been produced in collaboration through a constructive planning meeting with the child/young person, the family and other relevant external support agencies.

In the first instance, the school will need to organise a meeting to discuss the PSP. The Education Welfare Officer (EWO) must be involved when attendance is an issue or there is a reduced timetable. Other attendees should include representatives of any other relevant agencies/services, the parent/carers or carers and involve the child/young person where appropriate.

Outcomes within the PSP need to be driven by actions set for all the stakeholders involved to ensure a holistic approach. PSPs are not effective when they are experienced by child/young persons and families as a strict sanction with unrealistic targets imposed on them.

### **Recognising different roles:**

#### **The School**

The school has the primary responsibility for identifying when a PSP is needed. They have the responsibility to:

- Nominate a senior member of staff to oversee the development, implementation and review of the PSP.
- Hold regular reviews of the PSP at least every 6 weeks and more frequently initially.
- Support the outcomes identified in the PSP.
- Ensure their safeguarding policy and procedures are implemented and arrangements are put into place to monitor the child/young person's safety in all arrangements.
- Involve the Additional Learning Needs Co-ordinator (ALNCo) in discussions and inform all other relevant school staff of the development of any PSP.
- Send a copy of the signed PSP to the Local Authority upon its agreement to [psp@npt.gov.uk](mailto:psp@npt.gov.uk)

### **The Local Authority**

The Local Authority has a responsibility to monitor the use of PSPs. Copies of PSPs must be forwarded to the Local Authority. The PSP Monitoring Group will meet on a termly basis.

### **Support Agencies**

In constructing a PSP, schools should liaise with all relevant agencies and consolidating planning and monitoring meetings wherever possible. Partner agencies could include:

- The Wellbeing and Behaviour Service
- Support for Learning Team
- Educational Psychology Service
- Education Welfare Service
- School Based Counselling Service
- Health Services
- Housing Services
- Team Around the Family
- Careers Wales
- Children and Young People's Services
- Youth Justice and Early Intervention Service
- Parenting Team
- Youth Service
- Any third sector organisation providing support
- Education Support Service
- Vulnerable Learners Service

Involvement from relevant partners are key to ensuring holistic support needs are identified and outcomes shared. This will give the best possible chance of success.

### **The Family**

Involving the family is an important part of the process. Where this is difficult advice can be sought from the Inclusion Service or any other relevant service, as appropriate. Parent/carer views must feed into the process and they should agree and sign the final PSP. It may be necessary to hold an additional meeting with a smaller number of participants to ensure parents/carers feel comfortable to communicate their views.

### **The Child/Young Person**

The most important person to be actively involved in the PSP process is the child or young person. Their voice should be evident within their PSP. A member of staff who has a good relationship with the child/young person should work with them to enable them to contribute. This could include working with them to express their views, identify their strengths and formulate solutions to inform outcomes.

### **The Stages of a Pastoral Support Programme**

The PSP should be led by a senior member of school staff and/or the ALNCo. This professional will then co-ordinate each of the following stages:

#### **Stage One: Deciding on a PSP**

The needs of the child/young person should already have been assessed and a graduated response adopted, drawing on a range of internal expertise within the school and external support. If a child/young person has ALN it is expected that there will be at least one developed and if possible reviewed Individual Development Plan (IDP) unless there has been a sudden change in circumstances and need. If the reason for the PSP is because the child/young person is at risk of permanent exclusion then the Wellbeing and Behaviour Service should be made aware.

#### **Stage Two: Information Gathering**

Before convening the PSP meeting, the co-ordinator will have to collate information to inform the plan. This should include:

- Evidence from school staff
- Child/young person contribution
- Parent/carer contribution

- Evidence of all existing and previous interventions, including any IDP.
- Summary of current support from any agency involved.

### Stage Three: Organising the meeting

A planning meeting should be arranged with sufficient notice so that all relevant professionals can attend. If parents/carers are attending then a suitable venue/room should be identified to ensure it is as comfortable as possible.

The child/young person should be asked which adult, in addition to their parent/carer, they would like to attend in order to represent their views.

### Stage Four: Conducting the meeting

The agenda for this meeting is set by the PSP itself. Everyone present should have the opportunity to contribute to the plan as it develops during the course of the meeting.

Consideration should be given to the range of factors which could be impacting on the child/young person when developing the plan. These could include:

- Health/Disability
- Child/young person wellbeing/mental health
- Adverse Childhood Experiences (ACEs)
- Home circumstances
- Learning needs and attainment levels
- Educational history
- Significant personal relationships
- Relationships with staff and fellow children/young people
- Significant events
- Individual perceptions of all involved
- Specific behaviours and any patterns
- Attendance
- Attachment issues

Developing personal, specific and measurable outcomes are essential. The Outcome Sequence is a tool to enable this. The Support Sequence Tool helps explore how to achieve the outcome. (A copy of the Outcome and Support Sequence Workbook can be found below).



Where possible the PSP should be signed and copies shared at the end of the meeting. If not possible the PSP needs to be circulated as soon as possible after the meeting.

Once the PSP has been completed a copy should be emailed to the Local Authority ([psp@npt.gov.uk](mailto:psp@npt.gov.uk)). A record of the PSP is maintained by the school and the EWO (where attendance is an issue), Deputy Safeguarding Officer (if there is a reduced timetable) and monitored by Local Authority PSP Monitoring Group termly.

### **Stage Five: Review and monitoring**

All PSPs should be reviewed every six weeks and more frequently initially. A copy of the review should be sent to the Local Authority ([psp@npt.gov.uk](mailto:psp@npt.gov.uk)).

A member of staff, with whom the child/young person has a good relationship, will meet the child/young person frequently to review progress towards the PSP. This will give the child/young person the chance to identify what is working and what is not working. These reviews should be weekly and be conducted in a solution focused/outcomes focused way.

The co-ordinator will need to contact parents to discuss options if the school feels the plan needs amending between review periods.

At the end of the review process the impact of the PSP should be evaluated and next steps considered. This could include:

- Continue with PSP where there is evidence that progress is made and interventions are effective;
- Adapt or amend the PSP to meet need;
- Ceasing the PSP as outcomes have been achieved;
- Discussing next steps with the relevant professionals.

Pastoral Support Programme Initial Meeting					
Child/young person's Name					
Child/young person's Date of Birth					
School					
UPN		FSM Y/N		CLA Y/N	
School IDP Y/N		LA IDP Y/N		ALN Need	
Attendance %		Number of exclusions		Number of days excluded	
Date of Meeting:					
PSP School Lead					
Meeting attendees:					
Reason for PSP? (objective summary from all perspectives)					
Previous strategies and interventions? (refer/attach any supporting documentation)					
What is working? (Focus on strengths and current success. Use feedback from family, child/young person and other agencies)					

**What is the positive change I want to achieve?** (Targets need to be specific, measurable, achievable, realistic & time based- SMART & solution focused, child/young person's views.)

**1**

**2**

**3**

**The school agrees to:** (Proactive- what changes are needed to support. Reactive- how will setbacks be managed to ensure safety, reflection & learning)

**[Parent/carers name] agrees to:** (How can the family help achieve the targets)

**Other professionals agree to:** (name and agency)

**Signed by child/young person**

**Date:**

**Signed by school**

**Date:**

**Signed by parent/carers**

**Date:**

**Review Date**

### Primary Timetable example

Day	Activity and Venue
Monday	
Tuesday	
Wednesday	
Thursday	
Friday	

### Secondary Timetable example- include activity and venue

Lesson- Wk 1*	Monday	Tuesday	Wednesday	Thursday	Friday
1					
2					
3					
4					
5					
6					

\*Repeat for week 2 etc.



Pastoral Support Programme School Review Meeting					
Child/young person's Name					
Child/young person's Date of Birth					
School					
UPN		FSM Y/N		CLA Y/N	
School IDP Y/N		LA IDP Y/N		ALN Need	
Attendance %		Number of exclusions		Number of days excluded	
Date of Meeting					
PSP School Lead					
Meeting attendees:					
Summary of progress					
Targets		What are pleased about?		What are we concerned about?	
1.					
2.					
3.					
What have we tried? (Were agreed actions, carried out)					

<b>What have we learnt?</b>			
<b>Outcome of review</b>	<b>Y/N</b>	<b>If yes, explain why</b>	
<b>Continue PSP</b>			
<b>Amend PSP</b>			
<b>Discontinue PSP</b>			
<b>Revised Targets (If applicable)</b>			
1.			
2.			
3.			
<b>Any new agreements (include who is to action)</b>			
<b>Signed by child/young person</b>		<b>Date:</b>	
<b>Signed by parent/carers</b>		<b>Date:</b>	
<b>Signed by school</b>		<b>Date:</b>	
<b>Further Review Date</b>			

# Reduced Timetables

## Purpose

This guidance is intended to support all Neath Port Talbot schools in the appropriate use of reduced timetables. It is in place to protect both pupils and schools within the current legal and safeguarding framework. This guidance does not refer to the 'staggered' introduction of reception-aged pupils.

Schools should take account and act upon the following guidance in order to continue to improve standards of educational attainment, safeguard the wellbeing of all children and young people and reduce the likelihood to the school of allegations made in respect of a failure to educate or use of illegal exclusions.

Schools must ensure that any reduced timetable is time limited and that reintegration to full-time education occurs swiftly and is appropriate to the pupil's personal needs, abilities and circumstances.

## Introduction

In exceptional circumstances schools may need to implement a reduced timetable in order to support a pupil who cannot attend school full-time for a short, agreed period ( please see PSP guidance). As the pupil's ability to cope improves, unmet needs are addressed and the offer is adapted, the pupil would be reintegrated into full-time education, following the agreed PSP.

Any arrangements for a reduction in hours spent in education must be done in consultation and agreement with the parent/carers, school, key professionals and local authority officers generally through the PSP process. One exemption for the need of a PSP would be when a reduced timetable is required purely due to healthcare/medical needs, such as during a post-operative recovery period, which will need to be referenced within the individual Healthcare Plan.

Schools and education settings have a statutory responsibility to ensure that all pupils on their roll receive a full educational entitlement and achieve good outcomes. Likewise, Local

Authorities have a statutory responsibility to identify and track any pupils missing education. The Local Authority has a duty to ensure children/young people are accessing or have plans in place to access full-time education. Any pupil on a reduced timetable is deemed to be at risk of missing education and a potential safeguarding concern.

It is essential to consider the potential safeguarding risks associated with absences authorised by the school in terms of where the pupil is, what they are doing and whether they are safe.

All children of compulsory school age are entitled to a full-time education in line with legislation. It is unlawful for a school to discriminate against a pupil related to their disability.

### **Definition**

For the purposes of this guidance, a reduced timetable means that, in agreement with the parent/carer, school and other relevant professionals, the number of hours spent in education is reduced for a time limited period of usually no more than 12 weeks. Schools should consult with all appropriate agencies involved with a pupil when considering whether a reduced timetable is appropriate. It is considered good practice to liaise with the local authority before implementation.

A pupil who spends time at an LA/School maintained pupil inclusion centre, either full or part-time; internal or external to the school is not considered to be on a reduced timetable for the purpose of this guidance document.

### **What constitutes a full-time education?**

All pupils should receive full-time education consistent with their Key Stage.

The Welsh Government recommendations are that the school offer for the taught curriculum on a weekly basis should be no less than:-

- Reception and Years 1 to 2 (children aged 5 to 7): 21 hours
- Years 3 to 6 (children aged 7 to 11): 23.5 hours
- Years 7 to 10 (children aged 11 to 15): 24 hours

- Year 11 (children aged 15 to 16): 25 hours

Anything less than the hours above would be considered a reduced timetable and likely to require a PSP.

### **When should a reduced timetable operate?**

A reduced timetable should only occur in exceptional circumstances, where every other avenue to ensure a pupil receives their full-time education has been exhausted. The exceptional circumstances are likely to be:

- During or following an extended period of absence due to ill-health or other medical reasons;
- As a temporary, fixed-term, closely monitored intervention to address and manage the impact of significantly challenging behaviour or emotional or social needs, whilst alternative arrangements are being made to meet those needs or to coordinate with therapeutic intervention or other professional services;
- As part of a planned reintegration into school following an extended period of exclusion, non-attendance, as part of a gradual period of transition into a new school or to facilitate a managed transfer between schools (although rare for managed moves).

Careful consideration should be given to any Additional Learning Provision (ALP) in place for the child/young person to ensure they can still access it.

### **Process for considering a reduced timetable**

In circumstances where the school considers that it may be necessary to establish a reduced timetable for a pupil the school should:

- be satisfied that a reduced timetable is an appropriate intervention given the needs of the pupil. There must be a clear and evidenced rationale for considering a reduced timetable as an intervention aimed at supporting the needs of the pupil;
- ensure a reduced timetable is only pursued in full consultation with parents, any relevant agency currently involved with the child and the Education Welfare Officer.

Reduced timetables developed by the school as a single agency without parental agreement are likely to be considered unofficial exclusions which are unlawful. In this case, as the parent has not requested leave for their child the school could be regarded as preventing the pupil from accessing the curriculum;

- safeguarding arrangements have been considered and by establishing a reduced timetable the school are not knowingly putting the pupil or any other person in any harm;
- establish a Pastoral Support Programme (PSP) for the pupil in accordance with (page 3);
- advise the Local Authority at the commencement of every reduced timetable;
- send a copy of the signed reduced timetable, as part of the PSP, to the Deputy Education Safeguarding Officer upon its agreement. The PSP should record the arrangements for a reduced timetable including the period of reduction and reintegration;
- ensure that the regular monitoring of a reduced timetable is led by a named senior member of staff of the school.
- In exceptional circumstances where the duration of a reduced timetable extends for more than 12 weeks, this will require the authorisation of the Director for Education Leisure and Lifelong Learning. This will be facilitated through the Local Authority PSP Group.

### **Use of Alternative provision as part of the Reduced Timetable**

Welsh guidance states that any arrangement for part-time provision out of school must be established through a PSP. The PSP must make clear what work the pupil is expected to do and its purpose. Both out of school placements and those which are internal to the school must have as their clear objective the reintegration of the pupil as soon as is practicable.

Schools should be satisfied that appropriate safeguarding measures are in place in any alternative provision (please refer to Alternative Provision Page 22).

### **Monitoring and reviewing a reduced timetable**

The school will:

- record the pupil's attendance, using the appropriate

registration code, in order that both the school and Local Authority can monitor when the pupil began and ended their reduced timetable and satisfy safeguarding arrangements. Ordinarily an absence from any form of education provision agreed as part of this guidance this should be a “C” code;

- If, as part of the reduced timetable, the pupil is in alternative provision, attendance must be checked and this should be recorded with a “B” code. Work being sent home to a pupil to complete whilst on a reduced timetable **IS NOT** considered an alternative provision and should not be coded with a “B” code. Discuss with your EWO if necessary;
- establish robust arrangements for monitoring and regular review of the plan by a named member of senior staff;
- ensure effective communication with parents or carers and key professionals with regard to progress towards the pupil’s full reintegration to school.

Neath Port Talbot County Borough Council will:

- monitor attendance registers to ensure that pupils on reduced timetables are appropriately recorded for safeguarding purposes;
- maintain a central record of all pupils not accessing a full-time learning provision;
- bring to the attention of the school any concerns it has over the improper use of reduced timetables;
- review the use of reduced timetables in line with the audit matrix (appendix 2).

### **Safeguarding Duties**

Schools have a safeguarding responsibility for all pupils on their roll and, therefore, must be aware that even with parents/carers agreement to a reduced timetable arrangement they retain the responsibility that appropriate safeguards are in place. If evidence suggests that the child or young person will be exposed to significant risk if not in school, then a reduced timetable should not be considered as an option – this includes being satisfied the pupil is not being put at greater risk within their own home, or in the community, when they could be in school. The school must ensure their safeguarding policy and procedures are implemented and

arrangements are put into place to monitor the child/young person's safety in all arrangements.

Within the planning meeting with parents/carers and partner agencies there should be agreement about who will be responsible for the safeguarding and wellbeing of pupils during times when the pupil is not in school.

**Keeping Learners Safe**, statutory guidance, highlights the requirements for schools to meet their obligations under section 175 of the Education Act 2002:

*All schools, including independent schools, and Further Education (FE) institutions have statutory duties to operate in a way that takes into account the need to safeguard and promote the welfare of children. This is a statutory duty for local authorities and governing bodies of maintained schools and FE institutions under section 175 of the Education Act 2002. The arrangements that local authorities and schools have in place to comply with these statutory duties need to ensure:*

- *reasonable measures are taken to minimise risks of harm to children's welfare*
- *appropriate actions are taken to address concerns about the welfare of a child or children, working to agreed local policies and procedures in full partnership with other local agencies.*

**Notifying the Local Authority about pupils of compulsory school age who are on a reduced timetable.**

Please return:

- Check list for reduced timetables (Appendix 1)
- Pastoral Support Programme (PSP), if appropriate
- Healthcare Plan, if appropriate

To: Neath Port Talbot Local Authority.

[psp@npt.gov.uk](mailto:psp@npt.gov.uk)



## Checklist for using Reduced Timetables

<b>School/Key Stage</b>	
<b>Name of pupil</b>	
<b>Date of Birth</b>	

	Yes/No
Have referrals been made to relevant agencies e.g. Social Services/TAF	
Risk assessments completed and any risks managed	
Pastoral Support Programme (PSP) in place	
Parental consent/signature as well as other professionals involved, N.B if the pupil is Looked After and the foster carer does not have delegated authority please ensure that the Looked After Social Worker authorises.	
Are agreed suitable arrangements in place and documented to ensure the safeguarding and care of the pupil during the period when they would otherwise have been expected to be in school?	
Travelling and transport arrangements agreed with the parents/carers and, where necessary, with the LA. If a pupil is currently in receipt of travel assistance then then form "Home to School Travel Assistance Service Request for Change to Current Travel Assistance Arrangements" found on page 28 must be completed and sent to <a href="mailto:educationtransport@npt.gov.uk">educationtransport@npt.gov.uk</a>	
Is there a statement/IDP of additional learning needs? Liaison with ALNST for their input.	
Is there an agreed plan for reintegration back to full-time education?	

## Audit Matrix

Green	Amber	Red
<p>The school has used the NPT reduced timetable guidance.</p> <p>The pupil is planned to be on the reduced timetable for no more than 12 weeks.</p>	<p>The school has extended the reduced timetable plan beyond 12 weeks</p>	<p>The school has used a reduced timetable inappropriately based on the evidence provided.</p> <p>There is no effective long term planning or 'exit strategy'.</p> <p>The school is the single agency, with no input from other services</p>
Indicators		
<p>Satisfied that appropriate agreements from parent/carer and any other professionals is in place</p> <ul style="list-style-type: none"> <li>• Social worker for Child Protection or Care &amp; Support cases</li> <li>• Foster Carer if they have delegated authority for any Child Looked After (CLA), otherwise the</li> </ul>	<p>There is little or no progression</p>	<p>The pupil is known to be at risk of significant harm from:</p> <ul style="list-style-type: none"> <li>• Child Sexual Exploitation (CSE)</li> <li>• Child Criminal Exploitation (CCE)</li> <li>• Radicalisation</li> <li>• Abuse</li> <li>• History of domestic abuse</li> <li>• Pupil is Child Looked After (CLA), on the child protection register or subject to a care and</li> </ul>

social worker		support plan There is non-attendance for a period of time
PSP in place with short and long term targets and review dates which are adhered to	No time increase	
Time limited with and end date and exit strategy	Parental dissatisfaction or concerns expressed by other professionals	
Local Authority Deputy Education Safeguarding Officer is aware that a reduced timetable is being implemented		
LA officers involved with the pupil are regularly updated, invited to review meeting and to agree actions		
Risk assessments completed and reviewed and updated as and when, including any safeguarding risks		

# The use of Alternative Provisions

## Purpose

This guidance is intended to support all Neath Port Talbot schools in the appropriate use of alternative provisions. It is in place to protect both pupils and schools within the current legal and safeguarding framework.

Schools should take account and act upon the following guidance in order to continue to improve standards of educational attainment and to safeguard the well-being of all children and young people and the school itself.

## Introduction

Welsh Government do not currently provide any specific guidance or policy on the use of alternative provisions. The guidance in place refers more broadly to 'Education Otherwise Than At School' (EOTAS).

The Local Authority recognises that for some pupils school's engagement with alternative providers may support pupils to achieve their best outcomes. Whether this is because of the specific needs of the pupil or the recognition that vocational training is the most appropriate option for that individual.

The Welsh Government does not consider it appropriate for schools to commission external provision for the purposes of addressing behavioural issues, for example, home tuition for school refusers.

Schools and education settings have a statutory responsibility to ensure that all pupils on their roll receive a full educational entitlement and achieve good outcomes.

## Definition

It is important to note that the term 'alternative provision' **is not** defined in Welsh law. For the purposes of this guidance alternative provision is described as *an educational provision away from the traditional school setting*. Attendance at a LA/School maintained pupil inclusion centre, either full or part-time; internal or external to the school, is not considered as an alternative provision.

Alternative provisions may be used as part of a reduced timetable (see reduced timetable page 14) or as a standalone full-time provision offered to the pupil.

### **Use of Alternative Provision**

Good alternative provision is that which appropriately meets the needs of pupils and enables them to achieve good educational attainment on par with their mainstream peers. All pupils must receive a good education regardless of their circumstances or the settings in which they find themselves.

Provision will differ from pupil to pupil, but there are some common elements that alternative provision should aim to achieve, including:

- good academic attainment on par with mainstream schools – particularly in core subject areas with appropriate accreditation and qualifications;
- that the specific personal, social and academic needs of pupils are properly identified and met in order to help them to overcome any barriers to attainment;
- improved pupil motivation and self-confidence, attendance and engagement with education; and
- clearly defined objectives, including the next steps following the placement such as reintegration into mainstream education, further education, training or employment.

### **Process for considering use of alternative provisions**

When identifying and engaging with alternative providers the school should:

- be satisfied that the provision is appropriate to the needs of the pupil. There must be a clear and evidenced rationale for considering the use of an alternative provision aimed at supporting the needs of the pupil;
- ensure an alternative provision is only pursued in full consultation with the pupil, their parents/carers and any relevant agency currently involved with the pupil;
- establish a Pastoral Support Programme (PSP) for the pupil, in accordance with Local Authority PSP guidance (page 3);
- ensure that attendance and outcomes at the provision are

subject to regular monitoring by staff from the base school.

### **Use of alternative provision as part of a reduced timetable**

Welsh guidance states that any arrangement for part-time provision out of school **must be established through a PSP**. The PSP must make clear what work the pupil is expected to do and its purpose. All out of school placements must have as their clear objective the re-integration of the pupil as soon as is practicable.

Schools should be satisfied that appropriate safeguarding measures are in place in any alternative provision (refer to Reduced Timetable guidance page 14).

### **Monitoring and reviewing an alternative provision**

The school will:

- undertake checks to ensure the provision is a safe environment for the pupil in terms of safeguarding and wellbeing as well as in terms of health and safety;
- record the pupil's attendance on a daily basis using the appropriate registration code in order that both the school and Local Authority can monitor attendance and satisfy safeguarding arrangements. Ordinarily a positive attendance should be recorded with a "B" code. Speak to your EWO if necessary;
- work being sent home to a pupil to complete whilst on a reduced timetable IS NOT considered an alternative provision and should not be coded with a "B" code;
- establish robust arrangements for monitoring attendance and outcomes by a named member of staff of the home school;
- ensure effective communication with parents or carers and key professionals with regard to progress of the pupil at the alternative provision, making arrangements for regular reviews involving all parties;
- Notify the Local Authority of all alternative providers being used at the commencement of the placement. (Anneliese Donovan, Deputy Education Safeguarding Officer [sfs@npt.gov.uk](mailto:sfs@npt.gov.uk))

It is important to remember that ALL pupils placed with alternative providers remain the full responsibility of the base school at all

times.

Neath Port Talbot County Borough Council will:

- monitor the safeguarding use of alternative provisions by individual schools;
- maintain a database of all providers;
- undertake safeguarding reviews/visits to alternative provisions to fulfil its role of 'checking the checker';
- bring to the attention of the school any concerns it has over the safeguarding of pupils in the alternative provision;
- Periodically report to elected members and schools on the use of alternative providers and general safeguarding outcomes from its check the checker role.

### **Safeguarding Duties**

Schools have a safeguarding responsibility for all pupils on their roll and must be satisfied that appropriate safeguards are in place in any alternative provision. The safeguarding and wellbeing of pupils at the alternative provision must be discussed fully within the planning meeting. This will include gaining the agreement of parents/carers and partner agencies.

The safeguarding declaration for alternative providers (appendix 1) is essential before placing pupils in a provision.

In addition, schools must notify the Local Authority of any new provisions used so that safeguarding reviews/visits to alternative providers can also be undertaken.

**Keeping Learners Safe**, statutory guidance, highlights the requirements for schools to meet their obligations under section 175 of the Education Act 2002:

*All schools, including independent schools, and Further Education (FE) institutions have statutory duties to operate in a way that takes into account the need to safeguard and promote the welfare of children. This is a statutory duty for local authorities and governing bodies of maintained schools and FE institutions under section 175 of the Education Act 2002. The arrangements that local authorities*

*and schools have in place to comply with these statutory duties need to ensure:*

- *reasonable measures are taken to minimise risks of harm to children's welfare appropriate actions are taken to address concerns about the welfare of a child or children, working to agreed local policies and procedures in full partnership with other local agencies.*

**Notifying the Local Authority about any alternative provisions used.**

Please return the completed Safeguarding declaration for Alternative Provision (appendix 1)

To:

Anneliese Donovan, Deputy Education Safeguarding Officer  
Neath Port Talbot Local Authority.

[sfs@npt.gov.uk](mailto:sfs@npt.gov.uk)



### Safeguarding Declaration for Alternative Provision

Organisation's Name:	
<i>I confirm that all staff who are employed in this provision have undergone strict safeguarding checks, including:</i>	
An enhanced DBS check in the last three years (which raises no concerns of a child protection/safeguarding nature)	
A minimum of two satisfactory reference checks on appointment	
Regular enhanced certified/accredited safeguarding training (updated at least annually)	
I have no concerns regarding their suitability for working with children	
We will inform the school's Designated Safeguarding Officer of all safeguarding concerns immediately.	
Signed: Print Name: Position: Date:	

***This agreement must be signed by a senior member of the organisation, then scanned and emailed back to (name of school).***

## Home to School Travel Assistance Service

### Request for Change to Current Travel Assistance Arrangements

*(this form should only be completed if the pupil has completed the HTST online application process and has received confirmation of an entitlement to home to school travel assistance)*

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*(Section to be completed by the school)*

Name of person requesting the change:

Name of School:

Position within the school:

Contact email:

Contact telephone number:

*Signature:*

*Date:*

---

*(Section to be completed by the school)*

Name of pupil request is for:

Pupil's D.O.B:

Pupil Address:

Proposed start date of requested change:

Proposed end date of requested change:

What is the requested change (please provide full details):

Day	Time of Arrival	Time of Departure
Monday		
Tuesday		
Wednesday		
Thursday		
Friday		

Reason for the request (please provide full details):

---

*(Section to be completed by the relevant service within NPT Additional Learning Needs/Pupil Wellbeing Services and/or relevant Health Service)*

Name of person sanctioning the change:

Name of service area:

Position within the service:

Contact email:

Contact telephone number:

Reason for sanctioning the request (please provide full details):

*Signature:*

*Date:*

---

**completed forms should be emailed to:**

**[educationtransport@npt.gov.uk](mailto:educationtransport@npt.gov.uk)**

**NOTE:** *The Home to School Transport Service accommodates pupils getting to and from school in line with school start and finish times and is not intended to provide for changes due to reduced timetables or for transition arrangements. Therefore, even if it is determined that there are exceptional circumstances which apply, and a need for change to the usual transport arrangements is required, this is not a guarantee that transport can be procured to the specification required. This is because, the Local Authority will need to secure a new contract with the new terms with a suitable transport operator. Transport contracts are procured according to school start and finish times and as a consequence any changes to the established contract requires the procurement of a new contract. This incurs significant additional costs and changes are often extremely difficult to accommodate because transport operators do not always wish to provide the service outside of usual school times because of their commitments to other external contracts.*

*Home to School Transport contracts are subject to the Local Authority's procurement rules and evidence of contract establishment must be available for auditing purposes.*

## Appendix 3

### Impact Assessment - First Stage

#### 1. Details of the initiative

**Initiative description and summary:** Permission to formally adopt **Guidance for schools on the use of Pastoral Support Programmes (PSP), Reduced Timetables and Alternative Provisions.**

**Service Area:** Early Years, Inclusion and Partnerships

**Directorate:** ELLs

#### 2. Does the initiative affect:

	Yes	No
Service users	x	
Staff	x	
Wider community	x	
Internal administrative process only		x

#### 3. Does the initiative impact on people because of their:

	Yes	No	None/ Negligible	Don't Know	Impact H/M/L	Reasons for your decision (including evidence)/How might it impact?
Age	x				M	The new guidance will impact upon pupils aged 3-16, who may be subject to a PSP and/or a reduced timetable for a range of reasons. The new guidance will further strengthen arrangements for provision for these pupils, by ensuring clear time limits and a formal multi-

						agency approach and process to monitoring progress, intervention and planning for reintegration.
Disability	x				M	The new guidance will encompass learners with protected characteristics and with additional learning needs, it will benefit this group of learners by ensuring all reasonable adjustments are made and that any statutory provision is monitored and reviewed.
Gender Reassignment	x				L	This is not a criterion that will be directly impacted upon by this proposal, however it is acknowledged that learners with gender reassignment may be subject to a PSP or reduced timetable.
Marriage/Civil Partnership		x				This is not a criterion that will be impacted upon by this proposal.
Pregnancy/Maternity		x				This is not a criterion that will be impacted upon by this proposal.
Race	x				L	This is not a criterion that will be directly impacted upon by this proposal, however it is acknowledged that learners may be subject to a PSP or reduced timetable.
Religion/Belief		x				This is not a criterion that will be impacted upon by this proposal.
Sex		x				This is not a criterion that will be impacted upon by this proposal.
Sexual orientation		x				This is not a criterion that will be impacted upon by this proposal.

#### 4. Does the initiative impact on:

	Yes	No	None/ Negligible	Don't know	Impact H/M/L	Reasons for your decision (including evidence used) / How might it impact?
People's opportunities to use the Welsh language		x				Learners who receive their education through the medium of Welsh who are in receipt of a PSP/ reduced timetable will continue to receive provision and support through the Welsh language.
Treating the Welsh language no less favourably than English		x				It is expected that provision will be made for pupils to continue to access their education through the medium of Welsh for the duration of the PSP/reduced timetable.

#### 5. Does the initiative impact on biodiversity:

	Yes	No	None/ Negligible	Don't know	Impact H/M/L	Reasons for your decision (including evidence) / How might it impact?
To maintain and enhance biodiversity		x				There will be no change as a result of this proposal.
To promote the resilience of ecosystems, i.e. supporting protection of the wider environment, such as air quality, flood alleviation, etc.		x				There will be no change as a result of this proposal.

**6. Does the initiative embrace the sustainable development principle (5 ways of working):**

	Yes	No	Details
<b>Long term</b> - how the initiative supports the long term well-being of people	x		The guidance will positively impact on the long term well-being of learners by ensuring their needs are met and that re-engagement and transition is carefully planned and learner centred.
<b>Integration</b> - how the initiative impacts upon our wellbeing objectives	x		The guidance contributes to Well-being Objective 1 as it will give our most vulnerable learners the best start in life, raising aspirations and developing their skills.
<b>Involvement</b> - how people have been involved in developing the initiative	x		All stakeholders had the opportunity to be involved in the consultation process.
<b>Collaboration</b> - how we have worked with other services/organisations to find shared sustainable solutions	x		All stakeholders had the opportunity to be involved in the consultation process.
<b>Prevention</b> - how the initiative will prevent problems occurring or getting worse	x		The guidance will ensure clear communication and planning for learners. The process set out in the guidance places the learner at the centre of decision making processes and strengthen current arrangements for engagement, provision and transition planning for reintegration.

**7. Declaration - based on above assessment (tick as appropriate):**

A full impact assessment (second stage) <b>is not</b> required	<input checked="" type="checkbox"/>
Reasons for this conclusion	
There is no significant impact on any areas other than the guidance will provide further support for schools and vulnerable learners.	

A full impact assessment (second stage) <b>is</b> required	<input type="checkbox"/>
Reasons for this conclusion	

	Name	Position	Signature	Date
Completed by	Liz Dennis	Wellbeing & Behaviour Service Manager	E Dennis	13.10.22
Signed off by	Hayley Lervy	Head of Service	H Lervy	13.10.22



**NEATH PORT TALBOT COUNTY BOROUGH COUNCIL**

**EDUCATION SKILLS AND WELLBEING CABINET BOARD**

**27<sup>th</sup> October 2022**

**REPORT OF THE HEAD OF SUPPORT SERVICES AND TRANSFORMATION – RHIANNON CROWHURST**

**MATTER FOR DECISION**

**WARDS AFFECTED: All**

**WELSH PUBLIC LIBRARY STANDARDS ANNUAL REPORT 2020-21**

**Purpose of Report**

1. To obtain approval from Members for the Library service - Annual Return to Welsh Government, Culture Division in respect of the authorities' library services performance against the current Welsh Public Library Standards (WPLS) Framework 6 and to note feedback, comments and recommendations in the recently issued ( September 2022 ) Welsh Libraries Report 2020-2021.

## **Executive Summary**

2. The current Welsh Public Library Standards (Framework 6) usually consists of 12 Core Entitlements and 16 Quality Indicators, 10 of which have set targets. Due to the impact of COVID which resulted in the disruption and closure of many libraries during the year 2020 – 21, the Annual Return required by Welsh Government to evaluate the library services performance against the WPLS was amended as it was impractical to report against the full framework for that year.
3. Therefore, for 2020-21, the Annual return includes a summary of provision against the 12 Core Entitlements, details of achievements against 6 Quality Indicators instead of the usual 16, a narrative report on the strategic direction of the service and six case studies which demonstrate the impact of the library service on the public.

## **Background**

4. The Annual Assessment Report from Welsh Government which is usually published in November following the submission of the Annual Return in the previous July provides a detailed response on the Authorities performance against the current standards framework.
5. For the year 2020-21, a more general Welsh Libraries Report has been produced by Welsh Government which in addition to collecting data from all 22 authorities also captures qualitative information and the experiences of library customers. The Report also includes combined individual service reports for all Library Authorities in Wales (pages 7 – 59) with Neath Port Talbot's Assessment Report included on pages 37 to 39.
6. As a direct result of COVID, all public libraries in Wales closed in March 2020. Within a week, NPT libraries moved to developing an online library service. All books on loan were extended and fines suspended, staff set up a programme of daily activities and events via social media together with promoting song and rhyme sessions on line to those residents who were isolated and unable to leave their homes.

7. While libraries were closed, staff promoted the wide range of E Resources that were available to residents and additional content was provided for E books and E Audio services. In addition newspapers and magazines were made available via PressReader and the Libby app, with usage in both on line service greatly increasing during the lockdown period.
8. As the Welsh Government COVID guidance changed, both the Mobile Library and Home Library Service resumed in June 2020, together with a call and collect service introduced at NPT's main libraries. Following consultation with staff, Health & Safety officers, Unions and senior management, a Service Recovery plan was developed to allow all libraries in the Authority to reopen safely on a phased basis for browsing and IT access by August 2020.
9. Once libraries reopened, a number of changes were necessary to ensure the safety of customers. Many of the activities and events in libraries resumed but with restricted numbers and less than half of our public access PC's were made available.
10. The Welsh Government Cultural Resilience Fund has proved invaluable in enabling the service to purchase additional equipment and support service initiatives during this recovery period.
11. Usage of on line resources continues to increase. The number of physical visits to our libraries and book issues continues to grow month by month as part of our service recovery plan in line with most authorities in Wales. The service is currently on track to meet its performance targets set for 2022-23.

### **Financial Impact Assessment**

12. There is no financial impact based on this year's Welsh Libraries Report (Appendix 1).

### **Valleys Communities Impact**

13. There are no specific Valleys Communities Impacts arising from this report. It should be noted that whilst we recognise the invaluable contribution of volunteers at community managed libraries in Neath Port Talbot, a number of which are in valley communities, we are not able include them in our statutory return.

## **Integrated Impact Assessment**

14. An Integrated Impact Screening Assessment has been undertaken (Appendix 3) which concludes that an integrated impact assessment is not required for this report.

## **Workforce Impact**

15. There are no workforce implications.

## **Legal Impact**

16. The Annual Return to Welsh Government ensures the Council complies with its statutory duty to provide a Public Library service as required under the Public Libraries and Museums Act 1964.

## **Risk Management**

17. There are no risk management issues associated with this report.

## **Consultation**

18. There are no requirements for additional external consultation on this item.

## **Recommendation**

19. Having had due regard to the first stage Integrated Impact Assessment Members are requested to approve the Annual Return to Welsh Government and note the contents of the Welsh Libraries Report 2020-21.

## **Reasons for Proposed Decision**

20. To enable the Council to comply with its statutory duty of providing a library service in Neath Port Talbot.

## **Implementation of Decision**

21. The decision is proposed for implementation after the three day call in period.

## **Appendices**

Appendix 1 – Welsh Libraries Report 2020-21

Appendix 2 – NPT Library Service Annual Return 2020-21

Appendix 3 – Integrated Impact Screening Assessment

## **List of Background Papers**

Leisure and Culture Sub Committee March 2022 – Library Service update presentation

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Llywodraeth Cymru  
Welsh Government

# WELSH LIBRARIES REPORT 2020-2021

This document is also available in Welsh

## **Foreword**

During the pandemic, public libraries in Wales continued to provide an invaluable service to local communities. With the closure of physical buildings in March 2020, library services were quick to develop and promote on-line services and continued to find innovative ways to mitigate the loneliness and isolation experienced by many throughout the various phases of lockdown. The contribution of public libraries to the well-being of people throughout this period cannot be underestimated.

The closure of public libraries and the disruption to services due to the pandemic made it impractical to continue with the usual annual reporting exercise against the Welsh Public Library Standards for 2020 - 21. However, as the Minister responsible for public libraries, I feel it is important to record and acknowledge the contribution of library services to our communities during the difficult days of the pandemic.

This report therefore represents a revised data collection exercise, with a greater emphasis on capturing qualitative information and the experience of library customers. It does not compare the response of individual services to the pandemic, recognising that the local position of each service differed in, for example, the ability to access shared buildings, or the number of staff deployed to support other aspects of the pandemic response.

Once again, whatever their circumstances, public libraries demonstrated that they are a vital component of local communities, and the commitment, resilience, and compassion shown by library staff during the pandemic is inspiring. The dedication of staff to their customers and the value that these customers place on their library service is evident in the moving case studies included in this report.

The pandemic served to accelerate the pace of change in public libraries, particularly in relation to digital services and on-line activities. The Welsh Government will support libraries to maintain and develop these services where they have been successful. However, we know that many customers still value the opportunity to visit their local library to attend activities, to seek help or advice from library staff, or as a quiet space to read, study or work. We will continue also to support services as they encourage individuals to return in person, and to resume the excellent work that they do to support well-being, health, skills, learning, education, and the simple pleasure of reading.

**Rebecca Evans MS**

**Minister for Finance and Local Government**



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## Introduction

It was originally intended to extend *Connected and Ambitious Libraries: The sixth quality framework of Welsh Public Library Standards 2017-2020* for an additional year whilst a new standards framework was developed. However, the closure of libraries during the pandemic meant that it was impractical to require local authorities to report against the full framework for 2020-21. Instead, with the co-operation of the Society of Chief Librarians, a more focused exercise to collect key data and to capture how library services adapted and responded to the needs of customers during the pandemic was implemented. This report reflects information submitted by all twenty-two library authorities.

For 2020-21, each service

- summarised their provision against the 12 core entitlements of the WPLS<sup>1</sup>
- recorded their achievements against 6 quality indicators (instead of 16) of the WPLS
- provided a narrative report on strategic direction
- provided up to six case studies demonstrating the impact of the library service on people

The report on the performance of each individual service is largely based on the narrative provided against the core entitlements, and on case studies, rather than through statistical information provided via the quality indicators. The information provided by the quality indicators does though provide valuable information on membership, online usage and issue figures, alongside staffing levels, and operational expenditure. Some overall headline figures are provided below:

In 2020 - 21:

- 1,492,452 books were issued. Despite the closure of physical buildings library books continued to be made available, largely through the 'click and collect' services, established across Wales.
- 173,235 collections and deliveries conducted through 'click and collect' schemes.
- 4,528,337 people visited library websites. This represents a 49% increase in the number of visits to websites in 2019/20.
- 2,897,491 e-resources were downloaded, a dramatic increase from the 1,200,491 downloaded in 2019/20.

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<sup>1</sup> [Measuring the public library service: our standards | GOV.WALES](#)

- The number of new library joiners to Borrowbox across Wales on 19 March 2020 was 648% higher than it was on 5 March 2021<sup>2</sup>.
- Local authorities spent £37.5 million (net) on libraries, just over 21.2 pence per week per person.
- There are 1,184,426 members of libraries in Wales which is 37% of the population.<sup>3</sup>

The substantial impact that libraries have on their communities, evidenced within the report, clearly represents value for money. The statistics outlined above illustrate the importance of public libraries to their members. During the pandemic, libraries were essential in bringing communities together online through for example Lego clubs, online reading groups and story-time sessions.

Libraries as local hubs play a key role in ensuring that information and culture is accessible to all. The importance of culture in promoting positive well-being and physical health has been re-enforced by the pandemic. Access to cultural and heritage online activities provided a respite for people across Wales during uncertain times and emphasised the broad and deep reach public libraries have in their provision of access to all types of information<sup>4</sup>.

To deliver a service during the pandemic, libraries had to adapt their offer rapidly. Services reacted proactively to ensure that the needs of all customers were met during exceedingly difficult circumstances. New measures introduced included:

- allowing automatic loan renewals across all library services in Wales.
- going fine free, either permanently or temporarily.
- expanding the availability of online resources. The increase in demand was supported by an additional £500k of Welsh Government funding to purchase resources.
- creating new digital content and reaching new online audiences through story time and rhyme time sessions. These sessions provided an outlet for children isolated and unable to go to school, and their parents.
- Welsh language sessions were delivered online by many authorities. Sessions for children included a story, conversation (with the facilitator and puppets) singing traditional and newer rhymes, through the medium of Welsh. Positive feedback was received from parents who appreciated the opportunity to participate with their children in live rather than pre-recorded sessions.

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<sup>2</sup> [BorrowBox – Your library in one app](#)

<sup>3</sup> [National level population estimates by year, age and UK country \(gov.wales\)](#)

<sup>4</sup> [CCV Covid Report A4 AW \(culturehive.co.uk\)](#)

- offering online reminiscence sessions to care home residents. The content included stories, photographs, and other images to encourage conversations and reminiscing. These sessions inspired the residents to talk to their carers and one another, and to library staff and the sessions had a positive impact on the mental health of those involved.
- many staff went beyond the usual expectations to maintain contact with more vulnerable customers, making befriending phone calls to vulnerable customers who were shielding.
- introducing self-service digital click & collect lockers in some services to enable customers to reserve items and collect from the locker at a time convenient to them.
- offering Bookstart Dechrau Da and Baby and Early Years packs to families of babies and young children through the library service whilst health visitors face to face services were suspended.
- libraries were unable to offer the Summer Reading Challenge (SRC) in the usual way. As a result, staff in libraries collaborated with local schools, holiday clubs and partners to engage with children and encourage them to join the Silly Squad. To make it easy and safe for children to take part SRC Challenge bags were prepacked and distributed via the library network, summer play schemes and holiday clubs.
- addressing period poverty with free sanitary products, not only from branches, but as an option on the click & collect/home delivery service, including reusable eco-friendly products.
- a number of library staff were redeployed throughout 2020/21 and provided support to shielding families through the delivery of food and prescriptions. Providing reliable and accurate information is central to library work, and these skills, alongside effective communication and listening skills were essential in this environment. Librarians as trusted professionals were able to effectively support their customers.
- as buildings opened, services provided online virtual tours of library buildings so potential customers could see access arrangements and the facilities available, such as toilets.

The positive impact of these innovations is clearly demonstrated through the following feedback from library customers:

*“What a lifeline the service is, thank you for all your support in these terrible times.”*

*“The library has kept me sane; I rely totally on my library books.”*

*“The call and collect service has been a lifeline. My hearing has rapidly deteriorated so all I have is my books.”*

*“Receiving a phone call from the library has been the best news since the lockdown, it was so lovely to hear a friendly voice. They even helped me access some e-books on my i-pad. A wonderful thing. I cannot wait to get back in my library though.”*

*“Reading has kept me sane during these difficult times. I was overjoyed to hear when the library were able to offer the [order and collect] service.”*

*“The children love their weekly trip to the library for their packs and are excited to see what’s been selected, they have so little to look forward to at the moment.”*

Additional funding of more than £1.5m provided by Welsh Government during 2020/21 from the Welsh Government’s Cultural Resilience Fund and the Cultural Service Fund for Local Government, enabled public libraries in Wales to introduce new initiatives and to support staff to acquire new skills. The Estyn Allan project, funded by Welsh Government, provided a training programme across the public library sector to support staff to develop the knowledge, and confidence to deliver bi-lingual digital activities. The training covered a wide range of topics to enable staff to engage with communities’ online, filming and recording events and activities online and in person, recording and broadcasting podcasts and using social media to engage audiences. A staff member from Denbighshire noted:

*“Being part of the Estyn Allan project has been an excellent experience which has benefitted both my personal and professional development. Through participation in online sessions with industry professionals I have been able to gain specialist skills and knowledge relating to the use of digital equipment for marketing and content creation. As a result, my digital confidence levels have increased significantly, and I have applied this new learning through the creation of new online media content for Denbighshire Libraries as well as working to enhance the social media presence of the same. Working as part of the Estyn Allan team has opened up new links between Denbighshire Libraries and others across Wales and allowed the sharing of ideas and resources on a scale which would otherwise not have been possible. Going forward, I hope to share my learning with my colleagues in Denbighshire and strive towards further enhancing my digital skills “.*

The initiative also resulted in the launch of new digital bilingual and specific Welsh language services. The success of Estyn Allan was recognised with the award of Library Team of the Year by CILIP Cymru Wales for 2021.

Many services purchased tablets to loan to customers without access to a home device. These tablets could be pre-loaded with content, or with library apps to enable access to e-books, e-audio books, e- magazines and newspapers, and could be Wi-Fi enabled for those without internet access at home. This was particularly valued at a time when children were being home-schooled by parents. Services also moved book groups and other activities online, using a variety of innovative methods to maintain enthusiasm and engagement in the virtual environment.

The information provided by individual library services across Wales clearly demonstrates the importance of library staff. The case studies provided clearly outline how staff, whilst experiencing the impacts of the pandemic themselves, went above and beyond to support their customers. Staff demonstrated resilience, adaptability and compassion and worked effectively with a variety of colleagues to support the most isolated members of their communities. Friendly, hardworking, and enthusiastic staff are at the heart of all services across Wales, and they clearly understand their customers. Some individuals commented that when they asked staff to choose their books for them during the pandemic, they found the selection better than when they browsed themselves. A customer in Merthyr Tydfil succinctly expressed the value that customers place on their library staff:

*“Library staff are resilient, kind, caring, adaptable and almost in the realms of superhero.”*

## **Individual Service Reports**

The individual service reports below should be read in the context of the broader pandemic impact and the specific restrictions on library services.

Library services across Wales continued to maintain their statutory duties during 2020/21. With the closure of physical buildings, all services obviously witnessed a dramatic decrease in footfall and physical book issues. On average the decrease in book issues was around 80%. Some services also lost library members. However, the decline in physical use was counter-balanced by the provision of digital resources, such as e-books and e-magazines which saw a huge increase in demand.

As far as possible, activities which would normally have been delivered in library buildings were also moved on-line. However, it must be recognised that the capacity of library services to respond to the pandemic was variable and dependent, for example, on the extent to which staff were redeployed to support the pandemic response, and on the nature of library buildings. For example, not all service points were able to re-open or function due to physical constraints and the consequent inability to implement social distancing.

## **BRIDGEND (AWEN CULTURAL TRUST)**

Library services in Bridgend are delivered by Awen Cultural Trust on behalf of the local authority. The service includes 11 branches and 1 home delivery vehicle, with 99% of residents living within 2.5 miles of a library.

### **Library service performance**

Awen library service provided detailed evidence to show that it continues to meet all the core entitlements.

Digital downloads increased by 38% since 2019/20. Bridgend is one of only seven local authority areas to see an increase in library membership during 2020-21.

The materials budget decreased by 30% in 2020/21. However, the service noted that many book suppliers were closed or unable to deliver for large parts of 2020/21 and the materials spend was focused on specific areas, such as the children's collection. Nevertheless, there has been an overall reduction of 35% since 2017/18. Usage of materials tends to be around the median for Wales although the materials budget per 1000 population is in the bottom quartile. Expenditure on Welsh materials has remained static at 3%.

There have been no significant changes to staffing, and the total number of staff identified as holding recognised library qualifications remains the same and is the highest in Wales.

The service responded positively during the periods of lockdown, by adapting and developing new services.

- The merger of the Booklink and Mobile Library Services in early 2020 to create 'Books on Wheels' allowed Awen to react very quickly to ensure that deliveries were conducted to the most vulnerable and isolated customers.
- Bridgend has used social media effectively to deliver a variety of online sessions, including 'bounce and rhyme' and 'dungeons and dragons' sessions. This helped to continue to engage existing members. Awen will continue to focus on supporting individuals who lack the digital skills to engage with these activities.
- Support from the Welsh Government's Cultural resilience fund in 2020 enabled the refurbishment of Porthcawl library. This resulted in a more flexible space and enabled the service to offer activities and events safely as buildings opened up
- A key development also included a new website. An innovative virtual tour was created for 8 libraries which means that customers can tour the libraries before visiting. The addition of 'how-to' videos and an events calendar provides a welcoming introduction to the local community.

### **Future plans**

The case studies (examples below) demonstrate the impact the library service has on individuals and communities, particularly with health and wellbeing and digital skills.



In the immediate future, the service intends to complete the Maesteg Town Hall development and to position the library as a focal point for community engagement. Alongside this, the development of a new library strategy will ensure the events and activities offered by the library continue to remain relevant to the local community.

## **Summary**

Awen's pro-active and engaged staff have enabled the service to remain focused through a difficult year. Careful planning has ensured the service has remained consistent and stable. The service has established a solid foundation to build on successes, regain former customers, and reach new ones.

## **Case Study 1**

The restrictions imposed on the library service had a significant impact on customers in Bridgend. The service has an excellent relationship with library customers to ensure their needs are met. The pandemic increased the waiting time for requested books, due to the suspension of Books4U, Inter Library loans and deliveries from suppliers.

One customer uses the library for her local and family history research and experienced this problem after requesting a specialist item from the service. Just before the first Lockdown in March 2020, the individual started to research her family history. The item requested was '*Family Histories and Community Life in North Carmarthenshire*' by David T R Lewis. As this book was on a local history subject that was specific to Carmarthenshire, Awen did not hold a copy.

We found that Carmarthenshire Library Service held a few copies and were willing to lend them. However, due to the restrictions it proved difficult for us to obtain a copy. We updated the customer and explained that we would obtain the title of the book as soon as possible.

In March 2021 Carmarthenshire Library Service joined the Books4U scheme. We requested the book, and it was the very first book received through Books4U from Carmarthenshire.

The customer is now looking forward to reading the book and gathering the information that she needs to continue her family history research. The customer was very happy with the outcome. She was so happy that she asked us to take a photograph of her with the book in the library, so she could send it to family.

The restrictions imposed on the library service have had a significant impact on our patrons at Awen Libraries. We have an excellent relationship with our patrons and always make the very best efforts to help them achieve their needs, whether that need is entertainment, information, or a friendly chat.

## **Case Study 2**

The pandemic paused in-person outreach activities, including visits to day centres and care homes. Library staff contacted care homes in the area to offer storytelling and reminiscence sessions via Zoom. A number of care homes accepted.

Sessions were held for residents using Zoom and content included stories, photographs and other images to inspire conversations and reminiscing. This provided a change to routine for residents, a time to come together and to participate in a new activity and to see new faces. Library staff introduced the residents to new stories and poems and using family history resources to share photographs and other media that made the sessions interactive.

A member of staff at the Care Home said

*“Thank you for the session today. I have spoken with some of the service users that were present and they expressed that they enjoyed. We talked more about gardening and herbs, they agreed that they would like to do some more activities related to this and it has been inspired by the stories you’ve told today. I have found that these sessions are also beneficial for relaxation as they concentrate on listening and it helps them feel calm. I know you hadn’t asked for feedback but I just wanted to let you know the positive impact the stories are having and that we appreciate you taking the time to do these with us.”*

## **BLAENAU GWENT (Aneurin Leisure Trust)**

Library services in Blaenau Gwent are delivered by the Aneurin Leisure Trust on behalf of the local authority. The service includes 6 branches and 2 home-delivery vehicles, with 98% of residents living within 2.5 miles of a library. The community hub model of delivery continues to be a success, enabling the library service to develop strong links with partners to deliver a range of services for the benefit of the community.

### **Library service performance**

Aneurin Leisure library service reported that it continues to meet all the core entitlements.

It is encouraging to see that the materials budget has increased by 18% since 2019/20, with a 65% increase since 2017/18. There have been no changes to staffing levels during 2020/21 which remain low and affect the ability of the service to do more. The total number of staff identified as holding recognised qualifications is the lowest in Wales. Blaenau Gwent is one of fifteen authorities which saw library membership decline in 2020/21 compared with 2019/20 because of the pandemic.

The service responded positively during the periods of lockdown, by adapting and developing new services.

- Staff made 640 welfare calls to vulnerable customers in the first two weeks of lockdown.
- The home delivery service had an incredibly positive impact on the local community, delivering additional stock to local hospitals and community centres supporting isolated and vulnerable people.
- The new 'call and collect' scheme was hugely popular.
- The service was able to ensure continuity of access to digital resources and facilitated on-line membership from the start of pandemic, with more flexible joining procedures.
- Digital downloads increased by 79% compared to the previous year.
- The service went fine-free, thus making the service more attractive to customers.
- The service delivered digital events that helped people feel connected to their local communities. Working with a range of partners, courses offered included creative writing and budgeting support for local communities.
- Staff recognised that there was an increase in enquires relating to family and local history and worked with volunteers in this area to provide support over the phone for detailed enquiries and signposted individuals to digital resources, such as home access to Ancestry and FindMyPast.
- The partnership with Cymraeg i Blant continued with online baby yoga and baby massage sessions.

### **Future plans**

Aneurin Leisure library service demonstrated the impact it has on individuals through the case studies submitted (example below) including the benefit to people's health

and wellbeing, confidence, reducing feelings of isolation, and supporting digital skills development. The partnership work with key organisations remains a strength of the service and has been a key factor in enabling Aneurin Leisure to support the needs within communities and deliver appropriate activities.

The long-term commitment of Blaenau Gwent Council and Aneurin Leisure Trust to establishing a community hub model in each library across the authority remains in place. The service will continue to work with the local authority to ensure libraries form an essential part of local Covid recovery plans. The relocation of Abertillery library into the town centre, co-locating with Adult Community Learning and a local arts organisation remains a priority. These changes will enable the library service to achieve its vision of “improving people’s life opportunities, inspiring and enriching lives by providing high quality library services that are relevant and accessible to all.”

## **Summary**

Recent increases in investment levels are welcomed. The pro-active staff and partnerships bring considerable benefits to a wide range of individuals and communities and with additional resources even more could be achieved for the benefit of the local community in future years.

## **Case Study**

A customer from Ebbw Vale is grateful for the support she received from her local library in helping her set up her own business. The customer approached the library in October 2020 to request some specialist non-fiction titles. The library was able to source all the books requested and purchased titles for the customer to ensure she had the support needed. The customer also used the library for PC use, photocopying, scanning and Wi-Fi printing. The customer said:

*“The library has been a great help with setting up my own business. I am setting up an indoor play centre, I have been able to borrow books on health and safety, ideas for activities, childcare, and accounting, it has saved me so much money. Using all the IT facilities and having a space to study, was so helpful to me, when I have a young family at home. It was great to be able to book a study space and have some peace and quiet, when there are five of us, at home. I also feel really safe in the library, knowing that all the equipment is cleaned, and the books quarantined etc.”*

## CAERPHILLY

Library services in Caerphilly are delivered by the local authority. The service includes 18 branches and 2 home delivery vehicles, with 98% of residents living within 2.5 miles of a library. As reported in 2019/20, 11 of 18 libraries are now single staffed service points.

### Library service performance

Caerphilly reported that it met all the core entitlements.

As with other library services, it saw an inevitable decrease in active borrowers and library membership totals, although the latter resulted from the migration of customer records to the new all-Wales library management system and a data cleanse.

The materials budget decreased by 8% in 2021. It is noted by the service, that the purchase of stock was affected by Covid, and that the needs of the community were met through careful management of the budget and the purchase of extra copies of popular titles to meet demand. The service remains committed to prioritising children and 21% of the total materials budget is for children. However, there has been an overall decrease in the material budget of 37% since 2017/18.

There have been no significant changes to staffing, with the overall total of staff per 10,000 people remaining at the median level in Wales. The service experienced several challenges during 2020-21 with the loss of a valued senior manager and the impact of staff redeployment.

The service responded positively during the periods of lockdown, by adapting and developing new services.

- The service has remained resilient, with the promotion of digital services, such as Lego clubs and story time sessions for children.
- The LibraryLink home delivery service was a valuable service for many, resulting in improved customer wellbeing.
- Library staff were redeployed to help support critical services. These included the delivery of free school meals, Test Trace Protect (TTP), the Customer Services Contact Centre and the team providing befriending services.
- Caerphilly implemented an 'order and collect' scheme, where staff expertise in choosing appropriate resources for customers inspired many to explore new genres.
- The library purchased materials from the Reading Agency Empathy collection to support the health and wellbeing of children and young adults.
- Support from the Welsh Government's Cultural resilience fund in 2020 enabled the purchase of four laptops to extend and build upon the digital offer to residents who have no access to the internet or digital devices. Staff have identified opportunities through working with others which will enable library members to benefit from virtual advice and support from key council partners.
- The service saw a 68% increase in electronic issues since 2019/20.

## Future plans

The case studies (examples below) demonstrate the impact the library service has on individuals and communities, particularly with children's learning, health and wellbeing and digital skills.

Caerphilly Library Services continues to provide a broad appeal to customers and non-customers as evidenced in the January 2021 'The Caerphilly Conversation' Consultation Report. Results show that 55% of responders were aware of the alternative services libraries provided during COVID and respondents listed libraries as an important key frontline service the Council needs to focus on as communities recover from the pandemic. In the immediate future, the service will continue to focus on opportunities to provide alternative methods of service delivery to residents.

## Summary

Caerphilly has a pro-active approach to service delivery, working with a variety of partners to bring benefits to its customers. If investment levels can be maintained this will support the service to increase its reach and re-engage with customers who did not use the service during the pandemic.

## Case Study 1

Due to the impact of the pandemic, the Summer Reading Challenge moved online during 2020. This is a vital scheme and encourages children to read library books throughout the summer holidays.

A family including 2 young boys are regular visitors to Caerphilly Library. The family noted that the activity they missed the most was their regular visits to the library. The library was closed due to Covid-19 restrictions. Both boys had taken part in the Summer Reading Challenge for many years, and it had become an important part of their summer routine. The boy's mum advised that she was a qualified teacher and understood the importance of reading and enabling the children to choose their own books.

The library informed the customer that even though the Summer Reading Challenge was only being delivered virtually. The family completed the online registration and provided the following feedback:

*"Whilst the boys enjoyed taking part and liked the little games, they did miss the prizes the library would give them, so I bought my own little treats to reward them instead. Unfortunately, we did not have access to actual library books for the challenge, but we signed up to Borrowbox and the children downloaded a range of e-books. My son was used to using his iPad to read as he had been using it for home-schooling. As my other son preferred interactive lift-the flap type books at the time, Borrowbox was not quite as popular with him, so he was thrilled when we learned that he would be eligible for the home delivery service. We filled out the application form with his preferences and the wonderful staff chose a collection of books and delivered them to the door. We all made use of*

*the Order & Collect service when it started in September – the staff continued to choose a selection of books for the children whilst myself and my other son enjoyed browsing the library catalogue and ordering for ourselves. We had some lovely library freebies when we picked up our books, including a free pen for myself and bags for each of the boys. We were also able to book browsing appointments in the library. Although regular users before the pandemic, both boys had forgotten what the library was like, and the first appointment was filled with exploring the children's area and getting familiar with the surroundings again. We are so lucky to have such a fantastic facility in our town and we always receive a warm welcome from the staff. We cannot wait to resume our regular visits and look forward to finding some amazing books to read for the Summer Reading Challenge this year."*

## **Case Study 2**

The team Caerphilly buddying service was implemented in Caerphilly. This ensured vulnerable residents were supported. A library assistant was moved into this team to support seven vulnerable households. The member of staff soon adjusted to their new role, as a number of skills were transferable. This included communication and listening skills through regular phone calls to residents, organisational skills to shop for seven families and those of compassion and understanding.

Feedback from a supported customer included:

*"I spend days and days not seeing a soul and then you came into my life, and it was like a ray of sunshine."*

The staff member has remained in weekly contact with the individual and now often shares a chip shop meal.

## **CARDIFF**

Library services in Cardiff are delivered by the local authority. The service includes 21 branches, 1 mobile and 1 home delivery vehicle, with 99% of residents living within 2 miles of a library.

### **Library service performance**

Cardiff reported that it met all the core entitlements.

With the shift to online services, Cardiff saw a sharp rise in website visits of 65% since 2019/20 and a significant increase in e-resource usage. Cardiff is one of fifteen authorities which saw library membership decline in 2020/21 compared with 2019/20 because of the pandemic.

There have been no significant changes to the materials budget, with expenditure per 1000 population remaining slightly above the median level in Wales. A revision of stock priorities was also made early in the year, with resources diverted into digital provision in response to customer demand. The service continues to invest strongly in children's resources, and in Welsh language materials. Expenditure on Welsh resources remains above the median level in Wales.

Cardiff Hubs & Libraries service continue to operate as an integrated team. There have been no significant changes to staffing. Cardiff has continued to invest in staff training and development through virtual sessions via an online academy.

The service responded positively during the periods of lockdown, by adapting and developing new services.

- There was an incredible 464% increase in digital downloads in 2020-21 compared to the previous year.
- A click and collect service was introduced and items were delivered to those unable to visit a hub to collect or return their books. The service was described as a 'lifeline' by many users.
- Cardiff Hubs & Libraries set up a food bank distribution centre to support the wider foodbank provision in Cardiff.
- The service has provided a wide range of digital activities throughout 2020/21, including, a social hour, low impact functional training sessions, community cooking, gardening hour and Knit and Natter.
- Cardiff has offered a weekly bilingual adult 'read aloud' session live on Facebook and promoted Welsh authors and publications where possible.
- Support from the Welsh Government's Cultural resilience fund in 2020 enabled Cardiff to create 5 mini studios. Twenty-seven staff received training in operating the digital equipment purchased and this team has been able to produce professional digital content. The service will focus on delivering a hybrid events programme.



## **Future plans**

Cardiff provided case studies (example below) showing the positive impact the digital and outreach services had on people's health and wellbeing, skills, and sense of community.

The service notes that in the immediate future, libraries will continue to work collaboratively with health colleagues to improve public health issues. This partnership will continue to develop as age friendly and child friendly outcomes are prioritised. New initiatives will include a new wellbeing support service to support adults who feel socially isolated and need help to manage their personal wellbeing.

A major audit of stock holdings will also be taking place to ensure stock continues to meet the needs of communities.

The continued redevelopment of library Hubs will also be prioritised to fulfil commitments outlined within the library strategy and to help people stay connected and improve their overall wellbeing.

## **Summary**

Cardiff's focus on health and wellbeing has opened new partnerships and opportunities. The service has been widely praised for the support provided to vulnerable customers. The implementation of a digital activity programme enabled the service to reach out to a new audience and proved beneficial for many users. If investment levels can be maintained, the service can build further on an already strong foundation.

## **Case Study**

From 8 June 2020 the Outreach Service operating model changed from a structured, timetabled, and regional based service that was focused on customers of the mobile library van and household delivery service to a wide ranging and inclusive Click and Collect/Delivery model that covered all library customers across the Cardiff area.

Working in close collaboration with the newly created Click and Collect and advice Line service, for 4 days/week Outreach staff delivered books to the homes of anyone who was unable to visit a hub to collect or return books in person. Outreach staff also delivered Personal Protection Equipment to care organisations, schools, and vulnerable individuals.

Initially the service covered the four core library hubs that opened during the pandemic but as COVID restrictions relaxed the service was extended to 8 hubs that covered all regions in the County of Cardiff. Since the start of the service Outreach staff have made deliveries to 4,991 library customers. The Click Collect service has been widely praised and appreciated by the vulnerable people it serves.

## **CARMARTHENSHIRE**

Library services in Carmarthenshire are delivered by the local authority. The service includes 15 branches, 3 mobiles and 4 home delivery vehicles, with 95% of residents living within 3 miles of a library.

### **Library service performance**

Carmarthenshire reported that it met all the core entitlements.

In line with other library services, active borrower numbers fell, but online usage increased with a 128% increase in digital downloads.

The materials budget decreased marginally since 2019/20 and has seen a 12% decrease since 2017/18. However, the service continues to invest strongly in children's resources. Expenditure on Welsh resources has increased since 2019/20, with figures for Welsh language issues remaining well above the median in Wales. The service held regular Welsh language story time and craft session online throughout 2020/21.

There have been no significant changes to staffing and figures remain above the median level in Wales.

The service responded positively during the periods of lockdown, by adapting and developing new services.

- Carmarthenshire libraries developed a schools selection service during 2020/21. Teachers were able to request boxes of books to loan that supported the national curriculum and reading for pleasure requirements of the pupils within their schools.
- During the pandemic, Carmarthenshire continued to collaborate closely with local partners, promoting popular electronic resources, such as home access to Ancestry and PressReader, with large increases in usage.
- Digital activities offered during lockdown included family history, storytelling, craft, online makerspace sessions to gathering stories from the community about their experience of Covid and the lockdown.
- Support from the Welsh Government's Cultural resilience fund in 2020 enabled the service to purchase remote lockers, which has enabled Carmarthenshire to trial a 24/7 digital vending solution. The service notes that in the immediate future that the digital lockers will support residents in accessing stock locally and safely. Customers will be able to reserve items using the library catalogue and pick up the item from a locker at their local library at a time convenient to themselves. This will also facilitate longer opening hours in rural areas and increase the reach of libraries in Carmarthenshire.
- A 'click and deliver' scheme was introduced to support customers, providing a vital link for some vulnerable residents.

## **Future plans**

The service submitted case studies (example below) which showed the impact of the housebound service in developing community engagement and meeting the needs of vulnerable people within the local community. The 'box of books' delivery service to local Schools enabled local children to benefit from up-to-date reading materials from the library. Digital activities were offered in conjunction with this offer, impacting positively on the health and wellbeing of local children.

Carmarthenshire are planning to extend services further at regional Libraries through the implementation of an Open+ pilot at Carmarthen Library which allows the library to open beyond normal staffed hours. Plans to develop the successful Makerspace initiative also remain in place.

## **Summary**

Carmarthenshire have been pro-active in several areas including services for children and schools, and digital opportunities. The service has continued to perform well. The maintenance of investment levels will ensure the service can continue to develop innovative solutions and new services.

## **Case Study**

Carmarthenshire Libraries played a supporting role to our school hubs during the pandemic. As a result of school closures, Carmarthenshire Libraries contacted all local school hubs to promote their box of books delivery service. This service was available to support all children and teachers attending the hubs.

The service usually supports all local schools in the provision of books. These books are connected to classroom themes and group/individual reading material. During the initial phase of the pandemic Carmarthenshire Libraries set out to provide this service for all hubs. By providing this service to vulnerable and key worker children, the library was able to connect communities and improving wellbeing. Ysgol Felinfoel benefited from this service hugely with over 300 books being issued to the Hub to support their children.

## **CEREDIGION**

Library services in Ceredigion are delivered by the local authority. The service includes 5 branches and 3 mobiles, with 81% of residents living within 3 miles of a library.

### **Library service performance**

Ceredigion met 10 of the 12 core entitlements in full and did not achieve 2 (on customer surveys and availability of library strategy).

As with other library services, it saw an inevitable decrease in active borrowers and library membership totals, although the latter resulted from the migration of customer records to the new all-Wales library management system and a data cleanse.

The materials budget has decreased and is slightly below the 2017/18 figure. Nonetheless, the materials expenditure per 1000 population is in the top quartile in Wales. The service maintained its investment in children's resources. Expenditure on Welsh resources has decreased by just under 79% since 2019/20 and can be attributed to the impact of the pandemic.

Staffing levels have been maintained since 2019/20, with the total number of qualified staff remaining above the median level in Wales.

Ceredigion also became the 20<sup>th</sup> service in Wales to join the all-Wales Library Management System (LMS) in 2020/21. The implementation of the LMS is a significant achievement at a time of reduced staffing levels and should help the service to respond effectively to customer needs as national projects are developed.

The service responded positively during the periods of lockdown, by adapting and developing new services

- Ceredigion saw an increase in digital downloads of 42% compared with 2019-20 and is in the top third for digital loans per 1000 population.
- The service has provided a wide range of digital activities throughout 2020/21, including interviews with authors, story times and reading groups. This was, in part, due to the Estyn Allan project. Library staff across all local authorities in Wales benefited from this digital training programme during 2020/21, resulting in an improved digital offer from Ceredigion.
- The library service includes three mobile libraries and they have continued to deliver resources to vulnerable and housebound customers throughout 2020/21 although the delivery model was adjusted due to the pandemic.
- Support from the Welsh Government's Cultural resilience fund in 2020 enabled the library to purchase wireless printers. Contactless technologies have proved invaluable in libraries during the pandemic, impacting positively on the safety of customers.

## **Future plans**

Ceredigion submitted two brief case studies (example below), including promoting online services to elderly customers and the home delivery service, both of which highlighted health and wellbeing benefits of the library services.

As with all local authorities in Wales, the service notes that in the immediate future, the priority will be to encourage individuals to return to the library, although the financial impact of the pandemic on the service is unclear. The development of a strategy is planned, but the priorities for the strategy are still under development.

## **Summary**

Ceredigion has worked hard to maintain a library service in 2020-21. Prioritising the development of a library strategy and engaging with existing customer and non/lapsed customers through a variety of means to inform the strategy will help the service plan for a successful future.

## **Case Study**

Ceredigion Libraries provided a click and deliver system throughout 2020-21. Individuals who were unable to visit the library for a variety of reason, including illness and family commitments were able to order resources and have them delivered to their home address. Feedback on the service was positive and it made a significant impact on how people were able to cope with lockdown, shielding and customer safety.

## CONWY

Library services in Conwy are delivered by the local authority. The service includes 10 branches (5 of which are community supported libraries) and 1 mobile, with 89% of residents living within 3 miles of a library.

### Library service performance

Conwy provided detailed evidence to show that it met all the core entitlements.

Conwy saw a significant increase in website visits and a 184% increase in e-resource usage compared to the previous year, placing it near the top in Wales for digital downloads per 1000 population. Conwy is one of fifteen authorities which saw library membership decline in 2020/21 compared with 2019/20 because of the pandemic. The service has seen a small decrease since 2017/18.

The materials budget has seen a 24% decrease since 2017/18 although the service remains in the top quartile for material spend per 1000 population. However, it has been noted by the service that a significant part of the budget is based on the capital business case that is submitted each year. This funding is not guaranteed, and the service undertakes a bidding process annually to obtain this funding. Most indicators of usage such as adult and children's loans, digital issues, active borrower levels, place Conwy around the median for Wales. Total expenditure on Welsh resources remains above the median level in Wales and issues for Welsh stock per 1000 Welsh language speakers place Conwy in the top third of library services across Wales.

The total number of staff identified as holding recognised qualifications has remained the same and is slightly above the median level in Wales. There has been a decrease in the total number of staff due to budget cuts.

The service responded positively during the periods of lockdown, by adapting and developing new services.

- A successful bid for Child Development Funding in December 2020 enabled the service to work closely with local Family Centres to provide virtual bi-lingual storytime sessions for pre-school children experiencing developmental delay because of Covid restrictions.
- The service also continues to support Welsh language reading groups. The Welsh learners' conversation group started at Conwy Library continued to meet digitally throughout the pandemic.
- The virtual offer was expanded to include crafts and cooking sessions. The physical offer was also developed with library staff putting together an individual and tailored selection of books for customers for delivery or collection. Library members welcomed this.
- Support from the Welsh Government's Cultural resilience fund in 2020 enabled the creation of a dedicated portal for libraries and for Culture. This has improved the promotion of services and will continue to improve engagement with local communities.

- The service implemented a click and collect service, which has been maintained and provides many benefits to customers.

## **Future plans**

A number of case studies (examples below) were provided showing the impact a range of services made to individuals including health and wellbeing, digital services, families, and impact on staff.

A public consultation on the draft Library and Information Strategy 2021-26 has been completed. The main focus for the strategy will be the development of Libraries as Community Hubs. There will be a focus on raising awareness of the libraries as a place where residents can access a variety of council services. There will also be a continued focus on raising the profile of the Reading Well Books on Prescription scheme for mental health. Funding received from Betsi Cadwaladr University Health Board has helped support Conwy and Denbighshire Libraries' partnership to engage Community Navigators to raise the profile of Reading Well and to directly prescribe the books to their service customers. Health and wellbeing will remain a priority.

## **Summary**

Conwy library service continues to deliver a strong service with priorities on health and wellbeing, children, and bilingual provision. However, staffing levels are essential to the maintenance and development of these priorities. Staffing has been reduced by almost a quarter (22%) since the conclusion of the fifth WPLS framework (2017) and could impact on the ability of the service to deliver in the future.

## **Case Study 1**

During lockdown, library staff were re-deployed to call handling, brokerage (who arranged for prescriptions and shopping to be collected) and shielding support teams, giving local support to everyone who needed it. Library staff provided day to day practical and emotional support for people who were frightened, confused and in need of help.

Chemists and supermarkets struggled initially to manage demand for home deliveries, and this had a huge impact on those most at risk. Library staff made sure that the most vulnerable members of the community did not go without food and medicine. One member of staff noted that:

*"I had many pleasant chats about how we were all coping during those strange times. One thing that stood out for me was the true community spirit. People who initially received parcels, but then managed to get food slots, cancelling their parcels so that they could be offered to others in more need of them being only one example."*

*"The collaborative work we did with existing food banks, and those set up by local community groups was heartening. Their support and immediate response to requests for help were invaluable to us in resolving difficult situations".*

## Case Study 2

The Conwy Community Navigator service provides support for people in the community to improve their mental and physical well-being. A partnership with the library resulted in a referral for an individual who was struggling with loneliness and decreased mobility. The library team made contact to find out more about hobbies and interests. This resulted in a delivery of books to the customer's home from the "Books on prescription" scheme<sup>5</sup>. Providing this customer with a multi-agency of services has given them a new sense of purpose in life and at the same time improved their mental health and wellbeing.

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<sup>5</sup> [Reading Well | Reading Agency](#)



## **DENBIGHSHIRE**

Library services in Denbighshire are delivered by the local authority. The service includes 8 branches and 1 home delivery vehicle, with 88% of residents living within 2.5 miles of a library.

### **Library service performance**

Denbighshire provided detailed evidence to show that it met all the core entitlements.

Denbighshire notes a very substantial increase of 166% in digital loans. The service increased the range of digital downloadable eBooks and eAudiobooks with additional investment and provision e.g., Press Reader for online newspapers. Additional training and a focus on using social media also resulted in greater engagement with communities across Denbighshire.

As with other library services, Denbighshire saw an inevitable decrease in active borrowers and library membership totals, although the latter resulted from a data cleanse of user records in line with GDPR requirement. Denbighshire is one of fifteen authorities to have seen a decrease in membership in 2020/21 because of the pandemic.

The materials budget remains slightly above the 2017/18 figure. Denbighshire has the highest level of Welsh issues per Welsh speaking population and have maintained their high investment in Welsh materials. Two Welsh reading groups were hosted digitally during 2020/21.

The total number of staff identified as holding recognised qualifications has remained the same, but there has been a slight decrease in the total number of staff. Vacancies have not been filled due to budget cuts over several years. Only 50% of the actual staffing levels staff are reported as other staff spend 50% of their time on customer service roles.

The service responded positively during the periods of lockdown, by adapting and developing new services.

- The Bookstart provision continued online throughout 2020/21, alongside the provision of two Welsh language reading groups.
- An order and collect service was introduced to the benefit of customers.
- The Home Library Service expanded its delivery service and supported 79 new customers.
- Library staff formed the core for the Proactive Calls service for shielding people during the lockdown and worked closely with a range of council and third sector partners to provide information and advice.
- A memory bags collection for people living with dementia was launched during the year.
- Support from the Welsh Government's Cultural resilience fund in 2020 enabled the service to create new solo digital spaces. These rooms offer private spaces and are bookable and enable individuals to undertake private appointments

online. These rooms offer services to individuals who may otherwise be excluded.

## **Future plans**

Denbighshire provided a range of case studies (examples below) which demonstrated its impact on customers and communities, particularly through its new memory bags for dementia, digital opportunities for staff and public, and for children and families through the popular online bilingual rhymetime with Makaton signing.

Denbighshire's vision remains as "libraries are the beating hearts of the communities they serve - trusted neutral places where everyone is welcome regardless of their age, background or financial circumstances". In the immediate future, the focus will continue to be on further developing the health and wellbeing offer, the delivery of digital services, a review of the home delivery service and adapting library facilities to enable individuals to engage with each other safely. As noted by other local authorities, ongoing budget pressures will impact on future developments.

## **Summary**

The service led on the Wales wide digital skills programme for staff Estyn Allan. This was a notable achievement, as it enabled greater collaboration across public libraries in Wales. Denbighshire library service has maintained its priorities on health and wellbeing, children and bilingual activities, and digital engagement. The service has a strong foundation to develop services in the future.

## **Case Study 1**

The growth in the use of digital library resources (eBooks, eAudiobooks, and digital magazines and newspapers) has been seen for several years – but it was accelerated by the lockdown in March 2020 as people sought access to reading material when library buildings had to close.

Total downloads of digital material increased by 166% in 20-21, with Borrowbox loans (eBooks and eAudiobooks in English and Welsh) increasing by 94%, and e-zines by 55%. This was supported by Welsh Government's investment in additional content in Welsh Libraries' Borrowbox offer, and we also purchased some additional stock to meet demand for heavily requested titles. We enabled people to join online and access the resources without having to come into the library.

For one customer living with ME, using Borrowbox has made a positive impact on her life as she has access to downloadable eAudiobooks, and can also support her son's reading development:

*"This is the most fantastic App! I have M.E. No longer able to read but I can listen to these books. So many choices of books too! Really simple to use, syncs well across tablet and phone and it is free with library. There's also super easy option to reserve a book and it will email when u can add it! I have listened to the book my son was reading at school so we could talk about it. Thank you for making a bookworm happy again!!"*

With libraries unable to offer access to printed newspapers due to closure and safety concerns once re-opened, we purchased in Press Reader which provides access to over 7000 newspapers from across the world.

The following video illustrates the impact of this resource on one customer's life:

<https://www.youtube.com/watch?v=mKH6YhTD0Ls>

*"A great innovation for me. I can just get up in the morning, make a coffee, turn on and read whatever newspaper I like."*

## **Case Study 2**

Denbighshire Bookstart moved its regular rhymetime activity online. The Bookstart team, working from home, produced a live bilingual Rhymetime on Facebook every week (average views 664), and recorded and published online rhyme and story videos (average views 1079).

The live sessions enabled families to continue to engage with the team and the library service – sending in requests for birthday greetings and favourite rhymes each week. Sessions were bilingual and make use of Makaton signing so that children and families could develop their Welsh and signing skills at the same time. The sessions brought a sense of normality and routine to many families.

The staff team had to learn new skills very quickly and demonstrated great flexibility, creativity and commitment in switching their provision to virtual at a time of great personal stress.

The team's work was recognised in 'Making a Difference: Libraries, Lockdown and Looking Ahead'<sup>6</sup>, a report by Carnegie Trust UK into UK public library services exploring their role supporting individuals and communities during lockdown and the barriers they faced during this time.

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<sup>6</sup> <https://www.carnegieuktrust.org.uk/publications/making-a-difference-libraries-lockdown-and-looking-ahead/>

## **FLINTSHIRE**

Library services in Flintshire are delivered by Aura Leisure and Libraries Ltd. on behalf of the local authority. The service includes 7 branches, 1 mobile and 1 home delivery vehicle, with 83% of residents living within 2.5 miles of a library.

### **Library service performance**

Aura library service reported that it met all the core entitlements.

Aura library service in line with the rest of Wales, saw an increase in its digital downloads of 83%.

As with other library services, Flintshire saw an inevitable decrease in active borrowers and library membership totals. The service has also witnessed a decrease since the fifth WPLS framework. This could be reviewed with a plan of engaging with lapsed and potential new customers. Flintshire is one of fifteen authorities to have seen a decrease in membership in 2020/21 because of the pandemic.

The materials budget has seen a 31% decrease since 2017/18. Expenditure on Welsh resources remains strong. This is an area the service may want to review perhaps in conjunction with neighbouring services, to get the most from their investment.

The total number of staff identified as holding recognised qualifications has remained the same whilst there has been a slight decrease in the total number of staff. Both total staffing and qualified staffing levels per 10,000 population are very low, and in the bottom quartile for Wales.

The service responded positively during the periods of lockdown, by adapting and developing new services.

- Flintshire has offered online Welsh conversational classes as well as a Welsh book group throughout 2020/21.
- Flintshire offered a variety of pre-recorded and live content for library customers. This included pre-recorded weekly story times and rhyme times.
- The service used social media effectively to promote resources; this included a monthly author of the month and titles recommended by staff.
- A key service for members offered throughout this period was the home delivery service to vulnerable customers. To further support these individuals Flintshire launched the 'Aura Library Link' scheme. Individuals were able to register for this service and were then contacted by a member of the library team on a regular basis.
- Support from the Welsh Government's Cultural resilience fund in 2020 enabled the creation of a new website. This has supported the resilience of the service, as the online presence has been transformed. The new platform has the potential to attract new audiences and to highlight digital resources.

## Future plans

Aura library service submitted several case studies (example below) to demonstrate the impact the library had, particularly for children, older people, and direct engagement through its community calls and home library service. These had direct benefits on people's health and wellbeing, feelings of isolation, and digital skills.

Reporting on the authority's future direction and plans for the library service over the following year, it is noted that the key aim for the future will be to reconnect with customers and encourage them to physically return to library buildings. As a result of the impact of the pandemic, there is a need to review plans to ensure that current priorities align with the needs of customers. There is a need to ensure any future changes attract new and lapsed borrowers. Health and wellbeing, digital inclusion and literacy will remain priorities.

## Summary

Aura library service has implemented new schemes such as the wellbeing hub at Flint library and the digital equipment loans. The low staffing levels perhaps hinder the ability of the service to maximise its potential. However, staff demonstrated compassion and empathy through the delivery of Aura library link. This service helped reduce the sense of loneliness and isolation that some customers experienced in 2020/21.

## Case Study

The home library service operates across Flintshire delivering bags of books to customers registered for the home library service every 5 weeks. Library assistants collate a bag of books at the library for each customer to meet their requirements. The resources are delivered directly to the customer.

The home library service continued throughout the pandemic and gained additional customers, including those who were isolating and unable to visit their local or mobile library. A bereaved customer noted the following:

*"During the pandemic I joined the Home Library service provided by Aura, I look forward to my bag of books and always receive a variety of choice. I enjoy receiving books from different authors, other than my favourites and broadening my choice of reading. If I request a book, it is in my bag for the next visit and my reading helps take me to another world, at a time when I need to find a happy place."*

## **GWYNEDD**

Library services in Gwynedd are delivered by the local authority. The service includes 13 branches and 3 mobiles, with 80% of residents living within 3 miles of a library.

### **Library service performance**

Gwynedd provided detailed evidence to show that it met all the core entitlements.

It is encouraging to see that the materials budget has increased by 19% since 2017/18, with a further increase in 2019/20, which has been invested in online resources. Gwynedd is one of fifteen authorities which saw library membership decline in 2020/21 compared with 2019/20 because of the pandemic.

Gwynedd is the leading authority for expenditure on materials per 1000 population. Its investment in and support of Welsh language materials has been maintained and Welsh issues per 1000 Welsh language speakers are the fourth highest in Wales. Gwynedd also leads on the provision of Welsh language audio books and e-books for all Welsh public libraries, and Welsh e-books for the Reading Well for children scheme, collaborating with partners including Ffolio (the new platform for Welsh e-books, led by the Books Council of Wales).

Due to vacancies the total number of staff identified as holding recognised qualifications has slightly reduced although it is at the median level in Wales. The total number of staff remains stable. A review of the staffing structure has been undertaken, with the creation of a new digital and learning job role to reflect changing priorities.

- Gwynedd, led on a partnership with the Welsh Books Council in 2020/21 to provide the Goreuon o Gymru (Best of Wales) collection in libraries in 2020/21 which resulted in an increase in the availability of books for Welsh learners.
- A partnership with Gwynedd's early years' service, resulted in Gwynedd sharing packs and activities with parents in a selection in schools to improve literacy levels in local communities.
- Digital downloads increased by 72% compared to the previous year
- Gwynedd expanded the range of online resources available for customers, including Press Reader for newspapers and Find My Past in their offer.
- The service delivered a number of successful virtual story time sessions for children.
- The service was able to improve access to a range of information and services through the extension of information kiosks to three additional libraries.

### **Future plans**

Gwynedd supplied a range of case studies (example below) showing the impact the service has had on people and communities during 2020-21, including a policy to remove fines permanently; digital engagement; and addressing period poverty through eco-friendly options distributed through its order and delivery service.

A new strategy is currently in development, and this will include a review of the mobile library service following the success of its tailored home delivery service in 2020-21.

The service highlighted that one of the key challenges will be to attract people back to the library following restrictions to core library services throughout 2020/21.

## Summary

Gwynedd has strong partnerships in priority areas such as learning, health and wellbeing, and children and families. It has maintained its strong performance for Welsh provision, and the library appears well placed to build on its successes during the pandemic and attract more new and lapsed customers.

## Case Study

For the sixth year running Gwynedd Libraries were commissioned by Communities First to run the Family Reading Scheme. Provision was offered to 7 schools with space for up to 6 families with children in the Nursery, Reception or Year 1 class to participate from each school. The aim of the scheme is to promote reading and improve the confidence of parents.

The scheme needed to be implemented in a slightly different way in 20/21 due to Covid-19 restrictions and the challenge was to plan the activities in a different way. The focus was on encouraging parents to share books with their children, and to have fun whilst discussing stories together.

A home delivery package was provided to each family by Gwynedd Libraries which included three storybooks and a picture to colour in, craft work inspired by one of the books, together with instructions and resources. There was also a YouTube link so that the family could watch a video of an actor reading one of the stories. The schools were responsible for identifying and inviting families.

All families were delighted to receive free book resources, and there was evidence to suggest that these books had considerable use in the home. The remainder of the money was used to purchase various craft resources so that the families could take part in the craft activity by following the instructions in the pack. 132 activity packs were distributed to families over the Autumn and Spring term and 57 children benefited from the scheme.

Comments included:

*“Cynllun gwerthfawr dros ben sydd wedi parhau drwy gyfnod dyrys ac anodd iawn. Adborth wych a chefnogol iawn gan y rhieni a phawb yn ddiolchgar am yr adnoddau ffantastig. Wir yn gobeithio bydd y cynllun yn parhau ac y bydd y sesiynau teulu yn cychwyn yn ôl, pan fydd hi'n saff. Diolch anferth”*

*“Just nodyn i ddiolch yn fawr am y pecyn gyrhaeddodd fel rhan o'r cynlyn darllen. Mae'n wych, yn enwedig gan ei fod yn cynnwys gweithgaredd crefft hefyd. Newch chi plis basio fy niolch ymlaen i'r rheini sy'n gyfrifol? Wir yn gwerthfawrogi.”*

## **ISLE OF ANGLESEY**

Library services in the Isle of Anglesey are delivered by the local authority. The service includes 5 branches, 1 mobile, 1 home delivery vehicle, and 2 community supported libraries, with 89% of residents living within 3 miles of a library.

### **Library service performance**

The service reports that it met all core entitlements in full, 1 in part and did not achieve 1; availability of library strategy (in part) and consulting users (did not achieve).

Anglesey saw an increase of 142% for its digital downloads. It is now in the top quartile for digital downloads in Wales, through increased investment and promotion. There has been a small decrease in library membership since 2017/18. The Isle of Anglesey is one of fifteen authorities which saw library membership decline in 2020/21 compared with 2019/20 because of the pandemic. The service notes that this may be from lack of opportunities to renew or join in person as branches were closed.

The service has witnessed a decrease of 18.1% in its materials budget since 2017/18, and it is now just above the median for Wales. The Isle of Anglesey notes that services to children were prioritised during the pandemic and its children's expenditure has been maintained.

Expenditure on Welsh resources has slightly increased, although the level of loans per 1000 Welsh speakers is in the bottom quartile. The service may wish to engage with neighbouring authorities for ways to maximise its Welsh materials investment.

There has been a slight decrease in total staffing levels since 2019/20 due to vacancies. The total number of staff identified as holding recognised qualifications has remained the same.

The service responded positively during the periods of lockdown, by adapting and developing new services.

- Call and collect packs were promoted to children.
- The school's library service provided reading for pleasure boxes to primary schools.
- A popular Lego club was delivered online.
- The service supports Welsh language reading groups.
- Support from the Welsh Government's Cultural resilience fund in 2020 enabled the service to purchase iPads and hublets, which has added value to existing digital resource provision and has facilitated access at home to online resources, such as newspapers and magazines.

### **Future plans**

The Isle of Anglesey submitted several case studies (example below) showing the impact of specific services on individuals and communities, such as the new call & collect service; the reading for pleasure book boxes for schools; and online clubs for children and families.



Reporting on the authority's future direction and plans for the library service over the following year, the Isle of Anglesey continues to be committed to the aims outlined in the Isle of Anglesey County Council Library Service Strategy 2017-2022. The impact of the pandemic means that service will focus on further developing the health and wellbeing offer within Anglesey Libraries alongside enhancing the service's digital offer, continuing the professional development of staff, and ensuring buildings are as safe as possible. It will also be a priority for the service to fill vacant posts to ensure resilience.

## **Summary**

The Isle of Anglesey has worked hard to enhance its digital offer and recognises that filling the vacant post will enable the service to achieve more as it recovers from the pandemic. The service may be able to capitalise on recent developments such as the new Holyhead library and maintain investment in electronic resources, alongside the development of social media strategies to promote this service.

## **Case Study**

Pre Covid the library Service ran some very popular Lego Clubs in 4 libraries. This was one of the activities that the service successfully managed to transfer on-line. Weekly themes were established, and children (and the occasional adult) posted their creations on the library Facebook page. The service was able to celebrate each child's creativity by creating a gallery of that week's theme. This activity provided much enjoyment at a difficult time. Feedback included:

*"Lego club was an absolute lifesaver for us - our child looked forward to coming to the library for the Lego club, but the online club came a close second. He would spend hours building and exploring the theme. The fact that the library was setting the theme caught his imagination in a way that me giving him ideas could not. The focus took away from Covid and all the restrictions, and he loved seeing his efforts on Facebook."*

## MERTHYR TYDFIL

Library services in Merthyr Tydfil are delivered by Merthyr Tydfil Leisure Trust on behalf of the local authority. The service includes 5 branches and 1 home delivery vehicle, with 88% of residents living within 2.5 miles of a library.

### Library service performance

The service reports that it met all core entitlements in full.

Merthyr Tydfil experienced a pleasing 68.5% increase in digital loans compared with the previous year. There has been an increase in library membership since 2019/20 and a 7.5% increase since 2017/18. Merthyr is one of only 7 authorities who has witnessed an increase in membership during 2020/21.

The materials budget has decreased significantly since 2017/18 and is now 47% lower than 2017/18 levels. Merthyr Tydfil attribute the decrease in 2020-21 to the total budget and spend on Welsh language and children's resources to the pandemic and restrictions. Nonetheless, the service has continued to meet the standard set for WPLSQI 9.<sup>7</sup> This standard requires libraries to achieve either a minimum of 243 items per 1,000 resident population or a minimum spend of £2,180 per 1,000 resident population annually. Merthyr acquired 249 items per 1,000 resident population in 2020/21. It should also be noted that in Merthyr, the furlough of staff was a contributory factor as staff were not available to purchase stock. The services affected by furlough and redeployment were not able to spend the budget allocated in some cases.

Staffing levels have remained static since 2017/18, with the total number of staff and the total number of professional staff below the median level in Wales. However, the service notes the continued positive praise and feedback received by customers regarding the staff.

The service responded positively during the periods of lockdown, by adapting and developing new services.

- Throughout 2020/21, Merthyr was able to deliver many sessions digitally that aimed to support learning, enjoyment and enable customers to obtain the maximum benefit from available resources, both physical and virtual. Staff worked with individuals and groups of all ages.
- The service saw an increase in visits to the website.
- A new Support Assistant role means that most activities are now delivered bilingually.
- A partnership with the local Welsh Centre also supports the service to ensure services through the medium of Welsh are maintained.
- The 'call and collect' scheme was hugely popular.

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<sup>7</sup> [connected-and-ambitious-libraries-the-sixth-quality-framework-of-welsh-public-library-standards-2017-to-2020.pdf \(gov.wales\)](#)

## **Future plans**

The service submitted two case studies to illustrate its impact during 2020/21 (example below). These were online videos showcasing local history photographs, and staff involvement in volunteering projects and coming together during the restrictions.

Reporting on the authority's future direction and plans for the library service over the following year, Merthyr notes that the key priority will be to reinstate the level of pre-pandemic work and activity in a safe way.

The priority will be a focus on children and health and wellbeing, with its role in this area recognised by the trust and council. The profile of the library has been raised as a result of the work in this area. The promotion and delivery of activities around health promotion is essential for the resilience of the service. In addition, the service will be developing work around the Welsh Language Strategy in partnership with the local authority.

## **Summary**

Despite one of the lowest levels of expenditure per 1000 population, the service works hard to engage with all people and its various communities. One of its strengths is staff enthusiasm, and health and wellbeing. Any further investment would enable the service to re-engage with new and lapsed customers in the future.

## **Case Study**

The first lockdown happened quickly. Staff reacted quickly and set up networks on various digital platforms to keep in touch and share news and to ensure no one was alone at such a difficult time.

The team actively searched out volunteering opportunities and many started by delivering free school meals to children in Merthyr. Staff also kept in touch with Homelink customers to ensure they were not isolated.

Some staff members became NHS supporters through the collection of food and toiletries to donate to the local hospitals where staff were under immense pressure.

When the news came that a staff member had lost their husband, the team again supported each other, sending messages of support, flowers and cards and wishes to the whole family. On the day of the funeral, despite lockdown restrictions and no physical contact, they made their way to the funeral home to stand outside in support of their colleague, something that will never be forgotten.

## **MONMOUTHSHIRE**

Library services in Monmouthshire are delivered by the local authority. The service includes 6 branches and 1 home delivery vehicle, with 73% of residents living within 2.5 miles of a library.

### **Library service performance**

The service reports that it meets all core entitlements in full.

Monmouthshire experienced an increase of 60% for its digital downloads. It is just below the top quartile for digital loans per 1000 population. Monmouthshire is one of fifteen authorities which saw library membership decline in 2020/21 compared with 2019/20 because of the pandemic. There has been a small overall decrease in library membership since 2017/18.

The library service is integrated with the Community Hubs but for 2020/21 reporting has adjusted its financial and staffing reporting to reflect the library budget separately. This will make for easier comparisons across Wales but means trends over previous years are less useful. There has been a welcome increase in materials expenditure in 2020/21. For 2020/21 it is just below the top quartile for material expenditure per 1000 population. Expenditure on children and Welsh language materials are both lower than the proportion of these groups in the population, and the Welsh language spend in 2020-21 was extremely low at 1%, when the Welsh-speaking population in Monmouthshire is 7.9%.

Due to a change in the calculation of library staff hours to separate library work from the merged Community Hubs, there has been a significant decrease in the total number of staff and the total number of staff per 10,000 population is the lowest in Wales. The number of staff identified as holding recognised qualifications has remained the same and is in the bottom quartile for Wales.

The service responded positively during the periods of lockdown, by adapting and developing new services.

- The service delivered online poetry readings throughout 2020/21 and used social media accounts to promote electronic resources.
- The service continued to purchase additional e-resources such as Which? and FindMyPast.
- A popular 'request and collect/deliver' service was implemented and will be retained in the future.
- Inclusion in the council's weekly virtual staff sessions and newsletters helped promote of services throughout the year.
- Support from the Welsh Government's Cultural resilience fund in 2020 enabled the purchase of iPads and digital equipment which helped to improve the delivery of virtual services. Monmouthshire was able to offer a greater variety of digital sessions, leading to an improvement in community engagement and participation.

## **Future plans**

The service submitted case studies (example below) which showed the impact the request and collect service had on individuals, improving their health and wellbeing, and reducing feelings of isolation. Home access to online family history services enabled a local women's history project to continue, bringing benefits to those involved.

Reporting on the authority's future direction and plans for the library service over the following year, Monmouthshire continues to report that the community hub model works well. Community learning remains a priority with classes offered to support people with literacy, numeracy and job seeking. Digital services will continue to be promoted and further investment in electronic resources will improve the resilience of the service.

The service plans to continue to collaborate with partner agencies in the future to identify more people in need of the housebound delivery service and to encourage people to return to the physical hubs.

## **Summary**

Monmouthshire has strengthened its digital provision and usage and continues to support digital inclusion and health and wellbeing in the authority effectively. The service plans to re-engage with lapsed and new customers and build on the community hub model. The service will need to be supported with appropriate levels of revenue funding to achieve this.

## **Case Study**

Through Bookstart we aim to provide every family in Monmouthshire with free books, resources, and guidance when their children are in their first year of life and again when they are toddlers. During 2020/2021, it was difficult to distribute Bookstart packs in the usual way but, working with Booktrust, we were able to arrange deliveries to Flying Start and a delivery to Health Visitors in the north and south of the county.

Sharing stories and rhymes from an early age supports a range of outcomes, including positive early language, oracy and communication skills development, parent-child bonding, and early literacy. During 2020/2021, we were able to hold weekly story time sessions and occasional Baby Rhyme Times via social media.

## NEATH PORT TALBOT

Library services in Neath Port Talbot are delivered by the local authority. The service includes 8 branches, 1 mobile and 1 home delivery vehicle, with 90% of residents living within 2.5 miles of a library. The library service also supports 7 community managed libraries (CMLs) with resources (including staffing and stock) but follows the 2014 Welsh Government guidance by not including CML activity in their WPLS return. As a result, the service 'loses out' on loans by CML customers which are not reported here, whilst the reported expenditure covers *all* libraries.

### Library service performance

The service reports that it meets all core entitlements in full.

Neath Port Talbot is one of the few services to see a slight increase growth library membership in 2019/20 and they attribute this to the enhanced online offer with people able to join online. The service has seen a 6% decrease in the resource budget since 2017/18, which although small, may have impacted usage. However, an increase in expenditure on children's resources was undertaken in 2020/21 to assist with home learning requirements during Covid. The service ranks just above the median for children's loans per 1000 population in 2020/21.

Although there has been a slight decrease on expenditure on Welsh language resources, Neath Port Talbot have noted that this was partly due to lack of availability of suitable materials, and a changing of supplier. The service expects this area to improve in future years. Expenditure on materials remains at the median level across services in Wales, and it also is at the median for Welsh language issues per 1000 Welsh language speakers.

Staffing levels have remained static since 2018/19, with the total number of professional staff above the median level in Wales.

The service responded positively during the periods of lockdown, by adapting and developing new services.

- The service offered a variety of digital activities including, song and rhyme, creative arts, children's activities, reading groups, alongside events that have promoted literacy and adult learning.
- The service committed to a weekly programme of online events for 12 months which created a positive sense of community for everyone who joined in.
- The digital downloads in Neath Port Talbot library service increased by 78%. Expanding their digital offer to include newspapers through PressReader played a role in the increase.
- Support from the Welsh Government's Cultural resilience fund in 2020 enabled the purchase of tablets which enabled the service to introduce a tablet lending scheme, which impacted positively on the promotion of digital services.
- The library service established a pilot project to loan MP3 players, with e-audio books of their choice to visually impaired people.

- The service enhanced its delivery service to include a kerbside collection and a call and collect service.

The service also temporarily removed fines during the pandemic, and then made it a policy to permanently not charge fines for late returns.

### **Future plans**

Case studies on the impact of the home delivery service, online reading groups, online Sunday Storytime, and online art and wellbeing groups, show the impact the service and staff have made to people's health and wellbeing, skills, sense of community and confidence (examples below).

The service reports that the proposed outcomes of the 2019 review of its library service have been achieved, despite the pandemic. This included an enhanced, more adaptable Mobile Library Service and a revamped Mobile Delivery Service, with one new vehicle in place and one further electric vehicle expected. The proposed development of a new library in Neath's town centre is also in progress. The Library Service remains focused on delivering services and resources in the areas of digital inclusion, health and wellbeing, children's literacy, and lifelong learning. The success of the kerbside collection and call and collect services means that these will be retained in the future.

The service anticipates that once a clear view of corporate priorities emerges after the pandemic, a new Library Strategy for Neath Port Talbot will be produced during 2022.

### **Summary**

The value of a well-managed and resilient service is evident as the service adapted quickly and maintained its community engagement, even increasing membership levels. Active borrowers fell by a smaller percentage than in many authorities during 2020/21. Further investment will enable the service to build on its recent successes.

### **Case Study 1**

Neath Port Talbot Libraries have had a strong reading group community for many years. This group provides an invaluable opportunity for people to get together to share their thoughts about books and to meet people in their community. In a year of constant challenges, another that presented itself was how to keep reading groups active and ensure that people can still contribute and share their opinions during a time when face to face contact was not possible.

At Baglan Library the staff there understood the value of the reading group which had been running for many years and established various means of communication, such as email, WhatsApp, and Facebook to maintain contact within the group. The library staff ensured that group members could contact them using a variety of methods. Once libraries were able to offer a Call and Collect service the staff worked to provide the group members with regular books and opportunities to discuss and share

thoughts. They were even able to overcome the challenge of one group member being stranded in New Zealand for much of the year.

The efforts of the library staff ensured that this group continued to meet throughout the pandemic, by moving to online monthly meetings. For the group members this meant different things. For one member it was very important for their mental health and well-being to be able to read together as a group and for other members it enabled them to normalise their day in a time of much disruption. To many the group is akin to family and by keeping together it helped create a sense of belonging when they were isolated in their homes. This would not have happened without the support of the library staff.

The word lifeline has been often used with regard to the provision of services during the pandemic and for the members of the reading group it is very appropriate. It has been essential to their health and well-being.

## **Case Study 2**

When libraries were unable to offer physical, in-person services, Neath Port Talbot moved many services online. A Facebook group, 'NPT Bookstart and Song and Rhyme' was set up.

The library delivered many recorded song and rhyme sessions and towards the end of 2020 live sessions were offered two to three times during some weeks.

Feedback was very positive with many expressing thanks that the group continued to deliver song and rhyme events:

*"I would have been lost without song and rhyme every week. I love to have that time with my son sharing songs and stories together. It's been hard but it's helped me a lot, especially talking to others."*

The Bookstart Song and Rhyme group has continued to flourish. It is now a fundamental part of the digital services offer and has attracted new customers.



## **NEWPORT**

Library services in Newport are delivered by the local authority. The service includes 9 branches and a home delivery service, with 97% of residents living within 2.5 miles of a library.

### **Library service performance**

The service reports that it meets 11 of the core entitlements in full, and one partially, as its strategy is due for renewal and will be produced in line with the new corporate strategy in 2022.

Newport is one of fifteen authorities which saw library membership decline in 2020/21 compared with 2019/20 because of the pandemic. There has been a decrease in library membership since 2017/18 and although the 2020/21 decline is to be expected, the longer-term trend could be investigated to determine how to reach new and lapsed customers.

There has been a small decrease of 6.6% in the materials budget since 2017/18, although the service remains about the median for Wales per 1000 population for this indicator. It would be beneficial for the service to consider the acquisition of materials and the potential link between the selection of materials and the levels of active borrowers per 1000 population.

The service has retained its expenditure on Welsh language materials and works with a number of partners to maximise use of the collection. Newport works in partnership with Mudiad Meithrin to offer Welsh Language storytimes and baby massage sessions at libraries and these sessions help to promote the use of Welsh junior stock.

There have been no changes to staffing levels since 2019/20 and the total number of staff identified as holding recognised qualifications remains above the median level across Wales.

The service responded positively during the periods of lockdown, by adapting and developing new services.

- Newport's digital downloads increased by 71%.
- The service moved many activities online during 2020/21, and increased investment in e-resources.
- The service implemented a new call & collect scheme.
- Newport prioritised children's resources and services during the pandemic to help support young people's learning.
- The library staff contacted vulnerable household clients on a regular basis to check on their health and wellbeing.
- Support from the Welsh Government's Cultural resilience fund in 2020 enabled the purchase of four desktop self-service kiosks which allowed the service to re-open library site visits at an earlier stage than would have been possible without this equipment. Self-service kiosks are now available at all library sites in Newport.

## **Future plans**

The service provided case studies (example below) illustrating the beneficial impact of its home delivery service to housebound customers; the health and wellbeing benefits of a creative online group; and the health and wellbeing benefits of the Shared Reading group meeting up online during the pandemic – a practice they have continued since then.

Reporting on the authority's future direction and plans for the library service over the following year, Newport, notes the integration of the library service with the new Neighbourhood Hub model of multi-disciplinary teams. Library services will be based within the 4 main hub locations and branch libraries will function as spokes with members of the wider hub team delivering services. The first Hub opened in January 2020 with the library operating at the centre of its provision. Unfortunately, the pandemic has meant an assessment of the performance of the site has not been possible, but prior to closure there was evidence that the library service was a core element of this building. A new library strategy will be developed during 2021/22.

## **Summary**

Newport has strong engagement with partners particularly in community learning, digital engagement, and health and wellbeing, but relatively low investment in some areas. The future strategy should help the service capitalise on its resources to attract more customers and use of the libraries.

## **Case Study**

Due to the pandemic, the shared reading group moved online. The migration happened within the first weeks of the lockdown. The majority of the Shared Reading Group continued to meet between 11am and 12:30pm every Wednesday throughout 2020/21.

The Shared Reading group has been vital to the mental health and wellbeing of the group members as during the lockdown this was for many the only form of contact, albeit virtual, that they had outside their immediate family.

During the pandemic, the 10 to 15 minutes of chat at the beginning of the sessions was extended as it quickly proved to be a vital part of the sessions, providing the opportunity to swap news and concerns and to check up on each other's physical and mental wellbeing.

Each session concluded with the Area Librarian reading a short story and/or a poem and to keep interest up from week to week and to provide additional talking points monthly themes were used. Themes included "Murder Most Foul," "Twisted Tales", Ghost Stories, Speculative Fiction and "Fairy Tales: Classic and Modern." The most popular themes, considering the restrictions was our "World Tour," which carried on for three months where the Area Librarian chose Folk Tales and short stories from Classic and modern authors from different countries around the world.

All stories and poems provided a great inspiration for the sharing of personal stories, opinions, and recommendations for further reading. Customer feedback included:

*“During the last year, the Shared Reading Group has been a little taste of normality in a very strange world. We have a very happy group, with a wide range of interests and tastes in literature and we have become very good friends meeting every week in our WhatsApp group...at 11am [to] spend a very interesting hour and a half with our short stories and personal news. This service has impacted on me greatly as I live alone, and it is something to look forward to on a Wednesday. To feel a little more cultured and knowledgeable and less lonely by the end of our session.”*

## **PEMBROKESHIRE**

Library services in Pembrokeshire are delivered by the local authority. The service includes 12 branches and 1 mobile, with 83% of residents living within 3 miles of a library or within ¼ mile of a mobile library stop.

### **Library service performance**

Pembrokeshire met 10 of the 12 core entitlements in full, and 2 in part (library strategy and lending books for free). A reservation fee for items not in the customer's branch but available in other Pembrokeshire branches, was temporarily suspended during COVID-19 restrictions, but such reservations were limited to 2 per customer. Pembrokeshire remains the only service in Wales to make this charge. However, it should be noted that the reasons are predominantly geographical.

The service witnessed a marginal increase in library membership, one of only 7 authorities where this happened in 2020-21. However, longer term there has been a decrease since 2017-18. In 2020-21 expenditure on children's resources was below the average spend across Wales at 14%. There has been a decrease of 9% on expenditure on stock for children since 2019/20. However, prior to the pandemic, junior issues had increased annually since 2017/18. Furthermore, the proportion of the total materials budget spent on children's resources has increased by 2% since 2018/19.

Along with temporary reductions to the materials budget due to the pandemic, a permanent cut was made, and the materials budget has declined by 37% since 2017/18. Pembrokeshire is now in the bottom quartile in this area in Wales.

Expenditure on Welsh language materials per 1000 Welsh speaking population has reduced and it would be beneficial to consider further investment in this area in the future, in particular, in relation to targeted marketing and promotion of stock. However, the ability to speak Welsh is now a mandatory requirement for new front-line posts and the service provides time and funding for staff to learn Welsh, which should help in the longer term.

There has been a slight decrease in the total number of staff since 2019/20 although this is due to a seconded person returning and the replacement temporary staff leaving. The total number of staff identified as holding recognised qualifications per 10,000 population remains above the median level across Wales.

The service responded positively during the periods of lockdown, by adapting and developing new services.

- Digital loans increased by a substantial 66%.
- The service delivered some activities online, such as baby rhyme time using Facebook.
- Pembrokeshire continued to be involved in the Summer Reading challenge, ensuring resources were available to children via the order and collect service.
- An order and collect service was implemented.
- The majority of library staff undertook online courses during the pandemic, which has impacted positively on their personal development.

- Support from the Welsh Government's Cultural resilience fund in 2020 enabled the service to deliver an effective marketing and communication plan. Marketing of services was undertaken through newspaper editorials/adverts with some infographics, both in print and on social media. Merchandise was purchased to promote events and activities in the library.

## **Future plans**

The service provided a case study (example below) on the beneficial impact of the order and collect service, particularly for health and wellbeing, children, and families; and on the impact on a member of staff undertaking the Estyn Allan training.

Reporting on the authority's future direction and plans for the library service over the following year, Pembrokeshire notes that the 2021-2023 library strategy is in the last stages of development. Key priorities will be health and wellbeing and tackling poverty, along with the partnership with the National Library of Wales for Glan yr Afon library which will be one of only three locations in the UK to benefit from the National Gallery [London] Masterpiece tour in 2022.

Pembrokeshire continues to invest in the development of library services, with projects to introduce self-service facilities already underway at Pembroke Dock Library in 2022; new builds at both Narberth and Pembroke, which are due to complete respectively in 2023 and 2024. Narberth is dependent on the success of a grant application. Both will provide self-service and enhanced opening hour access and involve partnerships with the local community and volunteers.

## **Summary**

Pembrokeshire has invested in its library estate in recent years with plans for further capital investment with some exciting projects delivered. It is important that the level of revenue funding is sufficient to ensure that the benefits of the capital investment are realised.

However, it may be beneficial to review the level of revenue investment, because the weaker performance areas of the service appear to be directly related to reductions in investment [e.g., book stock]. This is important to make the most of the service and to encourage people back to libraries. The lack of sufficient new and appropriate stock can result in a decrease in new members and a reduction in usage levels.

## **Case Study**

A staff member from Pembrokeshire describes her experience of participating in the Estyn Allan project. The aim of the project was to deliver a training programme to enable staff to develop the digital activities on offer to library customers.

The training covered a variety of topics in the three-month period during which time staff learnt a great deal about the delivery of digital content. The skills and knowledge acquired included:

- The selection and purchase of equipment and software to create content.
- The use of camera equipment and video editing software.
- The delivery of content in different formats, such as podcasts and blogs.
- The use of social media to promote libraries and to engage with library audiences.

The member of staff also undertook three Opening the Book reader development modules. These offered lots of practical information about stock promotion both in the library and digitally.

Training was shared with other members of staff. In total staff took part in 134 hours 15 minutes of training. This resulted in the generation of ideas and enthusiasm for online activities.

Trainees across Wales were able to share ideas, knowledge and good practice and offer support to each other. The staff member noted:

*“Going forward I feel much more confident about the provision on online content. I now have an understanding of our social media audience (currently just Facebook) and can tailor the content accordingly. The next step in the long term (depending on staff capacity) is to produce a Social Media Plan to promote wider participation.”*

## **POWYS**

Library services in Powys are delivered by the local authority. The service includes 16 branches and 2 mobiles, with 76% of residents living within 2.5 miles of a library.

### **Library service performance**

The service reports that it meets 10 of the 12 core entitlements in full, 1 in part and did not meet 1 (lending books; in part and library strategy; did not meet)).

Powys is one of only seven services to see an increase in library membership during 2020-21. The materials budget decreased in 2020-21. As noted by other authorities, the ability to purchase materials was affected by the redeployment of staff and the availability of materials. Nevertheless, there has been a 33% decrease since 2017/18 in the materials budget.

Although the materials budget is now one of the lowest in Wales per 1000 population, the loans for adult and children are in the second quartile. This suggests that the service is maximising its expenditure and choosing appropriate stock for its customers. Welsh language resource expenditure has been maintained and the service works well with local partners to actively promote its Welsh collection and Welsh learning. The member of staff responsible for stock selection is an active member of the Showcase Wales panel, which creates an annual list of the best Welsh writing in English as a checklist for library authorities.

There has been a 10% decrease in the total number of staff since 2019/20. The total number of staff identified as holding recognised qualifications remains at the median level across Wales, with several staff being supported to achieve qualifications.

The service responded positively during the periods of lockdown, by adapting and developing new services.

- The service Powys notes an impressive 77% increase in digital downloads since 2019/20.
- Activities such as rhymetime and storytime sessions have been well supported and promoted.
- The programme of online events delivered included financial help workshops.
- Powys has continued to be involved in the Bookstart scheme, delivered by BookTrust. This initiative, alongside the Summer Reading Challenge, continued despite restrictions.
- The service implemented an online programme of events for children and adults throughout the pandemic.
- Support from the Welsh Government's Cultural resilience fund in 2020 enabled the service to purchase Wi-Fi printers, which enabled printing within community hubs, while limiting public contact with equipment.
- A click and collect service was implemented.

## Future plans

The service provided several case studies (example below) showing the benefits of its digital projects including the loaned devices, the staffed digital helpline; its click and collect service; and a programme of online events.

Reporting on the authority's future direction and plans for the library service over the following year, rebuilding services and encouraging members to return to physical library buildings will remain a priority. A new strategy is currently in development which will place health and wellbeing at its heart. The service has developed a Digital Strategy with support from the Welsh Government and this will inform the future direction of the service. A priority will be a staff training programme to enhance digital skills within the service. An income generation strategy is also being developed to ensure the sustainability of the service.

The service noted that Llanwrtyd Library has remained closed since the start of the pandemic, and staff redeployed. Pre-covid consultation concerning the future of this library determined that it would transition to a community library with services delivered by volunteers.

## Summary

The service has maximised its strong communications and digital expertise to continue to provide a library service during the pandemic. Although staffing and resource investments remain low compared to other services, its usage levels are positive. The service is planning to build on these strengths as we move away from the pandemic.

## Case Study

In partnership with Money Saviour, Powys Libraries held a series of online training sessions about money management. These sessions covered Universal Credit, energy providers and budgeting, and participants had the opportunity to learn and ask questions. Participants learned a lot about grant-funding, benefit pitfalls and ways to make their money go further. The feedback was very positive:

*"I am really excited about making a spreadsheet for my budgeting now – Sorcha is really knowledgeable and has actually made me enthusiastic to plan what I do with my money, rather than just spend it and panic. These sessions have helped a lot."*

*"That was very informative. There were quite a few things that I did not know about Universal Credit, such as Council Tax Reduction being separate from Universal Credit – that is useful to know, and I will be passing that on."*

*"I did not know quite how many grants were available to help with energy costs. It all seems a bit of a minefield, trying to figure out how to do everything, but this session clarified a lot and I know what my next steps will be."*



## **RHONDDA CYNON TAF**

Library services in Rhondda Cynon Taf are delivered by the local authority. The service includes 13 branches and 2 mobiles, with 93% of residents living within 2.5 miles of a library.

### **Library service performance**

The library service meets 12 core entitlements in full.

RCT saw a 23% increase in active borrowers, which is attributed to individuals being able to join online and the digital library offer. It is now 4<sup>th</sup> in Wales for the number of active borrowers per 1000 population. However, it is one of fifteen authorities which saw library membership decline in 2020/21 compared with 2019/20 because of the pandemic

The materials budget has decreased marginally in 2020-21 with a 14% decrease since 2017/18. As noted by other authorities, the ability to purchase materials was affected by the redeployment of staff and the disruption to the supply chain. The service maintained its expenditure on children's and Welsh language resources.

Staffing levels have remained static since 2019/20, with the total number of professional staff per 10,000 population above the median level in Wales, and some staff being supported to gain library qualifications.

The service responded positively during the periods of lockdown, by adapting and developing new services.

- RCT notes a substantial increase of 83% in digital downloads since 2019/20.
- The library provided reading packs to schools through the school's library service, and this effectively contributed to the promotion of resources in this area.
- The service delivered bilingual storytimes online along with other online events for children and events during the pandemic. The service intends to continue with this as an effective way of reaching new audiences.
- Support from the Welsh Government's Cultural resilience fund in 2020 enabled RCT to purchase seven self-service kiosks, improving the environment for customers and staff. This provided added safeguards, reducing the need for face-to-face interaction, an important consideration during the pandemic. The service expects that up to 20% of returns and loans will be undertaken using self-service in the future, freeing up staff time for customer engagement in other areas.

### **Future plans**

The service provided a range of case studies (example below) highlighting, the positive impact the click and collect service had on people's health and wellbeing, along with the impact of the digital loans of devices and the online events.

Reporting on the authority's future direction and plans for the library service over the following year, priorities include the development of community hubs, including the

creation of a cultural hub at Treorchy library. The service plans to continue to work with partner agencies in to develop the neighbourhood network model further.

The service notes the need to consider the growth in the delivery of online services and the need to balance this provision with face-to-face services. This will include the promotion of events and activities to encourage members to return to their local library. There are plans to purchase more tablets for the provision of a 'home' library service to those members unable to access mobile library services. Alongside other local authorities, a key consideration will be improving customer confidence.

## **Summary**

Rhondda Cynon Taf has demonstrated strengths in its online provision and engagement during the pandemic and adapted to serve its communities in different ways. The service should consider maximising the opportunities found during this time to encourage more customers back in the future. Clear corporate support for the community hub and neighbourhood network models suggests the potential for further improvements in performance are likely in the future.

## **Case Study 1**

As RCT libraries were unable to provide story time and craft sessions in libraries, the decision was made to move these sessions online and provide them through the Library Service's Facebook page. The staff in the Children's and Schools department filmed themselves reading stories in both English and Welsh and then designed a craft related to the theme of the story. A film of how to make the craft was produced and customers had the option of printing and using their own craft materials or picking up a basic 'craft kit' from their local library. The feedback was positive:

*"The stories on Facebook are great. We sit and watch them on my phone. When I was picking my son up one day, I saw that the library had craft packs, so we picked one of them up and had a go at making a witch's cauldron. It was great to have these things to do as it was hard to explain to Blake why he could not go into the library."*

## **Case Study 2**

RCT libraries provide an 'At home' service to library customers who are unable, through disability or who live more than two miles from a library and are unable to access mobile library services. This service enables individuals to access audio or physical books chosen for them by library staff using a pre-agreed selection criteria. To expand the service and to increase usage, a tablet loan scheme has been introduced. A tablet preloaded with eBooks or eAudiobooks is provided to a customer. This service has the potential to benefit many individuals and can be run in parallel with the loan of physical books.

## **SWANSEA**

Library services in Swansea are delivered by the local authority. The service includes 17 branches and 1 home delivery vehicle, with 96% of residents living within 2.5 miles of a library.

### **Library service performance**

The service reports that it met all 12 core entitlements.

Swansea has the second highest number of active library borrowers per 1000 population. Swansea was one of fifteen authorities which saw library membership decline in 2020/21 compared with 2019/20 because of the pandemic. Some of the decrease in library membership is due to data cleansing within the LMS.

Swansea experienced a 25% decrease in expenditure between April to June when libraries were closed, and physical books were not being loaned. However, the strengths demonstrated by Swansea library service in community engagement and promotion mean that it is currently median for physical book issues per 1000 population. The service has maintained its commitment to children's and Welsh language materials. There is a clear correlation between children's issues and expenditure in this area.

Staffing levels have remained static since 2019/20, and the service remains in the bottom quartile for qualified staff per 10,000 population. As with all local authorities across Wales, staff improved digital skills during the pandemic through the successful Estyn Allan project.

The service responded positively during the periods of lockdown, by adapting and developing new services.

- Swansea noted a 63% increase in the use of electronic resources.
- Welsh titles were included in all children's click and collect book bags along with Welsh language activities for learners. The service notes that purchases made reflected the need to support the mental health of communities impacted due to the pandemic.
- Swansea implemented a successful click and collect service, supported by a marketing campaign to increase usage of the service, as well as extending its home delivery service.
- The service capitalised on its growing social media presence by delivering some events and activities online and creating new content via digital means.
- Support from the Welsh Government's Cultural resilience fund in 2020 enabled the purchase of four privacy booths were purchased, alongside digital equipment for customers to use within libraries in Swansea. This supported staff in their communication with local schools and families to support a variety of digital activities, including the Empathy Lab.

## **Future plans**

Swansea library service supplied powerful case studies (examples below) which show the impact various library services have had on families and communities. These include people accessing the home delivery service, support for a family from abroad, and bookbags for children at a local primary school to help with home learning.

Reporting on the authority's future direction and plans for the library service over the following year, the service has implemented a new plan. The revised vision statement is:

"Provision of an agile, inclusive and sustainable library service that enables citizens and communities to engage meaningfully with culture, reading, technology and learning within their local community."

A key part of this vision will be a new central library. The new library will form part of a city centre hub and will enable a more collaborative approach with other council services. Further priorities in the immediate future, include reading and literacy, health and wellbeing and digital inclusion.

## **Summary**

Swansea library service has strong community links and partnerships and has maintained a solid level of provision and use despite the pandemic. The service is in advanced planning stages to capitalise on the planned new central library to increase reach to new customers, as well as continue to build on its digital opportunities.

## **Case Study 1**

A mother and her 3 children moved to Swansea from Spain about 5 years ago and her local library is St Thomas' Library, which is situated in a very close-knit community in East Swansea. The mother experienced a language barrier when it came to communicating and this made her very reluctant to ask for help. However, she had developed a relationship with the library staff, whom she trusted. The family were experiencing a variety of difficulties including financial concerns, poor accommodation and living conditions and bullying of the children. The lady was in considerable distress and sought the support of the library. She needed advice regarding applying for jobs.

The library responded by introducing her to employability agencies who work closely with library, and she secured a work at a local hotel. She was also advised to contact 'Family Partnership.' Library staff also liaised with the local primary school regarding the bullying issues and the situation improved as a result of this intervention. The library also worked with the Local Area Coordinator (Social Services), local vicar, the AMs office, and the school to ensure the customer received the necessary information and support needed to improve her living conditions and ultimately move on from private rental to council accommodation.

The outcome for the family is that the mother has a job that she loves, and the family feel safe and secure. They are planning their move to their new home shortly and she has feedback that the impact on her own and her children's wellbeing is immeasurable.

The fact that they are able to stay in the same area with their friends and school close by, is of immense comfort to them all and means they have a much more positive outlook for the future.

## **Case Study 2**

Penlan Library is situated on a Council estate just north of the city centre of Swansea in one of the most deprived wards in the County. The Library Manager works with Flying Start settings in the area to support the promotion of literacy to local families, including support to join and use the local library.

The library set up a book sharing scheme in two of the local Flying Start childcare settings, including a Welsh language setting. Working together with the team the Library staff introduced library books and bookbags, alongside promotional material to encourage parents to access their local library and support to use the Swansea Library digital platforms to access, books, stories, craft ideas and information. For many families having access to free, curated and bilingual collections to support their child's learning has made a positive difference.

Many of the families involved have joined and continue to visit their local library. The bilingual, basic Welsh picture books have been popular with both the children and helped the parents to learn the language also.

## **TORFAEN**

Library services in Torfaen are delivered by the local authority. The service includes 3 branches and 1 home delivery vehicle, with 97% of residents living within 2.5 miles of a library.

### **Library service performance**

The service reported that it met all core entitlements.

Torfaen service was one of only seven local authorities to see an increase in library membership in 2020-21. The service attributes this to the popularity of the 'request and collect' service and enhanced digital offer.

There was a slight decrease in the spend on books during 2020, although the book budget remained consistent. Expenditure on children's resources and Welsh materials has been maintained. Torfaen's material expenditure is below average per 1000 population, but issues are closer to median ranking. This is despite a decrease in the number of active borrowers per 1000 population since 2019/20. This suggests that stock selection is appropriate and well balanced and effectively meets the information needs of its community.

Staffing levels have remained static since 2019/20 although 1.5 posts remain vacant. As with all local authorities, 2020 was a challenging year with many staff redeployed to undertake other Council activities.

The service responded positively during the periods of lockdown, by adapting and developing new services.

- Torfaen saw an increase of 61% of its digital issues.
- Torfaen was able to promote its children's resources and engage with families through the delivery of 'home-schooling' book bundles, chosen by staff for children in local communities.
- The move to online events including story time and a popular reading club was welcomed by members.
- The service continued to promote the Welsh language through virtual activities this year and participated in the online Big Welsh Rhymetime.
- Staff established a temporary Library@Home Befriending Service. This service was welcomed and helped the library to support vulnerable residents in their homes at a time when the impact of loneliness for many was severe.

### **Future plans**

The service provided several case studies (example below) which showed the beneficial impact the library had on its customers such as the Library@Home Befriending Service, the request & collect service; online rhyme and story times; and an online reading group which is mostly people over 70 who not only felt more connected, with improved wellbeing but also learnt new digital skills.

Reporting on the authority's future direction and plans for the library service over the following year, the service will continue to use the Library and Information Strategy 2018-23 to focus activities.

The service is collaborating with partner organisations to deliver promotional and outreach opportunities in the community and the development of joint projects to help deliver services (for example, the Health Blaenavon Project, Dementia Friendly partnership working and Fusion arts/cultural activities).

The service intends to take a blended approach to service development, particularly building on the digital skills developed through the Estyn Allan project and reintroducing physical activities in libraries. The successful request and collect service will become part of its core offer.

### **Summary**

Through its wide range of partnerships and enthusiastic staff Torfaen has managed to maintain a library service which brings many benefits to new and existing customers. Despite historically low levels of investment, it has used staff skills and communication effectively. It would be beneficial for Torfaen to consider a strategy to attract former customers back to the service.

### **Case Study**

A virtual book club was established in March 2020. The main issue to overcome during the early days of lockdown was the fact that the library was closed and access to the physical book stock was not possible. It was decided to use the Borrowbox service at this time because of the availability of "multiple use" titles which would be ideal for an online reading group.

A Library Professional engaged with the book group members beforehand to encourage participation and to facilitate the move to Microsoft Teams and Borrowbox. The first meeting took place in April 2020 and 12 members were present. This was a significant achievement as the majority of the group were in their 70's and 80's, lived alone and had not used any form of virtual meeting room before. There were minor difficulties with sound and camera, but they quickly adapted to the new situation.

As well as helping to reduce social isolation and loneliness amongst the group members, the online reading groups helped to give people confidence in using technology.

## VALE OF GLAMORGAN

Library services in the Vale of Glamorgan are delivered by the local authority. The service includes 4 branches and 5 community supported libraries, with 94% of residents living within 2.5 miles of a library. The community supported libraries are included in the WPLS reporting figures.

### Library service performance

The service 11 of the 12 core entitlements in full and did not meet 1 (library strategy).

The Vale was one of fifteen authorities which saw library membership decline in 2020/21 compared with 2019/20 because of the pandemic. Expenditure on materials remained broadly the same as the previous year, including the proportion spend on children's and Welsh language materials. Currently the service is just below the top quartile for the materials budget per 1000 population, but loans are below the median. This suggests that it may be useful to review what items are bought and borrowed to try to maximise use of the collections.

The service's relatively high rankings for spend per 1000 Welsh language speakers and issues of Welsh materials per 1000 Welsh language speakers are more evenly matched. The service appointed a Welsh speaking Children's Librarian at the end of 2019/2020. This improved communication and collaboration with local schools and helped provide a range of bilingual activities.

Staffing levels have remained stable and there have been no significant changes since 2017. The service actively encouraged staff to undertake as much training as possible during 2020-21 to capitalise on online training opportunities and is well resourced for qualified staff. A focus on the digital skills of staff was a priority during 2020-21, to support members, many of whom were using online services for the first time.

The service responded positively during the periods of lockdown, by adapting and developing new services.

- The Vale of Glamorgan library service witnessed a 55% increase in the download of electronic resources.
- To help members during the year the service increased loan times and temporarily removed fines and other charges.
- The home delivery and click and collect services were prioritised. These services helped staff build relationships with customers across the Vale.
- The library also built on its social media presence and increased online content for children and adults with a variety of virtual events, activities, and clubs.
- The service continues to support the Welsh language, particularly focusing on Welsh language books for children and learners.
- Staff were also supported to learn Welsh, and all social media posts were bilingual, along with several of the online events.
- The digital libraries officer created an online booking system for customers to collect books, which enabled the safe re-opening of branches.



- The service continues to be the host lead for the all-Wales LMS project and future developments on this.

## **Future plans**

The Vale of Glamorgan provided several case studies (example below) which demonstrated how different library customers benefited from the service during the pandemic, including the expanded home delivery service, the online click and collect service, and a teenager's online skills and digital opportunities developing out of a library-run club.

Reporting on the authority's future direction and plans for the library service over the following year, the service notes that a capital transformation grant was provided by Welsh Government during 2020-2021 to upgrade the ground floor at Penarth library. The Penarth library refit included installation of Open+. This will enable the service to add at least 20 additional opening hours to its current opening hours.

A key concern for the service will also be to encourage members to return to physical library spaces. There is also a need to consider how to integrate physical and digital services. Supporting the health and wellbeing of local communities is a key priority for the service. Services such as 'click and collect' proved extremely popular during the pandemic and it is likely that these services will be continued to continue to meet the needs of members in the Vale of Glamorgan.

## **Summary**

The Vale of Glamorgan library service has used its strengths effectively during the pandemic to support its customers. The service should be able to build on its achievements to attract members and physical customers back to its libraries and capitalise on new investments such as the Open+ facilities.

## **Case Study**

Libraries inspire people. The following example exemplifies how libraries can kick start an idea that leads to something special.

For a number of years, a library assistant based at Llantwit Major library, has been conducting Dungeons and Dragons (D&D) workshops for children and young people. These proved popular in several libraries across the Vale with groups meeting regularly to continue their specially prepared campaigns. Although sadly these sessions had to be put on hold due to COVID restrictions, we have received some wonderful updates from one of the parents about her child's progress this year that has come about as a direct result of the D&D sessions.

The mother tells us that her child was bitterly disappointed that these sessions had to end in March 2020 but having observed the staff member as dungeon master in the D&D sessions, she began to organise her own online sessions with her friends. She spent hours each week writing new campaigns and her mother tells us that it has really fuelled her creativity as a young writer and storyteller.

Most recently the child applied for a place on an RPG development project run jointly between a Welsh and German arts project for children, “The Trickster’s Net.” This was limited to 16 places for Welsh students and 16 for German students and was a very competitive process. We were delighted to hear that her experience in running and organising D&D sessions successfully earned her a place in this project.

Her mother says:

*“What started as a small fortnightly club in the library has offered my children a sense of belonging, fun, well-being, creativity and confidence.”*

The child says:

*“[D&D] has improved my mental wellbeing and can improve social skills. It has also given me a creative outlet and brings out the creativity in my friends.”*

## WREXHAM

Library services in Wrexham are delivered by the local authority. The service includes 10 branches, 1 mobile, 1 home delivery vehicle, and 1 community managed library not included in the return, with 92% of residents living within 2 miles of a library.

### Library service performance

Wrexham met 9 of the 12 core entitlements in full, partially met 2 (Wi-Fi access and consulting users) and did not meet 1 (availability of library strategy).

The service is currently performing in the top quartile for adult and children's loans per 1000 population, although the current revenue budget places the service in the bottom quartile across Wales. The materials budget has continued to decrease and has reduced by 26% since 2020. Unfortunately, no commentary has been provided so it is unclear if this is due to the pandemic or is a permanent reduction in budget.

There has been a substantial decrease of 50% to the Welsh language budget, however, the expenditure per 1000 Welsh language speakers remains just above the median, and issues per 1000 Welsh language speakers is very high when compared to other library services. It is likely that the stock selection by well-informed librarians ensures that the content accurately reflects the needs of the local community. Furthermore, the service actively promotes the Welsh language stock through existing partnerships, such as, Tim Cymraeg, Owain Cyfeliog and NENE publication. Cefn Mawr library continued to collaborate closely with a local Welsh language medium school and was able to provide materials for classes within the school throughout the lockdown.

The staffing complement was reduced in 2019/20 and this has decreased further in 2020/21 and staffing levels are now 14% lower than in 2017. It is in the bottom quartile for both total staffing and qualified staffing per 10,000 population. It appears that the service continues to be affected by an austere and uncertain environment.

However, the service responded positively during the periods of lockdown, by adapting and developing new services.

- The service witnessed an increase in electronic downloads of 88% in 2020-21. In particular, the service notes the popularity of Ancestry during 2020.
- The service has also pre-recorded story times for children which have been shared on social media.
- Services and resources for children have been a key priority for the service. Wrexham delivered 55 'Read Aloud' sessions on zoom throughout the year, which were well attended, but found engagement with live storytime session patchy throughout 2020-21.
- The service produced a bilingual video promoting Wrexham Library Service books, which was positively received.
- Support from the Welsh Government's Cultural resilience fund in 2020 enabled Wrexham to purchase handheld tablets, protective cases and charging cabinets. Customers can use the tablets to access the library catalogue to

browse for an item and place a request, or to read an e-book or e-zine. This has helped Wrexham libraries improve their digital offer for members.

### **Future plans**

Wrexham library service provided several case studies (example below) to show the benefit of the libraries during 2020-21. This included enhanced provision to schools which stimulated an interest in reading among the children, the home delivery service, and the loans of digital devices to isolated individuals.

Reporting on the authority's future direction and plans for the library service over the following year, Wrexham notes the requirement to cut a further £100,000 for the budget in 2021/22. It is difficult to envisage the successful planning and delivery of the service to its existing customers with this level of continuous reduction. There are plans to review the service to meet the needs of people who currently have no access to library services in Wrexham. Priorities include the delivery of services for vulnerable families, the need to support education for children, Welsh language and culture and combat the negative impact of poverty.

### **Summary**

Wrexham library service continues to face annual budget reductions which hinder its ability to reach individuals and communities which would benefit from its services. Ongoing reviews of some elements of the service may offer greater stability so the service can concentrate on its priorities of children, isolated communities, Welsh provision and health and wellbeing. Prioritising the development of a library strategy will help the service plan more effectively in an uncertain environment

### **Case Study**

Library staff are now working in partnership with staff from the adult social care team to help deliver a new project to isolated and vulnerable members of Wrexham County Borough.

Several iPads were purchased using funding from the Community Inclusion Grant (established to help vulnerable members of the community) to support those who were identified as being at risk of isolation. The iPads provided a lifeline for these individuals who were able to contact friends and family using this technology.

Thanks to the grant, libraries in Wrexham were also able to provide 5 4G iPads to people in the community. This enabled these individuals to access free audio books from the library service and connect with others.

## **Appendix 1: Libraries in the pandemic**

Although there were some variations after the initial lockdown, due to varying levels of infection or physical location of buildings, public libraries in Wales were able to operate broadly as follows:

### **Stage 1**

Between March and June 2020, all library buildings closed and offered digital/remote services only. On 8 May, the First Minister announced an adjustment to the Covid regulation “enabling local authorities to begin the process of planning how to safely re-open libraries”. In the first instance, many services developed and implemented a ‘Click and Collect’ loans service. Library customers were able to reserve items via the online library catalogue, or by phoning the library and booking a slot to collect and return items. This enabled customers who were able to travel to a library site to collect and return their books in safety. Welsh Government funding of £5,000 for each service supported libraries to put in place appropriate safety measures to safeguard staff and customers.

### **Stage 2**

Between June/July and October 2020, a phased re-opening of buildings within some services was implemented, but with appropriate measures in place, such as restricting the number of individuals allowed in the building at a given time. Some libraries were affected by local lockdowns in September. Between October and November, there was a ‘firebreak’ in Wales which resulted in the closure of some library buildings and the offer of digital/remote services once again. Libraries reopened between November and December 2021.

### **Stage 3**

Library buildings closed at Christmas due to Welsh Government regulations and libraries offered remote services only. From late March, a phased re-opening of most branches in Wales continued. Individual local authorities managed the process of restoring services according to their capacity to manage and deliver a service. This varied considerably across Wales.

Because of the changing regulations, public libraries in Wales were able to open their physical buildings for up to around six months out of 12 (June – December 2020). Many services opened only with pre-booked appointments, and some small branch libraries did not open at all due to an inability to ensure adequate physical distancing between customers and/or staff. Some libraries also opened on reduced hours, and some were unable to offer access to the full range of facilities including access to IT facilities.

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## Annual return pro-forma: Year ending 31 March 2021

### Guidance notes

The return is to be made over three worksheets, together with a Word document. Authorities should take note of the following:

The *Definitions and guidelines for data collection and reporting* document provides guidance for completing the return.

Where data are included in the annual public library actuals return to CIPFA, the same figure should be used for this return.

Only those cells where data are required can be selected; other areas of the return are shaded. The tab key can be used to move to the next available cell.

Culture and Sport reserve the right to request evidence of the information provided in the return to assist with the assessment process.

### Context

This sheet requires some descriptive details for the authority, and contact details for the person to whom any queries should be addressed.

### Core entitlements

This sheet deals with the 12 core entitlements for the public. Authorities should select their (self-assessed) level of compliance from the drop-down box, and provide further information in the space provided.

### Quality indicators

This sheet covers 6 public library standard quality indicators. For some indicators authorities are required to enter the raw data from which quantitative standards are derived

There are no targets to be met in 2020-21

A comparative figure for the year ending 31 March 2020 should be provided for each annually reported PI. Space is provided for authorities to comment on any decline in their performance over the previous year.

### Submission

When completed, the return should be submitted via email to Culture and Sport:

[CultureAndSport@gov.wales](mailto:CultureAndSport@gov.wales)

Closing date for receipt of returns:

**Friday 16th July 2021**

For more information please contact:

Amanda Bennett

[Amanda.Bennett@gov.wales](mailto:Amanda.Bennett@gov.wales)

0300 0252054 (direct line)

0300 062 2112 (C&S main number)

Carys Dawson

[Carys.Dawson2@gov.wales](mailto:Carys.Dawson2@gov.wales)

0300 062 2095 (direct line)

0300 062 2112 (C&S main number)

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Llywodraeth Cymru  
Welsh Government

# ADRODDIAD LLYFRGELLOEDD CYMRU 2020-2021

## **Rhagair**

Yn ystod y pandemig, parhaodd y llyfrgelloedd cyhoeddus yng Nghymru i ddarparu gwasanaeth amhrisiadwy i gymunedau lleol. Wrth i adeiladau ffisegol gau ym mis Mawrth 2020, bu gwasanaethau llyfrgell yn chwim i ddatblygu a hybu gwasanaethau ar-lein ac fe wnaethant barhau i ddarganfod ffyrdd arloesol i liniaru'r unigrwydd a'r ynysigrwydd yr oedd llawer yn ei brofi drwy gydol y cyfnodau clo amrywiol. Ni ellir gorbwysleisio cyfraniad llyfrgelloedd cyhoeddus i les pobl ar hyd y cyfnod hwn.

O ganlyniad i gau llyfrgelloedd cyhoeddus a'r tarfu fu ar wasanaethau oherwydd y pandemig, roedd yn anymarferol parhau â'r ymarferiad adrodd blynyddol arferol yn erbyn Safonau Llyfrgelloedd Cyhoeddus Cymru (SLICC) ar gyfer 2020-21. Fodd bynnag, fel y Gweinidog sy'n gyfrifol am lyfrgelloedd cyhoeddus, teimlaf ei bod yn bwysig cofnodi a chydabod cyfraniad gwasanaethau'r llyfrgelloedd i'n cymunedau yn ystod dyddiau anodd y pandemig.

Am hynny, ymarferiad casglu data diwygiedig yw'r adroddiad hwn, gyda mwy o bwyslais ar gasglu gwybodaeth ansoddol a gweld beth oedd profiad cwsmeriaid llyfrgelloedd. Nid yw'n cymharu ymateb gwasanaethau unigol i'r pandemig, gan gydnabod bod sefyllfa leol pob gwasanaeth yn amrywio, er enghraifft, o ran y gallu i gael mynediad at adeiladau a rennid, neu nifer y staff a ddefnyddiwyd i gynorthwyo gydag agweddau eraill ar yr ymateb i'r pandemig.

Unwaith eto, beth bynnag oedd eu hamgylchiadau, dangosodd llyfrgelloedd cyhoeddus eu bod yn rhan hanfodol o gymunedau lleol, ac mae'r ymrwymiad, y gwytnwch a'r tosturi a ddangoswyd gan staff llyfrgelloedd yn ystod y pandemig yn ysbrydoliaeth. Mae ymroddiad staff i'w cwsmeriaid a'r gwerth y mae'r cwsmeriaid hyn yn ei osod ar eu gwasanaeth llyfrgell yn amlwg yn yr astudiaethau achos teimladwy sydd wedi eu cynnwys yn yr adroddiad hwn.

Bu'r pandemig yn gyfrwng i gyflymu'r newid mewn llyfrgelloedd cyhoeddus, yn enwedig mewn perthynas â gwasanaethau digidol a gweithgareddau ar-lein. Bydd Llywodraeth Cymru yn cynorthwyo llyfrgelloedd i gynnal a datblygu'r gwasanaethau hyn lle maent wedi bod yn llwyddiannus. Fodd bynnag, gwyddom fod llawer o gwsmeriaid yn dal i werthfawrogi'r cyfle i ymweld â'u llyfrgell leol i fynychu gweithgareddau, i ofyn am gymorth neu gyngor gan staff y llyfrgell, neu fel man tawel i ddarllen, astudio neu weithio. Byddwn hefyd yn parhau i gefnogi gwasanaethau wrth iddynt annog unigolion i ddychwelyd yn bersonol, ac ailafael yn y gwaith rhagorol y maent yn ei wneud yn cefnogi llesiant, iechyd, sgiliau, dysgu, addysg, yn ogystal â'r pleser syml o ddarllen.

**Rebecca Evans AS**

**Y Gweinidog Cyllid a Llywodraeth Leol**

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## Cyflwyniad

Yn wreiddiol, y bwriad oedd ymestyn *Llyfrgelloedd Cysylltiedig ac Uchelgeisiol: chweched fframwaith ansawdd Safonau Llyfrgelloedd Cyhoeddus Cymru 2017-2020* am flwyddyn ychwanegol tra byddai fframwaith safonau newydd yn cael ei ddatblygu. Fodd bynnag, golygai cau llyfrgelloedd yn ystod y pandemig nad oedd yn ymarferol gofyn i awdurdodau lleol adrodd yn erbyn y fframwaith llawn ar gyfer 2020-21. Yn lle hynny, gyda chydweithrediad Cymdeithas y Prif Lyfrgellwyr, cynhaliwyd ymarferiad oedd yn canolbwyntio mwy ar gasglu data allweddol a chasglu gwybodaeth am y ffordd yr addasodd gwasanaethau llyfrgell ac ymateb i anghenion cwsmeriaid yn ystod y pandemig. Mae'r adroddiad hwn yn adlewyrchu gwybodaeth a gyflwynwyd gan bob un o'r 22 awdurdod llyfrgell.

Ar gyfer 2020-21, fe wnaeth pob gwasanaeth y canlynol:

- Crynhoi ei ddarpariaeth yn erbyn 12 hawl craidd Safonau Llyfrgelloedd Cyhoeddus Cymru (SLICC);<sup>1</sup>
- Cofnodi ei gyflawniadau yn erbyn 6 dangosydd ansawdd (yn lle 16) y SLICC;
- Darparu adroddiad naratif ar ei gyfeiriad strategol;
- Darparu hyd at chwech astudiaeth achos yn dangos effaith gwasanaeth y llyfrgell ar bobl.

Mae'r adroddiad ar berfformiad pob gwasanaeth unigol yn seiliedig i raddau helaeth ar y naratif a ddarparwyd yn erbyn yr hawliau craidd, ac ar astudiaethau achos, yn hytrach nag ar wybodaeth ystadegol a ddarparwyd drwy'r dangosyddion ansawdd. Mae'r wybodaeth a ddarparwyd gan y dangosyddion ansawdd er hynny yn rhoi gwybodaeth werthfawr am aelodaeth, defnydd ar-lein a ffigurau benthyca, ochr yn ochr â lefelau staffio, a chostau rhedeg y gwasanaeth. Rhoddir rhai ffigurau pennawd cyffredinol isod:

Yn 2020-21:

- Benthyciwyd 1,492,452 o lyfrau. Er bod adeiladau ffisegol ar gau sicrhawyd bod llyfrau llyfrgell yn parhau i fod ar gael, i raddau helaeth drwy'r gwasanaethau 'clicio a chasglu', a sefydlwyd ledled Cymru.
- Cynhaliwyd 173,235 o gasgliadau a danfoniadau drwy'r cynlluniau 'clicio a chasglu'.
- Ymwelodd 4,528,337 o bobl â gwefannau'r llyfrgelloedd. Mae hyn yn gynydd o 49% ar nifer yr ymweliadau â gwefannau llyfrgelloedd yn 2019/20.
- Lawrlwythwyd 2,897,491 o e-adnoddau, cynnydd dramatig ar y 1,200,491 a lawrlwythwyd yn 2019/20.

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<sup>1</sup> [Mesur y gwasanaethau llyfrgelloedd cyhoeddus: ein safonau | LLYW.CYMRU](#)

- Roedd nifer y rhai newydd a ymunodd â'r llyfrgell i Borrowbox, ar draws Cymru ar 19 Mawrth 2020, 648% yn uwch nag yr oedd ar 5 Mawrth 2021.<sup>2</sup>
- Gwariodd awdurdodau lleol £37.5 miliwn (net) ar lyfrgelloedd, ychydig dros 21.2 ceiniog yr wythnos y pen.
- Mae yna 1,184,426 o aelodau llyfrgelloedd yng Nghymru sy'n 37% o'r boblogaeth.<sup>3</sup>

Mae'r effaith sylweddol y mae llyfrgelloedd yn ei chael ar eu cymunedau, fel y dangosir yn yr adroddiad, yn amlwg yn cynrychioli gwerth am arian. Mae'r ystadegau a amlinellir uchod yn dangos pwysigrwydd llyfrgelloedd cyhoeddus i'w haelodau. Yn ystod y pandemig, roedd llyfrgelloedd yn hanfodol i ddod â chymunedau at ei gilydd ar-lein drwy, er enghraifft, glybiau Lego, grwpiau darllen ar-lein a sesiynau amser stori.

Mae llyfrgelloedd fel canolfannau lleol yn chwarae rhan allweddol mewn sicrhau bod gwybodaeth a diwylliant o fewn cyrraedd pawb. Mae pwysigrwydd diwylliant o ran hyrwyddo lles cadarnhaol ac iechyd corfforol wedi cael ei ategu gan y pandemig. Darparodd mynediad at weithgareddau diwylliannol a threftadaeth ar-lein seibiant i bobl ledled Cymru yn ystod cyfnod ansicr a phwysleisiodd y cyrhaeddiad eang a dwfn sydd gan lyfrgelloedd cyhoeddus wrth iddynt ddarparu mynediad at bob math o wybodaeth.<sup>4</sup>

Er mwyn darparu gwasanaeth yn ystod y pandemig, bu rhaid i lyfrgelloedd addasu eu harlwy yn gyflym. Ymatebodd y gwasanaethau yn rhagweithiol i sicrhau eu bod yn cwrdd ag anghenion yr holl gwsmeriaid o dan amgylchiadau anodd dros ben. Roedd y mesurau newydd a gyflwynwyd yn cynnwys:

- caniatáu adnewyddu benthyciadau yn awtomatig ar draws yr holl wasanaethau llyfrgell yng Nghymru.
- rhoi dirwyon heibio, naill ai'n barhaol neu dros dro.
- ehangu'r adnoddau oedd ar gael ar-lein. Cafodd y cynnydd yn y galw ei ateb drwy £500 mil o gyllid gan Lywodraeth Cymru i brynu adnoddau.
- creu cynnwys digidol newydd a chyrraedd cynulleidfaoedd newydd ar-lein drwy sesiynau amser stori ac amser rhigymau. Roedd y sesiynau hyn yn rhoi cyfle i blant ynysig, oedd yn methu â mynd i'r ysgol, a'u rhieni i fynegi eu hunain.
- cyflwynwyd sesiynau Cymraeg ar-lein gan lawer o awdurdodau. Roedd y sesiynau i blant yn cynnwys stori, sgwrs (gyda'r hwylusydd a'r pypedau) yn canu rhigymau traddodiadol a rhai mwy newydd, drwy gyfrwng y Gymraeg. Cafwyd adborth cadarnhaol gan rieni oedd yn gwerthfawrogi'r cyfle i gymryd

<sup>2</sup> [BorrowBox – Your library in one app](#)

<sup>3</sup> [Amcangyfrifon poblogaeth lefel cenedlaethol fesul blwyddyn, oed a gwlad y DU \(llyw.cymru\)](#)

<sup>4</sup> [CCV Covid Report A4 AW \(culturehive.co.uk\)](#)

rhan gyda'u plant mewn sesiynau byw yn hytrach na sesiynau oedd wedi cael eu recordio ymlaen llaw.

- cynnig sesiynau hel atgofion ar-lein i breswylwyr cartrefi gofal. Roedd y rhain yn cynnwys hanesion, ffotograffau, a delweddau eraill i annog sgysiau a hel atgofion. Ysbrydolai'r sesiynau hyn y preswylwyr i siarad â'u gofalwyr ac a'i gilydd, ac â staff y llyfrgell a chafodd y sesiynau effaith gadarnhaol ar iechyd meddwl y rhai a gymerodd ran.
- aeth llawer o staff y tu hwnt i'r hyn a ddisgwylid yn arferol i gadw mewn cysylltiad â chwsmeriaid mwy agored i niwed, gan wneud galwadau ffôn cyfeillio i gwsmeriaid bregus, oedd yn gwarchod eu hunain.
- cyflwyno loceri clicio a chasglu digidol, hunanwasanaeth, mewn rhai gwasanaethau i alluogi cwsmeriaid i gadw eitemau a'u casglu o'r locer ar amser oedd yn gyfleus iddynt hwy.
- cynnig pecynnau Dechrau Da Bookstart a Babanod a Blynnyddoedd Cynnar i deuluoedd babanod a phlant ifanc drwy'r gwasanaeth llyfrgell tra roedd gwasanaethau wyneb yn wyneb ymwelwyr iechyd yn cael eu rhoi heibio dros dro.
- Ni allai llyfrgelloedd gynnig Sialens Ddarllen yr Haf yn y ffordd arferol. O ganlyniad, bu staff mewn llyfrgelloedd yn cydweithio ag ysgolion lleol, clybiau gwyliau a phartneriaid i ymgysylltu â phlant a'u hannog i ymuno â'r Sgwad Gwirion. Er mwyn ei gwneud yn hawdd ac yn ddiogel i blant gymryd rhan, cafodd bagiau Sialens Ddarllen yr Haf eu pacio ymlaen llaw a'u dosbarthu drwy rwydwaith y llyfrgell, cynlluniau chwarae haf a chlybiau gwyliau.
- mynd i'r afael â thlodi mislif gyda chynhyrchion misglwyf rhad ac am ddim, nid yn unig o ganghennau, ond fel dewis ar y gwasanaeth clicio a chasglu/danfon i'r cartref, gan gynnwys cynhyrchion ecogyfeillgar y gellid eu haildddefnyddio.
- adleolwyd nifer o staff llyfrgell drwy gydol 2020/21 a buont yn darparu cymorth i deuluoedd oedd yn hunanynysu drwy ddisbarthu bwyd a phresgripsiynau. Mae darparu gwybodaeth ddibynadwy a chywir yn ganolog i waith llyfrgell, ac roedd y sgiliau hyn, ynghyd â sgiliau cyfathrebu a gwrando effeithiol, yn hanfodol yn yr amgylchedd hwn. Roedd llyfrgellwyr fel gweithwyr proffesiynol dibynadwy yn gallu cefnogi eu cwsmeriaid yn effeithiol.
- wrth i adeiladau agor, darparodd gwasanaethau deithiau rhithwir ar-lein o amgylch adeiladau'r llyfrgell fel y gallai darpar gwsmeriaid weld y trefniadau mynediad a'r cyfleusterau oedd ar gael, megis toiledau.

Dangosir effaith gadarnhaol y camau arloesol hyn yn glir yn yr adborth ganlynol oddi wrth gwsmeriaid llyfrgelloedd:

*"What a lifeline the service is, thank you for all your support in these terrible times."*

*"The library has kept me sane; I rely totally on my library books."*

*"The call and collect service has been a lifeline. My hearing has rapidly deteriorated so all I have is my books."*

*"Receiving a phone call from the library has been the best news since the lockdown, it was so lovely to hear a friendly voice. They even helped me access some e-books on my i-pad. A wonderful thing. I cannot wait to get back in my library though."*

*"Reading has kept me sane during these difficult times. I was overjoyed to hear when the library were able to offer the [order and collect] service."*

*"The children love their weekly trip to the library for their packs and are excited to see what's been selected, they have so little to look forward to at the moment."*

Bu cyllid ychwanegol o fwy na £1.5 miliwn, a ddarparwyd gan Lywodraeth Cymru yn ystod 2020/21 allan o Gronfa Cadernid Diwylliannol Llywodraeth Cymru a Chronfa Gwasanaeth Diwylliannol ar gyfer Llywodraeth Leol, yn gyfrwng i lyfrgelloedd cyhoeddus yng Nghymru gyflwyno mentrau newydd a chynorthwyo staff i ennill sgiliau newydd. Darparodd prosiect Estyn Allan, a ariannwyd gan Lywodraeth Cymru, raglen hyfforddi ar draws sector y lyfrgelloedd cyhoeddus i alluogi staff i ddatblygu'r wybodaeth a'r hyder i gyflwyno gweithgareddau digidol dwyieithog. Roedd yr hyfforddiant yn cwmpasu ystod eang o bynciau i alluogi staff i ymgysylltu â chymunedau ar-lein, fflmio a recordio digwyddiadau a gweithgareddau ar-lein ac yn bersonol, recordio a darlledu podlediadau a defnyddio cyfryngau cymdeithasol i ymgysylltu â chynulleidfaoedd. Nododd aelod o staff o Sir Ddinbych:

*"Being part of the Estyn Allan project has been an excellent experience which has benefitted both my personal and professional development. Through participation in online sessions with industry professionals I have been able to gain specialist skills and knowledge relating to the use of digital equipment for marketing and content creation. As a result, my digital confidence levels have increased significantly, and I have applied this new learning through the creation of new online media content for Denbighshire Libraries as well as working to enhance the social media presence of the same. Working as part of the Estyn Allan team has opened up new links between Denbighshire Libraries and others across Wales and allowed the sharing of ideas and resources on a scale which would otherwise not have been possible. Going forward, I hope to share my learning with my colleagues in Denbighshire and strive towards further enhancing my digital skills."*

Arweiniodd y fenter hefyd at lansio gwasanaethau digidol dwyieithog newydd a rhai Cymraeg penodol. Cydnabuwyd llwyddiant Estyn Allan â gwobr Tîm Llyfrgell y Flwyddyn gan Sefydliad Siartredig Gweithwyr Proffesiynol Llyfrgell a Gwybodaeth (CILIP) Cymru ar gyfer 2021.

Prynodd llawer o wasanaethau lechi (*tablets*) i'w rhoi ar fenthyg i gwsmeriaid oedd heb fynediad at ddyfais gartref. Gellid llwytho cynnwys ymlaen llaw ar y llechi hyn neu

apiau llyfrgell i'w gwneud yn bosibl cael mynediad at e-lyfrau, e-lyfrau llafar, e-gylchgronau a phapurau newydd, a gellid eu galluogi â Wi-Fi i'r rhai oedd heb fynediad i'r rhyngwrdd gartref. Roedd hyn yn cael ei werthfawrogi'n arbennig ar adeg pan oedd plant yn cael eu haddysgu gartref gan rieni. Symudodd gwasanaethau grwpiau llyfrau a gweithgareddau eraill ar-lein hefyd, gan ddefnyddio amrywiaeth o ddulliau arloesol i gynnal brwdfrydedd ac ymgysylltu yn yr amgylchedd rhithwir.

Mae'r wybodaeth a ddarparwyd gan wasanaethau llyfrgell unigol ledled Cymru yn dangos yn glir bwysigrwydd staff llyfrgelloedd. Mae'r astudiaethau achos a ddarparwyd yn amlinellu'n glir sut yr aeth staff gam ymhellach i gefnogi eu cwsmeriaid tra'n dioddef effeithiau'r pandemig eu hunain. Dangosodd staff wytnwch, hyblygrwydd a thosturi ac fe wnaethant weithio'n effeithiol gydag amrywiaeth o gydweithwyr i gefnogi'r aelodau o'u cymunedau oedd yn y sefyllfaoedd mwyaf ynysig. Mae staff cyfeillgar, gweithgar a brwdfrydig wrth galon pob gwasanaeth ledled Cymru, ac maent yn amlwg yn deall eu cwsmeriaid. Dywedodd rhai unigolion, pan oeddent yn gofyn i'r staff ddewis eu llyfrau ar eu cyfer yn ystod y pandemig, eu bod yn gweld y dewis yn well na phan oeddent yn pori eu hunain. Mynegodd cwsmer ym Merthyr Tudful yn gryno y gwerth y mae cwsmeriaid yn ei osod ar staff eu llyfrgell:

*"Library staff are resilient, kind, caring, adaptable and almost in the realms of superhero."*



## **Adroddiadau Gwasanaethau Unigol**

Dylid darllen yr adroddiadau gwasanaeth unigol isod yng nghyd-destun effaith ehangach y pandemig a'r cyfyngiadau penodol ar wasanaethau llyfrgell.

Parhaodd gwasanaethau llyfrgell ledled Cymru i gynnal eu dyletswyddau statudol yn ystod 2020/21. Gyda chau adeiladau ffisegol, fe wnaeth pob gwasanaeth yn amlwg weld gostyngiad dramatig yn nifer yr ymwelwyr a nifer y llyfrau ffisegol a fenthyciwyd. Ar gyfartaledd roedd y gostyngiad yn y llyfrau a roddwyd ar fenthyg tua 80%. Collodd rhai gwasanaethau aelodau llyfrgell hefyd. Fodd bynnag, cafodd y gostyngiad yn y defnydd corfforol ei wrthbwyso gan yr adnoddau digidol a ddarparwyd, megis e-lyfrau ac e-gylchgronau a welodd gynnydd aruthrol yn y galw.

Cyn belled ag yr oedd modd, cafodd gweithgareddau a fyddai fel arfer wedi cael eu darparu mewn adeiladau llyfrgell hefyd eu symud ar-lein. Fodd bynnag, rhaid cydnabod bod gallu gwasanaethau llyfrgell i ymateb i'r pandemig yn amrywio ac yn dibynnu, er enghraifft, ar y graddau y cafodd staff eu hadleoli i gefnogi'r ymateb i'r pandemig, ac ar natur adeiladau llyfrgelloedd. Er enghraifft, ni allai pob pwynt gwasanaeth ailagor na gweithredu oherwydd cyfyngiadau ffisegol a'r anallu o ganlyniad i gadw pellter cymdeithasol.

## **PEN-Y-BONT AR OGWR (YMDDIRIEDOLAETH DDIWYLLIANNOL AWEN)**

Darperir gwasanaethau llyfrgell ym Mhen-y-bont ar Ogwr gan Ymddiriedolaeth Ddiwylliannol Awen ar ran yr awdurdod lleol. Mae'r gwasanaeth yn cynnwys 11 cangen ac 1 cerbyd cludo i'r cartref, gyda 99% o'r trigolion yn byw o fewn 2.5 milltir i lyfrgell.

### **Perfformiad y gwasanaeth llyfrgell**

Rhoddodd gwasanaeth llyfrgelloedd Awen dystiolaeth fanwl i ddangos ei fod yn parhau i gwrdd â'r holl hawliau craidd.

Cynyddodd lawrlwythiadau digidol o 38% ers 2019/20. Mae Pen-y-bont ar Ogwr yn un o ddim ond saith ardal awdurdod lleol i weld cynnydd yn aelodaeth llyfrgelloedd yn ystod 2020-21.

Cafwyd gostyngiad o 30% yn y gyllideb ddeunyddiau yn 2020/21. Fodd bynnag, nododd y gwasanaeth fod llawer o gyflenwyr llyfrau wedi cau neu'n methu â danfon am rannau helaeth o 2020/21 ac roedd y gwariant ar ddeunyddiau yn canolbwyntio ar feysydd penodol, megis y casgliad plant. Er hynny, cafwyd gostyngiad cyffredinol o 35% ers 2017/18. Mae'r defnydd o ddeunyddiau yn tueddu i fod tua'r canolrif ar gyfer Cymru er bod y gyllideb ddeunyddiau fesul 1000 o'r boblogaeth yn y chwarter isaf. Mae'r gwariant ar ddeunyddiau Cymraeg wedi aros yn sefydlog ar 3%.

Ni fu unrhyw newidiadau sylweddol i staffio, ac mae cyfanswm y staff y nodwyd eu bod yn meddu ar gymwysterau llyfrgell cydnabyddedig yn parhau i fod yr un fath, a hwn yw'r nifer uchaf yng Nghymru.

Ymatebodd y gwasanaeth yn gadarnhaol yn ystod y cyfnodau clo, drwy addasu a datblygu gwasanaethau newydd.

- O ganlyniad i uno Booklink a Gwasanaethau'r Llyfrgell Deithiol yn gynnar yn 2020 i greu 'Llyfrau ar Olwynion' llwyddodd Awen i ymateb yn gyflym iawn i sicrhau bod cyflenwadau'n cael eu danfon i'r cwsmeriaid mwyaf agored i niwed ac ynysig.
- Mae Pen-y-bont ar Ogwr wedi defnyddio'r cyfryngau cymdeithasol yn effeithiol i gyflwyno amrywiaeth o sesiynau ar-lein, gan gynnwys sesiynau 'bownsio a rhigymau' a '*dungeons and dragons*'. Bu hyn o gymorth i barhau i ymgysylltu ag aelodau presennol. Bydd Awen yn parhau i ganolbwyntio ar gefnogi unigolion nad oes ganddynt y sgiliau digidol i gymryd rhan yn y gweithgareddau hyn.
- Gwnaeth cymorth gan gronfa cadernid Diwylliannol Llywodraeth Cymru yn 2020 y gwaith o adnewyddu llyfrgell Porthcawl yn bosibl. Arweiniodd hyn at le mwy hyblyg a galluogodd y gwasanaeth i gynnig gweithgareddau a digwyddiadau yn ddiogel wrth i'r adeiladau ailagor.
- Datblygiad allweddol hefyd oedd gwefan newydd. Crëwyd taith rithwir arloesol ar gyfer 8 llyfrgell sy'n golygu y gall cwsmeriaid fynd ar daith o amgylch y

llyfrgelloedd cyn ymweld. Mae ychwanegu fideos 'sut-i' a chalendr digwyddiadau yn cynnig cyflwyniad croesawus i'r gymuned leol.

## **Cynlluniau ar gyfer y dyfodol**

Mae'r astudiaethau achos (enghreiffiau isod) yn dangos yr effaith y mae'r gwasanaeth llyfrgell yn ei chael ar unigolion a chymunedau, yn enwedig o ran iechyd a lles a sgiliau digidol.

Yn y dyfodol agos, mae'r gwasanaeth yn bwriadu cwblhau datblygiad Neuadd y Dref Maesteg a gosod y llyfrgell fel canolbwynt ar gyfer ymgysylltu â'r gymuned. Ochr yn ochr â hyn, bydd datblygu strategaeth llyfrgell newydd yn sicrhau bod y digwyddiadau a'r gweithgareddau a gynigir gan y llyfrgell yn parhau i fod yn berthnasol i'r gymuned leol.

## **Crynodeb**

Mae staff rhagweithiol ac ymgysylltiol Awen wedi galluogi'r gwasanaeth i barhau i ganolbwyntio drwy flwyddyn anodd. Mae cynllunio gofalus wedi sicrhau bod y gwasanaeth wedi aros yn gyson ac yn sefydlog. Mae'r gwasanaeth wedi sefydlu sylfaen gadarn i adeiladu ar lwyddiannau, adennill cyn-gwsmeriaid, a chyrraedd rhai newydd.

## **Astudiaeth Achos 1**

Cafodd y cyfyngiadau a osodwyd ar y gwasanaeth llyfrgell effaith sylweddol ar gwsmeriaid ym Mhen-y-bont ar Ogwr. Mae gan y gwasanaeth berthynas ardderchog gyda chwsmeriaid y llyfrgell i sicrhau ei fod yn cwrdd â'u hanghenion. Cynyddodd y pandemig hyd yr amser yr oedd yn rhaid disgwyl am lyfrau y gofynnwyd amdanynt, o ganlyniad i atal dros dro Books4U, benthyciadau rhwng llyfrgelloedd a danfoniadau gan gyflenwyr.

Mae un cwsmer yn defnyddio'r llyfrgell ar gyfer ei hymchwil i hanes lleol a theuluol a chafodd y broblem hon ar ôl gofyn am eitem arbenigol gan y gwasanaeth. Ychydig cyn y Cyfnod Clo cyntaf ym mis Mawrth 2020, dechreuodd yr unigolyn ymchwilio i hanes ei theulu. Yr eitem y gofynnwyd amdani oedd *'Hanes Teuluol a Bywyd Cymunedol yng Ngogledd Sir Gaerfyrddin'* gan David T R Lewis. Gan fod y llyfr hwn ar bwnc hanes lleol oedd yn benodol i Sir Gaerfyrddin, nid oedd gan Awen gopi.

Gwelsom fod gan Wasanaeth Llyfrgell Sir Gaerfyrddin ychydig o gopïau a'u bod yn fodlon eu rhoi ar fenthyg. Fodd bynnag, oherwydd y cyfyngiadau, bu'n anodd i ni gael copi. Rhoesom y wybodaeth ddiweddaraf i'r cwsmer ac esbonio y byddem yn cael teitl y llyfr cyn gynted â phosibl.

Ym mis Mawrth 2021 ymunodd Gwasanaeth Llyfrgell Sir Gaerfyrddin â chynllun Books4U. Gofynasom am y llyfr, a hwn oedd y llyfr cyntaf un a dderbyniwyd trwy Books4U o Sir Gaerfyrddin.

Mae'r cwsmer bellach yn edrych ymlaen at ddarllen y llyfr a chasglu'r wybodaeth y mae arni ei hangen i barhau â'i hymchwil i hanes y teulu. Roedd y cwsmer yn hapus

iawn gyda'r canlyniad. Roedd hi mor hapus nes iddi ofyn inni dynnu llun ohoni gyda'r llyfr yn y llyfrgell, er mwyn iddi allu ei anfon at y teulu.

Mae'r cyfyngiadau a osodwyd ar y gwasanaeth llyfrgell wedi cael effaith sylweddol ar ein cwsmeriaid yn Llyfrgelloedd Awen. Mae gennym berthynas ragorol gyda'n noddwyr ac rydym bob amser yn gwneud yr ymdrechion gorau posibl i'w helpu i gael yr hyn y mae arnynt ei angen, boed yr angen hwnnw'n adloniant, gwybodaeth, neu sgwrs gyfeillgar.

## **Astudiaeth Achos 2**

Rhoddodd y pandemig ddiwedd ar weithgareddau allgymorth personol dros dro, gan gynnwys ymweliadau â chanolfannau dydd a chartrefi gofal. Cysylltodd staff y llyfrgell â chartrefi gofal yn yr ardal i gynnig sesiynau adrodd hanesion a hel atgofion drwy gyfrwng Zoom. Derbyniodd nifer o gartrefi gofal y cynnig.

Cynhaliwyd sesiynau i breswylwyr gan ddefnyddio Zoom ac roeddent yn cynnwys hanesion, ffotograffau a delweddau eraill i ysgogi sgysiau a hel atgofion. Rhoddodd hyn newid i breswylwyr o'r drefn arferol, amser i ddod at ei gilydd a chymryd rhan mewn gweithgaredd newydd a gweld wynebau newydd. Cyflwynodd staff y llyfrgell storïau a cherddi newydd i'r preswylwyr a defnyddio adnoddau hanes teulu i rannu ffotograffau a chyfryngau eraill oedd yn gwneud y sesiynau'n rhyngweithiol.

Dywedodd aelod o staff y Cartref Gofal:

*"Thank you for the session today. I have spoken with some of the service users that were present and they expressed that they enjoyed. We talked more about gardening and herbs, they agreed that they would like to do some more activities related to this and it has been inspired by the stories you've told today. I have found that these sessions are also beneficial for relaxation as they concentrate on listening and it helps them feel calm. I know you hadn't asked for feedback but I just wanted to let you know the positive impact the stories are having and that we appreciate you taking the time to do these with us."*

## **BLAENAU GWENT (Ymddiriedolaeth Hamdden Aneurin)**

Darperir gwasanaethau llyfrgell ym Mlaenau Gwent gan Ymddiriedolaeth Hamdden Aneurin ar ran yr awdurdod lleol. Mae'r gwasanaeth yn cynnwys 6 changen a 2 gerbyd danfon i'r cartref, gyda 98% o'r trigolion yn byw o fewn 2.5 milltir i lyfrgell. Mae'r hwb cymunedol fel model darparu yn parhau i fod yn llwyddiant, gan alluogi'r gwasanaeth llyfrgell i ddatblygu cysylltiadau cryf â phartneriaid i ddarparu amrywiaeth o wasanaethau er budd y gymuned.

### **Perfformiad y gwasanaeth llyfrgell**

Dywedodd gwasanaeth llyfrgell Aneurin ei fod yn parhau i gwrdd â'r holl hawliau craidd.

Mae'n galonogol gweld bod y gyllideb ddeunyddiau wedi cynyddu o 18% ers 2019/20, gyda chynnydd o 65% ers 2017/18. Ni fu newidiadau yn y lefelau staffio yn ystod 2020/21, sy'n parhau'n isel ac yn effeithio ar allu'r gwasanaeth i wneud rhagor. Cyfanswm y staff y nodwyd bod ganddynt gymwysterau cydnabyddedig yw'r isaf yng Nghymru. Mae Blaenau Gwent yn un o bymtheg awdurdod a welodd ostyngiad yn aelodaeth llyfrgelloedd yn 2020/21 o gymharu â 2019/20 oherwydd y pandemig.

Ymatebodd y gwasanaeth yn gadarnhaol yn ystod y cyfnodau clo, drwy addasu a datblygu gwasanaethau newydd.

- Gwnaeth staff 640 o alwadau lles i gwsmeriaid agored i niwed yn ystod pythefnos cyntaf y cyfnod clo.
- Cafodd y gwasanaeth danfon i'r cartref effaith hynod o gadarnhaol ar y gymuned leol, gan gyflenwi stoc ychwanegol i ysbytai lleol a chanolfannau cymunedol sy'n cefnogi pobl unig a bregus.
- Roedd y cynllun 'galw a chasglu' newydd yn hynod boblogaidd.
- Llwyddodd y gwasanaeth i sicrhau mynediad parhaus at adnoddau digidol a hwyluso ymaelodi ar-lein o ddechrau'r pandemig, gyda gweithdrefnau ymuno mwy hyblyg.
- Cynyddodd lawrlwythiadau digidol 79% o gymharu â'r flwyddyn flaenorol.
- Rhoddodd y gwasanaeth ddirwyon heibio dros dro, gan wneud y gwasanaeth yn fwy deniadol i gwsmeriaid.
- Cyflwynodd y gwasanaeth ddigwyddiadau digidol oedd yn helpu pobl i deimlo eu bod mewn cysylltiad â'u cymunedau lleol. Gan weithio gydag amrywiaeth o bartneriaid, roedd y cyrsiau a gynigiwyd yn cynnwys ysgrifennu creadigol a chymorth cyllidebu ar gyfer cymunedau lleol.
- Gwelodd y staff fod cynnydd yn yr ymholiadau ynghylch hanes teulu a hanes lleol a buont yn gweithio gyda gwirfoddolwyr yn y maes hwn i ddarparu cymorth dros y ffôn ar gyfer ymholiadau manwl a chyfeirio unigolion at adnoddau digidol, megis mynediad o'r cartref i Ancestry a FindMyPast.
- Parhaodd y bartneriaeth gyda Cymraeg i Blant gyda sesiynau ioga babanod a thyllino babanod ar-lein.

## Cynlluniau ar gyfer y dyfodol

Dangosodd gwasanaeth llyfrgell Hamdden Aneurin yr effaith y mae'n ei chael ar unigolion drwy'r astudiaethau achos a gyflwynwyd (enghraifft isod) gan gynnwys y budd i iechyd a lles pobl, eu hyder, lleihau'r teimladau o fod mewn sefyllfa ynysig, a chefnogi datblygiad sgiliau digidol. Mae'r gwaith partneriaeth gyda sefydliadau allweddol yn parhau i fod yn gryfder yn y gwasanaeth ac mae wedi bod yn ffactor allweddol wrth alluogi Hamdden Aneurin i ateb yr anghenion o fewn cymunedau a chyflwyno gweithgareddau priodol.

Mae ymrwymiad hirdymor Cyngor Blaenau Gwent ac Ymddiriedolaeth Hamdden Aneurin i sefydlu model hwb cymunedol ym mhob llyfrgell ar draws yr awdurdod yn parhau yn ei le. Bydd y gwasanaeth yn parhau i weithio gyda'r awdurdod lleol i sicrhau bod llyfrgelloedd yn rhan hanfodol o gynlluniau adfer lleol yn dilyn Covid. Mae adleoli llyfrgell Abertyleri i ganol y dref, gan ei chydleoli gyda Dysgu Oedolion yn y Gymuned a sefydliad celfyddydol lleol yn parhau i fod yn flaenoriaeth. Bydd y newidiadau hyn yn galluogi'r gwasanaeth llyfrgell i gyflawni ei weledigaeth o "wella cyfleoedd bywyd pobl, gan ysbrydoli a chyfoethogi bywydau drwy ddarparu gwasanaethau llyfrgell o safon uchel sy'n berthnasol ac yn hygyrch i bawb."

## Crynodeb

Croesewir y cynnydd diweddar yn lefel y buddsoddiadau. Mae'r staff rhagweithiol a'r partneriaethau yn dod â manteision sylweddol i ystod eang o unigolion a chymunedau a chydag adnoddau ychwanegol gellid cyflawni mwy fyth er budd y gymuned leol yn y blynyddoedd i ddod.

## Astudiaeth Achos

Mae cwsmer o Lyn Ebwy yn ddiolchgar am y gefnogaeth a dderbyniodd gan ei llyfrgell leol i helpu i sefydlu ei busnes ei hun. Cysylltodd y cwsmer â'r llyfrgell ym mis Hydref 2020 i ofyn am rai teitlau ffeithiol arbenigol. Llwyddodd y llyfrgell i ddod o hyd i'r holl lyfrau y gofynnwyd amdanynt a phrynu teitlau ar gyfer y cwsmer er mwyn sicrhau ei bod yn cael y gefnogaeth angenrheidiol. Roedd y cwsmer hefyd yn defnyddio'r llyfrgell i ddefnyddio cyfrifiadur, llungopïo, sganio ac argraffu Wi-Fi. Meddai'r cwsmer:

*"The library has been a great help with setting up my own business. I am setting up an indoor play centre, I have been able to borrow books on health and safety, ideas for activities, childcare, and accounting, it has saved me so much money. Using all the IT facilities and having a space to study, was so helpful to me, when I have a young family at home. It was great to be able to book a study space and have some peace and quiet, when there are five of us, at home. I also feel really safe in the library, knowing that all the equipment is cleaned, and the books quarantined etc."*

## CAERFFILI

Darperir gwasanaethau llyfrgell yng Nghaerffili gan yr awdurdod lleol. Mae'r gwasanaeth yn cynnwys 18 cangen a 2 gerbyd danfon i'r cartref, gyda 98% o'r trigolion yn byw o fewn 2.5 milltir i lyfrgell. Fel yr adroddwyd yn 2019/20, mae 11 o'r 18 llyfrgell bellach yn fannau gwasanaeth gydag un aelod o staff.

### Perfformiad y gwasanaeth llyfrgell

Dywedodd Caerffili ei fod yn cwrdd â'r holl hawliau craidd.

Yn yr un modd â gwasanaethau llyfrgell eraill, gwelodd ostyngiad anochel mewn benthycwyr gweithredol a chyfansymiau aelodaeth llyfrgelloedd, er bod yr olaf wedi deillio o symud cofnodion cwsmeriaid i'r system newydd o reoli llyfrgelloedd Cymru gyfan a glanhau data.

Bu gostyngiad o 8% yn y gyllideb ddeunyddiau yn 2021. Nodir gan y gwasanaeth bod Covid wedi effeithio ar bryniant stoc, a'i fod wedi cwrdd ag anghenion y gymuned drwy reoli'r gyllideb yn ofalus a phrynu copïau ychwanegol o'r teitlau poblogaidd er mwyn ateb y galw. Mae'r gwasanaeth yn parhau'n ymrwymedig i roi'r flaenoriaeth i blant ac mae 21% o gyfanswm y gyllideb ddeunyddiau ar gyfer plant. Fodd bynnag, bu gostyngiad cyffredinol o 37% yn y gyllideb ddeunyddiau ers 2017/18.

Ni fu newidiadau sylweddol yn y staffio, gyda chyfanswm cyffredinol y staff fesul 10,000 o bobl yn aros ar y lefel ganolrifol yng Nghymru. Profodd y gwasanaeth nifer o heriau yn ystod 2020-21 gyda cholli uwch reolwr gwerthfawr ac effaith adleoli staff.

Ymatebodd y gwasanaeth yn gadarnhaol yn ystod y cyfnodau clo, drwy addasu a datblygu gwasanaethau newydd.

- Mae'r gwasanaeth wedi aros yn wydn, drwy hybu gwasanaethau digidol, megis clybiau Lego a sesiynau amser stori i blant.
- Roedd gwasanaeth dosbarthu i'r cartref *LibraryLink* yn wasanaeth gwerthfawr i lawer, yn arwain at wella lles cwsmeriaid.
- Adleoliwyd staff y llyfrgell i helpu i gefnogi gwasanaethau hanfodol. Roedd y rhain yn cynnwys darparu prydau ysgol am ddim, Profi, Olrhain, Amddiffyn (TTP), Canolfan Gyswllt Gwasanaethau Cwsmeriaid a'r tîm oedd yn darparu gwasanaethau cyfeillio.
- Gweithredodd Caerffili gynllun 'archebu a chasglu', lle bu arbenigedd staff wrth ddewis adnoddau priodol ar gyfer cwsmeriaid yn ysbrydoliaeth i lawer i archwilio genres newydd.
- Prynnodd y llyfrgell ddeunyddiau o gasgliad Empathi'r Asiantaeth Ddarllen i gefnogi iechyd a lles plant ac oedolion ifanc.
- Trwy gymorth gan gronfa cadernid Diwylliannol Llywodraeth Cymru yn 2020 prynodd y gwasanaeth bedwar gliniadur i ymestyn ac adeiladu ar y cynnig digidol i breswylwyr nad oes ganddynt fynediad i'r rhyngwrdd na dyfeisiadau

digidol. Mae staff wedi canfod cyfleoedd drwy weithio gydag eraill fydd yn galluogi aelodau'r llyfrgell i elwa ar gyngor a chymorth rhithwir gan bartneriaid allweddol yn y cyngor.

- Gwelodd y gwasanaeth gynnydd o 68% mewn benthyciadau electronig ers 2019/20.

## **Cynlluniau ar gyfer y dyfodol**

Mae'r astudiaethau achos (enghreifftiau isod) yn dangos yr effaith y mae'r gwasanaeth llyfrgell yn ei chael ar unigolion a chymunedau, yn enwedig o ran dysgu, iechyd a lles a sgiliau digidol plant.

Mae Gwasanaethau Llyfrgell Caerffili yn parhau i apelio'n eang at gwsmeriaid a rhai nad ydynt yn gwsmeriaid fel y dangoswyd yn Adroddiad Ymgynghori 'Sgwrs Caerffili' Ionawr 2021. Mae'r canlyniadau'n dangos bod 55% o'r ymatebwyr yn ymwybodol o'r gwasanaethau llyfrgell gwahanol oedd yn cael eu darparu gan lyfrgelloedd yn ystod COVID a rhestrodd ymatebwyr y llyfrgelloedd fel gwasanaeth rheng flaen allweddol pwysig y mae angen i'r Cyngor ganolbwyntio arno wrth i gymunedau wella ar ôl y pandemig. Yn y dyfodol agos, bydd y gwasanaeth yn parhau i ganolbwyntio ar gyfleoedd i ddarparu dulliau gwahanol o ddarparu gwasanaethau i drigolion.

## **Crynodeb**

Mae Caerffili wedi mabwysiadu dull rhagweithiol o ddarparu gwasanaethau, gan weithio gydag amrywiaeth o bartneriaid i ddod â manteision i'w gwsmeriaid. Os gellir cynnal lefelau buddsoddi bydd hyn yn galluogi'r gwasanaeth i gynyddu ei gyrhaeddiad ac ailgysylltu â'i gwsmeriaid na wnaeth ddefnyddio'r gwasanaeth yn ystod y pandemig.

## **Astudiaeth Achos 1**

Oherwydd effaith y pandemig, symudodd Sialens Ddarllen yr Haf ar-lein yn ystod 2020. Mae hwn yn gynllun hollbwysig ac yn annog plant i ddarllen llyfrau llyfrgell drwy gydol gwyliau'r haf.

Mae teulu sy'n cynnwys 2 fachgen ifanc yn ymwelwyr cyson â Llyfrgell Caerffili. Nododd y teulu mai'r gweithgaredd yr oeddent yn ei golli fwyaf oedd eu hymweliadau rheolaidd â'r llyfrgell. Roedd y llyfrgell ar gau oherwydd cyfyngiadau Covid-19. Roedd y ddau fachgen wedi cymryd rhan yn Sialens Ddarllen yr Haf ers blyneddau lawer, ac roedd wedi dod yn rhan bwysig o'u trefn haf. Dywedodd mam y bachgen ei bod yn athrawes gymwysedig a'i bod yn deall pwysigrwydd darllen a galluogi'r plant i ddewis eu llyfrau eu hunain.

Dywedodd y llyfrgell wrth y cwsmer mai dim ond yn rhithwir yr oedd Sialens Ddarllen yr Haf yn cael ei chyflwyno. Cwblhaodd y teulu'r cofrestriad ar-lein a rhoi'r adborth canlynol:

*"Whilst the boys enjoyed taking part and liked the little games, they did miss the prizes the library would give them, so I bought my own little treats to reward them instead. Unfortunately, we did not have access to actual library books for the challenge, but we signed up to Borrowbox and the children*



*downloaded a range of e-books. My son was used to using his iPad to read as he had been using it for home-schooling. As my other son preferred interactive lift-the flap type books at the time, Borrowbox was not quite as popular with him, so he was thrilled when we learned that he would be eligible for the home delivery service. We filled out the application form with his preferences and the wonderful staff chose a collection of books and delivered them to the door. We all made use of the Order & Collect service when it started in September – the staff continued to choose a selection of books for the children whilst myself and my other son enjoyed browsing the library catalogue and ordering for ourselves. We had some lovely library freebies when we picked up our books, including a free pen for myself and bags for each of the boys. We were also able to book browsing appointments in the library. Although regular users before the pandemic, both boys had forgotten what the library was like, and the first appointment was filled with exploring the children's area and getting familiar with the surroundings again. We are so lucky to have such a fantastic facility in our town and we always receive a warm welcome from the staff. We cannot wait to resume our regular visits and look forward to finding some amazing books to read for the Summer Reading Challenge this year."*

## **Astudiaeth Achos 2**

Gweithredwyd gwasanaeth cyfeillio tîm Caerffili yng Nghaerffili. Roedd hyn yn sicrhau bod trigolion bregus yn cael eu cefnogi. Symudwyd cynorthwyydd llyfrgell i'r tîm hwn i gefnogi saith cartref bregus. Addasodd yr aelod o staff yn fuan i'w rôl newydd, gan fod nifer o sgiliau yn drosglwyddadwy. Roedd hyn yn cynnwys sgiliau cyfathrebu a gwrando drwy alwadau ffôn rheolaidd i breswylwyr, sgiliau trefnu i siopa i saith teulu a sgiliau tosturi a dealltwriaeth.

Roedd yr adborth gan gwsmer a gefnogwyd yn cynnwys:

*"I spend days and days not seeing a soul and then you came into my life, and it was like a ray of sunshine."*

Mae'r aelod o staff wedi cadw mewn cysylltiad wythnosol â'r unigolyn ac yn awr yn rhannu pryd siop sglodion yn aml.

## CAERDYDD

Darperir gwasanaethau llyfrgell yng Nghaerdydd gan yr awdurdod lleol. Mae'r gwasanaeth yn cynnwys 21 cangen, 1 llyfrgell deithiol ac 1 cerbyd danfon i'r cartref, gyda 99% o drigolion yn byw o fewn 2 filltir i lyfrgell.

### Perfformiad y gwasanaeth llyfrgell

Dywedodd Caerdydd ei bod yn cwrdd â'r holl hawliau craidd.

Gyda'r newid i wasanaethau ar-lein, gwelodd Caerdydd gynnydd sydyn mewn ymweliadau â gwefannau o 65% ers 2019/20 a chynnydd sylweddol yn y defnydd o e-adnoddau. Mae Caerdydd yn un o bymtheg awdurdod a welodd ostyngiad yn aelodaeth llyfrgelloedd yn 2020/21 o gymharu â 2019/20 oherwydd y pandemig.

Ni fu unrhyw newidiadau sylweddol i'r gyllideb ddeunyddiau, gyda'r gwariant fesul 1000 o'r boblogaeth yn parhau i fod ychydig yn uwch na'r lefel ganolrifol yng Nghymru. Cynhaliwyd adolygiad o flaenoriaethau stoc hefyd yn gynnar yn y flwyddyn, gan ddargyfeirio adnoddau i ddarpariaeth ddigidol mewn ymateb i alw cwsmeriaid. Mae'r gwasanaeth yn parhau i fuddsoddi'n gryf mewn adnoddau plant, ac mewn deunyddiau Cymraeg. Mae'r gwariant ar adnoddau Cymraeg yn parhau i fod yn uwch na'r lefel ganolrifol yng Nghymru.

Mae gwasanaeth Hybiau a Llyfrgelloedd Caerdydd yn parhau i weithredu fel tîm integredig. Ni fu newidiadau sylweddol yn y staffio. Mae Caerdydd wedi parhau i fuddsoddi mewn hyfforddi a datblygu staff drwy sesiynau rhithwir drwy gyfrwng academi ar-lein.

Ymatebodd y gwasanaeth yn gadarnhaol yn ystod y cyfnodau clo, drwy addasu a datblygu gwasanaethau newydd.

- Bu cynnydd anhygoel o 464% mewn lawrlwythiadau digidol yn 2020-21 o gymharu â'r flwyddyn flaenorol.
- Cyflwynwyd gwasanaeth clicio a chasglu a dosbarthwyd eitemau i'r rhai nad oeddent yn gallu ymweld â chanolfan i gasglu neu ddychwelyd eu llyfrau. Disgrifiwyd y gwasanaeth fel 'rhaff achub' gan lawer o ddefnyddwyr.
- Sefydlodd Hybiau a Llyfrgelloedd Caerdydd ganolfan ddosbarthu banc bwyd i gefnogi'r ddarpariaeth banc bwyd ehangach yng Nghaerdydd.
- Mae'r gwasanaeth wedi darparu ystod eang o weithgareddau digidol drwy gydol 2020/21, gan gynnwys awr gymdeithasol, sesiynau hyfforddi swyddogaethol effaith isel, coginio cymunedol, awr arddio a Gweu a Chlonc.
- Mae Caerdydd wedi cynnig sesiwn 'darllen yn uchel' ddwyieithog wythnosol i oedolion yn fyw ar Facebook ac wedi hyrwyddo awduron a chyhoeddiadau Cymraeg lle bo modd.
- Galluogodd cymorth gan gronfa cadernid Diwylliannol Llywodraeth Cymru yn 2020 i Gaerdydd greu 5 stiwdio fach. Derbyniodd 27 o staff hyfforddiant mewn gweithredu'r offer digidol a brynwyd ac mae'r tîm hwn wedi gallu cynhyrchu

cynnwys digidol proffesiynol. Bydd y gwasanaeth yn canolbwyntio ar gyflwyno rhaglen o ddigwyddiadau hybrid.

## **Cynlluniau ar gyfer y dyfodol**

Darparodd Caerdydd astudiaethau achos (enghraifft isod) yn dangos yr effaith gadarnhaol a gafodd y gwasanaethau digidol ac allgymorth ar iechyd a lles pobl, eu sgiliau a'u hymdeimlad o gymuned.

Mae'r gwasanaeth yn nodi y bydd llyfrgelloedd yn y dyfodol agos yn parhau i gydweithio â chydweithwyr iechyd i wella materion iechyd cyhoeddus. Bydd y bartneriaeth hon yn parhau i ddatblygu gan roi blaenoriaeth i ganlyniadau sy'n gyfeillgar i oed ac i blant. Bydd mentrau newydd yn cynnwys gwasanaeth cymorth lles newydd i gynorthwyo oedolion sy'n teimlo eu bod wedi eu hynysu'n gymdeithasol ac sydd angen help i reoli eu lles personol.

Caiff archwiliad mawr o ddaliadau stoc hefyd ei gynnal i sicrhau bod y stoc yn parhau i gwrdd ag anghenion cymunedau.

Rhoddir blaenoriaeth hefyd i ailddatblygu Hybiau llyfrgelloedd yn barhaus er mwyn cyflawni ymrwymadau a amlinellir yn y strategaeth llyfrgell ac i helpu pobl i gadw mewn cysylltiad a gwella eu lles cyffredinol.

## **Crynodeb**

Mae ffocws Caerdydd ar iechyd a lles wedi agor partneriaethau a chyfleoedd newydd. Canmolwyd y gwasanaeth gan lawer am y gefnogaeth a ddarperir i gwsmeriaid bregus. Drwy weithredu rhaglen weithgaredd digidol llwyddodd y gwasanaeth i estyn allan at gynulleidfa newydd a bu'n fuddiol i lawer o ddefnyddwyr. Os cynhelir lefelau buddsoddi, gall y gwasanaeth adeiladu ymhellach ar sylfaen sydd eisoes yn gryf.

## **Astudiaeth Achos**

Ers 8 Mehefin 2020 newidiodd model gweithredu'r Gwasanaeth Allgymorth o fod yn wasanaeth strwythuredig, rhanbarthol, wedi'i amserlennu, ac a oedd yn canolbwyntio ar gwsmeriaid fan y llyfrgell deithiol a'r gwasanaeth dosbarthu i'r cartref i fodel Clicio a Chasglu/Danfon eang a chynhwysol oedd yn cynnwys yr holl gwsmeriaid llyfrgell ar draws ardal Caerdydd.

Gan gydweithio'n agos â'r gwasanaeth Clicio a Chasglu oedd newydd ei greu a gwasanaeth y Llinell gyngor, bu staff Allgymorth am 4 diwrnod yr wythnos yn dosbarthu llyfrau i gartrefi unrhyw un oedd yn methu ag ymweld â chanolfan i gasglu neu ddychwelyd llyfrau yn bersonol. Bu staff allgymorth hefyd yn danfon Offer Amddiffyn Personol i sefydliadau gofal, ysgolion ac unigolion agored i niwed.

I ddechrau, roedd y gwasanaeth yn cynnwys y pedwar hwb llyfrgell craidd a agorodd yn ystod y pandemig ond wrth i gyfyngiadau COVID gael eu llacio, ehangwyd y gwasanaeth i 8 hwb oedd yn cwmpasu pob rhanbarth yn Sir Caerdydd. Ers dechrau'r gwasanaeth, mae staff Allgymorth wedi dosbarthu nwyddau i 4,991 o gwsmeriaid y llyfrgell. Mae'r gwasanaeth Clicio a Chasglu wedi cael ei ganmol gan lawer a'i werthfawrogi gan y bobl fregus y mae'n eu gwasanaethu.

## SIR GAERFYRDDIN

Darperir gwasanaethau llyfrgell yn Sir Gaerfyrddin gan yr awdurdod lleol. Mae'r gwasanaeth yn cynnwys 15 cangen, 3 llyfrgell deithiol a 4 cerbyd danfon i'r cartref, gyda 95% o drigolion yn byw o fewn 3 milltir i lyfrgell.

### Perfformiad y gwasanaeth llyfrgell

Dywedodd Sir Gaerfyrddin ei bod yn cwrdd â'r holl hawliau craidd.

Fel gwasanaethau llyfrgell eraill, gostyngodd nifer y benthycwyr gweithredol, ond cynyddodd y defnydd ar-lein gyda chynnydd o 128% mewn lawrlwythiadau digidol.

Cafwyd gostyngiad bychan yn y gyllideb ddeunyddiau ers 2019/20 ac mae wedi gweld gostyngiad o 12% ers 2017/18. Fodd bynnag, mae'r gwasanaeth yn parhau i fuddsoddi'n gryf mewn adnoddau plant. Mae gwariant ar adnoddau Cymraeg wedi cynyddu ers 2019/20, gyda'r ffigurau ar gyfer benthyciadau Cymraeg yn parhau i fod ymhell uwchlaw y canolrif yng Nghymru. Cynhaliodd y gwasanaeth sesiynau amser stori a chrefftau Cymraeg rheolaidd ar-lein drwy gydol 2020/21.

Ni fu newidiadau sylweddol yn y staffio ac mae'r ffigurau'n parhau i fod yn uwch na'r lefel ganolrifol yng Nghymru.

Ymatebodd y gwasanaeth yn gadarnhaol yn ystod y cyfnodau clo, drwy addasu a datblygu gwasanaethau newydd.

- Datblygodd llyfrgelloedd Sir Gaerfyrddin wasanaeth detholiadau ysgolion yn ystod 2020/21. Gallai athrawon ofyn am flychau o lyfrau i'w benthycu oedd yn cefnogi'r cwricwlwm cenedlaethol yn ogystal â gofynion darllen er mwyn pleser ar gyfer y disgyblion yn eu hysgolion.
- Yn ystod y pandemig, parhaodd Sir Gaerfyrddin i gydweithio'n agos â phartneriaid lleol, gan hyrwyddo adnoddau electronig poblogaidd, megis mynediad yn y cartref i *Ancestry* a *PressReader*, gyda chynnydd mawr yn y defnydd.
- Roedd y gweithgareddau digidol a gynigiwyd yn ystod y cyfnodau clo yn cynnwys amrywiaeth o hanes teuluol, adrodd hanesion, crefft, sesiynau *makerspace* ar-lein i gasglu straeon o'r gymuned am eu profiad o Covid a'r cyfnodau clo.
- Galluogodd cymorth gan gronfa cadernid Diwylliannol Llywodraeth Cymru yn 2020 y gwasanaeth i brynu loceri o bell, sydd wedi galluogi Sir Gaerfyrddin i dreialu datrysiaid gwerthu digidol 24/7. Mae'r gwasanaeth yn nodi y bydd y loceri digidol yn y dyfodol agos yn galluogi trigolion i gael mynediad at stoc yn lleol ac yn ddiogel. Bydd cwsmeriaid yn gallu archebu eitemau gan ddefnyddio catalog y llyfrgell a chodi'r eitem o locer yn eu llyfrgell leol ar amser sy'n gyfleus iddynt eu hunain. Bydd hyn hefyd yn hwyluso oriau agor hirach mewn ardaloedd gwledig ac yn cynyddu cyrhaeddiad llyfrgelloedd yn Sir Gaerfyrddin.

- Cyflwynwyd cynllun ‘clicio a danfon’ i gynorthwyo cwsmeriaid, gan ddarparu cyswllt hanfodol ar gyfer rhai trigolion bregus.

## **Cynlluniau ar gyfer y dyfodol**

Cyflwynodd y gwasanaeth astudiaethau achos (enghraifft isod) oedd yn dangos effaith y gwasanaeth ar y rhai oedd yn gaeth i'r tŷ, yn datblygu ymgysylltiad cymunedol a chwrdd ag anghenion pobl fregus yn y gymuned leol. Roedd y gwasanaeth dosbarthu ‘blwch o lyfrau’ i ysgolion lleol yn galluogi plant lleol i elwa ar ddeunyddiau darllen cyfoes o'r llyfrgell. Cynigiwyd gweithgareddau digidol ar y cyd â'r cynnig hwn, gan effeithio'n gadarnhaol ar iechyd a lles plant lleol.

Mae Sir Gaerfyrddin yn bwriadu ymestyn gwasanaethau ymhellach yn y Llyfrgelloedd rhanbarthol drwy weithredu cynllun peilot Open+ yn Llyfrgell Caerfyrddin sy'n caniatáu i'r llyfrgell fod ar agor y tu hwnt i oriau arferol staff. Mae cynlluniau i ddatblygu menter lwyddiannus *Makerspace* hefyd yn parhau yn eu lle.

## **Crynodeb**

Mae Sir Gaerfyrddin wedi bod yn rhagweithiol mewn nifer o feysydd gan gynnwys gwasanaethau i blant ac ysgolion, a chyfleoedd digidol. Mae'r gwasanaeth wedi parhau i berfformio'n dda. Bydd cynnal lefelau buddsoddi yn sicrhau y gall y gwasanaeth barhau i ddatblygu atebion arloesol a gwasanaethau newydd.

## **Astudiaeth Achos**

Bu Llyfrgelloedd Sir Gaerfyrddin yn cefnogi ein hybiau ysgol yn ystod y pandemig. O ganlyniad i gau ysgolion, cysylltodd Llyfrgelloedd Sir Gaerfyrddin â'r holl hybiau ysgol lleol i hyrwyddo eu gwasanaeth dosbarthu bocsys o lyfrau. Roedd y gwasanaeth hwn ar gael i gefnogi'r holl blant ac athrawon a oedd yn mynychu'r canolfannau.

Mae'r gwasanaeth fel arfer yn cefnogi pob ysgol leol drwy ddarparu llyfrau. Mae'r llyfrau hyn yn gysylltiedig â themâu dosbarth a deunydd darllen grŵp/unigol. Yn ystod cyfnod cychwynnol y pandemig, aeth Llyfrgelloedd Sir Gaerfyrddin ati i ddarparu'r gwasanaeth hwn i bob hwb. Drwy ddarparu'r gwasanaeth hwn i blant bregus a phlant gweithwyr allweddol, roedd y llyfrgell yn gallu cysylltu cymunedau a gwella lles. Cafodd Ysgol Felin-foel fudd aruthrol o'r gwasanaeth hwn gyda dros 300 o lyfrau yn cael eu dosbarthu i'r Hwb i gefnogi eu plant.

## CEREDIGION

Darperir gwasanaethau llyfrgell yng Ngheredigion gan yr awdurdod lleol. Mae'r gwasanaeth yn cynnwys 5 cangen a 3 llyfrgell deithiol gyda 81% o'r trigolion yn byw o fewn 3 milltir i lyfrgell.

### Perfformiad y gwasanaeth llyfrgell

Fe wnaeth Ceredigion gwrdd â 10 o'r 12 hawl craidd yn llawn ond ni chyflawnodd 2 (ar arolygon cwsmeriaid a strategaeth llyfrgell).

Fel gyda gwasanaethau llyfrgell eraill, gwelodd ostyngiad anochel mewn benthycwyr gweithredol a chyfansymiau aelodaeth llyfrgelloedd, er bod yr olaf wedi deillio o symud cofnodion cwsmeriaid i'r system newydd o reoli llyfrgelloedd Cymru gyfan a glanhau data.

Mae'r gyllideb ddeunyddiau wedi gostwng ac mae ychydig yn is na ffigur 2017/18. Er hynny, mae'r gwariant ar ddeunyddiau fesul 1000 o'r boblogaeth yn y chwarter uchaf yng Nghymru. Parhaodd y gwasanaeth i fuddsoddi mewn adnoddau plant. Mae'r gwariant ar adnoddau Cymraeg wedi gostwng ychydig o dan 79% ers 2019/20 a gellir priodoli hyn i effaith y pandemig.

Cafodd lefelau staffio eu cynnal ers 2019/20, gyda chyfanswm nifer y staff cymwysedig yn parhau i fod yn uwch na'r lefel ganolrifol yng Nghymru.

Daeth Ceredigion hefyd yn 20<sup>fed</sup> gwasanaeth yng Nghymru i ymuno â'r System Reoli Llyfrgelloedd Cymru Gyfan (LMS) yn 2020/21. Mae gweithredu'r LMS yn gyflawniad sylweddol ar adeg o ostyngiad mewn lefelau staffio a dylai helpu'r gwasanaeth i ymateb yn effeithiol i anghenion cwsmeriaid wrth i brosiectau cenedlaethol gael eu datblygu.

Ymatebodd y gwasanaeth yn gadarnhaol yn ystod y cyfnodau clo, drwy addasu a datblygu gwasanaethau newydd.

- Gwelodd Ceredigion gynnydd mewn lawrlwythiadau digidol o 42% o gymharu â 2019-20 ac mae yn y traean uchaf ar gyfer benthyciadau digidol fesul 1000 o'r boblogaeth.
- Mae'r gwasanaeth wedi darparu ystod eang o weithgareddau digidol drwy gydol 2020/21, gan gynnwys cyfweiliadau ag awduron, amseroedd stori a grwpiau darllen. Roedd hyn, yn rhannol, oherwydd prosiect Estyn Allan. Fe wnaeth staff llyfrgelloedd ar draws pob awdurdod lleol yng Nghymru elwa o'r rhaglen hyfforddiant ddigidol hon yn ystod 2020/21, gan arwain at gynnig digidol gwell gan Geredigion.
- Mae'r gwasanaeth llyfrgell yn cynnwys tair llyfrgell deithiol ac maent wedi parhau i ddarparu adnoddau i gwsmeriaid agored i niwed a'r rhai sy'n gaeth i'r tŷ drwy gydol 2020/21 er bod y dull darparu wedi cael ei addasu oherwydd y pandemig.

- Drwy gymorth cronfa cadernid Diwylliannol Llywodraeth Cymru yn 2020 prynodd y llyfrgell argraffwyr di-wifr. Mae technolegau digyswllt wedi bod yn amhrisiadwy mewn llyfrgelloedd yn ystod y pandemig, gan gael effaith gadarnhaol ar ddiogelwch cwsmeriaid.

## **Cynlluniau ar gyfer y dyfodol**

Cyflwynodd Ceredigion ddwy astudiaeth achos fer (enghraifft isod), gan gynnwys hyrwyddo gwasanaethau ar-lein i gwsmeriaid oedranus a'r gwasanaeth danfon i'r cartref, a dangosai'r ddwy ohonynt fanteision y gwasanaethau llyfrgell o ran iechyd a lles.

Fel gyda phob awdurdod lleol yng Nghymru, mae'r gwasanaeth yn nodi mai'r flaenoriaeth yn y dyfodol agos fydd annog unigolion i ddychwelyd i'r llyfrgell, er bod effaith ariannol y pandemig ar y gwasanaeth yn aneglur. Bwriedir datblygu strategaeth, ond mae'r blaenoriaethau ar gyfer y strategaeth yn dal i gael eu datblygu.

## **Crynodeb**

Mae Ceredigion wedi gweithio'n galed i gynnal gwasanaeth llyfrgell yn 2020-21. Bydd rhoi blaenoriaeth i ddatblygu strategaeth llyfrgell ac ymgysylltu â chyn-gwsmeriaid a chwsmeriaid presennol neu rai nad ydynt yn gwsmeriaid, drwy ddulliau amrywiol, i gasglu gwybodaeth ar gyfer y strategaeth yn gymorth i'r gwasanaeth gynllunio ar gyfer dyfodol llwyddiannus.

## **Astudiaeth Achos**

Rhedodd Llyfrgelloedd Ceredigion system glicio a danfon drwy gydol 2020-21. Gallai unigolion, nad oeddent yn gallu ymweld â'r llyfrgell am amrywiol resymau gan gynnwys salwch ac ymrwymadau teuluol, archebu adnoddau a byddent yn cael eu danfon i'w cyfeiriad cartref. Roedd yr adborth ar y gwasanaeth yn gadarnhaol a chafodd effaith sylweddol ar sut roedd pobl yn gallu ymdopi â'r cyfnodau clo, ynysu a diogelu cwsmeriaid.

## CONWY

Darperir gwasanaethau llyfrgell yng Nghonwy gan yr awdurdod lleol. Mae'r gwasanaeth yn cynnwys 10 cangen (y mae 5 ohonynt yn cael eu cynnal gan y gymuned) ac 1 llyfrgell deithiol, gydag 89% o'r trigolion yn byw o fewn 3 milltir i lyfrgell.

### Perfformiad y gwasanaeth llyfrgell

Rhoddodd Conwy dystiolaeth fanwl i ddangos ei bod yn cwrdd â'r holl hawliau craidd.

Gwelodd Conwy gynnydd sylweddol yn yr ymweliadau â'r wefan a chynnydd o 184% yn y defnydd o e-adnoddau o gymharu â'r flwyddyn flaenorol, sy'n ei gosod yn agos i'r brig yng Nghymru ar gyfer lawrlwythiadau digidol fesul 1000 o'r boblogaeth. Mae Conwy yn un o'r pymtheg awdurdod a welodd aelodaeth llyfrgell yn gostwng yn 2020/21 o gymharu â 2019/20 oherwydd y pandemig. Gwelodd y gwasanaeth ostyngiad bychan ers 2017/18.

Mae'r gyllideb ddeunyddiau wedi gweld gostyngiad o 24% ers 2017/18 er bod y gwasanaeth yn parhau yn y chwarterl uchaf am wariant ar ddeunyddiau fesul 1000 o'r boblogaeth. Fodd bynnag, nododd y gwasanaeth fod rhan sylweddol o'r gyllideb yn seiliedig ar yr achos busnes cyfalaf a gyflwynir bob blwyddyn. Nid yw'r cyllid hwn wedi ei warantu ac mae'r gwasanaeth yn mynd drwy broses geisiadau yn flynyddol i gael yr arian hwn. Mae'r rhan fwyaf o ddangosyddion defnydd megis benthyciadau oedolion a phlant, benthyciadau digidol, lefelau benthycwyr gweithredol, yn gosod Conwy o gwmpas y canolrif yng Nghymru. Mae cyfanswm y gwariant ar adnoddau Cymraeg yn parhau yn uwch na'r lefel ganolrifol yng Nghymru ac mae'r benthyciadau o'r stoc Gymraeg fesul 1000 o siaradwyr Cymraeg yn gosod Conwy yn y drydedd ran uchaf o wasanaethau llyfrgell ledled Cymru.

Mae nifer y staff y nodwyd eu bod yn meddu ar gymwysterau cydnabyddedig wedi aros yr un fath ac ychydig yn uwch na'r lefel ganolrifol yng Nghymru. Bu gostyngiad yng nghyfanswm y staff oherwydd toriadau yn y gyllideb.

Ymatebodd y gwasanaeth yn gadarnhaol yn ystod y cyfnodau clo, drwy addasu a datblygu gwasanaethau newydd.

- Galluogodd cais llwyddiannus am Gyllid Datblygiad Plant ym mis Rhagfyr 2020 y gwasanaeth i weithio'n agos gyda Chanolfannau Teulu Lleol i ddarparu sesiynau amser stori dwyieithog rhithwir i blant dan oed ysgol oedd yn profi oedi datblygiadol oherwydd cyfyngiadau Covid.
- Mae'r gwasanaeth hefyd yn parhau i gefnogi grwpiau darllen Cymraeg. Parhaodd grŵp sgwrsio'r dysgwyr Cymraeg, a gychwynnwyd yn Llyfrgell Conwy, i gyfarfod yn ddigidol drwy gydol y pandemig.
- Ehangwyd y cynnig rhithwir i gynnwys sesiynau crefft a choginio. Datblygwyd y cynnig ffisegol hefyd gyda staff y llyfrgell yn llunio detholiad unigol wedi'i deilwra o lyfrau i gwsmeriaid eu danfon neu eu casglu. Croesawodd aelodau'r llyfrgell hyn.



- Drwy gymorth gan gronfa cadernid Diwylliannol Llywodraeth Cymru yn 2020 bu'n bosibl creu porth pwrpasol ar gyfer llyfrgelloedd ac ar gyfer Diwylliant. Mae hyn wedi gwella'r gwaith o hyrwyddo gwasanaethau a bydd yn parhau i wella ymgysylltiad â chymunedau lleol.
- Gweithredwyd gwasanaeth clicio a chasglu, sydd wedi cael ei barhau ac sy'n darparu llawer o fanteision i gwsmeriaid.

## **Cynlluniau ar gyfer y dyfodol**

Darparwyd nifer o astudiaethau achos (enghreifftiau isod) yn dangos effaith ystod o wasanaethau ar unigolion gan gynnwys iechyd a lles, gwasanaethau digidol, teuluoedd, ac effaith ar staff.

Cwblhawyd ymgynghoriad cyhoeddus ar y Strategaeth Llyfrgell a Gwybodaeth ddrafft 2021-26. Prif ffocws y strategaeth fydd datblygu Llyfrgelloedd fel Hybiau Cymunedol. Bydd ffocws ar godi ymwybyddiaeth o'r llyfrgelloedd fel man lle gall trigolion gael mynediad at amrywiaeth o wasanaethau'r cyngor. Bydd ffocws parhaus hefyd ar godi proffil y cynllun Llyfrau Darllen yn Dda ar Bresgripsiwn ar gyfer iechyd meddwl. Mae cyllid a dderbyniwyd gan Fwrdd Iechyd Prifysgol Betsi Cadwaladr wedi helpu i gefnogi partneriaeth Llyfrgelloedd Conwy a Sir Ddinbych i ymgysylltu â Llyw-wyr Cymunedol i godi proffil Darllen yn Dda ac i ragnodi'r llyfrau'n uniongyrchol i gwsmeriaid eu gwasanaeth. Bydd iechyd a lles yn parhau i fod yn flaenoriaeth.

## **Crynodeb**

Mae gwasanaeth llyfrgell Conwy yn parhau i ddarparu gwasanaeth cryf gyda blaenoriaethau ar iechyd a lles, plant, a darpariaeth ddwyieithog. Fodd bynnag, mae lefelau staffio yn hanfodol i gynnal a datblygu'r blaenoriaethau hyn. Mae staffio wedi gostwng o bron i chwarter (22%) ers cwblhau pumed fframwaith SLICC (2017) a gallai effeithio ar allu'r gwasanaeth i gyflawni yn y dyfodol.

## **Astudiaeth achos 1**

Yn ystod y cyfnod clo cafodd staff y llyfrgell eu hadleoli i ateb galwadau, brocera (oedd yn trefnu i bresgripsiynau a nwyddau gael eu casglu) a thimau cefnogi y rhai oedd yn gwarchod, gan roi cymorth lleol i bawb oedd ei angen. Darparodd staff y llyfrgell gymorth ymarferol ac emosiynol o ddydd i ddydd i bobl oedd yn ofnus, yn ddryslyd ac angen cymorth.

Roedd fferyllwyr ac archfarchnadoedd yn cael trafferth i ddechrau i reoli'r galw am ddanfoniadau cartref, a chafodd hyn effaith enfawr ar y rhai oedd fwyaf mewn perygl. Gwnaeth staff y llyfrgell yn siŵr nad oedd yr aelodau mwyaf bregus o'r gymdeithas yn mynd heb fwyd a meddyginiaeth. Dywedodd un aelod o'r staff:

*"I had many pleasant chats about how we were all coping during those strange times. One thing that stood out for me was the true community spirit. People who initially received parcels, but then managed to get food slots, cancelling their parcels so that they could be offered to others in more need of them being only one example."*

*“The collaborative work we did with existing food banks, and those set up by local community groups was heartening. Their support and immediate response to requests for help were invaluable to us in resolving difficult situations”.*

## **Astudiaeth Achos 2**

Mae gwasanaeth Llywiwr Cymunedol Conwy yn darparu cefnogaeth i bobl yn y gymuned i wella eu lles meddyliol a chorfforol. Arweiniodd partneriaeth gyda'r llyfrgell at atgyfeiriad ar gyfer unigolyn a oedd yn brwydro yn erbyn unigrwydd a llai o symudedd. Cysylltodd tîm y llyfrgell i ddarganfod mwy am ei hobiau a'i ddiddordebau. Arweiniodd hyn at ddanfôn llyfrau i gartref y cwsmer o'r cynllun “Llyfrau ar bresgripsiwn”<sup>5</sup>. Mae darparu gwasanaethau aml-asantiaeth i'r cwsmer hwn wedi rhoi ymdeimlad newydd o bwrpas iddo mewn bywyd ac wedi gwella ei iechyd meddwl a'i les yr un pryd.

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<sup>5</sup> [Reading Well | Reading Agency](#)

## SIR DDINBYCH

Darperir gwasanaethau llyfrgell yn Sir Ddinbych gan yr awdurdod lleol. Mae'r gwasanaeth yn cynnwys 8 cangen ac 1 cerbyd danfon i'r cartref, gydag 88% o drigolion yn byw o fewn 2.5 milltir i lyfrgell.

### Perfformiad y gwasanaeth llyfrgell

Rhoddodd Sir Ddinbych dystiolaeth fanwl i ddangos ei bod yn cwrdd â'r holl hawliau craidd.

Mae Sir Ddinbych yn nodi cynnydd sylweddol iawn o 166% mewn benthyciadau digidol. Cynyddodd y gwasanaeth y dewis o e-Lyfrau digidol y gellir eu lawrlwytho ac e-Lyfrau Llafar gyda buddsoddiad a darpariaeth ychwanegol e.e. *PressReader* (Darllenwyd y Wasg) ar gyfer papurau newydd ar-lein. Arweiniodd hyfforddiant ychwanegol a ffocws ar ddefnyddio'r cyfryngau cymdeithasol hefyd at fwy o ymgysylltu â chymunedau ar draws Sir Ddinbych.

Yn yr un ffordd â gwasanaethau llyfrgell eraill, gwelodd Sir Ddinbych ostyngiad anochel mewn benthycwyr gweithredol a chyfansymiau aelodaeth llyfrgell, er bod yr olaf yn deillio o lanhau data cofnodion defnyddwyr yn unol â gofyniad GDPR. Mae Sir Ddinbych yn un o bymtheg awdurdod sydd wedi gweld gostyngiad mewn aelodaeth yn 2020/21 oherwydd y pandemig.

Mae'r gyllideb ddeunyddiau yn parhau i fod ychydig yn uwch na ffigur 2017/18. Gan Sir Ddinbych mae'r lefel uchaf o fenthyciadau Cymraeg y pen o'r boblogaeth sy'n siarad Cymraeg, ac maent wedi parhau eu buddsoddiad uchel mewn deunyddiau Cymraeg. Cynhaliwyd dau grŵp darllen Cymraeg yn ddigidol yn ystod 2020/21.

Mae nifer y staff y nodwyd bod ganddynt gymwysterau cydnabyddedig wedi aros yr un fath, ond bu gostyngiad bach yng nghyfanswm y staff. Nid yw swyddi gwag wedi cael eu llenwi oherwydd toriadau yn y gyllideb dros nifer o flynyddoedd. Dim ond 50% o'r lefelau staffio gwirioneddol sy'n cael eu hadrodd gan fod staff eraill yn treulio 50% o'u hamser ar rolau gwasanaeth cwsmeriaid.

Ymatebodd y gwasanaeth yn gadarnhaol yn ystod y cyfnodau clo, drwy addasu a datblygu gwasanaethau newydd.

- Parhaodd darpariaeth Dechrau Da ar-lein drwy gydol 2020/21, ochr yn ochr â dau grŵp darllen Cymraeg a ddarparwyd.
- Cyflwynwyd gwasanaeth archebu a chasglu er budd cwsmeriaid.
- Ehangodd y Gwasanaeth Llyfrgell yn y Cartref ei wasanaeth danfon a chynorthwyo 79 o gwsmeriaid newydd.
- Staff y llyfrgell oedd y craidd ar gyfer y gwasanaeth Galwadau Rhagweithiol ar gyfer pobl oedd yn gwarchod yn ystod y cyfnod clo ac roeddent yn gweithio'n agos gydag amrywiaeth o bartneriaid yn y cyngor a'r trydydd sector i ddarparu gwybodaeth a chyngor.

- Lansiodd casgliad bagiau cof ar gyfer pobl oedd yn byw gyda dementia yn ystod y flwyddyn.
- Galluogodd cefnogaeth o gronfa cadernid Diwylliannol Llywodraeth Cymru yn 2020 y gwasanaeth i greu gofodau digidol unigol newydd. Mae'r ystafelloedd hyn yn cynnig mannau preifat a gellir eu harchebu ac maent yn galluogi unigolion i gynnal apwyntiadau preifat ar-lein. Mae'r ystafelloedd hyn yn cynnig gwasanaethau i unigolion a allai gael eu gwahardd fel arall.

## **Cynlluniau ar gyfer y dyfodol**

Darparodd Sir Ddinbych amrywiaeth o astudiaethau achos (enghreifftiau isod) oedd yn dangos ei heffaith ar gwsmeriaid a chymunedau, yn enwedig drwy ei bagiau cof newydd ar gyfer dementia, cyfleoedd digidol i staff a'r cyhoedd, ac i blant a theuluoedd drwy'r amser rhigyddau dwyieithog poblogaidd ar-lein gydag arwyddo Makaton.

“Llyfrgelloedd yw'r calonnau sy'n curo yn y cymunedau y maent yn eu gwasanaethu – lleoedd niwtral yr ymddiriedir ynddynt lle mae croeso i bawb waeth beth fo'u hoedran, cefndir neu amgylchiadau ariannol”. Dyma yw gweledigaeth Sir Ddinbych yn parhau i fod. Yn y dyfodol agos, bydd y ffocws yn parhau ar ddatblygu'r cynnig iechyd a lles ymhellach, darparu gwasanaethau digidol, adolygu'r gwasanaeth danfon i'r cartref ac addasu cyfleusterau'r llyfrgell er mwyn galluogi unigolion i ymgysylltu â'i gilydd yn ddiogel. Fel y nodwyd gan awdurdodau lleol eraill, bydd pwysau cyllidebol parhaus yn effeithio ar ddatblygiadau yn y dyfodol.

## **Crynodeb**

Arweiniodd y gwasanaeth ar raglen sgiliau digidol Cymru gyfan ar gyfer staff, Estyn Allan. Roedd hwn yn gyflawniad nodedig, gan ei fod wedi gwneud mwy o gydweithio yn bosibl ar draws llyfrgelloedd cyhoeddus yng Nghymru. Mae gwasanaeth llyfrgell Sir Ddinbych wedi cynnal ei flaenoriaethau ar iechyd a lles, plant a gweithgareddau dwyieithog, ac ymgysylltu digidol. Mae gan y gwasanaeth sylfaen gref ar gyfer datblygu gwasanaethau yn y dyfodol.

## **Astudiaeth Achos 1**

Mae'r twf yn y defnydd o adnoddau digidol y llyfrgell (e-Lyfrau, e-Lyfrau Llafar, a chylchgronau a phapurau newydd digidol) wedi'i weld ers nifer o flynyddoedd – ond fe gyflymodd ers y cyfnod clo ym mis Mawrth 2020 wrth i bobl edrych am fynediad at ddeunydd darllen, pan fu'n rhaid i adeiladau llyfrgelloedd gau.

Cynyddodd cyfanswm lawrlwythiadau deunydd digidol o 166% yn 20-21, gyda benthyciadau Borrowbox (e-Lyfrau ac e-Lyfrau Llafar yn Gymraeg a Saesneg) yn cynyddu o 94%, ac e-gylchgronau o 55%. Ategwyd hyn gan fuddsoddiad Llywodraeth Cymru mewn cynnwys ychwanegol yng nghynnig Borrowbox Llyfrgelloedd Cymru, ac fe wnaethom hefyd brynu rhywfaint o stoc ychwanegol i ateb y galw am deitlau y mae galw mawr amdanynt. Fe wnaethom alluogi pobl i ymuno ar-lein a chael mynediad ar yr adnoddau heb orfod dod i mewn i'r llyfrgell.

Ar gyfer un cwsmer sy'n byw gydag ME, mae defnyddio Borrowbox wedi cael effaith gadarnhaol ar ei bywyd gan fod ganddi fynediad at e-Lyfrau Llafar y gellir eu lawrlwytho, a gall hefyd gefnogi datblygiad darllen ei mab:

*"This is the most fantastic App! I have M.E. No longer able to read but I can listen to these books. So many choices of books too! Really simple to use, syncs well across tablet and phone and it is free with library. There's also super easy option to reserve a book and it will email when u can add it! I have listened to the book my son was reading at school so we could talk about it. Thank you for making a bookworm happy again!!"*

Gyda llyfrgelloedd yn methu â chynnig mynediad at bapurau newydd argraffedig oherwydd cau a phryderon ynghylch diogelwch ar ôl eu hailagor, prynwyd PressReader sy'n darparu mynediad at dros 7000 o bapurau newydd o bob rhan o'r byd.

Mae'r fideo canlynol yn dangos effaith yr adnodd hwn ar fywyd un cwsmer:

<https://www.youtube.com/watch?v=mKH6YhTD0Ls>

*"A great innovation for me. I can just get up in the morning, make a coffee, turn on and read whatever newspaper I like."*

## **Astudiaeth Achos 2**

Symudodd Dechrau Da Sir Ddinbych ei weithgaredd amser rhigymau rheolaidd ar-lein. Roedd tîm Dechrau Da, gan weithio o gartref, yn cynhyrchu Amser Rhigymau dwyieithog byw ar Facebook bob wythnos (664 yn gwylio ar gyfartaledd), ac yn recordio a chyhoeddi fideos rhigwm a stori ar-lein (1079 yn gwylio ar gyfartaledd).

Roedd y sesiynau byw yn galluogi teuluoedd i barhau i ymgysylltu â'r tîm a'r gwasanaeth llyfrgell – gan anfon ceisiadau am gyfarchion pen-blwydd a hoff rigymau bob wythnos. Roedd y sesiynau'n ddwyieithog ac yn gwneud defnydd o arwyddion Makaton fel y gallai'r plant a'r teuluoedd ddatblygu eu Cymraeg a'u sgiliau arwyddo ar yr un pryd. Daeth y sesiynau ag ymdeimlad o normalrwydd a threfn i lawer o deuluoedd.

Bu'n rhaid i dîm y staff ddysgu sgiliau newydd yn gyflym iawn a dangoswyd hyblygrwydd, creadigrwydd ac ymrwymiad mawr wrth newid eu darpariaeth i rithwir ar adeg o straen personol mawr.

Cydnabuwyd gwaith y tîm yn 'Gwneud Gwahaniaeth: Llyfrgelloedd, y Cyfnod Clo ac Edrych Ymlaen',<sup>6</sup> adroddiad gan Carnegie Trust UK ar wasanaethau llyfrgelloedd cyhoeddus y DU oedd yn edrych ar eu rôl yn cefnogi unigolion a chymunedau yn ystod y cyfnod clo a'r rhwystrau a wynebwyd ganddynt yn ystod y cyfnod hwn.

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<sup>6</sup> <https://www.carnegieuktrust.org.uk/publications/making-a-difference-libraries-lockdown-and-looking-ahead/>

## **SIR Y FFLINT**

Darperir gwasanaethau llyfrgell yn Sir y Fflint gan Aura Leisure and Libraries Ltd. ar ran yr awdurdod lleol. Mae'r gwasanaeth yn cynnwys 7 cangen, 1 llyfrgell deithiol ac 1 cerbyd danfon i'r cartref, gydag 83% o'r trigolion yn byw o fewn 2.5 milltir i lyfrgell.

### **Perfformiad y gwasanaeth llyfrgell**

Adroddodd gwasanaeth llyfrgell Aura ei fod wedi cwrdd â'r holl hawliau craidd.

Gwelodd gwasanaeth llyfrgell Aura, yn unol â gweddill Cymru, gynnydd yn ei lawrlwythiadau digidol o 83%.

Fel gyda gwasanaethau llyfrgell eraill, gwelodd Sir y Fflint ostyngiad anochel mewn benthydwyr gweithredol a chyfansymiau aelodaeth llyfrgelloedd. Mae'r gwasanaeth hefyd wedi gweld gostyngiad ers pumed fframwaith SLICC. Gellid adolygu hyn gyda chynllun i ymgysylltu â chyn-gwsmeriaid a darpar gwsmeriaid newydd. Mae Sir y Fflint yn un o bymtheg awdurdod sydd wedi gweld gostyngiad mewn aelodaeth yn 2020/21 oherwydd y pandemig.

Mae'r gyllideb ddeunyddiau wedi gweld gostyngiad o 31% ers 2017/18. Mae'r gwariant ar adnoddau Cymraeg yn parhau'n gryf. Efallai bod hwn yn faes y bydd ar y gwasanaeth eisiau ei adolygu ar y cyd â gwasanaethau cyfagos, i gael y gorau allan o'u buddsoddiad.

Mae nifer y staff y nodwyd eu bod yn meddu ar gymwysterau cydnabyddedig wedi aros yr un fath tra bu gostyngiad bychan yng nghyfanswm y staff. Mae cyfanswm y lefelau staffio a staffio cymwysedig fesul 10,000 o'r boblogaeth yn isel iawn, ac yn y chwarter isaf ar gyfer Cymru.

Ymatebodd y gwasanaeth yn gadarnhaol yn ystod y cyfnodau clo, drwy addasu a datblygu gwasanaethau newydd.

- Mae Sir y Fflint wedi cynnig dosbarthiadau sgwrsio Cymraeg ar-lein yn ogystal â grŵp llyfrau Cymraeg drwy gydol 2020/21.
- Cynigiodd Sir y Fflint amrywiaeth o gynnwys wedi'i recordio ymlaen llaw a chynnwys byw i gwsmeriaid y llyfrgell. Roedd hyn yn cynnwys amseroedd stori wythnosol ac amseroedd rhigymau wedi eu recordio ymlaen llaw.
- Defnyddiodd y gwasanaeth y cyfryngau cymdeithasol yn effeithiol i hyrwyddo adnoddau; roedd hyn yn cynnwys awdur y mis a theitlau a argymhellid gan staff.
- Gwasanaeth allweddol a gynigiwyd i aelodau drwy gydol y cyfnod hwn oedd y gwasanaeth danfon i'r cartref i gwsmeriaid bregus. Er mwyn cefnogi'r unigolion hyn ymhellach lansiodd Sir y Fflint gynllun 'Cyswllt Llyfrgell Aura'. Roedd unigolion yn gallu cofrestru ar gyfer y gwasanaeth hwn ac yna roedd aelod o dîm y llyfrgell yn cysylltu â hwy yn rheolaidd.
- Bu cymorth gan gronfa cadernid Diwylliannol Llywodraeth Cymru yn 2020 yn gyfrwng i wneud creu gwefan newydd yn bosibl. Mae hyn wedi bod yn gymorth

i wytnwch y gwasanaeth, wrth i'r presenoldeb ar-lein gael ei drawsnewid. Mae gan y platfform newydd y potensial i ddenu cynulleidfaoedd newydd ac amlygu adnoddau digidol.

## **Cynlluniau ar gyfer y dyfodol**

Cyflwynodd gwasanaeth llyfrgell Aura nifer o astudiaethau achos (enghraifft isod) i ddangos yr effaith a gafodd y llyfrgell, yn enwedig ar blant, pobl hŷn, ac ymgysylltiad uniongyrchol drwy ei alwadau cymunedol a'r gwasanaeth llyfrgell cartref. Bu'r rhain yn uniongyrchol fuddiol i iechyd a lles pobl, eu teimladau o unigrwydd, a'u sgiliau digidol.

Wrth adrodd ar gyfeiriad a chynlluniau'r awdurdod i'r dyfodol ar gyfer y gwasanaeth llyfrgell dros y flwyddyn i ddod, nodir mai'r nod allweddol ar gyfer y dyfodol fydd ailgysylltu â chwsmeriaid a'u hannog i ddychwelyd yn ffisegol i adeiladau'r llyfrgell. O ganlyniad i effaith y pandemig, mae angen adolygu cynlluniau er mwyn sicrhau bod blaenoriaethau presennol yn cyd-fynd ag anghenion cwsmeriaid. Mae angen sicrhau bod newidiadau yn y dyfodol yn denu benthycwyr newydd a chyn-fenthycwyr. Bydd iechyd a lles, cynhwysiant digidol a llythrennedd yn parhau i fod yn flaenoriaethau.

## **Crynodeb**

Mae gwasanaeth llyfrgell Aura wedi rhoi cynlluniau newydd ar waith fel yr hwb llesiant yn llyfrgell y Fflint a'r benthyciadau offer digidol. Efallai bod y lefelau staffio isel yn rhwystro'r gwasanaeth rhag gallu gwneud y gorau o'i botensial. Fodd bynnag, dangosodd staff dosturi ac empathi drwy ddarparu cyswllt llyfrgell Aura. Bu'r gwasanaeth hwn yn gymorth i leihau'r ymdeimlad o unigrwydd ac ynysigrwydd a brofodd rhai cwsmeriaid yn 2020/21.

## **Astudiaeth Achos**

Mae'r gwasanaeth llyfrgell cartref yn gweithredu ar draws Sir y Fflint ac yn dosbarthu bagiau o lyfrau i gwsmeriaid, sydd wedi cofrestru ar gyfer y gwasanaeth llyfrgell cartref, bob 5 wythnos. Bydd cynorthwyywyr llyfrgell yn coladu bag o lyfrau yn y llyfrgell ar gyfer pob cwsmer i gwrdd â'i ofynion. Mae'r adnoddau'n cael eu danfon yn uniongyrchol i'r cwsmer.

Parhaodd y gwasanaeth llyfrgell cartref drwy gydol y pandemig gan ddenu cwsmeriaid ychwanegol, gan gynnwys y rhai oedd yn ynysu ac yn methu ymweld â'u llyfrgell leol neu deithiol. Nododd cwsmer mewn profedigaeth y canlynol:

*"During the pandemic I joined the Home Library service provided by Aura, I look forward to my bag of books and always receive a variety of choice. I enjoy receiving books from different authors, other than my favourites and broadening my choice of reading. If I request a book, it is in my bag for the next visit and my reading helps take me to another world, at a time when I need to find a happy place."*

## GWYNEDD

Darperir gwasanaethau llyfrgell yng Ngwynedd gan yr awdurdod lleol. Mae'r gwasanaeth yn cynnwys 13 cangen a 3 llyfrgell deithiol, gydag 80% o'r trigolion yn byw o fewn 3 milltir i lyfrgell.

### Perfformiad y gwasanaeth llyfrgell

Darparodd Gwynedd dystiolaeth fanwl i ddangos ei bod yn cwrdd â'r holl hawliau craidd.

Mae'n galonogol gweld bod y gyllideb ddeunyddiau wedi cynyddu o 19% ers 2017/18, gyda chynnydd pellach yn 2019/20, sydd wedi cael ei fuddsoddi mewn adnoddau ar-lein. Mae Gwynedd yn un o bymtheg awdurdod a welodd ostyngiad yn aelodaeth llyfrgelloedd yn 2020/21 o gymharu â 2019/20 oherwydd y pandemig.

Gwynedd yw'r awdurdod blaenllaw ar gyfer gwariant ar ddeunyddiau fesul 1000 o'r boblogaeth. Mae ei buddsoddiad a chefnogaeth i ddeunyddiau Cymraeg wedi parhau ac mae'r benthyciadau Cymraeg fesul 1000 o siaradwyr Cymraeg y pedwerydd uchaf yng Nghymru. Mae Gwynedd hefyd yn arwain ar ddarpariaeth llyfrau Llafar ac e-Lyfrau Cymraeg ar gyfer holl lyfrgelloedd cyhoeddus Cymru, ac e-Lyfrau Cymraeg ar gyfer cynllun Darllen yn Dda i blant, gan gydweithio â phartneriaid yn cynnwys Ffolio (y llwyfan newydd ar gyfer e-Lyfrau Cymraeg, dan arweiniad Cyngor Llyfrau Cymru).

Oherwydd swyddi gweigion mae nifer y staff y nodwyd bod ganddynt gymwysterau cydnabyddedig wedi gostwng ychydig er ei fod ar y lefel ganolrifol yng Nghymru. Mae cyfanswm y staff yn parhau'n sefydlog. Cynhaliwyd adolygiad o'r strwythur staffio, gan greu swydd ddigidol a dysgu newydd i adlewyrchu blaenoriaethau sy'n newid.

- Arweiniodd Gwynedd ar bartneriaeth gyda Chyngor Llyfrau Cymru yn 2020/21 i ddarparu casgliad Goreuon o Gymru mewn llyfrgelloedd yn 2020/21 a arweiniodd at gynnydd yn y llyfrau oedd ar gael i ddysgwyr Cymraeg.
- Arweiniodd partneriaeth gyda gwasanaeth blynyddoedd cynnar Gwynedd at Wynedd yn rhannu pecynnau a gweithgareddau gyda rhieni mewn detholiad yn yr ysgolion i wella lefelau llythrennedd mewn cymunedau lleol.
- Cynyddodd lawrlwythiadau digidol o 72% o gymharu â'r flwyddyn flaenorol.
- Ehangodd Gwynedd yr ystod o adnoddau ar-lein sydd ar gael i gwsmeriaid, gan gynnwys *PressReader* (Darllenydd y Wasg) ar gyfer papurau newydd a *Find My Past* yn eu cynnig.
- Cyflwynodd y gwasanaeth nifer o sesiynau amser stori rhithwir llwyddiannus i blant.
- Llwyddodd y gwasanaeth i wella mynediad at ystod o wybodaeth a gwasanaethau drwy ymestyn ciosgau gwybodaeth i dair llyfrgell ychwanegol.



## Cynlluniau ar gyfer y dyfodol

Darparodd Gwynedd amrywiaeth o astudiaethau achos (enghraifft isod) yn dangos yr effaith y mae'r gwasanaeth wedi ei chael ar bobl a chymunedau yn ystod 2020-21, gan gynnwys polisi i ddileu dirwyon yn barhaol; ymgysylltu digidol; a mynd i'r afael â thlodi mislif drwy ddewisiadau ecogyfeillgar a ddosberthir drwy ei wasanaeth archebu a danfon.

Mae strategaeth newydd yn cael ei datblygu ar hyn o bryd, a bydd hyn yn cynnwys adolygiad o'r gwasanaeth llyfrgell deithiol yn dilyn llwyddiant ei wasanaeth danfon i'r cartref wedi'i deilwra yn 2020-21. Amlygodd y gwasanaeth mai un o'r heriau allweddol fydd denu pobl yn ôl i'r llyfrgell yn dilyn y cyfyngiadau ar wasanaethau llyfrgell craidd drwy gydol 2020/21.

## Crynodeb

Mae gan Wunedd bartneriaethau cryf mewn meysydd blaenoriaeth megis dysgu, iechyd a lles, a phlant a theuluoedd. Mae wedi cynnal ei pherfformiad cryf ar gyfer darpariaeth Gymraeg, ac mae'n ymddangos bod y llyfrgell mewn sefyllfa dda i adeiladu ar ei llwyddiannau yn ystod y pandemig a denu mwy o gwsmeriaid newydd a chyn-gwsmeriaid.

## Astudiaeth Achos

Am y chweched flwyddyn yn olynol comisiynwyd Llyfrgelloedd Gwynedd gan Gymunedau yn Gyntaf i redeg y Cynllun Darllen Teuluol. Cynigiwyd darpariaeth i 7 ysgol gyda lle i hyd at 6 o deuluoedd gyda phlant yn y dosbarth Meithrin, dosbarth Derbyn neu Flwyddyn 1 i gymryd rhan o bob ysgol. Nod y cynllun yw hybu darllen a gwella hyder rhieni.

Roedd angen gweithredu'r cynllun mewn ffordd ychydig yn wahanol yn 20/21 oherwydd cyfyngiadau Covid-19 a'r her oedd cynllunio'r gweithgareddau mewn ffordd wahanol. Canolbwyntiwyd ar annog rhieni i rannu llyfrau gyda'u plant, a chael hwyl wrth drafod storïau gyda'i gilydd.

Darparwyd pecyn danfon i'r cartref ar gyfer pob teulu gan Lyfrgelloedd Gwynedd oedd yn cynnwys tri llyfr stori a llun i'w liwio, gwaith crefft wedi'i ysbrydoli gan un o'r llyfrau, ynghyd â chyfarwyddiadau ac adnoddau. Roedd yna ddolen gyswllt i YouTube hefyd er mwyn i'r teulu allu gwyllo fideo o actor yn darllen un o'r storïau. Yr ysgolion oedd yn gyfrifol am adnabod a gwahodd teuluoedd.

Roedd yr holl deuluoedd wrth eu bodd yn cael adnoddau llyfrau am ddim, ac roedd tystiolaeth i awgrymu bod y llyfrau hyn yn cael cryn ddefnydd yn y cartref. Defnyddiwyd gweddill yr arian i brynu adnoddau crefft amrywiol er mwyn i'r teuluoedd allu cymryd rhan yn y gweithgaredd crefftau drwy ddilyn y cyfarwyddiadau yn y pecyn. Dosbarthwyd 132 o becynnau gweithgaredd i deuluoedd dros dymor yr Hydref a'r Gwanwyn a chafodd 57 o blant fudd o'r cynllun.

Roedd y sylwadau'n cynnwys:

*"Cynllun gwerthfawr dros ben sydd wedi parhau drwy gyfnod dyrys ac anodd iawn. Adborth wych a chefnogol iawn gan y rhieni a phawb yn*

*ddiolchgar am yr adnoddau ffantastig. Wir yn gobeithio bydd y cynllun yn parhau ac y bydd y sesiynau teulu yn cychwyn yn ôl, pan fydd hi'n saff. Diolch anferth"*

*"Just nodyn i ddiolch yn fawr am y pecyn gyrhaeddodd fel rhan o'r cynllun darllen. Mae'n wych, yn enwedig gan ei fod yn cynnwys gweithgaredd crefft hefyd. Newch chi plis basio fy nioch ymlaen i'r rheini sy'n gyfrifol? Wir yn gwerthfawrogi."*

## YNYS MÔN

Darperir gwasanaethau llyfrgell ar Ynys Môn gan yr awdurdod lleol. Mae'r gwasanaeth yn cynnwys 5 cangen, 1 llyfrgell deithiol, 1 cerbyd danfon i'r cartref, a 2 lyfrgell yn cael eu cynnal gan eu cymunedau, gydag 89% o'r trigolion yn byw o fewn 3 milltir i lyfrgell.

### Perfformiad y gwasanaeth llyfrgell

Mae'r gwasanaeth yn adrodd ei fod wedi cwrdd â'r holl hawliau craidd yn llawn, 1 yn rhannol ac na chyflawnodd 1; strategaeth llyfrgell ar gael (yn rhannol) ac ymgynghori â defnyddwyr (ni chyflawnwyd).

Gwelodd Ynys Môn gynnydd o 142% ar gyfer ei lawrlwythiadau digidol. Mae bellach yn y chwarterl uchaf ar gyfer lawrlwythiadau digidol yng Nghymru, drwy fwy o fuddsoddiad a hyrwyddo. Bu gostyngiad bychan yn aelodaeth llyfrgelloedd ers 2017/18. Mae Ynys Môn yn un o bymtheg awdurdod a welodd ostyngiad yn aelodaeth llyfrgelloedd yn 2020/21 o gymharu â 2019/20 oherwydd y pandemig. Mae'r gwasanaeth yn nodi y gallai hyn fod oherwydd diffyg cyfleoedd i adnewyddu neu ymuno'n bersonol am fod canghennau ar gau.

Mae'r gwasanaeth wedi gweld gostyngiad o 18.1% yn ei gyllideb ddeunyddiau ers 2017/18, ac mae bellach ychydig uwchlaw'r canolrif ar gyfer Cymru. Mae Ynys Môn yn nodi bod gwasanaethau i blant wedi cael blaenoriaeth yn ystod y pandemig a bod ei gwariant ar blant wedi cael ei gynnal.

Mae gwariant ar adnoddau Cymraeg wedi cynyddu ychydig, er bod lefel y benthyciadau fesul 1000 o siaradwyr Cymraeg yn y chwarterl isaf. Efallai y bydd y gwasanaeth yn dymuno ymgysylltu ag awdurdodau cyfagos i edrych am ffyrdd o wneud y gorau o'i fuddsoddiad mewn deunyddiau Cymraeg.

Bu gostyngiad bychan yn y lefelau staffio ers 2019/20 oherwydd swyddi gwag. Mae cyfanswm y staff y nodwyd bod ganddynt gymwysterau cydnabyddedig wedi aros yr un fath.

Ymatebodd y gwasanaeth yn gadarnhaol yn ystod y cyfnodau clo, drwy addasu a datblygu gwasanaethau newydd.

- Hyrwyddwyd pecynnau galw a chasglu i'r plant.
- Darparodd gwasanaeth llyfrgell yr ysgolion focsys darllen er pleser i ysgolion cynradd.
- Cyflwynwyd clwb Lego poblogaidd ar-lein.
- Mae'r gwasanaeth yn cefnogi grwpiau darllen Cymraeg.
- Galluogodd cymorth gan gronfa cadernid Diwylliannol Llywodraeth Cymru yn 2020 y gwasanaeth i brynu iPads a hyblets, sydd wedi ychwanegu gwerth at y ddarpariaeth adnoddau digidol bresennol ac sydd wedi hwyluso mynediad gartref at adnoddau ar-lein, megis papurau newydd a chylchgronau.

## Cynlluniau ar gyfer y dyfodol

Cyflwynodd Ynys Môn nifer o astudiaethau achos (enghraifft isod) yn dangos effaith gwasanaethau penodol ar unigolion a chymunedau, megis y gwasanaeth galw a chasglu newydd; y blychau llyfrau darllen er pleser i ysgolion; a chlybiau ar-lein i blant a theuluoedd.

Wrth adrodd ar gyfeiriad a chynlluniau'r awdurdod i'r dyfodol ar gyfer y gwasanaeth llyfrgell dros y flwyddyn i ddod, mae Ynys Môn yn parhau i fod yn ymrwymedig i'r nodau a amlinellir yn Strategaeth Gwasanaeth Llyfrgell Cyngor Sir Ynys Môn 2017-2022. Mae effaith y pandemig yn golygu y bydd y gwasanaeth yn canolbwyntio ar ddatblygu ymhellach yr arlwy iechyd a lles yn Llyfrgelloedd Ynys Môn ochr yn ochr â gwella arlwy ddigidol y gwasanaeth, parhau i ddatblygu staff yn broffesiynol, a sicrhau bod adeiladau mor ddiogel â phosibl. Bydd hefyd yn flaenoriaeth i'r gwasanaeth lenwi swyddi gwag er mwyn sicrhau gwytnwch.

## Crynodeb

Mae Ynys Môn wedi gweithio'n galed i wella ei chynnig digidol ac mae'n cydnabod y bydd llenwi'r swyddi gwag yn galluogi'r gwasanaeth i gyflawni mwy wrth iddo wella o'r pandemig. Mae'n bosibl y bydd y gwasanaeth yn gallu manteisio ar ddatblygiadau diweddar megis y llyfrgell newydd yng Nghaergybi a chynnal buddsoddiad mewn adnoddau electronig, ochr yn ochr â datblygu strategaethau cyfryngau cymdeithasol i hyrwyddo'r gwasanaeth hwn.

## Astudiaeth Achos

Cyn Covid, cynhaliodd y Gwasanaeth Llyfrgell Glybiau Lego poblogaidd iawn mewn 4 llyfrgell. Roedd hwn yn un o'r gweithgareddau y llwyddodd y gwasanaeth i'w drosglwyddo ar-lein yn llwyddiannus. Sefydlwyd themâu wythnosol, a gosododd plant (ac ambell oedolyn) eu creadigaethau ar dudalen Facebook y llyfrgell. Llwyddodd y gwasanaeth i ddathlu creadigrwydd pob plentyn drwy greu oriel o thema'r wythnos honno. Darparodd y gweithgaredd hwn lawer o fwynhad ar adeg anodd. Roedd yr adborth yn cynnwys

*"Lego club was an absolute lifesaver for us - our child looked forward to coming to the library for the Lego club, but the online club came a close second. He would spend hours building and exploring the theme. The fact that the library was setting the theme caught his imagination in a way that me giving him ideas could not. The focus took away from Covid and all the restrictions, and he loved seeing his efforts on Facebook."*

## MERTHYR TUDFUL

Darperir gwasanaethau llyfrgell ym Merthyr Tudful gan Ymddiriedolaeth Hamdden Merthyr Tudful ar ran yr awdurdod lleol. Mae'r gwasanaeth yn cynnwys 5 cangen ac 1 cerbyd danfon i'r cartref, gydag 88% o'r trigolion yn byw o fewn 2.5 milltir i lyfrgell.

### Perfformiad y gwasanaeth llyfrgell

Mae'r gwasanaeth yn adrodd ei fod wedi cwrdd â'r holl hawliau craidd yn llawn.

Gwelodd Merthyr Tudful gynnydd dymunol o 68.5% mewn benthyciadau digidol o gymharu â'r flwyddyn flaenorol. Bu cynnydd yn aelodaeth llyfrgelloedd ers 2019/20 a chynnydd o 7.5% ers 2017/18. Mae Merthyr yn un o ddim ond 7 awdurdod sydd wedi gweld cynnydd mewn aelodaeth yn ystod 2020/21.

Mae'r gyllideb ddeunyddiau wedi gostwng yn sylweddol ers 2017/18 ac mae bellach 47% yn is na lefelau 2017/18. Mae Merthyr Tudful yn priodoli'r gostyngiad yn 2020-21 yng nghyfanswm y gyllideb a'r gwariant ar y Gymraeg ac adnoddau plant i'r pandemig a'r cyfyngiadau. Er hynny, mae'r gwasanaeth wedi parhau i gwrdd â'r safon a osodwyd ar gyfer SLICC Ch1 9.<sup>7</sup> Mae'r safon hon yn ei gwneud yn ofynnol i lyfrgelloedd gyflawni naill ai lleiafswm o 243 eitem fesul 1,000 o'r boblogaeth breswyl neu isafswm gwariant o £2,180 fesul 1,000 o'r boblogaeth breswyl yn flynyddol. Fe wnaeth Merthyr gaffael 249 o eitemau fesul 1,000 o'r boblogaeth breswyl yn 2020/21. Dylid nodi hefyd bod rhoi staff ar seibiant ym Merthyr Tudful yn ffactor a gyfrannodd at hynny gan nad oedd staff ar gael i brynu stoc. Nid oedd y gwasanaethau yr effeithiwyd arnynt gan ffyrlo ac adleoli yn gallu gwario'r gyllideb a ddyrannwyd mewn rhai achosion.

Mae lefelau staffio wedi aros yr un fath ers 2017/18, gyda nifer y staff a chyfanswm y staff proffesiynol yn is na'r lefel ganolrifol yng Nghymru. Fodd bynnag, mae'r gwasanaeth yn nodi'r ganmoliaeth gadarnhaol barhaus a'r adborth a dderbyniwyd gan gwsmeriaid ynghylch y staff.

Ymatebodd y gwasanaeth yn gadarnhaol yn ystod y cyfnodau clo, drwy addasu a datblygu gwasanaethau newydd.

- Drwy gydol 2020/21, llwyddodd Merthyr i gyflwyno llawer o sesiynau'n ddigidol gyda'r nod o gefnogi dysgu, mwynhad a galluogi cwsmeriaid i gael y budd mwyaf o'r adnoddau oedd ar gael, yn gorfforol ac yn rhithwir. Gweithiodd y staff gydag unigolion a grwpiau o bob oed.
- Gwelodd y gwasanaeth gynnydd yn yr ymweliadau â'r wefan.
- Mae rôl Cynorthwydd Cefnogi newydd yn golygu bod y rhan fwyaf o weithgareddau bellach yn cael eu darparu'n ddwyieithog.

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<sup>7</sup> <https://llyw.cymru/sites/default/files/publications/2019-07/llyfrgelloedd-cysylltiedig-ac-uchelgeisiol-chweched-fframwaith-ansawdd-safonau-llyfrgelloedd-cyhoeddus-cymru-2017-i-2020.pdf> (llyw.cymru)

- Mae partneriaeth gyda'r Ganolfan Gymraeg leol hefyd yn gymorth i'r gwasanaeth sicrhau bod gwasanaethau drwy gyfrwng y Gymraeg yn cael eu cynnal.
- Roedd y cynllun 'galw a chasglu' yn hynod boblogaidd.

## **Cynlluniau ar gyfer y dyfodol**

Cyflwynodd y gwasanaeth ddwy astudiaeth achos i ddangos ei effaith yn ystod 2020/21 (enghraifft isod). Fideos ar-lein oedd y rhain yn arddangos ffotograffau hanes lleol, a chyfranogiad staff mewn prosiectau gwirfoddoli a dod at ei gilydd yn ystod y cyfyngiadau.

Wrth adrodd ar gyfeiriad a chynlluniau'r awdurdod yn y dyfodol ar gyfer y gwasanaeth llyfrgell dros y flwyddyn i ddod, mae Merthyr yn nodi mai'r flaenoriaeth allweddol fydd adfer lefel y gwaith a'r gweithgaredd cyn-bandemig mewn ffordd ddiogel.

Y flaenoriaeth fydd canolbwyntio ar blant ac ieuchyd a lles, gyda'i rôl yn y maes hwn yn cael ei gydnabod gan yr ymddiriedolaeth a'r cyngor. Mae proffil y llyfrgell wedi mynd i fyny o ganlyniad i'r gwaith yn y maes hwn. Mae hyrwyddo a chyflwyno gweithgareddau sy'n ymwneud â hybu ieuchyd yn hanfodol i wytnwch y gwasanaeth. Yn ogystal, bydd y gwasanaeth yn datblygu gwaith ynghylch Strategaeth y Gymraeg mewn partneriaeth â'r awdurdod lleol.

## **Crynodeb**

Er gwaethaf un o'r lefelau gwariant isaf fesul 1000 o'r boblogaeth, mae'r gwasanaeth yn gweithio'n galed i ymgysylltu â phawb ac â'i gymunedau amrywiol. Un o'i gryfderau yw brwdfrydedd y staff, ac ieuchyd a lles. Byddai unrhyw fuddsoddiad pellach yn galluogi'r gwasanaeth i ail-gysylltu â chwsmeriaid newydd a chyn-gwsmeriaid yn y dyfodol.

## **Astudiaeth Achos**

Digwyddodd y cyfnod clo cyntaf yn sydyn. Ymatebodd staff yn gyflym a sefydlu rhwydweithiau ar lwyfannau digidol amrywiol i gadw mewn cysylltiad a rhannu newyddion ac i sicrhau nad oedd neb ar ei ben ei hun ar adeg mor anodd.

Aeth y tîm ati i chwilio am gyfleoedd gwirfoddoli a dechreuodd llawer ohonynt drwy ddosbarthu prydau ysgol am ddim i blant ym Merthyr. Cadwodd staff hefyd mewn cysylltiad â chwsmeriaid Homelink i sicrhau nad oeddent wedi eu hynysu.

Daeth rhai aelodau o'r staff yn gefnogwyr y GIG drwy gasglu bwyd a nwyddau ymolchi i'w rhoi i'r ysbytai lleol lle roedd staff dan bwysau aruthrol.

Pan ddaeth y newyddion bod aelod o staff wedi colli ei gŵr, roedd y tîm unwaith eto yn cefnogi ei gilydd, gan anfon negeseuon o gefnogaeth, blodau a chardiau a dymuniadau i'r teulu cyfan. Ar ddiwrnod yr angladd, er gwaethaf cyfyngiadau cloi a dim cyswllt corfforol, fe wnaethant eu ffordd i leoliad yr angladd i sefyll y tu allan i gefnogi eu cydweithiwr, rhywbeth na chaiff byth ei anghofio.

## SIR FYNWY

Darperir gwasanaethau llyfrgell yn Sir Fynwy gan yr awdurdod lleol. Mae'r gwasanaeth yn cynnwys 6 changen ac 1 cerbyd danfon i'r cartref, gyda 73% o'r trigolion yn byw o fewn 2.5 milltir i lyfrgell.

### Perfformiad y gwasanaeth llyfrgell

Mae'r gwasanaeth yn adrodd ei fod yn cwrdd â'r holl hawliau craidd yn llawn.

Gwelodd Sir Fynwy gynnydd o 60% yn ei lawrlwythiadau digidol. Mae fymryn yn is na'r chwarterel uchaf ar gyfer benthyciadau digidol fesul 1000 o'r boblogaeth. Mae Sir Fynwy yn un o bymtheg awdurdod a welodd ostyngiad yn aelodaeth llyfrgelloedd yn 2020/21 o gymharu â 2019/20 oherwydd y pandemig. Bu gostyngiad cyffredinol bychan yn aelodaeth llyfrgelloedd ers 2017/18.

Mae'r gwasanaeth llyfrgell wedi cael ei integreiddio â'r Hybiau Cymunedol ond ar gyfer 2020/21 mae adroddiadau wedi addasu ei adroddiadau ariannol a staffio i adlewyrchu cyllideb y llyfrgell ar wahân. Bydd hyn yn ei gwneud yn haws cymharu ar draws Cymru ond mae'n golygu bod y tueddiadau dros y blynyddoedd blaenorol yn llai defnyddiol. Bu cynnydd i'w groesawu yn y gwariant ar ddeunyddiau yn 2020/21. Ar gyfer 2020/21 mae fymryn yn is na'r chwarterel uchaf ar gyfer gwariant ar ddeunyddiau fesul 1000 o'r boblogaeth. Mae'r gwariant ar blant a deunyddiau Cymraeg ill dau yn is na chyfran y grwpiau hyn yn y boblogaeth, ac roedd y gwariant ar y Gymraeg yn 2020-21 yn hynod o isel ar 1%, a'r boblogaeth Gymraeg yn Sir Fynwy yn 7.9%.

Oherwydd newid yng nghyfrif oriau staff llyfrgell i wahanu gwaith llyfrgell oddi wrth yr Hybiau Cymunedol unedig bu gostyngiad sylweddol yn nifer y staff, a chyfanswm y staff fesul 10,000 o'r boblogaeth yw'r isaf yng Nghymru. Mae nifer y staff y nodwyd bod ganddynt gymwysterau cydnabyddedig wedi aros yr un fath ac mae yn y chwarterel isaf ar gyfer Cymru.

Ymatebodd y gwasanaeth yn gadarnhaol yn ystod y cyfnodau clo, drwy addasu a datblygu gwasanaethau newydd.

- Darparodd y gwasanaeth ddarlleniadau barddoniaeth ar-lein drwy gydol 2020/21 a defnyddiodd gyfrifon cyfryngau cymdeithasol i hyrwyddo adnoddau electronig.
- Parhaodd y gwasanaeth i brynu e-adnoddau ychwanegol megis *Which?* a *FindMyPast*.
- Gweithredwyd gwasanaeth 'cais a chasglu/danfon' poblogaidd a bydd yn cael ei gadw yn y dyfodol.
- Bu cael eu cynnwys yn sesiynau staff rhithwir wythnosol y cyngor a derbyn cylchlythyrau yn gymorth i hyrwyddo gwasanaethau drwy gydol y flwyddyn.
- Drwy gymorth gan gronfa cadernid Diwylliannol Llywodraeth Cymru yn 2020 prynwyd iPads ac offer digidol oedd yn gymorth i wella darpariaeth gwasanaethau rhithwir. Roedd Sir Fynwy yn gallu cynnig mwy o amrywiaeth o

sesiynau digidol, gan arwain at welliant mewn ymgysylltiad a chyfranogiad cymunedol.

### **Cynlluniau ar gyfer y dyfodol**

Cyflwynodd y gwasanaeth astudiaethau achos (enghraifft isod) oedd yn dangos yr effaith a gafodd y gwasanaeth cais a chasglu ar unigolion, gan wella eu hiechyd a'u lles, a lleihau teimladau o ynysigrwydd. Oherwydd mynediad cartref i wasanaethau hanes teulu ar-lein galluogwyd prosiect hanes merched lleol i barhau, gan ddod â buddion i'r rhai oedd yn cymryd rhan.

Wrth adrodd ar gyfeiriad a chynlluniau'r awdurdod yn y dyfodol ar gyfer y gwasanaeth llyfrgell dros y flwyddyn i ddod, mae Sir Fynwy yn parhau i adrodd bod model yr hwb cymunedol yn gweithio'n dda. Mae dysgu cymunedol yn parhau i fod yn flaenoriaeth gyda dosbarthiadau'n cael eu cynnig i gefnogi pobl gyda llythrennedd, rhifedd a chwilio am waith. Bydd gwasanaethau digidol yn parhau i gael eu hyrwyddo a bydd buddsoddiad pellach mewn adnoddau electronig yn gwella gwytnwch y gwasanaeth.

Mae'r gwasanaeth yn bwriadu parhau i gydweithio ag asiantaethau partner yn y dyfodol er mwyn canfod mwy o bobl sy'n gaeth i'r tŷ ac sydd angen y gwasanaeth danfon ac annog pobl i ddychwelyd i'r canolfannau ffisegol.

### **Crynodeb**

Mae Sir Fynwy wedi cryfhau ei darpariaeth a'i defnydd digidol ac mae'n parhau i gefnogi cynhwysiant digidol ac iechyd a lles yn yr awdurdod yn effeithiol. Mae'r gwasanaeth yn bwriadu ail-ymgysylltu â chyn-gwsmeriaid a chwsmeriaid newydd ac adeiladu ar fodel yr hwb cymunedol. Bydd angen cefnogi'r gwasanaeth â lefelau priodol o gyllid refeniw i gyflawni hyn.

### **Astudiaeth Achos**

Trwy Dechrau Da anelwn at ddarparu llyfrau, adnoddau ac arweiniad am ddim i bob teulu yn Sir Fynwy pan fydd eu plant yn eu blwyddyn gyntaf o fywyd ac eto pan fyddant yn blant bach. Yn ystod 2020/2021, roedd yn anodd dosbarthu pecynnau Dechrau Da yn y ffordd arferol ond, drwy weithio gyda Booktrust, bu modd i ni drefnu danfoniadau i Dechrau'n Deg a danfoniad i Ymwelwyr Iechyd yng ngogledd a de'r sir.

Mae rhannu storiâu a rhigymau o oedran cynnar yn arwain at nifer o ganlyniadau, gan gynnwys datblygu sgiliau iaith cynnar, llafaredd a chyfathrebu cadarnhaol, y cwlwm rhiant-plentyn, a llythrennedd cynnar. Yn ystod 2020/2021, llwyddasom i gynnal sesiynau amser stori wythnosol ac ambell Amser Hwiangerddi i Fabanod drwy'r cyfryngau cymdeithasol.



## CASTELL-NEDD PORT TALBOT

Darperir gwasanaethau llyfrgell yng Nghastell-nedd Port Talbot gan yr awdurdod lleol. Mae'r gwasanaeth yn cynnwys 8 cangen, 1 llyfrgell deithiol ac 1 cerbyd cludo i'r cartref, gyda 90% o'r trigolion yn byw o fewn 2.5 milltir i lyfrgell. Mae'r gwasanaeth llyfrgell hefyd yn cynorthwyo 7 o lyfrgelloedd sydd wedi'u eu rheoli gan y gymuned gydag adnoddau (gan gynnwys staffio a stoc) ond mae'n dilyn canllawiau Llywodraeth Cymru 2014 drwy beidio â chynnwys gweithgarwch y llyfrgelloedd sydd wedi'u rheoli gan y gymuned yn ei ddatganiad SLICC. O ganlyniad, mae'r gwasanaeth yn 'colli allan' ar fenthyciadau gan gwsmeriaid llyfrgelloedd sydd wedi'u rheoli gan y gymuned nad ydynt yn cael eu hadrodd yma, tra mae'r gwariant yr adroddir amdano yn cwmpasu *pob* llyfrgell.

### Perfformiad y gwasanaeth llyfrgell

Mae'r gwasanaeth yn adrodd ei fod yn cwrdd â'r holl hawliau craidd yn llawn.

Castell-nedd Port Talbot yw un o'r ychydig wasanaethau i weld cynnydd bychan yn aelodaeth llyfrgelloedd yn 2019/20 ac maent yn priodoli hyn i'r cynnig ar-lein gwell gyda phobl yn gallu ymuno ar-lein. Mae'r gwasanaeth wedi gweld gostyngiad o 6% yn y gyllideb adnoddau ers 2017/18, a allai fod wedi effeithio ar ddefnydd, er mai bychan ydoedd. Fodd bynnag, bu cynnydd mewn gwariant ar adnoddau plant yn 2020/21 i gynorthwyo gyda gofynion dysgu gartref yn ystod Covid. Mae'r gwasanaeth fymryn yn uwch na'r canolrif ar gyfer benthyciadau plant fesul 1000 o'r boblogaeth yn 2020/21.

Er y bu gostyngiad bychan mewn gwariant ar adnoddau Cymraeg, mae Castell-nedd Port Talbot wedi nodi bod hyn yn rhannol oherwydd diffyg deunyddiau addas oedd ar gael, a newid cyflenwr. Mae'r gwasanaeth yn disgwyl i'r maes hwn wella yn y blynyddoedd i ddod. Mae gwariant ar ddeunyddiau yn parhau ar y lefel ganolrifol ar draws gwasanaethau yng Nghymru, ac mae hefyd ar y canolrif ar gyfer benthyciadau yn ymwneud â'r Gymraeg fesul 1000 o siaradwyr Cymraeg.

Er y bu gostyngiad bychan yn y gwariant, mae lefelau staffio wedi aros yr un fath ers 2018/19, gyda chyfanswm y staff proffesiynol yn uwch na'r lefel ganolrifol yng Nghymru.

Ymatebodd y gwasanaeth yn gadarnhaol yn ystod y cyfnodau clo, drwy addasu a datblygu gwasanaethau newydd.

- Cynigiodd y gwasanaeth amrywiaeth o weithgareddau digidol gan gynnwys caneuon a rhigymau, celfyddydau creadigol, gweithgareddau plant, grwpiau darllen, ochr yn ochr â digwyddiadau oedd yn hybu llythrennedd a dysgu oedolion.
- Ymrwymodd y gwasanaeth i raglen wythnosol o ddigwyddiadau ar-lein am 12 mis oedd yn creu ymdeimlad cadarnhaol o gymuned i bawb a ymunodd.

- Cynyddodd lawrlwythiadau digidol yng ngwasanaeth llyfrgell Castell-nedd Port Talbot o 78%. Fe wnaeth ehangu eu harlwy ddigidol i gynnwys papurau newydd drwy *PressReader* chwarae rhan yn y cynnydd.
- Drwy gymorth gan gronfa Cadernid Diwylliannol Llywodraeth Cymru yn 2020 bu'n bosibl prynu llechi (*tablets*) a alluogodd y gwasanaeth i gyflwyno cynllun benthyca llechen, a gafodd effaith gadarnhaol ar hyrwyddo gwasanaethau digidol.
- Sefydlodd y gwasanaeth llyfrgell brosiect peilot i roi benthyg chwaraewyr MP3, gydag e-Lyfrau Llafar o'u dewis i bobl â nam ar eu golwg.
- Gwnaed gwelliant i'r gwasanaeth danfon i gynnwys gwasanaeth casglu o ymyl y ffordd a gwasanaeth galw a chasglu.

Fe wnaeth y gwasanaeth hefyd ddileu dirwyon dros dro yn ystod y pandemig, ac yna ei wneud yn bolisi parhaol i beidio â chodi dirwyon am ddychwelyd yn hwyr.

### **Cynlluniau ar gyfer y dyfodol**

Mae astudiaethau achos ar effaith y gwasanaeth danfon i'r cartref, grwpiau darllen ar-lein, Amser Stori Sul ar-lein, a grwpiau celf a lles ar-lein, yn dangos yr effaith y mae'r gwasanaeth a'r staff wedi'i chael ar iechyd a lles pobl, eu sgiliau, eu hymdeimlad o gymuned a'u hyder (enghreifftiau isod).

Mae'r gwasanaeth yn adrodd bod canlyniadau arfaethedig adolygiad 2019 o'i wasanaeth llyfrgell wedi cael eu cyflawni, er gwaethaf y pandemig. Roedd hyn yn cynnwys Gwasanaeth Llyfrgell Deithiol gwell a mwy hyblyg a Gwasanaeth Danfon i'r cartref wedi'i ailwampio, gydag un cerbyd newydd yn ei le a disgwyl un cerbyd trydan arall. Mae datblygiad arfaethedig llyfrgell newydd yng nghanol tref Castell-nedd hefyd yn mynd rhagddo. Mae'r Gwasanaeth Llyfrgell yn parhau i ganolbwyntio ar ddarparu gwasanaethau ac adnoddau ym meysydd cynhwysiant digidol, iechyd a lles, llythrennedd plant, a dysgu gydol oes. Mae llwyddiant y gwasanaeth casglu ymyl y ffordd a'r gwasanaeth galw a chasglu yn golygu y caiff y rhain eu cadw yn y dyfodol.

Mae'r gwasanaeth yn rhagweld y caiff Strategaeth Llyfrgell newydd ei llunio ar gyfer Castell-nedd Port Talbot yn ystod 2022, unwaith y ceir golwg glir ar y blaenoriaethau corfforaethol ar ôl y pandemig.

### **Crynodeb**

Mae gwerth gwasanaeth gwydn a reolir yn dda yn amlwg gan i'r gwasanaeth addasu'n gyflym a chynnal ei ymgysylltiad cymunedol, gan gynyddu lefelau aelodaeth hyd yn oed. Gostyngodd benthydwyr gweithredol ganran yn llai nag mewn llawer o awdurdodau yn ystod 2020/21. Bydd buddsoddiad pellach yn galluogi'r gwasanaeth i adeiladu ar ei lwyddiannau diweddar.

### **Astudiaeth Achos 1**

Bu gan Lyfrgelloedd Castell-nedd Port Talbot gymuned ddarllen gref ers blynyddoedd lawer. Mae'r grŵp hwn yn rhoi cyfle amhrisiadwy i bobl ddod at ei gilydd i rannu eu

barn am lyfrau ac i gwrdd â phobl yn eu cymuned. Mewn blwyddyn o heriau cyson, un arall a gyflwynodd ei hun oedd sut i gadw grwpiau darllen i fynd a sicrhau bod pobl yn dal i allu cyfrannu a rhannu eu barn ar adeg pan nad oedd cyswllt wyneb yn wyneb yn bosibl.

Yn Llyfrgell Baglan roedd y staff yn deall gwerth y grŵp darllen oedd wedi bod yn rhedeg ers blynyddoedd lawer a sefydlodd amrywiol ddulliau cyfathrebu, megis e-bost, WhatsApp, a Facebook i gadw cysylltiad o fewn y grŵp. Sicrhaodd staff y llyfrgell y gallai aelodau'r grŵp gysylltu â hwy gan ddefnyddio amrywiaeth o ddulliau. Unwaith yr oedd llyfrgelloedd yn gallu cynnig gwasanaeth Galw a Chasglu bu'r staff yn gweithio i ddarparu llyfrau rheolaidd i aelodau'r grŵp a chyfleoedd i drafod a rhannu syniadau. Llwyddasant hyd yn oed i oresgyn yr her o gael un aelod o'r grŵp wedi ei ddal yn Seland Newydd am ran helaeth o'r flwyddyn.

Sicrhaodd ymdrechion staff y llyfrgell fod y grŵp hwn yn parhau i gyfarfod drwy gydol y pandemig, drwy symud i gyfarfodydd misol ar-lein. I aelodau'r grŵp roedd hyn yn golygu pethau gwahanol. I un aelod roedd yn bwysig iawn i'w hiechyd meddwl a'i lles i allu darllen gyda'i gilydd fel grŵp, ac i aelodau eraill roedd yn eu galluogi i normaleiddio eu diwrnod mewn cyfnod o aflonyddwch mawr. I lawer, mae'r grŵp yn debyg i deulu a thrwy gadw gyda'i gilydd helpodd i greu ymdeimlad o berthyn pan oeddent wedi eu hynysu yn eu cartrefi. Ni fyddai hyn wedi digwydd heb gefnogaeth staff y llyfrgell.

Mae'r gair rhaff achub wedi cael ei ddefnyddio'n aml mewn perthynas â darparu gwasanaethau yn ystod y pandemig ac ar gyfer aelodau'r grŵp darllen mae'n briodol iawn. Mae wedi bod yn hanfodol i'w hiechyd a'u lles.

## **Astudiaeth Achos 2**

Pan nad oedd llyfrgelloedd yn gallu cynnig gwasanaethau corfforol, personol, symudodd Castell-nedd Port Talbot lawer o wasanaethau ar-lein. Sefydlwyd grŵp Facebook, 'Dechrau Da CNPT a Chân a Rhigwm'.

Cyflwynodd y llyfrgell lawer o sesiynau caneuon a rhigymau wedi'u recordio a thua diwedd 2020 cynigiwyd sesiynau byw ddwy neu dair gwaith yn ystod rhai wythnosau.

Roedd yr adborth yn gadarnhaol iawn gyda llawer yn mynegi diolch fod y grŵp wedi parhau i gyflwyno digwyddiadau caneuon a rhigymau:

*"I would have been lost without song and rhyme every week. I love to have that time with my son sharing songs and stories together. It's been hard but it's helped me a lot, especially talking to others."*

Mae grŵp Caneuon a Rhigymau Dechrau Da wedi parhau i ffynnu. Mae bellach yn rhan sylfaenol o'r gwasanaethau digidol a gynigir ac wedi denu cwsmeriaid newydd.

## CASNEWYDD

Darperir gwasanaethau llyfrgell yng Nghasnewydd gan yr awdurdod lleol. Mae'r gwasanaeth yn cynnwys 9 cangen a gwasanaeth danfon i'r cartref, gyda 97% o'r trigolion yn byw o fewn 2.5 milltir i lyfrgell.

### Perfformiad y gwasanaeth llyfrgell

Mae'r gwasanaeth yn adrodd ei fod yn cwrdd ag 11 o'r hawliau craidd yn llawn, ac un yn rhannol, gan fod ei strategaeth i fod i gael ei hadnewyddu ac y caiff ei chynhyrchu yn unol â'r strategaeth gorfforaethol newydd yn 2022.

Mae Casnewydd yn un o bymtheg awdurdod a welodd ostyngiad yn aelodaeth llyfrgelloedd yn 2020/21 o gymharu â 2019/20 oherwydd y pandemig. Bu gostyngiad yn aelodaeth llyfrgelloedd ers 2017/18 ac er bod gostyngiad i'w ddisgwyl yn 2020/21, gellid ymchwilio i'r duedd tymor hwy er mwyn penderfynu sut i gyrraedd cwsmeriaid newydd a chyn-gwsmeriaid.

Bu gostyngiad bychan o 6.6% yn y gyllideb ddeunyddiau ers 2017/18, er bod y gwasanaeth yn parhau i fod tua'r canolrif ar gyfer Cymru fesul 1000 o'r boblogaeth ar gyfer y dangosydd hwn. Byddai'n fuddiol i'r gwasanaeth ystyried sut mae'n caffael deunyddiau a'r cysylltiad posibl rhwng y dewis o ddeunyddiau a lefelau'r benthyrcwyr gweithredol fesul 1000 o'r boblogaeth.

Mae'r gwasanaeth wedi cadw ei wariant ar ddeunyddiau Cymraeg ac yn gweithio gyda nifer o bartneriaid i wneud y defnydd gorau o'r casgliad. Mae Casnewydd yn gweithio mewn partneriaeth â'r Mudiad Meithrin i gynnig sesiynau amser stori Cymraeg a sesiynau tylino babanod mewn llyfrgelloedd ac mae'r sesiynau hyn yn helpu i hybu'r defnydd o'r stoc Gymraeg i blant iau.

Ni fu unrhyw newidiadau yn y lefelau staffio ers 2019/20 ac mae nifer y staff y nodwyd bod ganddynt gymwysterau cydnabyddedig yn parhau i fod yn uwch na'r lefel ganolrifol ledled Cymru.

Ymatebodd y gwasanaeth yn gadarnhaol yn ystod y cyfnodau clo, drwy addasu a datblygu gwasanaethau newydd.

- Cynyddodd lawrlwythiadau digidol Casnewydd o 71%.
- Symudodd y gwasanaeth lawer o weithgareddau ar-lein yn ystod 2020/21, a chynyddodd y buddsoddiad mewn e-adnoddau.
- Gweithredodd y gwasanaeth gynllun galw a chasglu newydd.
- Rhoddodd Casnewydd flaenoriaeth i adnoddau a gwasanaethau plant yn ystod y pandemig er mwyn bod o gymorth i gefnogi dysgu pobl ifanc.
- Cysylltodd staff y llyfrgell â chleientiaid bregus yn eu cartrefi yn rheolaidd i weld sut roedd eu hiechyd a'u lles.

- Drwy gymorth gan gronfa Cadernid Diwylliannol Llywodraeth Cymru yn 2020 prynwyd pedwar ciosg hunanwasanaeth cyfrifiadurol a'i gwnaeth yn bosibl i'r gwasanaeth ailagor i ymweliadau safle llyfrgelloedd yn gynharach nag a fyddai wedi bod yn bosibl heb yr offer hwn. Mae ciosgau hunanwasanaeth bellach ar gael ym mhob un o safleoedd llyfrgell Casnewydd.

## **Cynlluniau ar gyfer y dyfodol**

Darparodd y gwasanaeth astudiaethau achos (enghraifft isod) yn dangos effaith fuddiol ei wasanaeth danfon i'r cartref i gwsmeriaid oedd yn gaeth i'r tŷ; manteision iechyd a lles grŵp ar-lein creadigol; a manteision iechyd a lles y grŵp Darllen ar y Cyd yn cyfarfod ar-lein yn ystod y pandemig – arfer y maent yn parhau i'w ddilyn ers hynny.

Wrth adrodd am gyfeiriad a chynlluniau'r awdurdod yn y dyfodol ar gyfer y gwasanaeth llyfrgell dros y flwyddyn i ddod, mae Casnewydd yn nodi integreiddio'r gwasanaeth llyfrgell â model yr Hwb Cymdogaeth newydd o dimau amlddisgyblaethol. Bydd gwasanaethau llyfrgell wedi eu lleoli yn lleoliadau y 4 prif ganolfan a bydd llyfrgelloedd cangen yn gweithredu fel adain gydag aelodau o dîm ehangach yr hwb yn darparu gwasanaethau. Agorodd yr Hwb cyntaf ym mis Ionawr 2020 gyda'r llyfrgell yn ganolog i'w ddarpariaeth. Yn anffodus, mae'r pandemig wedi golygu na fu modd asesu perfformiad y safle, ond cyn cau roedd tystiolaeth bod y gwasanaeth llyfrgell yn elfen greiddiol o'r adeilad hwn. Caiff strategaeth llyfrgell newydd ei datblygu yn ystod 2021/22.

## **Crynodeb**

Mae Casnewydd yn ymgysylltu'n gryf â phartneriaid yn enwedig mewn dysgu cymunedol, ymgysylltu digidol, ac iechyd a lles, ond cymharol isel yw ei buddsoddiad mewn rhai meysydd. Dylai strategaeth y dyfodol helpu'r gwasanaeth i fanteisio ar ei adnoddau i ddenu mwy o gwsmeriaid a mwy o ddefnydd o'r llyfrgelloedd.

## **Astudiaeth Achos**

Oherwydd y pandemig, symudodd y grŵp darllen ar y cyd ar-lein. Digwyddodd y mudo o fewn wythnosau cyntaf y cyfnod clo. Parhaodd mwyafrif y Grŵp Darllen ar y Cyd i gyfarfod rhwng 11a.m. a 12:30p.m. bob dydd Mercher drwy gydol 2020/21.

Mae'r grŵp Darllen ar y Cyd wedi bod yn hanfodol i iechyd meddwl a lles aelodau'r grŵp oherwydd yn ystod y cyfnod clo dyma oedd yr unig fath o gyswllt, er mai yn rhithwir yr oedd, a gâi llawer o bobl y tu allan i'w teulu agos.

Yn ystod y pandemig, estynnwyd y 10 i 15 munud o sgwrsio ar ddechrau'r sesiynau gan iddo brofi'n gyflym i fod yn rhan hanfodol o'r sesiynau, gan roi'r cyfle i gyfnewid newyddion a phryderon a chlywed am les corfforol a meddyliol y naill a'r llall.

Roedd pob sesiwn yn dod i ben gyda'r Llyfrgellydd Bro yn darllen stori fer a/neu gerdd ac i gadw diddordeb o wythnos i wythnos ac i gynnig testunau siarad ychwanegol defnyddiwyd themâu misol. Ymhlith y themâu roedd "*Murder Most Foul*," "*Twisted Tales*," "*Ghost Stories*," "*Speculative Fiction*" a "*Fairy Tales: Classic and Modern*." Y themâu mwyaf poblogaidd, o ystyried y cyfyngiadau, oedd ein "Taith o gwmpas y Byd,"

a barhaodd am dri mis, lle dewisodd y Llyfrgellydd Bro Chwedlau Gwerin a storïau byrion gan awduron Clasurrol a modern o wahanol wledydd o amgylch y byd.

Bu pob stori a cherdd yn ysbrydoliaeth wych ar gyfer rhannu straeon personol, barn, ac argymhellion ar gyfer darllen pellach. Ymhlith adborth cwsmeriaid roedd y canlynol:

*“During the last year, the Shared Reading Group has been a little taste of normality in a very strange world. We have a very happy group, with a wide range of interests and tastes in literature and we have become very good friends meeting every week in our WhatsApp group...at 11am [to] spend a very interesting hour and a half with our short stories and personal news. This service has impacted on me greatly as I live alone, and it is something to look forward to on a Wednesday. To feel a little more cultured and knowledgeable and less lonely by the end of our session.”*

## SIR BENFRO

Darperir gwasanaethau llyfrgell yn Sir Benfro gan yr awdurdod lleol. Mae'r gwasanaeth yn cynnwys 12 cangen ac 1 llyfrgell deithiol, gydag 83% o'r trigolion yn byw o fewn 3 milltir i lyfrgell neu o fewn ¼ milltir i arhosfan y llyfrgell deithiol.

### Perfformiad y gwasanaeth llyfrgell

Fe wnaeth Sir Benfro gwrdd â 10 o'r 12 o hawliau craidd yn llawn, a 2 yn rhannol (strategaeth llyfrgell a rhoi benthyg llyfrau am ddim). Rhoddwyd heibio dros dro y ffi am gadw eitemau, nad oeddent yng nghanen y cwsmer ond oedd ar gael mewn canghennau eraill yn Sir Benfro, yn ystod cyfyngiadau COVID-19, ond roedd trefniant o'r fath wedi ei gyfyngu i 2 y cwsmer. Sir Benfro yw'r unig wasanaeth yng Nghymru sy'n parhau i godi'r ffi hon. Fodd bynnag, dylid nodi bod y rhesymau yn rhai daearyddol yn bennaf.

Gwelodd y gwasanaeth gynnydd bychan yn aelodaeth llyfrgelloedd, un o ddim ond 7 awdurdod lle digwyddodd hyn yn 2020-21. Fodd bynnag, yn y tymor hwy bu gostyngiad ers 2017-18. Yn 2020-21, roedd y gwariant ar adnoddau plant yn is na'r gwariant cyfartalog ledled Cymru, sef 14%. Bu gostyngiad o 9% yn y gwariant ar stoc i blant ers 2019/20. Fodd bynnag, cyn y pandemig, roedd benthyciadau i blant iau wedi cynyddu'n flynyddol ers 2017/18. At hynny, mae cyfran cyfanswm y gyllideb ddeunyddiau a wariwyd ar adnoddau plant wedi cynyddu 2% ers 2018/19.

Ynghyd â gostyngiadau dros dro i'r gyllideb ddeunyddiau oherwydd y pandemig, gwnaed toriad parhaol, ac mae'r gyllideb ddeunyddiau wedi gostwng 37% ers 2017/18. Mae Sir Benfro bellach yn y chwarter isaf yn y maes hwn yng Nghymru.

Mae gwariant ar ddeunyddiau Cymraeg fesul 1000 o'r boblogaeth sy'n siarad Cymraeg wedi lleihau a byddai'n fuddiol ystyried buddsoddiad pellach yn y maes hwn yn y dyfodol, yn benodol, mewn perthynas â marchnata wedi'i dargedu a hyrwyddo stoc. Fodd bynnag, mae'r gallu i siarad Cymraeg bellach yn ofyniad gorfodol ar gyfer swyddi rheng flaen newydd ac mae'r gwasanaeth yn darparu amser a chyllid i staff ddysgu Cymraeg, a dylai hynny fod o gymorth yn y tymor hwy.

Bu gostyngiad bach yn nifer y staff ers 2019/20 er bod hyn oherwydd bod person ar secondiad yn dychwelyd a'r staff dros dro newydd yn gadael. Mae cyfanswm y staff y nodwyd bod ganddynt gymwysterau cydnabyddedig fesul 10,000 o'r boblogaeth yn parhau i fod yn uwch na'r lefel ganolrifol ar draws Cymru.

Ymatebodd y gwasanaeth yn gadarnhaol yn ystod y cyfnodau clo, drwy addasu a datblygu gwasanaethau newydd.

- Cynyddodd benthyciadau digidol yn sylweddol o 66%.
- Cyflwynodd y gwasanaeth rai gweithgareddau ar-lein, megis amser hwiangerddi babanod gan ddefnyddio Facebook.
- Parhaodd Sir Benfro i fod yn rhan o Sialens Darllen yr Haf, gan sicrhau bod adnoddau ar gael i blant drwy'r gwasanaeth archebu a chasglu.

- Gweithredwyd gwasanaeth archebu a chasglu.
- Cyflawnodd y mwyafrif o staff llyfrgelloedd gyrsiau ar-lein yn ystod y pandemig, sydd wedi cael effaith gadarnhaol ar eu datblygiad personol.
- Galluogodd cymorth gan gronfa cadernid Diwylliannol Llywodraeth Cymru yn 2020 y gwasanaeth i ddarparu cynllun marchnata a chyfathrebu effeithiol. Ymgwymerwyd â marchnata gwasanaethau drwy erthyglau golygyddol/hysbysebion mewn papurau newydd gyda rhai ffeithluniau, mewn print ac ar gyfryngau cymdeithasol. Prynwyd nwyddau i hyrwyddo digwyddiadau a gweithgareddau yn y llyfrgell.

## **Cynlluniau ar gyfer y dyfodol**

Darparodd y gwasanaeth Astudiaethau Achos (enghraifft isod) ar effaith fuddiol y gwasanaeth archebu a chasglu, yn arbennig ar gyfer iechyd a lles, plant a theuluoedd; ac ar yr effaith ar aelod o staff a ddilynodd hyfforddiant Estyn Allan.

Wrth adrodd am gyfeiriad a chynlluniau'r awdurdod yn y dyfodol ar gyfer y gwasanaeth llyfrgell dros y flwyddyn i ddod, mae Sir Benfro'n nodi bod strategaeth llyfrgelloedd 2021-2023 yn y camau olaf o gael ei datblygu. Y blaenoriaethau allweddol fydd iechyd a lles a threchgu tlodi, ynghyd â'r bartneriaeth gyda Llyfrgell Genedlaethol Cymru ar gyfer llyfrgell Glan yr Afon a fydd yn un o dri lleoliad yn unig yn y DU i elwa o daith Campwaith yr Oriel Genedlaethol [Llundain] yn 2022.

Mae Sir Benfro yn parhau i fuddsoddi yn natblygiad gwasanaethau llyfrgell, gyda phrosiectau i gyflwyno cyfleusterau hunanwasanaeth eisoes ar waith yn Llyfrgell Doc Penfro yn 2022; adeiladau newydd yn Arberth a Phenfro, sydd i'w cwblhau yn y drefn honno yn 2023 a 2024. Mae Arberth yn dibynnu ar lwyddiant cais am grant. Bydd y ddwy yn darparu hunanwasanaeth a mynediad oriau agor gwell ac yn cynnwys partneriaethau gyda'r gymuned leol a gwirfoddolwyr.

## **Crynodeb**

Mae Sir Benfro wedi buddsoddi yn ei hystâd lyfrgelloedd yn y blynyddoedd diwethaf ac mae yna gynlluniau ar gyfer buddsoddiad cyfalaf pellach gyda rhai prosiectau cyffrous yn cael eu cyflawni. Mae'n bwysig i lefel y cyllid refeniw fod yn ddigonol i sicrhau bod buddion y buddsoddiad cyfalaf yn cael eu gwireddu.

Fodd bynnag, efallai y byddai'n fuddiol adolygu lefel y buddsoddiad refeniw, oherwydd ei bod yn ymddangos bod meysydd perfformiad gwannach y gwasanaeth yn uniongyrchol gysylltiedig â gostyngiadau mewn buddsoddiad [e.e. stoc llyfrau]. Mae hyn yn bwysig i wneud y gorau o'r gwasanaeth ac i annog pobl yn ôl i lyfrgelloedd. Gall diffyg stoc newydd a phriodol arwain at ostyngiad yn nifer yr aelodau newydd a gostyngiad yn lefelau'r defnydd.



## Astudiaeth Achos

Mae aelod o staff o Sir Benfro yn disgrifio ei phrofiad o gymryd rhan ym mhrosiect Estyn Allan. Nod y prosiect oedd cyflwyno rhaglen hyfforddi i alluogi staff i ddatblygu'r gweithgareddau digidol sydd ar gael i gwsmeriaid y llyfrgell.

Roedd yr hyfforddiant yn ymdrin ag amrywiaeth o bynciau yn ystod y cyfnod o dri mis pan ddysgodd staff lawer iawn am gyflwyno cynnwys digidol. Roedd y sgiliau a'r wybodaeth a enillwyd yn cynnwys:

- Dewis a phrynu offer a meddalwedd i greu cynnwys.
- Defnyddio offer camera a meddalwedd golygu fideo.
- Cyflwyno cynnwys mewn fformatau gwahanol, megis podlediadau a blogiau.
- Defnyddio cyfryngau cymdeithasol i hyrwyddo llyfrgelloedd ac ymgysylltu â chynulleidfaoedd llyfrgelloedd.

Ymgwymerodd yr aelod o staff hefyd â thri modiwl datblygu darllenwyr Agor y Llyfr. Roedd y rhain yn cynnig llawer o wybodaeth ymarferol am hyrwyddo stoc yn y llyfrgell ac yn ddigidol.

Rhannwyd yr hyfforddiant gydag aelodau eraill o staff. Cymerodd staff ran mewn 134 awr 15 munud o hyfforddiant i gyd. Arweiniodd hyn at greu syniadau a brwdfrydedd dros weithgareddau ar-lein.

Roedd hyfforddeion ledled Cymru yn gallu rhannu syniadau, gwybodaeth ac arfer da a chynnig cymorth i'w gilydd. Nododd yr aelod o staff:

*“Going forward I feel much more confident about the provision on online content. I now have an understanding of our social media audience (currently just Facebook) and can tailor the content accordingly. The next step in the long term (depending on staff capacity) is to produce a Social Media Plan to promote wider participation.”*

## POWYS

Darperir gwasanaethau llyfrgell ym Mhowys gan yr awdurdod lleol. Mae'r gwasanaeth yn cynnwys 16 cangen a 2 lyfrgell deithiol, gyda 76% o'r trigolion yn byw o fewn 2.5 milltir i lyfrgell.

### Perfformiad y gwasanaeth llyfrgell

Mae'r gwasanaeth yn adrodd ei fod yn cwrdd â 10 o'r 12 hawl craidd yn llawn, 1 yn rhannol ac nad oedd yn cwrdd ag 1 (rhoi llyfrau ar fenthyg; yn rhannol a strategaeth llyfrgell; dim yn cwrdd â hwn).

Mae Powys yn un o ddim ond saith gwasanaeth a welodd gynnydd mewn aelodaeth llyfrgell yn ystod 2020-21. Bu gostyngiad yn y gyllideb ddeunyddiau yn 2020-21. Fel y nodwyd gan awdurdodau eraill, effeithiwyd ar y gallu i brynu deunyddiau gan adleoli staff a hefyd y diffyg deunyddiau oedd ar gael. Er hynny, bu gostyngiad o 33% yn y gyllideb ddeunyddiau ers 2017/18.

Er bod y gyllideb ddeunyddiau bellach ymhlith yr isaf yng Nghymru fesul 1000 o'r boblogaeth, mae'r benthyciadau i oedolion a phlant yn yr ail gwartel. Mae hyn yn awgrymu bod y gwasanaeth yn gwneud y gorau o'i wariant ac yn dewis stoc addas i'w gwsmeriaid. Cafodd gwariant ar adnoddau Cymraeg ei gynnal ac mae'r gwasanaeth yn gweithio'n dda gyda phartneriaid lleol i ymroi i hybu ei gasgliad Cymraeg a dysgu Cymraeg. Mae'r aelod o staff sy'n gyfrifol am ddewis y stoc yn aelod gweithredol o banel Arddangos Cymru, sy'n llunio rhestr flynyddol o'r gweithiau Cymreig yn Saesneg fel rhestr wirio ar gyfer awdurdodau llyfrgell.

Bu gostyngiad o 10% yn nifer y staff ers 2019/20. Mae cyfanswm y staff sydd wedi eu nodi fel yn meddu ar gymwysterau cydnabyddedig yn parhau ar y lefel ganolrifol ar draws Cymru, gyda nifer o staff yn cael eu cynorthwyo i ennill cymwysterau.

Ymatebodd y gwasanaeth yn gadarnhaol yn ystod y cyfnodau clo, drwy addasu a datblygu gwasanaethau newydd.

- Mae gwasanaeth Powys yn nodi cynnydd trawiadol o 77% mewn lawrlwythiadau digidol ers 2019/20.
- Mae gweithgareddau fel sesiynau amser rhigymau ac amser stori wedi cael eu cefnogi a'u hyrwyddo'n dda.
- Roedd y rhaglen o ddigwyddiadau ar-lein a ddarparwyd yn cynnwys gweithdai cymorth ariannol.
- Mae Powys wedi parhau i fod yn rhan o gynllun Dechrau Da, a ddarperir gan BookTrust. Parhaodd y fenter hon ochr yn ochr â Sialens Ddarllen yr Haf, er gwaethaf y cyfyngiadau.
- Cynhaliodd y gwasanaeth raglen ar-lein o ddigwyddiadau i blant ac oedolion drwy gydol y pandemig.

- Galluogodd cefnogaeth gan gronfa cadernid Diwylliannol Llywodraeth Cymru yn 2020 y gwasanaeth i brynu argraffwyr Wi-Fi, a'i gwnaeth yn bosibl argraffu o fewn hybiau cymunedol, tra'n cyfyngu ar gysylltiad y cyhoedd â'r offer.
- Gweithredwyd gwasanaeth clicio a chasglu.

## Cynlluniau ar gyfer y dyfodol

Darparodd y gwasanaeth nifer o astudiaethau achos (enghraifft isod) yn dangos manteision ei brosiectau digidol gan gynnwys y dyfeisiadau a fenthyciwyd, y llinell gymorth ddigidol â staff; ei wasanaeth clicio a chasglu; a rhaglen o ddigwyddiadau ar-lein.

Bydd adrodd ar gyfeiriad yr awdurdod yn y dyfodol a chynlluniau ar gyfer y gwasanaeth llyfrgell dros y flwyddyn i ddod, ailadeiladu gwasanaethau ac annog aelodau i ddychwelyd i adeiladau llyfrgell ffisegol yn parhau i fod yn flaenoriaeth. Mae strategaeth newydd yn cael ei datblygu ar hyn o bryd gyda iechyd a lles yn ganolog iddi. Mae'r gwasanaeth wedi datblygu Strategaeth Ddigidol gyda chymorth gan Lywodraeth Cymru a bydd hyn yn llywio cyfeiriad y gwasanaeth yn y dyfodol. Bydd rhaglen hyfforddi staff i wella sgiliau digidol o fewn y gwasanaeth yn flaenoriaeth. Mae strategaeth cynhyrchu incwm hefyd yn cael ei datblygu i sicrhau cynladwyedd y gwasanaeth.

Nododd y gwasanaeth fod Llyfrgell Llanwrtyd wedi parhau ar gau ers dechrau'r pandemig, a staff wedi cael eu hadleoli. Penderfynodd ymgynghoriad cyn-covid ynghylch dyfodol y llyfrgell hon y byddai'n trosglwyddo i fod yn llyfrgell gymunedol gyda gwasanaethau'n cael eu darparu gan wirfoddolwyr.

## Crynodeb

Mae'r gwasanaeth wedi manteisio i'r eithaf ar ei arbenigedd cyfathrebu a digidol cryf i barhau i ddarparu gwasanaeth llyfrgell yn ystod y pandemig. Er bod buddsoddiadau staffio ac adnoddau yn parhau i fod yn isel o gymharu â gwasanaethau eraill, mae lefelau defnydd yn gadarnhaol. Mae'r gwasanaeth yn bwriadu adeiladu ar y cryfderau hyn wrth i ni symud i ffwrdd oddi wrth y pandemig.

## Astudiaeth Achos

Mewn partneriaeth â *Money Saviour*, cynhaliodd Llyfrgelloedd Powys gyfres o sesiynau hyfforddi ar-lein am reoli arian. Roedd y sesiynau hyn yn cwmpasu Credyd Cynhwysol, darparwyr ynni a chyllidebu, a chafodd y cyfranogwyr gyfle i ddysgu a gofyn cwestiynau. Dysgodd y cyfranogwyr lawer am arian grant, peryglon budd-daliadau a ffyrdd o wneud i'w harian fynd ymhellach. Roedd yr adborth yn gadarnhaol iawn:

*"I am really excited about making a spreadsheet for my budgeting now – Sorchia is really knowledgeable and has actually made me enthusiastic to plan what I do with my money, rather than just spend it and panic. These sessions have helped a lot."*

*“That was very informative. There were quite a few things that I did not know about Universal Credit, such as Council Tax Reduction being separate from Universal Credit – that is useful to know, and I will be passing that on.”*

*“I did not know quite how many grants were available to help with energy costs. It all seems a bit of a minefield, trying to figure out how to do everything, but this session clarified a lot and I know what my next steps will be.”*

## **RHONDDA CYNON TAF**

Darperir gwasanaethau llyfrgell yn Rhondda Cynon Taf gan yr awdurdod lleol. Mae'r gwasanaeth yn cynnwys 13 cangen a 2 lyfrgell deithiol, gyda 93% o'r trigolion yn byw o fewn 2.5 milltir i lyfrgell.

### **Perfformiad y gwasanaeth llyfrgell**

Mae'r gwasanaeth llyfrgell yn cwrdd â'r 12 hawl graidd yn llawn.

Gwelodd RhCT gynnydd o 23% mewn benthycwyr gweithredol, sy'n cael ei briodoli i'r ffaith fod unigolion yn gallu ymuno ar-lein a hefyd y cynnig llyfrgell digidol. Mae bellach yn 4<sup>ydd</sup> yng Nghymru o ran nifer y benthycwyr gweithredol fesul 1000 o'r boblogaeth. Fodd bynnag, mae'n un o bymtheg awdurdod a welodd ostyngiad yn aelodaeth llyfrgelloedd yn 2020/21 o gymharu â 2019/20 oherwydd y pandemig.

Mae'r gyllideb ddeunyddiau wedi gostwng ychydig yn 2020-21 gyda gostyngiad o 14% ers 2017/18. Fel y nodwyd gan awdurdodau eraill, effeithiwyd ar y gallu i brynu deunyddiau gan adleoli staff a'r tarfu ar y gadwyn gyflenwi. Cadwodd y gwasanaeth ei wariant ar adnoddau plant ac adnoddau Cymraeg.

Mae lefelau staffio wedi aros yr un fath ers 2019/20, gyda chyfanswm y staff proffesiynol fesul 10,000 o'r boblogaeth yn uwch na'r lefel ganolrifol yng Nghymru, a rhai staff yn cael cymorth i ennill cymwysterau llyfrgell.

Ymatebodd y gwasanaeth yn gadarnhaol yn ystod y cyfnodau clo, drwy addasu a datblygu gwasanaethau newydd.

- Mae RhCT yn nodi cynnydd sylweddol o 83% mewn lawrlwythiadau digidol ers 2019/20.
- Darparodd y llyfrgell becynnau darllen i ysgolion drwy wasanaeth llyfrgell yr ysgolion, a chyfrannodd hyn yn effeithiol at hyrwyddo adnoddau yn y maes hwn.
- Darparodd y gwasanaeth amser stori dwyieithog ar-lein ynghyd â digwyddiadau ar-lein eraill i blant yn ystod y pandemig. Mae'r gwasanaeth yn bwriadu parhau â hyn fel ffordd effeithiol o gyrraedd cynulleidfaoedd newydd.
- Galluogodd cymorth gan gronfa cadernid Diwylliannol Llywodraeth Cymru yn 2020 RhCT i brynu saith ciosg hunanwasanaeth, gan wella'r amgylchedd i gwsmeriaid a staff. Darparodd hyn fesurau diogelu ychwanegol, gan leihau'r angen am ryngweithio wyneb yn wyneb, ystyriaeth bwysig yn ystod y pandemig. Mae'r gwasanaeth yn disgwyl y bydd hyd at 20% o ddychweliadau a benthyciadau yn cael eu gwneud gan ddefnyddio hunanwasanaeth yn y dyfodol, gan ryddhau amser staff ar gyfer ymgysylltu â chwsmeriaid mewn meysydd eraill.

## Cynlluniau ar gyfer y dyfodol

Darparodd y gwasanaeth amrywiaeth o astudiaethau achos (enghraifft isod) yn tynnu sylw at yr effaith gadarnhaol a gafodd y gwasanaeth clicio a chasglu ar iechyd a lles pobl, ynghyd ag effaith y benthyciadau digidol o ddyfeisiadau a'r digwyddiadau ar-lein.

Wrth adrodd ar gyfeiriad a chynlluniau'r awdurdod yn y dyfodol ar gyfer y gwasanaeth llyfrgell dros y flwyddyn i ddod, mae blaenoriaethau'n cynnwys datblygu hybiau cymunedol, gan gynnwys creu canolbwynt diwylliannol yn llyfrgell Treorci. Mae'r gwasanaeth yn bwriadu parhau i weithio gydag asiantaethau partner i ddatblygu'r model rhwydwaith cymdogaeth ymhellach.

Mae'r gwasanaeth yn nodi'r angen i ystyried y twf yn narpariaeth y gwasanaethau ar-lein a'r angen i gydbwyso'r ddarpariaeth hon â gwasanaethau wyneb yn wyneb. Bydd hyn yn cynnwys hyrwyddo digwyddiadau a gweithgareddau i annog aelodau i ddychwelyd i'w llyfrgell leol. Mae cynlluniau i brynu mwy o lechi (*tablets*) ar gyfer darparu gwasanaeth llyfrgell 'cartref' i'r aelodau hynny nad ydynt yn gallu cael mynediad at wasanaethau llyfrgell deithiol. Ochr yn ochr ag awdurdodau lleol eraill, bydd gwella hyder cwsmeriaid yn ystyriaeth allweddol.

## Crynodeb

Mae Rhondda Cynon Taf wedi dangos cryfderau yn ei ddarpariaeth ac ymgysylltiad ar-lein yn ystod y pandemig ac wedi addasu i wasanaethu ei gymunedau mewn gwahanol ffyrdd. Dylai'r gwasanaeth ystyried gwneud y gorau o'r cyfleoedd a ganfuwyd yn ystod y cyfnod hwn i annog mwy o gwsmeriaid yn ôl yn y dyfodol. Mae cefnogaeth gorfforaethol glir i fodelau canolbwynt cymunedol a rhwydwaith cymdogaeth yn awgrymu bod potensial ar gyfer gwelliannau pellach mewn perfformiad yn debygol yn y dyfodol.

## Astudiaeth Achos 1

Gan nad oedd llyfrgelloedd RhCT yn gallu darparu sesiynau amser stori a chreffft mewn llyfrgelloedd, penderfynwyd symud y sesiynau hyn ar-lein a'u darparu drwy dudalen Facebook y Gwasanaeth Llyfrgell. Bu'r staff yn yr adran Plant ac Ysgolion yn ffilmio eu hunain yn darllen storïau yn y Gymraeg a'r Saesneg ac yna'n dylunio crefft yn ymwneud â thema'r stori. Cynhyrchwyd ffilm yn dangos sut i wneud y grefft a chafodd cwsmeriaid y dewis o argraffu a defnyddio eu deunyddiau crefft eu hunain neu godi 'cit crefft' sylfaenol o'u llyfrgell leol. Roedd yr adborth yn gadarnhaol:

*"The stories on Facebook are great. We sit and watch them on my phone. When I was picking my son up one day, I saw that the library had craft packs, so we picked one of them up and had a go at making a witch's cauldron. It was great to have these things to do as it was hard to explain to Blake why he could not go into the library."*

## Astudiaeth Achos 2

Mae llyfrgelloedd RhCT yn darparu gwasanaeth 'Cartref' i gwsmeriaid llyfrgell nad ydynt yn gallu, oherwydd anabledd neu eu bod yn byw fwy na dwy filltir o lyfrgell ac yn methu â chael mynediad at wasanaethau llyfrgell deithiol. Mae'r gwasanaeth hwn yn

galluogi unigolion i gael mynediad at lyfrau Llafar neu lyfrau go iawn a ddewiswyd ar eu cyfer gan staff y llyfrgell gan ddefnyddio meini prawf dethol y cytunwyd arnynt ymlaen llaw. Er mwyn ehangu'r gwasanaeth a chynyddu'r defnydd, mae cynllun benthyca llechi wedi cael ei gyflwyno. Darperir llechen, y mae e-Lyfrau neu e-Lyfrau Llafar wedi eu llwytho arni'n barod, ar gyfer y cwsmer. Mae gan y gwasanaeth hwn y potensial i fod o fudd i lawer o unigolion a gellir ei redeg ochr yn ochr â benthyca llyfrau iawn.

## ABERTAWWE

Darperir gwasanaethau llyfrgell yn Abertawe gan yr awdurdod lleol. Mae'r gwasanaeth yn cynnwys 17 cangen ac 1 cerbyd danfon i'r cartref, gyda 96% o'r trigolion yn byw o fewn 2.5 milltir i lyfrgell.

### Perfformiad y gwasanaeth llyfrgell

Mae'r gwasanaeth yn adrodd ei fod yn cwrdd â phob un o'r 12 o hawliau craidd.

Gan Abertawe mae'r nifer ail uchaf o fenthycwyr llyfrgell gweithredol fesul 1000 o'r boblogaeth. Roedd Abertawe yn un o bymtheg awdurdod a welodd ostyngiad yn aelodaeth llyfrgelloedd yn 2020/21 o gymharu â 2019/20 oherwydd y pandemig. Mae rhywfaint o'r gostyngiad yn aelodaeth y llyfrgell o ganlyniad i lanhau data o fewn system yr LMS.

Gwelodd Abertawe ostyngiad o 25% mewn gwariant rhwng mis Ebrill a mis Mehefin pan gaewyd llyfrgelloedd, ac nid oedd llyfrau go iawn yn cael eu benthycu. Fodd bynnag, mae'r cryfderau a ddangoswyd gan wasanaeth llyfrgell Abertawe o ran ymgysylltu â'r gymuned a hyrwyddo cymunedol yn golygu ei bod ar hyn o bryd yn ganolrifol o ran benthycu llyfrau iawn fesul 1000 o'r boblogaeth. Mae'r gwasanaeth wedi cynnal ei ymrwymiad i ddeunyddiau plant a'r Gymraeg. Mae cydberthyniad clir rhwng llyfrau i blant a gwariant yn y maes hwn.

Mae lefelau staffio wedi aros yr un fath ers 2019/20, ac mae'r gwasanaeth yn parhau yn y chwarter isaf ar gyfer staff cymwysedig fesul 10,000 o'r boblogaeth. Fel gyda phob awdurdod lleol ar draws Cymru, fe wnaeth staff wella eu sgiliau digidol yn ystod y pandemig drwy brosiect llwyddiannus Estyn Allan.

Ymatebodd y gwasanaeth yn gadarnhaol yn ystod y cyfnodau clo, drwy addasu a datblygu gwasanaethau newydd.

- Nododd Abertawe gynnydd o 63% yn y defnydd o adnoddau electronig.
- Cafodd teitlau Cymraeg eu cynnwys ym mhob bag llyfrau clicio a chasglu ynghyd â gweithgareddau Cymraeg i ddysgwyr. Mae'r gwasanaeth yn nodi bod pryniannau a wnaed yn adlewyrchu'r angen i gefnogi iechyd meddwl y cymunedau yr effeithiwyd arnynt gan y pandemig.
- Gweithredodd Abertawe wasanaeth clicio a chasglu llwyddiannus, gyda chymorth ymgyrch farchnata i gynyddu defnydd o'r gwasanaeth, yn ogystal ag ymestyn ei wasanaeth danfon i'r cartref.
- Manteisiodd y gwasanaeth ar ei bresenoldeb cynyddol ar gyfryngau cymdeithasol drwy gyflwyno rhai digwyddiadau a gweithgareddau ar-lein a chreu cynnwys newydd drwy ddulliau digidol.
- Gyda chymorth cronfa Cadernid Diwylliannol Llywodraeth Cymru yn 2020, llwyddwyd i brynu pedwar bwth preifatrwydd, ochr yn ochr ag offer digidol i gwsmeriaid ei ddefnyddio yn llyfrgelloedd Abertawe. Roedd hyn yn gymorth i'r



staff wrth gyfathrebu ag ysgolion lleol a theuluoedd i gefnogi amrywiaeth o weithgareddau digidol, gan gynnwys y Lab Empathi.

## **Cynlluniau ar gyfer y dyfodol**

Darparodd gwasanaeth llyfrgell Abertawe astudiaethau achos grymus (enghreifftau isod) sy'n dangos yr effaith y mae gwasanaethau llyfrgell amrywiol wedi'i chael ar deuluoedd a chymunedau. Mae'r rhain yn cynnwys pobl sy'n defnyddio'r gwasanaeth danfon i'r cartref, cymorth i deulu o dramor, a bagiau llyfrau i blant mewn ysgol gynradd leol i helpu gyda dysgu gartref.

Wrth adrodd ar gyfeiriad a chynlluniau'r awdurdod i'r dyfodol ar gyfer y gwasanaeth llyfrgell dros y flwyddyn i ddod, mae'r gwasanaeth wedi rhoi cynllun newydd ar waith. Mae'r datganiad gweledigaeth diwygiedig fel a ganlyn:

"Darparu gwasanaeth llyfrgell hyblyg, cynhwysol a chynaliadwy sy'n galluogi dinasyddion a chymunedau i ymgysylltu'n ystyrlon â diwylliant, darllen, technoleg a dysgu yn eu cymuned leol."

Rhan allweddol o'r weledigaeth hon fydd llyfrgell ganolog newydd. Bydd y llyfrgell newydd yn rhan o ganolbwynt canol y ddinas a bydd yn gwneud dull mwy cydweithredol o weithio yn bosibl gyda gwasanaethau eraill y cyngor. Mae blaenoriaethau pellach yn y dyfodol agos yn cynnwys darllen a llythrennedd, iechyd a lles a chynhwysiant digidol.

## **Crynodeb**

Mae gan wasanaeth llyfrgell Abertawe gysylltiadau a phartneriaethau cymunedol cryf ac mae wedi cynnal lefel gadarn o ddarpariaeth a defnydd er gwaethaf y pandemig. Mae'r gwasanaeth yn y camau cynllunio datblygedig i fanteisio ar y llyfrgell ganolog newydd arfaethedig i gynyddu cyrhaeddiad i gwsmeriaid newydd, yn ogystal â pharhau i adeiladu ar ei chfleoedd digidol.

## **Astudiaeth Achos 1**

Symudodd mam a'i 3 phlentyn i Abertawe o Sbaen tua 5 mlynedd yn ôl a'i llyfrgell leol yw Llyfrgell St Thomas, sydd wedi ei lleoli mewn cymuned glos iawn yn Nwyrain Abertawe. Profodd y fam rwystr iaith o ran cyfathrebu ac roedd hyn yn ei gwneud hi'n amharod iawn i ofyn am gymorth. Fodd bynnag, roedd hi wedi datblygu perthynas â staff y llyfrgell, ac roedd hi'n ymddiried ynddynt. Roedd y teulu'n wynebu amrywiaeth o anawsterau gan gynnwys pryderon ariannol, llety ac amodau byw gwael a'r plant yn cael eu bwlio. Roedd y wraig mewn cryn ofid a gofynnodd am gefnogaeth y llyfrgell. Roedd arni angen cyngor ynghylch gwneud cais am swyddi.

Ymatebodd y llyfrgell drwy ei chyflwyno i asiantaethau cyflogadwyedd sy'n gweithio'n agos gyda'r llyfrgell, a sicrhodd waith mewn gwesty lleol. Fe'i cynghorwyd hefyd i gysylltu â 'Partneriaeth Teuluol.' Bu staff y llyfrgell hefyd yn cysylltu â'r ysgol gynradd leol ynghylch y materion bwlio ac fe wnaeth y sefyllfa wella o ganlyniad i'r ymyriad hwn. Bu'r llyfrgell hefyd yn gweithio gyda'r Cydlynnydd Ardal Leol (Gwasanaethau Cymdeithasol), y ficer lleol, swyddfa'r AC a'r ysgol i sicrhau bod y cwsmer yn cael y

wybodaeth a'r cymorth angenrheidiol i wella ei hamodau byw ac yn y pen draw symud ymlaen o rentu preifat i lety'r cyngor.

Y canlyniad i'r teulu yw bod gan y fam swydd y mae'n ei hoffi, a bod y teulu'n teimlo'n ddiogel. Maent yn bwriadu symud i'w cartref newydd yn fuan ac mae hi'n dweud bod yr effaith ar ei lles hi ei hun a lles ei phlant yn anfesuradwy. Mae'r ffaith eu bod yn gallu aros yn yr un ardal gyda'u ffrindiau a'r ysgol gerllaw, yn gysur aruthrol iddynt i gyd ac yn golygu bod ganddynt ragolygon llawer mwy cadarnhaol i'r dyfodol.

## **Astudiaeth Achos 2**

Mae Llyfrgell Penlan wedi ei lleoli ar stad y Cyngor ychydig i'r gogledd o ganol dinas Abertawe yn un o wardiau mwyaf difreintiedig y Sir. Mae Rheolwr y Llyfrgell yn gweithio gyda lleoliadau Dechrau'n Deg yn yr ardal i gefnogi hyrwyddo llythrennedd i deuluoedd lleol, gan gynnwys cymorth i ymuno â'r llyfrgell leol a'i defnyddio.

Sefydlodd y llyfrgell gynllun rhannu llyfrau mewn dau o leoliadau gofal plant Dechrau'n Deg lleol, gan gynnwys lleoliad Cymraeg. Gan weithio gyda'r tîm cyflwynodd staff y Llyfrgell lyfrau llyfrgell a bagiau llyfrau, ynghyd â deunydd hyrwyddo i annog rhieni i fynd i'w llyfrgell leol a chymorth i ddefnyddio llwyfannau digidol Llyfrgell Abertawe i gael mynediad at lyfrau, storïau, syniadau crefft a gwybodaeth. I lawer o deuluoedd, mae cael mynediad at gasgliadau dwyieithog wedi eu curadu ac am ddim i gefnogi dysgu eu plentyn wedi gwneud gwahaniaeth cadarnhaol.

Mae llawer o'r teuluoedd a gymerodd ran wedi ymuno â'u llyfrgell leol ac yn parhau i ymweld â hi. Mae'r llyfrau lluniau dwyieithog, Cymraeg sylfaenol wedi bod yn boblogaidd gyda'r plant ac wedi helpu'r rhieni i ddysgu'r iaith hefyd.

## TORFAEN

Darperir gwasanaethau llyfrgell yn Nhorfaen gan yr awdurdod lleol. Mae'r gwasanaeth yn cynnwys 3 cangen ac 1 cerbyd danfon i'r cartref, gyda 97% o'r trigolion yn byw o fewn 2.5 milltir i lyfrgell.

### Perfformiad y gwasanaeth llyfrgell

Adroddodd y gwasanaeth ei fod yn cwrdd â'r holl hawliau craidd.

Roedd gwasanaeth Torfaen yn un o ddim ond saith awdurdod lleol i weld cynnydd yn aelodaeth llyfrgelloedd yn 2020-21. Mae'r gwasanaeth yn priodoli hyn i boblogrwydd y gwasanaeth 'cais a chasglu' a'r cynnig digidol gwell.

Bu gostyngiad bychan yn y gwariant ar lyfrau yn ystod 2020, er bod y gyllideb lyfrau wedi parhau'n gyson. Mae'r gwariant ar adnoddau plant a deunyddiau Cymraeg wedi'i gynnal. Mae gwariant Torfaen ar stoc yn is na'r cyfartaledd fesul 1000 o'r boblogaeth, ond mae'r benthyciadau yn nes at y safle canolrifol. Mae hyn er gwaethaf gostyngiad yn nifer y benthycwyr gweithredol fesul 1000 o'r boblogaeth ers 2019/20. Mae hyn yn awgrymu bod y dewis o stoc yn briodol ac yn gytbwys ac yn cwrdd ag anghenion gwybodaeth ei chymuned yn effeithiol.

Mae lefelau staffio wedi aros yr un fath ers 2019/20 er bod 1.5 swydd yn wag o hyd. Fel gyda phob awdurdod lleol, roedd 2020 yn flwyddyn heriol gyda llawer o staff yn cael eu hadleoli i ymgymryd â gweithgareddau eraill y Cyngor.

Ymatebodd y gwasanaeth yn gadarnhaol yn ystod y cyfnodau clo, drwy addasu a datblygu gwasanaethau newydd.

- Gwelodd Torfaen gynnydd o 61% yn ei fenthyciadau digidol.
- Roedd Torfaen yn gallu hyrwyddo ei adnoddau plant ac ymgysylltu â theuluoedd drwy ddosbarthu bwndeli llyfrau 'addysgu gartref', a ddewiswyd gan staff ar gyfer plant mewn cymunedau lleol.
- Croesawyd y symudiad i ddigwyddiadau ar-lein gan yr aelodau gan gynnwys amser stori a chlwb darllen poblogaidd.
- Parhaodd y gwasanaeth i hyrwyddo'r Gymraeg drwy weithgareddau rhithwir eleni a chymerodd ran yn Amser Rhigymau Mawr Cymru ar-lein.
- Sefydlodd staff Wasanaeth Cyfeillio Llyfrgell@Cartref dros dro. Croesawyd y gwasanaeth hwn a bu'n gymorth i'r llyfrgell gefnogi preswylwyr bregus yn eu cartrefi ar adeg pan oedd effaith unigrwydd yn ddifrifol i lawer.

### Cynlluniau ar gyfer y dyfodol

Darparodd y gwasanaeth nifer o astudiaethau achos (enghraifft isod) oedd yn dangos yr effaith fuddiol a gafodd y llyfrgell ar ei chwsmeriaid megis y Gwasanaeth Cyfeillio Llyfrgell@Cartref, y gwasanaeth cais a chasglu; amseroedd rhigymau a stori ar-lein;

a grŵp darllen ar-lein sy'n cynnwys pobl dros 70 oed yn bennaf, oedd nid yn unig yn teimlo'n fwy mewn cysylltiad, a'u lles yn well ond oedd hefyd wedi dysgu sgiliau digidol newydd.

Wrth adrodd ar gyfeiriad a chynlluniau'r awdurdod i'r dyfodol ar gyfer y gwasanaeth llyfrgell dros y flwyddyn i ddod, bydd y gwasanaeth yn parhau i ddefnyddio'r Strategaeth Llyfrgell a Gwybodaeth 2018-23 i ganolbwyntio gweithgareddau.

Mae'r gwasanaeth yn cydweithio â sefydliadau partner i ddarparu cyfleoedd hyrwyddo ac allgymorth yn y gymuned a datblygu prosiectau ar y cyd i helpu i ddarparu gwasanaethau (er enghraifft, Prosiect Iechyd Blaenafon, gweithio mewn partneriaeth sy'n Gyfeillgar i Dementia a gweithgareddau celfyddydol/diwylliannol Cyfuno).

Mae'r gwasanaeth yn bwriadu mabwysiadu ymagwedd gyfunol at ddatblygu gwasanaeth, yn enwedig adeiladu ar y sgiliau digidol a ddatblygwyd trwy brosiect Estyn Allan ac ailgyflwyno gweithgareddau corfforol mewn llyfrgelloedd. Bydd y gwasanaeth cais a chasglu llwyddiannus yn dod yn rhan o'i gynnig craidd.

### **Crynodeb**

Trwy ei ystod eang o bartneriaethau a staff brwdfrydig mae Torfaen wedi llwyddo i gynnal gwasanaeth llyfrgell sy'n dod â llawer o fanteision i gwsmeriaid presennol a rhai newydd. Er gwaethaf lefelau isel o fuddsoddiad yn hanesyddol, mae wedi defnyddio medrau a gallu cyfathrebu'r staff yn effeithiol. Byddai'n fuddiol i Dorfaen ystyried strategaeth i ddenu cyn-gwsmeriaid yn ôl i'r gwasanaeth.

### **Astudiaeth Achos**

Sefydlwyd clwb llyfrau rhithwir ym mis Mawrth 2020. Y prif fater i'w oresgyn yn ystod dyddiau cynnar y cyfnodau clo oedd y ffaith fod y llyfrgell ar gau ac nad oedd mynediad at y stoc lyfrau yn bosibl. Penderfynwyd defnyddio'r gwasanaeth Borrowbox ar yr adeg hon oherwydd bod teitlau amldefnydd ar gael a fyddai'n ddelfrydol ar gyfer grŵp darllen ar-lein.

Ymgysylltodd Gweithiwr Llyfrgell Proffesiynol ag aelodau'r grŵp llyfrau ymlaen llaw i'w hannog i gymryd rhan ac i hwyluso symud i Dimau Microsoft a Borrowbox. Cynhaliwyd y cyfarfod cyntaf ym mis Ebrill 2020 ac roedd 12 aelod yn bresennol. Roedd hyn yn llwyddiant sylweddol gan fod mwyafrif y grŵp yn eu 70au a'u 80au, yn byw ar eu pen eu hunain ac heb ddefnyddio unrhyw fath o ystafell gyfarfod rithwir o'r blaen. Roedd mân anawsterau gyda sain a chamera, ond fe wnaethant addasu'n gyflym i'r sefyllfa newydd.

Yn ogystal â helpu i leihau unigrwydd cymdeithasol ymhlith aelodau'r grŵp, fe wnaeth y grwpiau darllen ar-lein helpu i roi hyder i bobl wrth ddefnyddio technoleg.

## **BRO MORGANNWG**

Darperir gwasanaethau llyfrgell ym Mro Morgannwg gan yr awdurdod lleol. Mae'r gwasanaeth yn cynnwys 4 cangen a 5 llyfrgell yn cael eu rhedeg gan y gymuned, gyda 94% o'r trigolion yn byw o fewn 2.5 milltir i lyfrgell. Mae'r llyfrgelloedd a gynhelir gan y gymuned wedi eu cynnwys yn ffigurau adrodd SLICC.

### **Perfformiad y gwasanaeth llyfrgell**

Roedd y gwasanaeth wedi cwrdd ag 11 o'r 12 o hawliau craidd yn llawn ond ni wnaeth gwrdd ag 1 (strategaeth llyfrgell).

Roedd y Fro yn un o bymtheg awdurdod a welodd ostyngiad yn aelodaeth llyfrgelloedd yn 2020/21 o gymharu â 2019/20 oherwydd y pandemig. Arhosodd gwariant ar ddeunyddiau yn fras yr un fath â'r flwyddyn flaenorol, gan gynnwys y gyfran a wariwyd ar ddeunyddiau plant a'r Gymraeg. Ar hyn o bryd mae'r gwasanaeth ychydig yn is na'r chwarter uchaf ar gyfer y gyllideb ddeunyddiau fesul 1000 o'r boblogaeth, ond mae benthyciadau yn is na'r canolrif. Mae hyn yn awgrymu y gallai fod yn ddefnyddiol adolygu pa eitemau sy'n cael eu prynu a'u benthycia er mwyn ceisio gwneud y defnydd gorau o'r casgliadau.

Mae safleoedd cymharol uchel y gwasanaeth ar gyfer gwariant fesul 1000 o siaradwyr Cymraeg a benthyciadau deunyddiau Cymraeg fesul 1000 o siaradwyr Cymraeg yn cyfateb yn fwy cyfartal. Penododd y gwasanaeth Lyfrgellydd Plant sy'n siarad Cymraeg ar ddiwedd 2019/2020. Fe wnaeth hyn wella cyfathrebu a chydweithio ag ysgolion lleol a helpu i ddarparu ystod o weithgareddau dwyieithog.

Mae lefelau staffio wedi aros yn sefydlog ac ni fu unrhyw newidiadau sylweddol ers 2017. Anogodd y gwasanaeth staff i ymgymryd â chymaint o hyfforddiant â phosibl yn ystod 2020-21 i fanteisio ar gyfleoedd hyfforddi ar-lein ac mae ganddo adnoddau da ar gyfer staff cymwysedig. Roedd canolbwyntio ar sgiliau digidol staff yn flaenoriaeth yn ystod 2020-21, er mwyn cefnogi aelodau, yr oedd llawer ohonynt yn defnyddio gwasanaethau ar-lein am y tro cyntaf.

Ymatebodd y gwasanaeth yn gadarnhaol yn ystod y cyfnodau clo, drwy addasu a datblygu gwasanaethau newydd.

- Gwelodd gwasanaeth llyfrgell Bro Morgannwg gynnydd o 55% yn y nifer o adnoddau electronig oedd yn cael eu lawrlwytho.
- I helpu aelodau yn ystod y flwyddyn cynyddodd y gwasanaeth amseroedd benthycia a chafodd dirwyon a thaliadau eraill eu dileu dros dro.
- Rhoddwyd blaenoriaeth i'r gwasanaethau danfon i'r cartref a chlicio a chasglu. Bu'r gwasanaethau hyn yn gymorth i staff feithrin perthynas â chwsmeriaid ledled y Fro.
- Adeiladodd y llyfrgell hefyd ar ei phresenoldeb ar y cyfryngau cymdeithasol a chynyddodd ei chynnwys ar-lein i blant ac oedolion gydag amrywiaeth o ddigwyddiadau rhithwir, gweithgareddau a chlybiau.

- Mae'r gwasanaeth yn parhau i gefnogi'r Gymraeg, gan ganolbwyntio'n arbennig ar lyfrau Cymraeg i blant a dysgwyr.
- Cynorthwywyd staff hefyd i ddysgu Cymraeg, ac roedd yr holl bostiadau ar y cyfryngau cymdeithasol yn ddwyieithog, ynghyd â nifer o'r digwyddiadau ar-lein.
- Creodd y swyddog llyfrgelloedd digidol system archebu ar-lein i gwsmeriaid gasglu llyfrau, a'i gwnaeth yn bosibl i ganghennau ailagor yn ddiogel.
- Mae'r gwasanaeth yn parhau i fod yn arweinydd ar gyfer prosiect LMS Cymru gyfan a datblygiadau ar hyn yn y dyfodol.

## **Cynlluniau ar gyfer y dyfodol**

Darparodd Bro Morgannwg nifer o astudiaethau achos (enghraifft isod) oedd yn dangos sut y gwnaeth gwahanol gwsmeriaid llyfrgell elwa o'r gwasanaeth yn ystod y pandemig, gan gynnwys y gwasanaeth danfon i'r cartref estynedig, y gwasanaeth clicio a chasglu ar-lein, a sgiliau ar-lein a chyfluoedd digidol pobl ifanc yn eu harddegau a ddatblygodd allan o glwb sy'n cael ei redeg gan y llyfrgell.

Wrth adrodd ar gyfeiriad a chynlluniau'r awdurdod ar gyfer y gwasanaeth llyfrgell yn y dyfodol dros y flwyddyn i ddod, mae'r gwasanaeth yn nodi bod grant trawsnewid cyfalaf wedi cael ei ddarparu gan Lywodraeth Cymru yn ystod 2020-2021 i uwchraddio llawr gwaelod llyfrgell Penarth. Roedd ailwampio llyfrgell Penarth yn cynnwys gosod Open+. Bydd hyn yn galluogi'r gwasanaeth i ychwanegu 20 o leiaf o oriau agor ychwanegol at ei oriau agor presennol.

Pryder allweddol i'r gwasanaeth hefyd fydd annog aelodau i ddychwelyd i'r adeiladau llyfrgell ffisegol. Mae angen hefyd ystyried sut i integreiddio gwasanaethau ffisegol a digidol. Mae cefnogi iechyd a lles cymunedau lleol yn flaenoriaeth allweddol i'r gwasanaeth. Bu gwasanaethau megis 'clicio a chasglu' yn hynod boblogaidd yn ystod y pandemig ac mae'n debygol y bydd y gwasanaethau hyn yn parhau i ddiwallu anghenion aelodau Bro Morgannwg.

## **Crynodeb**

Mae gwasanaeth llyfrgell Bro Morgannwg wedi defnyddio ei gryfderau'n effeithiol yn ystod y pandemig i gefnogi ei gwsmeriaid. Dylai'r gwasanaeth allu adeiladu ar ei gyflawniadau i ddenu aelodau a chwsmeriaid yn ôl yn bersonol i'w llyfrgelloedd a manteisio ar fuddsoddiadau newydd megis cyfleusterau Open+.

## **Astudiaeth Achos**

Mae llyfrgelloedd yn ysbrydoli pobl. Mae'r enghraifft ganlynol yn dangos sut y gall llyfrgelloedd roi hwb i syniad sy'n arwain at rywbeth arbennig.

Ers nifer o flynyddoedd, mae cynorthwyydd llyfrgell yn llyfrgell Llanilltud Fawr wedi bod yn cynnal gweithdai Dungeons and Dragons (D&D) i blant a phobl ifanc. Bu'r rhain yn boblogaidd mewn nifer o lyfrgelloedd ar draws y Fro gyda grwpiau'n cyfarfod yn rheolaidd i barhau â'u hymgyrchoedd a baratowyd yn arbennig. Er y bu'n rhaid gohirio'r sesiynau hyn yn anffodus oherwydd cyfyngiadau COVID, rydym wedi derbyn

diweddariadau gwyh gan un o'r rhieni am gynnydd ei phlentyn eleni sydd wedi digwydd o ganlyniad uniongyrchol i'r sesiynau D&D.

Dywed y fam wrthym fod ei phlentyn wedi'i siomi'n arw bod yn rhaid i'r sesiynau hyn ddod i ben ym mis Mawrth 2020 ond ar ôl arsylwi'r aelod o staff fel meistr y 'dungeon' yn y sesiynau D&D, dechreuodd drefnu ei sesiynau ar-lein ei hun gyda'i ffrindiau. Treuliodd oriau bob wythnos yn ysgrifennu ymgyrchoedd newydd ac mae ei mam yn dweud wrthym ei fod wedi rhoi hwb gwirioneddol i'w chreadigrwydd fel awdur a storiwr ifanc.

Yn fwyaf diweddar gwnaeth y plentyn gais am le ar brosiect datblygu RPG sy'n cael ei redeg ar y cyd gan brosiect celfyddydol Cymraeg ac Almaeneg i blant, "The Trickster's Net." Cyfyngwyd hyn i 16 lle i fyfyrwyr Cymraeg ac 16 i fyfyrwyr Almaeneg ac roedd yn broses gystadleuol iawn. Roeddem yn falch iawn o glywed bod ei phrofiad o redeg a threfnu sesiynau D&D wedi llwyddo i ennill lle iddi yn y prosiect hwn.

Meddai ei mam:

*"What started as a small fortnightly club in the library has offered my children a sense of belonging, fun, well-being, creativity and confidence."*

Meddai'r plentyn:

*"[D&D] has improved my mental wellbeing and can improve social skills. It has also given me a creative outlet and brings out the creativity in my friends."*

## WRECSAM

Darperir gwasanaethau llyfrgell yn Wrecsam gan yr awdurdod lleol. Mae'r gwasanaeth yn cynnwys 10 cangen, 1 llyfrgell deithiol, 1 cerbyd danfon i'r cartref ac 1 llyfrgell yn cael ei rhedeg gan y gymuned nad yw wedi ei chynnwys ar y ffurflen, gyda 92% o'r trigolion yn byw o fewn 2 filltir i lyfrgell.

### Perfformiad y gwasanaeth llyfrgell

Roedd Wrecsam yn cwrdd â 9 allan o'r 12 o hawliau craidd yn llawn, 2 yn rhannol (mynediad at Wi-Fi ac ymgysylltu â defnyddwyr) ac nid oedd yn cwrdd ag 1 (strategaeth llyfrgell ar gael).

Ar hyn o bryd mae'r gwasanaeth yn perfformio yn y chwarter uchaf ar gyfer benthyciadau oedolion a phlant fesul 1000 o'r boblogaeth, er bod y gyllideb refeniw bresennol yn gosod y gwasanaeth yn y chwarter isaf ar draws Cymru. Mae'r gyllideb ddeunyddiau wedi parhau i ostwng ac wedi gostwng 26% ers 2020. Yn anffodus, ni ddarparwyd sylwebaeth ac felly nid yw'n glir ai'r pandemig oedd yn gyfrifol am hyn ynteu a yw'n ostyngiad parhaol yn y gyllideb.

Bu gostyngiad sylweddol o 50% yng nghyllideb y Gymraeg; fodd bynnag, mae'r gwariant fesul 1000 o siaradwyr Cymraeg yn parhau i fod fymryn yn uwch na'r canolrif, ac mae benthyciadau fesul 1000 o siaradwyr Cymraeg yn uchel iawn o gymharu â gwasanaethau llyfrgell eraill. Mae'n debygol bod y dewis o stoc gan lyfrgellwyr gwybodus yn sicrhau bod y cynnwys yn adlewyrchu anghenion y gymuned leol yn gywir. Ymhellach, mae'r gwasanaeth yn ymroi i hyrwyddo'r stoc Gymraeg drwy bartneriaethau presennol, megis Tîm Cymraeg, Owain Cyfeliog a chyhoeddiad NENE. Parhaodd llyfrgell Cefn Mawr i gydweithio'n agos ag ysgol gyfrwng Cymraeg leol a llwyddodd i ddarparu deunyddiau ar gyfer dosbarthiadau yn yr ysgol drwy gydol y cyfnod clo.

Cafodd nifer y staff ei ostwng yn 2019/20 ac mae hyn wedi gostwng ymhellach yn 2020/21 ac mae lefelau staffio bellach 14% yn is nag yn 2017. Mae yn y chwarter isaf ar gyfer cyfanswm staffio a staff cymwysedig fesul 10,000 o'r boblogaeth. Mae'n ymddangos bod y gwasanaeth yn parhau dan effaith amgylchedd llym ac ansicr.

Fodd bynnag, ymatebodd y gwasanaeth yn gadarnhaol yn ystod y cyfnodau clo, drwy addasu a datblygu gwasanaethau newydd.

- Gwelodd y gwasanaeth gynnydd mewn lawrlwythiadau electronig o 88% yn 2020-21. Yn benodol, mae'r gwasanaeth yn nodi poblogrwydd *Ancestry* yn ystod 2020.
- Mae gan y gwasanaeth hefyd amseroedd stori wedi eu recordio ymlaen llaw ar gyfer plant, sydd wedi cael eu rhannu ar y cyfryngau cymdeithasol.
- Mae gwasanaethau ac adnoddau i blant wedi bod yn flaenoriaeth allweddol i'r gwasanaeth. Cyflwynodd Wrecsam 55 o sesiynau '*Read Aloud*' ar Zoom drwy gydol y flwyddyn, a daeth nifer dda i'r sesiynau, ond canfuwyd mai tameidiog oedd yr ymgysylltiad â sesiynau amser stori byw yn ystod 2020-21.



- Cynhyrchodd y gwasanaeth fideo dwyieithog yn hyrwyddo llyfrau Gwasanaeth Llyfrgell Wrecsam, a chafodd hwn dderbyniad cadarnhaol.
- Drwy gefnogaeth cronfa cadernid Diwylliannol Llywodraeth Cymru yn 2020 llwyddodd Wrecsam i brynu llechi (*tablets*) llaw, gorchuddion amddiffynnol a chabinau gwefru. Gall cwsmeriaid ddefnyddio'r llechi i gael mynediad at gatalog y llyfrgell i bori am eitem a gwneud cais, neu i ddarllen e-lyfr neu e-gylchgrawn. Mae hyn wedi helpu llyfrgelloedd Wrecsam i wella eu harlwyddidol i aelodau.

## **Cynlluniau ar gyfer y dyfodol**

Darparodd gwasanaeth llyfrgell Wrecsam nifer o astudiaethau achos (enghraifft isod) i ddangos gwerth y llyfrgelloedd yn ystod 2020-21. Roedd hyn yn cynnwys darpariaeth well i ysgolion oedd yn ysgogi diddordeb mewn darllen ymhlith y plant, y gwasanaeth danfon i'r cartref, a rhoi benthyg dyfeisiadau digidol i unigolion unig.

Wrth adrodd ar gyfeiriad a chynlluniau'r awdurdod yn y dyfodol ar gyfer y gwasanaeth llyfrgell dros y flwyddyn i ddod, mae Wrecsam yn nodi'r gofyniad i dorri £100,000 pellach ar gyfer y gyllideb yn 2021/22. Mae'n anodd rhagweld y caiff y gwasanaeth ei gynllunio a'i ddarparu'n llwyddiannus i'w gwsmeriaid presennol gyda'r lefel yma o ostyngiad parhaus. Mae cynlluniau i adolygu'r gwasanaeth er mwyn cwrdd ag anghenion pobl sydd heb fynediad at wasanaethau llyfrgell yn Wrecsam ar hyn o bryd. Mae'r blaenoriaethau'n cynnwys darparu gwasanaethau i deuluoedd agored i niwed, yr angen i gefnogi addysg i blant, y Gymraeg a diwylliant Cymru a brwydro yn erbyn effaith negyddol tlodi.

## **Crynodeb**

Mae gwasanaeth llyfrgell Wrecsam yn parhau i wynebu gostyngiadau yn y gyllideb flynyddol sy'n rhwystro ei allu i gyrraedd unigolion a chymunedau a fyddai'n elwa o'i wasanaethau. Efallai y gallai adolygiadau parhaus o rai elfennau o'r gwasanaeth gynnig mwy o sefydlogrwydd fel y gallai'r gwasanaeth ganolbwyntio ar ei flaenoriaethau, sef plant, cymunedau anghysbell, darpariaeth Gymraeg ac iechyd a lles. Bydd rhoi blaenoriaeth i ddatblygu strategaeth llyfrgell yn gymorth i'r gwasanaeth gynllunio'n fwy effeithiol mewn amgylchedd ansicr.

## **Astudiaeth Achos**

Mae staff y llyfrgell yn awr yn gweithio mewn partneriaeth â staff o'r tîm gofal cymdeithasol i oedolion i helpu i gyflwyno prosiect newydd i aelodau ynysig ac agored i niwed ym Mwrdeistref Sirol Wrecsam.

Prynwyd sawl iPad gan ddefnyddio cyllid o'r Grant Cynhwysiant Cymunedol (a sefydlwyd i helpu aelodau bregus o'r gymuned) i gynorthwyo'r rhai y nodwyd eu bod mewn perygl o fod mewn sefyllfa ynysig. Roedd yr iPads yn cynnig rhaff achub i'r unigolion hyn oedd yn gallu cysylltu â ffrindiau a theulu gan ddefnyddio'r dechnoleg hon.

Diolch i'r grant, mae llyfrgelloedd yn Wrecsam hefyd wedi gallu darparu 5 iPad 4G i bobl yn y gymuned. Mae hyn wedi galluogi'r unigolion hyn i gael mynediad at lyfrau sain rhad ac am ddim gan y gwasanaeth llyfrgell a chysylltu ag eraill.

## **Atodiad 1: Llyfrgelloedd yn y pandemig**

Er bod rhai amrywiadau ar ôl y cyfnod clo cychwynnol, oherwydd lefelau amrywiol o haint neu leoliad ffisegol adeiladau, roedd llyfrgelloedd cyhoeddus Cymru yn gallu gweithredu'n fras fel a ganlyn:

### **Cam 1**

Rhwng mis Mawrth a mis Mehefin 2020, caeodd pob adeilad llyfrgell a chynnig gwasanaethau digidol/o bell yn unig. Ar 8 Mai, cyhoeddodd y Prif Weinidog addasiad i'r rheoliad Covid "gan alluogi awdurdodau lleol i ddechrau ar y broses o gynllunio sut i ailagor llyfrgelloedd yn ddiogel". Yn y lle cyntaf, datblygodd a gweithredodd llawer o wasanaethau wasanaeth benthyciadau 'Cliciwch a Chasglu'. Roedd cwsmeriaid y llyfrgell yn gallu cadw eitemau drwy gatalog ar-lein y llyfrgell, neu drwy ffonio'r llyfrgell ac archebu slot i gasglu a dychwelyd eitemau. Roedd hyn yn galluogi cwsmeriaid oedd yn gallu teithio i safle llyfrgell i gasglu a dychwelyd eu llyfrau yn ddiogel. Bu cyllid o £5,000 gan Lywodraeth Cymru ar gyfer pob gwasanaeth yn gyfrwng i lyfrgelloedd roi mesurau diogelwch priodol ar waith i ddiogelu staff a chwsmeriaid.

### **Cam 2**

Rhwng Mehefin/Gorffennaf a Hydref 2020, gweithredwyd ail-agor adeiladau fesul cam yn rhai gwasanaethau, ond gyda mesurau priodol yn eu lle, megis cyfyngu ar nifer yr unigolion a ganiateid yn yr adeilad ar amser penodol. Effeithiwyd ar rai llyfrgelloedd gan gyfnodau clo lleol ym mis Medi. Rhwng mis Hydref a mis Tachwedd, cafwyd cyfnod atal byr yng Nghymru a arweiniodd at gau rhai adeiladau llyfrgell a chynnig gwasanaethau digidol/o bell unwaith eto. Ailagorodd llyfrgelloedd rhwng Tachwedd a Rhagfyr 2021.

### **Cam 3**

Caeodd adeiladau llyfrgelloedd dros y Nadolig oherwydd rheoliadau Llywodraeth Cymru ac roedd llyfrgelloedd yn cynnig gwasanaethau o bell yn unig. O ddiwedd mis Mawrth, parhawyd i ailagor y rhan fwyaf o ganghennau Cymru yn raddol. Rheolodd awdurdodau lleol unigol y broses o adfer gwasanaethau yn unol â'u gallu i reoli a darparu gwasanaeth. Roedd hyn yn amrywio'n sylweddol ledled Cymru.

Oherwydd bod y rheoliadau'n newid, roedd llyfrgelloedd cyhoeddus Cymru yn gallu agor eu hadeiladau ffisegol am hyd at chwe mis allan o 12 (Mehefin – Rhagfyr 2020). Gydag apwyntiadau a archebwyd ymlaen llaw yn unig yr agorodd llawer o wasanaethau, ac nid agorodd rhai canghennau bychain o gwbl oherwydd anallu i sicrhau pellter corfforol digonol rhwng cwsmeriaid a/neu staff. Agorodd rhai llyfrgelloedd hefyd am lai o oriau, ac roedd rhai yn methu â chynnig mynediad at yr ystod lawn o gyfleusterau gan gynnwys mynediad at gyfleusterau TG.

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## **APPENDIX 3**

### **Impact Assessment - First Stage**

#### **1. Details of the initiative**

<b>Initiative description and summary:</b> Welsh Public Library Standards Annual Report 2020
<b>Service Area:</b> Support Services And Transformation
<b>Directorate:</b> Education, Leisure & Lifelong Learning

#### **2. Does the initiative affect:**

	<b>Yes</b>	<b>No</b>
Service users		<b>x</b>
Staff		<b>x</b>
Wider community		<b>x</b>
Internal administrative process only		

### 3. Does the initiative impact on people because of their:

	Yes	No	None/ Negligible	Don't Know	Impact H/M/L	Reasons for your decision (including evidence)/How might it impact?
Age		x				This report does not have any impact on the protected characteristics.
Disability		x				As above
Gender Reassignment		x				As above
Marriage/Civil Partnership		x				As above
Pregnancy/Maternity		x				As above
Race		x				As above
Religion/Belief		x				As above
Sex		x				As above
Sexual orientation		x				As above

#### 4. Does the initiative impact on:

	Yes	No	None/ Negligible	Don't know	Impact H/M/L	Reasons for your decision (including evidence used) / How might it impact?
People's opportunities to use the Welsh language		x				The public's opportunities to use the Welsh language are not affected by this Report.
Treating the Welsh language no less favourably than English		x				This Report has no impact on whether or not the Welsh language is treated less favourable than English.

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#### 5. Does the initiative impact on biodiversity:

	Yes	No	None/ Negligible	Don't know	Impact H/M/L	Reasons for your decision (including evidence) / How might it impact?
To maintain and enhance biodiversity		x				There will be no impact on the ability to maintain and enhance biodiversity.
To promote the resilience of ecosystems, i.e. supporting protection of the wider environment,		x				There will be no impact on the ability to promote the resilience of ecosystems.

such as air quality, flood alleviation, etc.						
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**6. Does the initiative embrace the sustainable development principle (5 ways of working):**

	Yes	No	Details
<b>Long term</b> - how the initiative supports the long term well-being of people	X		The Welsh Public Library Standards are an integral part of the Welsh Government's management of libraries in Wales and this Report is an essential part of this process.



<b>Integration</b> - how the initiative impacts upon our wellbeing objectives	X		The effective management of libraries in Neath Port Talbot is an essential component of delivering on the authority's well-being objectives.
<b>Involvement</b> - how people have been involved in developing the initiative		X	This Report provides an overview of the Welsh Governments assessment of Neath Port Talbot's libraries for the period 2020-21 and therefore no other parties are involved in the process.
<b>Collaboration</b> - how we have worked with other services/organisations to find shared sustainable solutions		X	The Report provides an overview of the Welsh Governments assessment of Neath Port Talbot's libraries for the period 2020-21 and therefore this sustainable development principle is not applicable to this process.
<b>Prevention</b> - how the initiative will prevent problems occurring or getting worse	X		The Welsh Public Library Standards Annual Report provides Council with an evaluation of the library services adherence to its statutory obligations as identified in the Standards framework.

## 7. Declaration - based on above assessment (tick as appropriate):

A full impact assessment (second stage) <b>is not</b> required	√
Reasons for this conclusion  This Report provides Members with an evaluation of Neath Port Talbot's library service Annual Return for 2020-2021 and the Welsh Governments assessment of that return against the Welsh Public Library Standards framework.	

The Report has no impact on any protected characteristics.

A full impact assessment (second stage) **is not** required

Reasons for this conclusion

	Name	Position	Signature	Date
Completed by	Wayne John	County Librarian	<b>A Wayne John</b>	5/10/2022
Signed off by	Rhiannon Crowhurst	Head of Service	R. Crowhurst	19/10/22

## NEATH PORT TALBOT COUNTY BOROUGH COUNCIL

Education, Skills and Wellbeing Cabinet Board  
27<sup>th</sup> October 2022

### Report of the Head of Legal and Democratic Services – Craig Griffiths

#### Matter for Decision

**Wards Affected:** All

#### West Glamorgan Archives Service Relocation

#### Purpose of the Report

1. The purpose of this report is to
  - (a) Seek members approval for the relocation of the West Glamorgan Archives Service from County Hall, Swansea to a City Centre Hub being developed by the City and County of Swansea Council;
  - (b) Update members on the change in management portfolios for the West Glamorgan Archives Service
  - (c) seek delegated authority for the Head of Legal and Democratic Services to amend the Joint Working Agreement to reflect these updates.

#### Executive Summary

2. The City and County of Swansea Council have now determined that they wish to vacate County Hall as part of their regeneration proposals for the Swansea. This would necessitate the relocation of the West Glamorgan Archive Service.
3. The City and County of Swansea Council have accordingly approached Neath Port Talbot Council to advise they wish to relocate the West Glamorgan Archives Service.
4. The City and County Of Swansea Council are developing a hub, set to be developed in Oxford Street's former BHS and What! store, could be visited by thousands of people every week. The aim is for the building - which could open in 2023 at the heart of the

city centre - to be a welcoming base for services delivered by the council and other organisations.

5. Council services being considered to relocate there include Swansea Library, and Contact Centre and it is proposed by the City and County of Swansea that the West Glamorgan Archives Service be relocated to this venue.
6. Of crucial significance to Neath Port Talbot will be the following criteria:
  - The archives deposited within the West Glamorgan Archives Service remain secure;
  - The level of service for those within the locality who wish to view the archives is not compromised; and
  - There is no financial burden to Neath Port Talbot Council as a result of the proposed changes.

## **Background**

7. The Local Government (Records) Act 1962 empowers all local authorities to acquire records by purchase, gift or deposit and to make records in their possession available for study and to contribute towards the expenses of persons looking after local records. The Local Government Act 1972 also requires all Council to make proper arrangements for the care and preservation of any document which belongs to them or are in their custody and provides scope for local authorities to achieve this purpose by establishing joint committees with other authorities.
8. On the 1<sup>st</sup> April 1992, the West Glamorgan Archives Service was established and was declared a local place of deposit for public records.
9. Following local government reorganisation in 1996, the West Glamorgan Archives Service continued to provide this service to the City and County of Swansea Council and Neath Port Talbot County Borough Council.
10. An agreement was subsequently entered into on the 11<sup>th</sup> April 2014 to establish a Joint Committee comprising representatives of the City and County of Swansea Council and Neath Port Talbot Council to oversee the administrative arrangements associated with the archive service. The City and County of Swansea Council are the host authority for this arrangement and accordingly have the legal responsibility to ensure that the archives deposited with them by Neath Port Talbot Council are secure and the Archives service is in accordance with all national standards for archive keeping.

11. At present, the location of the Archives Service is County Hall, Oystermouth Road, Swansea.

#### **Proposal from Swansea**

12. The City and County of Swansea Council have now determined that they wish to vacate County Hall as part of their regeneration proposals for the Swansea. This would necessitate the relocation of the West Glamorgan Archive Service.
13. The City and County of Swansea Council have accordingly approached Neath Port Talbot Council to advise they wish to relocate the West Glamorgan Archives Service.
14. The City and County Of Swansea Council are developing a hub, set to be developed in Oxford Street's former BHS and What! store, could be visited by thousands of people every week. The aim is for the building - which could open in 2023 at the heart of the city centre - to be a welcoming base for services delivered by the council and other organisations.
15. Council services being considered to relocate there include Swansea Library, and Contact Centre and it is proposed by the City and County of Swansea that the West Glamorgan Archives Service be relocated to this venue. Other services due to move to the hub include the council's Revenue and Benefits service, Housing Options and Tenancy Support Unit (TSU), Employability, Life-long Learning and Local Studies and Family History services.

#### **Impact on Neath Port Talbot**

16. Of crucial significance to Neath Port Talbot will be the following criteria
  - The archives deposited within the West Glamorgan Archives Service remain secure;
  - The level of service for those within the locality who wish to view the archives is not compromised; and
  - There is no financial burden to Neath Port Talbot Council as a result of the proposed changes.

#### **Security**

17. Processes will be embarked on to provide a secure Strong room for the Archives service and to ensure that the deposit of materials within the Archives are secured:
  - The Archive Strong room is located within a buffered space - created from two layers of lightweight partition with cavity between and 'airlock' between doors; an extremely

high level of air tightness is provided through Blowerproof Paint applied to the partitions and interfaces with floor and roof. The roof is to be provided with a new, high performance membrane and insulation to achieve a U-value of 0.18Wm<sup>2</sup>K, and the existing floor slab is to be enhanced to achieve 0.23Wm<sup>2</sup>K

- Controls of the Environmental Conditions Thermal modelling has been carried out during RIBA Stages 2 and 3 to aid the Archive Strong room design, helping to understand the environmental conditions of the constructed strong room, and to demonstrate alignment with the required national standards. Engineers have noted: “the modelling process evidences that archive temperatures are within the ranges stated within the appropriate standards; and that relative humidity ranges from 32% to 64%, which is marginally outside of the 35-60%RH threshold. With additional calculation, taking into account the mass of stored paper within the space and its properties for absorbing moisture in the air, the humidity ranges stabilise around the 47-51% RH range.<sup>4</sup> To summarise: the thermal modelling process suggests that no HVAC control is required to maintain environmental conditions within the BS4971 tolerances. The design will be further developed by the appointed Main Contractor team who are to explore conditioning options for the buffer zone surrounding the archive - potentially a low energy fan that will reduce internal temperatures without additional heating and cooling - in order to provide assurance that stable environmental conditions during unforeseen periods of excess heat can readily be achieved.
- A Fire Strategy has been developed. Structure to the Community Hub is to be upgraded to 2 hour fire resistance. To ensure fire spread will be minimised, in the low probability of a fire starting it has been proposed to include an automatic fire suppression system in accordance throughout the building (but not within the Archive Store itself). The Archive Strong room will be an independent fire compartment allowing for 2 hours Fire resistance that has the capability of electrical supply isolation and the capability to prevent water ingress in the event of a sprinkler system activating in close proximity. The whole building will be covered with a fire alarm system designed in accordance national standards. The primary detection system will be utilising an aspirated system for early warning and detection. Early intervention from the Fire Service has been determined based on the proximity of the local Fire Service stations and response time directives set out by the Welsh Government.
- A security strategy has been developed. New intruder alarm system and CCTV provision will be installed and to be appropriate for hours of occupation, out of hours, and during emergency evacuation. Security staff will be present within the building during hours of operation. Movement sensors are to be installed to the Archive Strong room approach. Door activated sensor contacts with a pin code panel or similar to be included for staff to use when disabling the alarm when the Archive Strong room door is unlocked will be provided. An Electrical locking mechanism is to be installed for

access during hours of occupation with a key deadlock to be included for out of hours. The Archive Strong room will be located within its own compartment with no external walls; enclosing walls and doors. Doors, frames, mountings and hardware to the Archive Strong room are to be constructed to resist unauthorised entry. Only Archive staff to have access rights to the Archive Strong room and services are to be kept out of the Archive Strong room wherever possible to avoid maintenance work / non-Archive staff within the space.

### Service Provision

18. The new Archive Searchroom will have capacity for 10 visitors and is provided with four PC stations (one for checking the catalogue, one for special family history websites not freely accessible in the library, one for microfilm reader, and one for the WGAS film and sound archive). This is a reduction from the 20 which are currently present at the facility in County Hall but it is expected that it will meet the demand that is required. The National Broadcast Archive will be available near or immediately outside the Archive Searchroom public area. The Reception will have a tablet device kept behind the desk for visitors who need to register for a reader's ticket at point of entry. Entrance and exit to and from the Searchroom will be through a 'garden gate' which will be button-controlled by staff from behind the staff desk. A bank of lockers and coat storage will be provided to prevent bags and coats entering the Searchroom. The staff area has good passive supervision sightlines and will use a portable belt barrier to prevent public access. A waist high document lift is provided and allows direct connection with the Archive Strong room above.
19. It is proposed that the relocation to the City Centre will allow for improved accessibility for those wishing to travel and at the same time make the West Glamorgan Archives Service a more visible service to the community.

### Financial Impact

20. The proposal is being led by the City and County of Swansea Council who are in receipt of a contribution from Welsh Government by way of a grant and accordingly there would be no additional financial commitment from Neath Port Talbot Council for the relocation.

### **Alternative Options**

21. In the event that Neath Port Talbot Council did not wish to agree to the proposed relocation of the West Glamorgan Archives Services then it is anticipated that the Joint Committee Agreement referenced above will have to be terminated by both parties. The City and County of Swansea have made the determination to relocate the West Glamorgan Archives Service as a result of their sale of County Hall and therefore

Neath Port Talbot Council will either have to agree to this relocation or seek an alternative home for the Neath Port Talbot records.

22. In the event members were minded to not accept the proposed relocation, the only other options (given the statutory requirement to have an archives service) would be to either develop a Neath Port Talbot archive or to enter into a joint agreement with another local authority.
23. Developing a Neath Port Talbot only Archives Service would prove complex and a significant financial commitment for this authority. It would require the identity of a suitable venue, ensuring that venue meets the appropriate British standards and engaging staff to ensure that an archives service can be offered.
24. Entering into a joint agreement with another authority, would unlikely see a financial saving being realised but perhaps significantly it would mean the relocation of archives away from the region. Research has shown that the nearest alternative Archive Services are based in either Carmarthen or Cardiff.

#### **Ongoing Review**

25. It remains open to members to change their approach at any point. The agreement for the establishment of the joint service provides that Neath Port Talbot can provide one calendar years notice of withdrawal at any time from the agreement. Therefore, it remains open for Neath Port Talbot Council to keep the ongoing service under review to ensure the proposed venue meets all requirements.

#### **Management Changes**

26. During the spring of 2022, the Chief Executive of Neath Port Talbot County Borough Council undertook a review of internal management structures with the aim of achieving an organisational design that enables the Council to do its work most effectively and efficiently to achieve our Corporate Plan, while delivering a high quality customer and employee experience. One of the complementary aims was to ensure more logical officer portfolios to drive greater synergy and value.
27. One of the outcomes of management review is that the Chief Executive has determined that the responsibility of the Archive Service should transfer from the Head of Legal and Democratic Services to the Council's Head of Support Services and Transformation, who is the appropriate head of service with the responsibility for the Council's libraries and cultural services. The Chief Executive has done this pursuant to the Local Government and Elections (Wales) Act 2021 and the associated statutory responsibility to ensure the manner in which the Council exercises its different functions are co-ordinated are appropriate, and regularly reviewed.



28. The Head of Legal and Democratic Services is the officer nominee to the West Glamorgan Archives Committee so accordingly approval would be sought from members to substitute the Head of Legal and Democratic Services for the Head of Support Services and Transformation.

### **Financial Implications**

29. The Council currently contributes the sum of £99,600 per year to the administration and running of the West Glamorgan Archives Service. The proposed relocation will have no impact on this amount.

### **Integrated Impact Assessment**

30. A first stage Impact Assessment has been undertaken to assist the Council in discharging its legislative duties (under the Equality Act 2010, the Welsh Language Standards (No.1) Regulations 2015, the Well-being of Future Generations (Wales) Act 2015 and the Environment (Wales) Act 2016. The first stage assessment, attached at Appendix 1, has indicated that a more in-depth assessment is not required

### **Legal Impacts**

31. The legal impacts are as set out in in paragraph 7 of this report.

### **Risk Management**

33. As indicated at paragraphs 22 to 25, failure to agree to the proposed relocation of the West Glamorgan Archives Service, the only other options (given the statutory requirement to have an archives service) would be to either develop a Neath Port Talbot archive or to enter into a joint agreement with another local authority. Agreeing to the proposed relocation will ensure the continued arrangements with the City and County of Swansea Council and the future development of the archives service.

### **Consultation**

32. There is no requirement for consultation for this report though discussions have been ongoing with the City and County of Swansea Council as part of their ongoing development work.

### **Recommendation**

33. It is recommended, that having due regard to the integrated impact screening assessment that:

- (a) members agree to the proposed relocation of the West Glamorgan Archives Service from County Hall, Swansea to the Former British Home Stores and What! store;
- (b) members note the proposed transfer of management responsibilities from the Head of Legal and Democratic Services to the Head of Support Services and Transformation; and
- (c) delegated authority be granted to the Head of Legal and Democratic Services to agree and complete a deed of variation to the Joint Committee Agreement of the 11<sup>th</sup> April 2014 to implement recommendations (a) and (b).

### **Reason for Decision**

34. To ensure the Neath Port Talbot Council obligations pursuant to the Local Government (Records) Act 1962 and Local Government Act 1972 are fulfilled in respect of the arrangement of an archive service and access to the service remains for the residents of Neath Port Talbot.

### **Implementation of Decision**

35. The decision is proposed for implementation after the three day call in period.

### **Appendices**

Appendix 1 - Integrated Impact Assessment Screening

### **List of Background Papers**

None

### **Officer Contact**

Craig Griffiths  
Head of Legal and Democratic Services  
Tel (01639) 763767  
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## **Appendix 1 – Integrated Impact Assessment Screening**

### **1. Details of the initiative**

<b>Initiative description and summary: Proposed relocation of the West Glamorgan Archives Services</b>
<b>Service Area: Legal and Democratic Services</b>
<b>Directorate: Chief Executives</b>

### **2. Does the initiative affect:**

	<b>Yes</b>	<b>No</b>
Service users	<b>x</b>	
Staff		<b>x</b>
Wider community	<b>x</b>	
Internal administrative process only		<b>x</b>

**3. Does the initiative impact on people because of their:**

	Yes	No	None/ Negligible	Don't Know	Impact H/M/L	Reasons for your decision (including evidence)/How might it impact?
Age		X				There are no impacts on this protected characteristic as there will be no change in service provision merely the relocation of the service to a City Centre location. The hope would that this could allow for greater access to the service and remove any potential barriers that might currently exist in respect of usage.
Disability		X				There are no impacts on this protected characteristic as there will be no change in service provision merely the relocation of the service to a City Centre location. The hope would that this could allow for greater access to the service and remove any potential barriers that might currently exist in respect of usage.
Gender Reassignment		x				There are no impacts on this protected characteristic as there will be no change in service provision merely the relocation of the service to a City Centre location.
Marriage/Civil Partnership		x				There are no impacts on this protected characteristic as there will be no change in service provision merely the relocation of the service to a City Centre location.
Pregnancy/Maternity		x				There are no impacts on this protected characteristic as there will be no change in service provision merely the relocation of the service to a City Centre location.

Race		x				There are no impacts on this protected characteristic as there will be no change in service provision merely the relocation of the service to a City Centre location.
Religion/Belief		x				There are no impacts on this protected characteristic as there will be no change in service provision merely the relocation of the service to a City Centre location.
Sex		x				There are no impacts on this protected characteristic as there will be no change in service provision merely the relocation of the service to a City Centre location.
Sexual orientation		x				There are no impacts on this protected characteristic as there will be no change in service provision merely the relocation of the service to a City Centre location.

#### 4. Does the initiative impact on:

	Yes	No	None/ Negligible	Don't know	Impact H/M/L	Reasons for your decision (including evidence used) / How might it impact?
People's opportunities to use the Welsh language		x				There is no impact on the opportunity to use the Welsh Language
Treating the Welsh language no less favourably than English		x				There is no impact on treating the Welsh language less favourable than English

#### 5. Does the initiative impact on biodiversity:

	Yes	No	None/ Negligible	Don't know	Impact H/M/L	Reasons for your decision (including evidence) / How might it impact?
To maintain and enhance biodiversity		x				There is no impact on the maintenance and enhancement of biodiversity
To promote the resilience of ecosystems, i.e. supporting protection of the wider environment, such as air quality, flood alleviation, etc.		x				There is no impact on the promotion of the resilience of ecosystems

**6. Does the initiative embrace the sustainable development principle (5 ways of working):**

	Yes	No	Details
<b>Long term</b> - how the initiative supports the long term well-being of people	x		It is proposed that the relocation to the City Centre will allow for improved accessibility for those wishing to travel and at the same time make the West Glamorgan Archives Service a more visible service to the community.
<b>Integration</b> - how the initiative impacts upon our wellbeing objectives	x		The proposed relocation of the archives service will ensure the service can continue to be accessed which will contribute to our objective of ensuring that

			our local environment, culture and heritage can be enjoyed by future generations.
<b>Involvement</b> - how people have been involved in developing the initiative	x		Discussions have been ongoing with officers of Neath Port Talbot Council and the City and County of Swansea Council on the viability of the proposed location to meet the demands of the Archives Services. As part of their proposals, the City and County of Swansea have engaged with national overseeing bodies to ensure the proposed venue meets all requirements for archive storage and meets any proposed accreditations that are necessary.
<b>Collaboration</b> - how we have worked with other services/organisations to find shared sustainable solutions	x		Discussions have been ongoing with officers of Neath Port Talbot Council and the City and County of Swansea Council on the viability of the proposed location to meet the demands of the Archives Services. As part of their proposals, the City and County of Swansea have engaged with national overseeing bodies to ensure the proposed venue meets all requirements for archive storage and meets any proposed accreditations that are necessary. Options for liaising with other archive services have been explored but given the potential costs impact and the impact a proposed relocation would have these have not been explored further.
<b>Prevention</b> - how the initiative will prevent problems occurring or getting worse	x		It is proposed that the relocation to the City Centre will allow for improved accessibility for those wishing to travel and at the same time make the West Glamorgan Archives Service a more visible service to the community and will continue to ensure the Archives Service continues to operate to the benefit of the residents of Neath Port Talbot.

**7. Declaration - based on above assessment (tick as appropriate):**

A full impact assessment (second stage) <b>is not</b> required	x
Reasons for this conclusion	
There would be no impact on particular characteristics, the ability to use the welsh language, biodiversity impacts and is designed to ensure sustainable development.	





Cyngor Castell-nedd Port Talbot  
Neath Port Talbot Council

## NEATH PORT TALBOT COUNTY BOROUGH COUNCIL

**Education, Skills and Wellbeing Cabinet Board**  
**Thursday 27<sup>th</sup> October 2022**

**Report of the Head of Education Development – Christopher Millis**

### **Matter for Monitoring**

**Wards Affected:** All Wards

**Report Title.** Curriculum for Wales Monitoring

### **Purpose of the Report:**

To provide members with information on the rollout of the Curriculum for Wales and how Neath Port Talbot schools are being supported

### **Executive Summary:**

This report will provide information on how the Education Development Service (EDS) monitors the rollout of the Curriculum for Wales

### **Background:**

This monitoring report builds on the report on the EDS curriculum reform report October 2021.

### **Current position**

From September 2022, all primary and special schools are beginning to teach under the Curriculum for Wales. Secondary schools had the opportunity to introduce the Curriculum for Wales for pupils entering year 7 in September 2022; one secondary school took up this opportunity. The remaining secondary schools will begin teaching under the Curriculum for Wales for pupils in year 7 and 8 from September 2023.

### **What curriculum means**

The Curriculum for Wales defines a curriculum as everything a learner experiences in pursuit of the four purposes. It is not simply what we teach, but how we teach and, crucially, why we teach it. An integral part of curriculum is

how we assess learning, as it ensures that what is taught, and how it is taught, supports learners to make progress and ensures they are challenged and supported in this.

The approach set out in the Curriculum for Wales Framework depends on schools and teachers being empowered to take ownership of curriculum development, within the requirements of a national framework. In order to achieve this, the Welsh Government want to see a system where leaders and professionals have the support, space to design, and implement their curricula. This space is essential to giving professionals the time to think about the learning that really matters and why, and to empower them to innovate using their professional skills and judgement.

Curriculum reform is an ongoing process – and striving for learners to realise the four purposes is a process that will go beyond the initial rollout of Curriculum for Wales. The EDS will continue to support practitioners beyond initial implementation to ensure their curricula are enabling learners to realise the four purposes. As part of this, schools and settings will need to keep their curricula under review so that they can respond to the outcomes of professional inquiry, the changing needs of learners, and social contexts and needs.

## **The reform journey: where are we and what next?**

*The Curriculum for Wales: implementation plan* sets out how the wider education sector will support schools and settings to achieve expectations in accordance with the national mission commitments. This implementation plan also helps to ensure that all parts of the education system in Wales have a common direction – supporting schools and settings towards the four purposes of the curriculum, and delivering change for learners, practitioners, and the wider public.

## **Shared aspirations for Wales' education system**

The shared aspirations set out what the Welsh Government want the education system to look like in the long-term, as a result of schools and settings designing and implementing their curricula.

## **Shared aspirations for the education system**

### **1. Learners will realise the four purposes of the curriculum**

This is the goal for every child and young person in Wales, and is our most important objective for curriculum reform. Everything done in the system, by all partners, should drive towards these purposes. The needs and well-being of learners are a critical part of this aspiration. Keeping these concerns central to our work helps ensure not only that learners are in the best position to realise the four purposes of the curriculum, but also that they feel supported to achieve their own ambitions throughout their lives.

## **2. All schools will be the designers of their own successful curriculum**

These should be developed in line with the Curriculum for Wales guidance, informed by their learners, communities and local contexts. A curriculum should be clear about why specific learning matters and how it will contribute to learners' progress, with design of assessment arrangements an intrinsic part of the process of developing a curriculum. Practitioners will continually review and shape their curriculum, consistently asking 'why' and 'what next' with assessment a fundamental part of informing these discussions.

## **3. Every curriculum will enable all learners to progress, facilitated by appropriate arrangements for assessment**

All learners should be supported to make progress throughout their education. This progression should be meaningful and appropriate, based on the approach in the Curriculum for Wales guidance. Schools and settings should collaborate to develop a shared understanding of progression, developing shared expectations of what progression looks like and the pace of progression across the continuum of learning. Assessment should be integral to the learning process and embedded in day-to-day practice. Information gathered through individual learner assessment will be for use within schools and settings only, promoting learners' progression and supporting school curricula review for evaluation and improvement purposes, not to hold individual schools, settings or practitioners to account.

## **4. High-quality learning and teaching underpin every curriculum**

Practitioners should have the space to develop and use their teaching, agency and creativity to help realise their ambitions through the curriculum. Practitioners should provide learners with a wide range of learning experiences. These should be supported by effective and varied use of pedagogy and may be refined to reflect inquiry-based approaches. These holistic experiences should relate to the purpose of learning and support learners' progression. Such approaches will be facilitated and reinforced by increasing practitioner ownership of what and how they teach. Central to achieving this aspiration is improving practitioner well-being and empowerment in their roles, as well as the well-being of their learners.

## **5. Every curriculum will raise the expectations for learners and support equity and inclusivity for all**

All learners in Wales should be challenged, supported and given opportunities to realise their full potential. Learning experiences should be inclusive and accessible. Curriculum design and school support should actively seek to address gaps in attainment. Schools and settings should have high expectations for all learners – challenging and supporting them to make appropriate progress, throughout the 3–16 continuum, and as they transition into post-16 provision.

## **6. At every level, there will be a shared understanding and realisation of curriculum across Wales**

A curriculum should be supported by the whole education system as well as wider partners and stakeholders. Different sectors should be more connected to the process of curriculum development at a national, regional and local level while we must enable the public to clearly understand and support reform and its purpose. Schools and settings should co-construct their curriculum, working with learners, families and the wider community. Enabling partners, including Estyn, regional consortia and local authorities, will each provide distinct support for schools and settings to develop their own curriculum. They should actively remove obstacles to realising these objectives. Schools and settings should be supported to connect with national strategies and priorities so that curricula reflect changing priorities and social challenges.

### **Our roles and responsibilities**

During the implementation stage of the Curriculum for Wales, it is crucial that we are clear with schools and settings on how we will support schools and settings.

The EDS:

- Provide a professional learning programme for practitioners across all leadership milestones and the wider workforce, to support the realisation of Curriculum for Wales.
- Offer bespoke support for schools and settings in developing an inclusive curriculum for all learners and on the basis of identified needs in line with the vision of the four purposes of the curriculum.
- Actively engage with all schools and settings to support the development and preparations for Curriculum for Wales through regular communication as further guidance becomes available.
- Facilitate opportunities for schools, settings, clusters, networks and alliances to reflect on their current curriculum provision and support strategic planning for 2022 and beyond in line with system expectations.
- Share emerging practice in school improvement planning to enable successful implementation and realisation of Curriculum for Wales in schools and settings.
- Encourage schools and settings to share innovative and effective practice with others, creating learning communities which reflect a sense of cynefin.
- Support school improvement through a holistic and integrated approach to the wider reform.
- Enable networking opportunities for practitioners that provide a range of opportunities to develop a shared understanding of progression at individual school and funded settings and at cluster level across the 3–16 continuum.

- Support all schools and settings to develop as learning organisations, to be adaptive; leading and planning for change while responding to the challenges presented by the COVID-19 pandemic.
- Build capacity for professional enquiry so schools and settings can be research informed in their approach to curriculum; support practitioners to actively engage in the Qualified for the Future review and provide support in planning for implementation of future qualifications.
- Collaborate with the Welsh Government and partners to develop a wider network of support for schools and settings for the development of aspects within curriculum, e.g. links to third sector organisations and businesses to enhance community development.
- Further, develop positive relationships with schools and settings to inspire them to develop their autonomy as they design an authentic, meaningful curriculum to engage and excite all learners.
- Promote collaboration so that schools and settings are able to work together with increased ownership and with high trust, using effective balance of coaching and mentoring.
- Contribute to equality of opportunity for all schools and settings to access professional learning across the region.

### **Additional information**

Aspects of the curriculum and learning and teaching relating to Religion, Values and Ethics (RVE) must accord with the locally agreed syllabus in schools without a religious character. There are additional requirements for RVE for foundation, voluntary-controlled and voluntary-aided schools that have a religious character. These requirements are set out in the RVE guidance, on which a public consultation has been carried out.

The Curriculum for Wales aims to make learners healthy, confident, ethical and informed. It is designed to help make learners and Wales healthier, resilient and globally responsible.

NPT EDS recognises that Relationships and sexuality education (RSE) is a statutory requirement in the Curriculum for Wales framework and is mandatory for all learners from ages 3 to 16.

Relationships and Sexuality Education (RSE) is about:

- keeping children safe from harm
- protecting their mental and emotional well-being.
- Helping children to develop healthy relationships with others

- Society is changing quickly. The internet exposes children to risks of unsafe and harmful situations and relationships
- RSE is about protecting children's rights
- RSE is legally required to be developmentally appropriate – meaning children must not be exposed to learning they're not ready for

### **Informal feedback from Estyn during thematic review on support for NPT schools**

- NPT has a strong, shared vision for the Curriculum for Wales
- It makes sense and is clearly articulated
- There is a strong moral purpose at its core and there is a clear focus on vulnerable and disadvantaged learners
- There is a clear link between the language of the purposes and the language of metacognition
- The NPT team have shown bravery in asking schools to re-think and review their curriculum with a focus on the why
- There is a clear approach to deepening thinking in NPT schools
- There are useful links with partners in particular a symbiotic relationship with Higher Education Institutes (HEI) and the Inclusion services
- Powerful examples of how hugely helpful partnerships exist with external and internal partners when discussing curriculum design
- There is clear recognition of the need to support and improve teaching
- There is a strong emphasis on learning

### **Financial Impacts:**

No implications

### **Integrated Impact Assessment:**

'There is no requirement to undertake an Integrated Impact Assessment as this report is for monitoring purposes'.

### **Valleys Communities Impacts:**

All schools are involved in this process

### **Workforce Impacts:**

No implications

**Legal Impacts:**

No implications

**Consultation:**

'There is no requirement for external consultation on this item'

**Recommendations:**

Matter for monitoring – no recommendations required.

**Implementation of Decision:**

Matter for monitoring – no recommendations required.

**Appendices: No Appendices are attached to this report****Officer Contact:**

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Cyngor Castell-nedd Port Talbot  
Neath Port Talbot Council

**NEATH PORT TALBOT COUNTY BOROUGH COUNCIL /  
CYNGOR BWRDEISTREF SIROL CASTELL-NEDD PORT  
TALBOT**

**Education, Skills and Wellbeing Cabinet Board / Bwrdd Cabinet  
Addysg, Sgiliau a Llesiant**

27<sup>th</sup> October 2022

**Director of Education, Leisure and Lifelong Learning /  
Cyfarwyddwr Addysg, Hamdden ac Gydol Oes**

Andrew Thomas

**Matter for Monitoring**

**Wards Affected: All Wards**

**Report Title**

Quarterly Performance Management Data 2022-2023 –  
Quarter 1 Performance (1st April 2022– 30th June 2022)

**Purpose of the Report:**

To provide members with quarter 1 performance management data, complaints and compliments for the period 1st April 2022 to 30th June 2022 for Education, Leisure and Lifelong Learning Directorate. This will enable the ESW Cabinet Board to discharge their functions in relation to performance management.

**Executive Summary:**

The report provides education results and assessments at KS4. Attendance and exclusion data over the secondary and primary sectors. Data relating to the Statutory Assessment Process, the Youth Service and childcare. Data relating to the Library Service concerning the number of visitors and a summary of the number of people participating in a sporting activity at the council facilities.

**Background:**

Members are presented with a full suite of Education, Leisure and Lifelong Learning KPI's (Corporate Plan and Local KPI's). A list of quarter 1 key performance KPI's with progress comments on each indicator are attached as appendix 1.

KPI status:

- GREEN (green traffic light) - KPI's that have improved on or achieved target
- AMBER (amber traffic light) - KPI's that have not achieved target but performance is within 5%
- RED (red traffic light) - KPI's that are 5% or more below target

Where available, appendix 1 provides performance data for quarter 1 performance for 2020/21, 2021/22 & 2022/23. The target provided is for the corresponding period.

Appendix 2 provides quarter 1 information for Compliments and Complaints data, collected in line with the Council's Comments, Compliments & Complaints Policy for Cabinet.

**Financial Impacts:**

The performance described in the report is being delivered against a challenging financial backdrop and reduced budget.

**Integrated Impact Assessment:**

There is no requirement to undertake an Integrated Impact Assessment as this report is for monitoring / information purposes.

**Valleys Communities Impacts:**

This impacts all wards.

**Workforce Impacts:**

The Council's workforce continues to contract as financial resources continue to reduce. In recognition of the scale of change affecting the workforce, a new Corporate Workforce Plan has been developed to support the workforce to adapt to the changes that are taking place.

**Legal Impacts:**

This Report is prepared under:

The Local Government (Wales) Measure 2009 and discharges the Council's duties to "make arrangements to secure continuous improvement in the exercise of its functions".

The Well-being of Future Generations (Wales) Act 2015

The Neath Port Talbot County Borough Council Constitution requires each cabinet committee to monitor quarterly budgets and performance in securing continuous improvement of all the functions within its purview.

**Risk Management Impacts:**

Failure to provide a suitable monitoring report within the timescales could lead to non-compliance with our Constitution. Also, failure to have robust performance monitoring arrangements in place could result in poor performance going undetected.

**Consultation:**

There is no requirement under the Constitution for external consultation on this item.

**Recommendations:**

Members monitor performance contained within this report.

**Reasons for Proposed Decision:**

Matter for monitoring. No decision required.

**Implementation of Decision:**

Matter for monitoring. No decision required.

**Appendices:**

Appendix 1: Key Performance Management Data - Quarterly.

Appendix 2: Compliments and Complaints Data

**List of Background Papers:**

The Neath Port Talbot Corporate Improvement Plan - 2019-2022

Monitoring forms/spreadsheets

Welsh Government Statistical Releases

**Officer Contact:**

Neal Place, Performance Management Officer.

E-mail n.place@npt.gov.uk. Tel. 01639 763619



Cyngor Castell-nedd Port Talbot  
Neath Port Talbot Council

# Performance Indicators






Neath Port Talbot Council





## Appendix 1 - Education, Leisure and Lifelong Learning Directorate Key Performance Indicators - Quarter 1 (1st April - 30th June) - 2022/23





Performance RAG (Red, Amber Green) key:

- **Green:** achieved quarter 1 target for 2022/23
- **Amber:** Within 5% of target
- **Red:** 5% or more below target
- **N/a or blank column** – no comparable data or no target set







## How will we know we are making a difference (01/04/2022 to 30/06/2022)?






PI Title	Qtr. 1 Actual 20/21	Qtr. 1 Actual 21/22	Qtr. 1 Actual 22/23	Qtr. 1 Target 22/23	Perf. RAG
<b>1.2.1 SRP - Wellbeing Objective 1 - Best start in life</b>					
CP/005 - Percentage of pupil attendance in primary schools					 NA
Data reported in quarter 2 2022/23 - No target set due to COVID-19.					
CP/006 - Percentage of pupil attendance in secondary schools					 NA
Data reported in quarter 2 2022/23 - No target set due to COVID-19.					
ELL - Strategic School Improvement Programme - PI/896 - Completion of Welsh Government Band B projects.			60.00		 Green
3 out of 5 programmes have been completed. One programme is in the initial planning and design stage and one programme is awaiting Section 106 information. Reported quarterly from 2022/23.					
ELLL - ANLSS - PI/824 - The percentage of current final statements of special educational needs and eventually future Individual Development Plans (IDPs) issued within the statutory time scales excluding exceptions. (measured over the calendar year - quarterly)	100.00	100.00	100.00	100.00	 Green
100% - 20 statements issued within the 26 week timescale (excluding exceptions) out of a total of 20 possible statements. This figure exemplifies that when there are no delayed advices from professionals, the team is able to effectively meet the 26 weeks statutory timescale.					
ELLL - ANLSS - PI/872 - The percentage of final statements of current special education needs and future Individual Development Plans (IDPs) issued within the statutory time scales including exceptions. (measured over the calendar year - quarterly)	50.00	27.85	19.05	27.00	 Red
20 statements were issued within the 26 week timescale (including exceptions) out of a total of 105 possible statements. This was due to the late submission of medical advice which is an ongoing result of the pressure placed on the health board due to the COVID 19 pandemic.					

PI Title	Qtr. 1 Actual 20/21	Qtr. 1 Actual 21/22	Qtr. 1 Actual 22/23	Qtr. 1 Target 22/23	Perf. RAG
ELLL - Children Looked After (CLA) Education Service - PI/881 - The percentage of LA maintained IDPs developed for Children Looked After (CLA) issued within the 12 week statutory timescale.				72.00	 NA
Data reported in quarter 3 2022/23					
ELLL - Early Years and Childcare Team - PI/892 - Number of new English Medium registered childcare spaces developed as a result of benefitting from improvement funding via Welsh Government revenue and capital Early Years and Childcare funding pots.			0.00		 NA
ELLL - Early Years and Childcare Team - PI/936 - Number of new Welsh Medium and bilingual registered childcare spaces developed as a result of benefitting from improvement funding via Welsh Government revenue and capital Early Years and Childcare funding pots.			0.00		 NA
<p>There were no new English, Welsh or Bilingual registered childcare spaces, settings or new childminders during this period.</p> <p>There are 2 key developments complete within schools following Welsh Government capital funding programmes that are currently going through the final stages of registration with Care Standards Inspectorate (CIW). These new developments include childcare settings within Rhos and the new Abbey Primary. Both theses settings are scheduled to be registered and open from September.</p> <p>Reported quarterly from 2022/23.</p>					
ELLL - Early Years and Childcare Team - PI/893 - Number of children in receipt of support funding to aid access to childcare.			87.00		 NA
<p>A total for 87 children were being support by additional needs funding, from the following programmes:</p> <ul style="list-style-type: none"> <li>45 were funded by Flying Start for additional support including additional staff within their childcare setting</li> <li>8 were funded by the Child Development Fund for additional support including additional staff within their childcare setting</li> <li>34 children are actively receiving O Gam I Gam funding support to enable them to access childcare with support towards childcare costs, of additional costs for specialist staff within the childcare setting.</li> <li></li> </ul> <p>These figures do not include children funded from the Childcare Offer addition needs funding stream, as this is recorded under the programmes' own performance Indicators.</p> <p>Reported quarterly from 2022/23.</p>					

PI Title	Qtr. 1 Actual 20/21	Qtr. 1 Actual 21/22	Qtr. 1 Actual 22/23	Qtr. 1 Target 22/23	Perf. RAG
ELLL - Early Years and Childcare Team - PI/924 - Number of Welsh Language and Bilingual registered childcare spaces.			292.00		 NA
<p>Care Standards Inspectorate define Welsh language and bilingual settings under different categories. The overall figure of 292 registered childcare spaces is split into the following:</p> <ul style="list-style-type: none"> <li>9 Welsh language settings with a total of 202 Welsh Language childcare spaces</li> <li>1 bi-lingual setting with a total of 52 bilingual childcare spaces</li> <li>1 setting working towards Wales Active Offer with a total of 38 spaces</li> </ul> <p>Increasing exposure to the Welsh Language from a young age, especially pre-school, is key to Neath Port Talbot's aspirations within our Welsh Education Strategic Plan, to increase the number of children accessing their education through the medium of Welsh.</p> <p>We plan to increase the amount of bilingual and Welsh registered spaces and settings over the coming years to help achieve this objective.</p> <p>Reported quarterly from 2022/23.</p>					
ELLL - Families First & Early Intervention - PI/759 - % of Families First service users who report positive impacts following engagement with early intervention support.				72.00	 NA
Data not available, it will be reported in quarter 2.					
ELLL - Family Information Service and Childcare Offer - PI/747 - Number of applications approved for children aged 3 and 4 to receive funded childcare through the Childcare Offer for Wales.		724.00	865.00	778.00	 Green
<p>The Childcare Offer has 865 children able to access the Offer at 30<sup>th</sup> June 2022. This compares to 724 as of 30<sup>th</sup> June 2021.</p> <p>Reported quarterly from 2022/23.</p>					
ELLL - Flying Start - PI/929 - Number of English Language Flying Start childcare spaces accessed.					 NA
<p>This data is collected on a termly basis, as per our data schedules from Welsh Government.</p> <p>The figures will be reported with quarter 2 data, and will reflect the full term from 1st April.</p>					



PI Title	Qtr. 1 Actual 20/21	Qtr. 1 Actual 21/22	Qtr. 1 Actual 22/23	Qtr. 1 Target 22/23	Perf. RAG
ELLL - Flying Start - PI/930 - Number of Welsh Language and Bilingual Flying Start childcare spaces accessed.					 NA
This data is collected on a termly basis, as per our data schedules from Welsh Government. The figures will be reported with quarter 2 data, and will reflect the full term from 1st April.					
ELLL - Flying Start - PI/931 - Number of parents recording a positive distance travelled from pre to post Flying Start structured parenting course intervention.					 NA
This data is collected on a termly basis, as per our data schedules from Welsh Government. The figures will be reported with quarter 2 data, and will reflect the full term from 1st April.					
ELLL - Flying Start - PI/932 - Number of parent contacts Flying Start Professionals such as health staff and parenting staff have engaged in.					 NA
This data is collected on a termly basis, as per our data schedules from Welsh Government. The figures will be reported with quarter 2 data, and will reflect the full term from 1st April.					
ELLL - Flying Start - PI/933 - Number of individuals, not eligible for Flying Start, accessing the programme's services via an outreach space.					 NA
This data is collected on a termly basis, as per our data schedules from Welsh Government. The figures will be reported with quarter 2 data, and will reflect the full term from 1st April.					
ELLL - PI/444 - Percentage of Year 11 pupils achieving 5 GCSEs at grades A*-C, or equivalent, including English or Welsh first language and Maths					 NA
Data will be reported in quarter 2 2022/23 - No target set due to COVID-19.					
ELLL - Project Development and Funding Unit - PI/722 - Number of organisations/individuals given assistance with grant applications.			30.00	32.00	 Red
The Project Development and Funding Unit has not experienced the usual volume of calls and emails during quarter 1 2022/23. Reported quarterly from 2022/23.					

PI Title	Qtr. 1 Actual 20/21	Qtr. 1 Actual 21/22	Qtr. 1 Actual 22/23	Qtr. 1 Target 22/23	Perf. RAG
ELLL - Project Development and Funding Unit - PI/725 - Number of organisations/individuals receiving grants as a consequence of the assistance given by the Unit.			25.00	20.00	 Green
Many of the 'Assists' are yet to mature in terms of monetary gain - they are pending Assessment on the 1.09.22 and 12.10.22. Reported quarterly from 2022/23.					
ELLL - Project Development and Funding Unit - PI/726 - Value of grant received by organisations/individuals as a consequence of the assistance given by the Unit.			300376.29	200000.00	 Green
This is the income the Unit has secured from external Grants and Section 106 payments. The Unit will work towards making 'Draft' Applications in the first Quarter into fully worked submissions in the second and third Quarter. Reported quarterly from 2022/23.					
ELLL - School Based Counselling Service - PI/753 - Further reduce the time that CYP wait for therapeutic intervention from School Based Counselling Services.			6.77	4.00	 Red
Due to existing vacancies and staff shortages, the current waiting time from referral to first therapy session is 6.77 weeks. Referral to assessment time is currently 3.66 weeks. It is anticipated however that this will reduce when the service is at full staffing capacity.					
ELLL - Youth Service - PI/547 - Percentage of 11 - 19 year olds in contact with the Youth Service (measured cumulatively over the financial year - quarterly)	2.39	10.57	9.84	10.57	 Red
1,478 of 15,013 in Quarter 1 2022/23 compared to 1,587 of 15,013 in Quarter 1 2021/22. This figure is slightly down from quarter 1 in 21/22 and this is mostly down to our Relationship and Sexuality Sessions not running in quarter 1 due to staff absence but are scheduled to run from September. There were also young people who came into contact with the youth service during quarter 1 who were not reported on due to sessions being logged after the quarter 1 deadline.					
ELLL - Youth Service - PI/686 - Increase the wellbeing of young people following support including those with protected characteristics.			70	50	 Green
235 young people aged 11-25 out of the 334 asked stated that they had improved their wellbeing during quarter 1. This equates to 70% of the young people who have completed an evaluation on the support received. Reported quarterly from 2022/23.					

### 1.2.3 SRP - Wellbeing Objective 3 – Our local environment, culture and heritage can be enjoyed by future generations

ELLL - Libraries and Community Facilities - LCL001 - The number of visits to public libraries during the year, per 1,000 population

(measured cumulatively over the financial year - quarterly)

351.67

533.11



NA

Throughout 2021/22 libraries have been severely restricted in the range of services that they can provide as a result of Covid safety measures. This has had a negative effect on visitor figures.

Library closures during the pandemic resulted in moving the service online and working to enhance all aspects of the digital offer, and digital downloads of eBooks and eAudio books increased by 100% in 2020-202 and this continued into 2021/22. This enhanced digital offer will result in reduced Library Service website figures as we increase the number of ways that our members can interact with the Service digitally.

ELLL - Margam Park - PI/737 - Reduce the operating subsidy.

337054.00



NA

To date income has seen a substantial increase of £337,054 during the first quarter of 22/23 against the estimated budget.

ELLL - Margam Park - PI/739 - To increase wedding booking at The Orangery.

80

50



Green

To date 80 weddings are confirmed in The Orangery.

ELLL - Physical Activity & Sport Service - PI/718 - School Sport Survey hooked on sport.

50.00



NA

Survey Closes 1<sup>st</sup> August and data will be available October 22 and reported with quarter 2 data.

ELLL - Theatres - PI/560 - Number of visits to our theatres

13744.00



NA

No comparable data available as the theatres were closed for 2020 and the first 3 months of 21 due to Covid. It should be noted the Princess Royal Theatre was not promoting shows during one month of this quarter as it was used for LA elections.

## 1.2.4 SRP - Wellbeing Objective 4 – Jobs and Skills

ELLL - Adult Learning Community - PI/699 - Improve success/attainment data.

85.00



NA

Due to the structure of delivery of the service success and attainment data will not be available until quarter 4. This performance indicator is reported from 2022/23.

ELLL - Communities for Work - PI/581 - priority 1 (age 25+):  
number of people helped to gain training, volunteering, work experience or sustainable employment

17.00

14.00

23.00



Red

Welsh Government have re-profiled Communities for Work due to the programme delivery ending in March 23, due to ESF (European Social Fund) funding ending. Over 25+ provision throughout Wales has been difficult, and still remains a challenge to reach those hardest to reach, either those who are long term unemployed, or economically inactive. We continue to work with partners and engage in our outreach facilities to provide a service to those who need it.

ELLL - Communities for Work - PI/582 – Priority 3 (age 16-24):  
number of people helped to gain training, volunteering, work experience, full time education or sustainable employment

31.00

47.00

21.00



Green

Welsh Government has re-profiled Communities for Work due to ESF funding ending in 2023. This priority P3, 16-24 year olds has always over achieved on targets, and this is a great start to reach our expected targets. Young people continue to want to seek help and support for employability, engaging with our mentors at outreach locations. We also work closely with colleagues in the Young Persons Guarantee where we can offer a softer skills side to those who have been most affected from the pandemic, encouraging those to re-engage in training, building their confidence and helping them find work when ready.

ELLL - Communities for Work - PI/583 – Programme for age 16+:  
number of people helped to gain training, volunteering, work experience, sustainable employment or those who are in “in work poverty”

147.00

139.00

75.00



Green

Welsh Government have introduced a Young Persons Guarantee within Communities for Work Plus. This encourages and compliments the existing programme to provide sector specific training tailoring to the needs of businesses and jobs within NPT and also running alongside this, a more softer approach for those who have struggled over the pandemic who may not necessarily be ready for work yet. We are engaging with the community well, working alongside Department for Work and Pensions at their centres. We are also awaiting the opening of our 3 Hubs within our 3 towns which will help with engagements, offering a holistic provision of those who need help, advice and support.



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Neath Port Talbot Council

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# Performance Indicators

Neath Port Talbot Council

Appendix 2 - Education, Leisure & Lifelong Learning (excl. Community Safety) - Compliments & Complaints - Quarter 1 (1st April - 30th June) - 2022/23



Print Date: 11-Oct-2022

## How will we know we are making a difference (01/04/2022 to 30/06/2022)?

PI Title	Actual 20/21	Actual 21/22	Actual 22/23	Target 22/23	Perf. RAG
<b>Organisation</b>					
PI/256 - Education, Leisure & Lifelong Learning Directorate-- % of closed complaints at stage 1 that were upheld in the financial year		0.00	0.00		
There was one stage 1 compliant in this period concerning school transport and was not upheld.					
PI/257 -Education, Leisure & Lifelong Learning Directorate - % of closed complaints at stage 2 that were upheld/partially upheld in the financial year	0.00				
There have been no stage 2 complaints in this period.					
PI/258 -Education, Leisure & Lifelong Learning Directorate - % of closed complaints dealt with by the Public Services Ombudsman that were upheld/partially upheld					
There have been no complaints referred to the Ombudsman for Quarter 1 - 22/23, 21/22 or 20/21					
PI/259 - Education, Leisure & Lifelong Learning Directorate - Number of compliments received from the public		0.00	1.00		
There has been one compliment in Q1 relating to Margam Park with the smooth running of park hire.					



Cyngor Castell-nedd Port Talbot  
Neath Port Talbot Council

## **NEATH Port Talbot COUNTY BOROUGH COUNCIL**

### **Education, Skills and Wellbeing Cabinet Board**

**27<sup>th</sup> October 2022**

### **Report of the Head of Education Development**

#### **Matter for Monitoring**

#### **Wards Affected:**

All Wards

**Report Title:** Youth Service Update

#### **Purpose of the Report:**

To provide Members with an update on the Local Authority Youth Service.

#### **Executive Summary:**

Neath Port Talbot Youth Service provides Youth Work support to young people within Neath Port Talbot. This is carried out by 47 full time and 69 part time staff using a range of provision.

The service is heavily dependent on external grants with over 75% of its funding coming in from a range of sources; this has led to a shift away from open access services to a more targeted youth work offer.

Covid 19 had a substantial negative impact on young people and the Youth Service. The lockdown period in particular stopped almost all face-to-face youth work and closed the majority of the services to

young people. This significantly reduced the number of young people who we worked with and we are still recovering from this. During 21/22 the Youth Service supported 4,682 young people aged 11-25 which was an increase from 1,597 young people in 20/21.

Community based youth clubs have reopened and during the 2021/22 reporting year supported 917 young people through 11 youth clubs. These clubs provide young people with educational, social and recreational activities as well as giving young people access to youth work advice and support.

The more targeted youth work offer focuses on vulnerable young people and youth workers engage with these young people on a one to one basis and also using group work. Targeted youth work support is offered to Young Carers, LGBT+ young people, young people with speech, language and communication needs, caseload young people from Early Intervention Panel, young people Not in Education, Employment or Training (NEET), Young people who are struggling in schools, young people with emerging mental health issues such as loneliness and social isolation, young parents, care experienced young people, Electively Home Educated young people and young people who are at risk of homelessness.

The Duke of Edinburgh Award Scheme stopped during the pandemic and is now up and running again. We are currently working through the backlog of young people awaiting to complete the award due to the disruption of the pandemic as well as recruiting young people via schools.

The youth service also offers young people relationship and sexuality advice both within schools and in their communities. This is delivered through youth workers who are also trained in sexual health.

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The Youth Council who provide opportunities for young people to have a say in matters and issues that impact on their lives have been very active during this year. The Youth Council has 42 members from a range of provisions and groups. The Youth Council also has a Youth Mayor, Deputy Youth Mayor, two members of the Welsh Youth Parliament and a member of the British Youth Parliament.

The Youth Service continues to develop and respond to new challenges. This year we have been developing community work in response to recovery from the pandemic and supporting local community's youth provision as well as supporting Ukrainian young people at the Welcome Centre.

**Background:**

Neath Port Talbot Youth Service currently employs 47 full time staff and 69 part time staff and we are currently recruiting volunteers to deliver a range of supportive and educational activities to young people aged 11-25. Please see the Youth Service Structure attached (Appendix 1).

Neath Port Talbot Youth Service, sets out in its vision to encourage and enable young people to have fun, participate in all opportunities available to them and to gain the skills needed to become happy, confident and fulfilled adults and members of their communities. This is backed up by the service Mission Statement to deliver good quality learning, social and recreational opportunities and activities through highly motivated, well-trained and enthusiastic youth workers in safe and friendly places accessible to all young people.

In recent years, there has been a shift towards more targeted youth work across Wales and within Neath Port Talbot, which has come from external funding sources. During 2018/19, grant funding equated to 65% of the Youth Service budget and this has increased again for the 2021/22 financial year with 76% of the Youth Service budget coming from external grants.

## **Youth Service Provision**

The Youth Service contact with young people dropped during the pandemic to 6% of 11-25 year olds (1,597 young people) for 2020/21. This increased during 2021/22 to 19% of 11-25 year olds (4,682 young people). The Youth Service continues to provide a mix of universal, targeted and specialist provision.

## **Youth Clubs**

Neath Port Talbot Youth Service still delivers youth work to young people aged 11-18 via 11 community based youth clubs. These clubs are situated in Blaengwynfi, Croeserw, Cymmer, Sandfields, Taibach, Bryncoch, Cimla, Crynant, Cwmllynfell, Glynneath and Seven Sisters. We also have a twelfth Bryn Youth Club has been closed due to recruitment issues. (See Appendix 2).

Youth Clubs vary in relation to the number of nightly sessions and opening times offered to young people. Our Community Based Youth Clubs closed during the pandemic and this has resulted in a demand for Community base youth provision that we are currently developing across in areas across the borough. New community-based provisions are being looked at in Neath Town Centre, Aberavon, Cearwern, Godergraig, Aberavon, Resolven, Tonna, Trebanos and Pontardawe. The Community based team are also looking into support Bryn Youth Club.

Youth clubs plan, deliver and evaluate their work systematically, measure outcomes achieved with young people. Outcomes include accreditation programmes, Junior Leaderships Awards and certification of achievements that provide recognition of young people's learning in relation to our curriculum framework. Young people are also offered an opportunity to engage in a number of trips and events throughout the year that not only celebrate their achievements but also encourage new cultural learning.

Ongoing issues impacting on our community based youth clubs include staffing pressures due to recruitment issues, and our club

staff have also told us that there is added pressure on staff who are now having to work with young people who present complex health issues although not exhaustive they include; self -harm, sexuality and relationships issues.

### **Targeted provision**

Targeted provision is much more focused and can be aimed at specific groups of young people with particular needs such as young people who are Not in Education, Employment and Training (NEET) or targeted due to certain characteristics such as young carers, LGBT or Speech and Language. This provision is funded through a variety of external sources including, WG Youth Support Grant, Families First, Community Renewal Fund Grant and Communities First Legacy Grant. Each funding stream has its own requirements and is subject to change dependent on the direction of the funding provider -

### **Families First**

Focuses on One to One Caseloads, Vulnerable Groups and Young Carers.

Youth workers focus on early intervention and prevention activities for young people. Caseloads are allocated via the Early Intervention and Prevention Panel. Vulnerable groups supported at present are the LGBT group, Speech, Language & Communication group and finally the Young Carers Club. Through Families First, youth work interventions:

20 young people demonstrate an improvement in their speech, language and communication skills (100%) (20 out of 20 evaluated)

64 Young people demonstrate an improvement in emotional/mental wellbeing (90.1%)

49 Young people report an improvement in own resilience (69%)

54 Families that report an improvement in family resilience (76%) and

51 young people have stated that their family relationships have improve (71.8%).

## **Welsh Government Youth Support Grant**

Focus on 3 main areas:

NEET young people aged 16-25;

Youth Mental Health & Wellbeing;

Youth Work support for at risk of Homelessness young people.

### **NEET Support**

The NEET aspect of this grant has been provided to enable the authority to implement the Youth Engagement and Progression Framework along with employing The Engagement and Progression Co-ordinator post who oversees the development of systems and procedures to ensure young people are able to make an effective transition to post 16 employment, education and training. Working with schools, Careers Wales and post 16 education and training providers the co-ordinator focuses on early identification of young people at risk of becoming NEET and re-engaging those that are NEET into employment, education and training.

The Keeping in Touch team have helped identify tier one young people whose status is unknown to Careers Wales and move them into appropriate tiers. The KIT workers successfully moved 101 young people into a more appropriate Tier, which equates to 70% - target was 70%

The team also helped NEET young people achieve successful outcomes. 210 young people received support target was 150 144 young people have achieved a successful outcome, which equates to 69% - target was 60%

The 144 young people having a positive outcome includes outcomes such as entering employment, gaining a qualification or engaging with other services from a referral.

Some of these outcomes included 10 young people entered further learning, 97 young people entered paid employment and 67 young people receiving a recognised qualification.

### **Youth Mental Health & Wellbeing**

The Welsh Government funded Youth Support Grant is aimed at the early identification and support of young people with emerging mental health, emotional or wellbeing issues and young people who are lonely and socially isolated.

This funding provided activities and support for young people. The Young Parents group completed a 10 week Family Links Nurture Programme in partnership with Flying Start. The young parents group were also selected for a Royal Visit by the Countess of Wessex. A strong working relationship has been build up with the Education Welfare Service in order to support the Electively Home educated community. This team support the following groups:

- Electively Home Educated pupils in Years 7-11
- Young Parents
- Young Carers
- LGBT young people
- Care experienced young people

### **Youth Work support for at risk of Homelessness young people**

Welsh Government provide funding to support young people aged 14-24 who are at risk of homelessness though targeted youth work.

This funding is used to support young people using a 3 tier approach,

- Awareness raising workshops for schools & youth groups developed in partnership between the statutory and voluntary sectors and young people.

- One-to one or structured group work support for young people identified as being at high risk of youth homelessness.

- Supporting young people of families in temporary accommodation.

Joint project work with housing providers and includes helping families and young people in the Ukrainian Welcome Centre. The need for this was identified due to parents in temporary accommodation reviewing support with their situation and a lack of support for young people being available.

### **Community Renewal Fund (CRF)**

The CRF Next Steps provision replaced the ESF Cam Nesa Project and continues to supported young people who were NEET. The Youth Service has been the lead in a 5 strand approach including working with Schools, Careers Wales, Skills and Training and Youth Workers and have achieve the following results:

Supported 527 economically inactive young people, supported 137 unemployed young people, and achieved 551 Life Skills outcomes and 38 qualifications.

Next Steps also support 6 young people into education and training, this is currently low, not only within NPT but across Wales and the UK, this is thought to be due to young people seeking and entering employment, due to the cost of living crisis.

In addition to the targets, we have supported 48 young people into employment and 42 young people have gained 1 or more qualifications not on the Qualifications in Wales list.

### **Communities First Legacy Grant**

This grant provides School based youth work support for young people aged 14-16 in years 9-11 of all secondary schools within Neath Port Talbot. The Legacy Youth Workers support young people identified by their schools, using the Vulnerability Assessment Profile and discussions both within and outside of the school environment. The Legacy team also transition with the young people at the end of year 11 to best support them into a positive Education, Employment or Training destination.

Year 11 destination statistics collated by Careers Wales indicate that the number young people transitioning from school into Not in Education, Employment or Training (NEET) has reduced steadily from 7.1% in 2009 to 2.1% in 2020. The latest information from Careers Wales shows Neath Port Talbots figure of 2.4% was achieved last year 2021 (See Appendix 3). Legacy staff are feeling

the impact of the pandemic on school leavers and the increase in support they need to transition. This still leaves us above the Welsh average.

We are expecting a difficult time with transitions this year due to the knock on effects of the pandemic on school leavers.

### **Duke of Edinburgh Award Scheme**

The Duke of Edinburgh (DofE) Award Scheme had been hit badly by the pandemic and we also had our long standing DofE Officer leaving. The post is now occupied and we have achieved the following results this year:

158 young people have signed up for DofE this year;  
200 young people completing the final expedition at Bronze Level,  
29 young people at Silver Level and  
11 young people at Gold Level.

This has resulted in 178 achieving the Bronze Award, 10 the Silver Award and 5 the Gold Award.

We are currently working with all schools, young people, external providers and the Duke of Edinburgh Award Head Office to continue to build the award within NPT.

### **Relationship and Sex Education [RSE]**

The Youth Service make a significant contribution to the delivery of RSE within the local authority and support the lessons in the locally devised RSE Key Stage 3 pack. The pack enables Teachers, Youth and Nurse Practitioners to deliver RSE in secondary educational schools across NPT. The Youth Service manages the NPT RSE group, which brings together all relevant partners involved in RSE reporting to the VAWDASV Leadership Group.

### **Relationships Advise Drop in Service [RADS]**

A free, confidential, non-judgemental service accessible in a number of our youth clubs, schools and colleges at convenient times for young people and delivered by highly trained youth workers in the

field of sexual health and young people. RADS staff deal with a range of issues including; safe relationships, contraception, pregnancy, abortion, sexually transmitted infections (STI's), LGBT and many other health issues. Additionally, they provide barrier contraception, pregnancy testing, advice and support to access secondary sexual health and other health service to address; substance misuse, eating disorders, smoking cessation, sexual exploiting, abusive relationships, self-esteem and mental health issues. The Youth Service provides a daily on-call emergency service for RADS.

### **Youth Council**

The Youth Council is supported by the Youth Service who fund a dedicated worker, venue and travel costs to projects and events, which include reward activities. The local authority cabinet members are also considered partners along with the young people resident in NPT.

We are currently recruiting for the new Youth Council members through all secondary schools, partners and young people. The Youth Council have will increase the number of seats available to young people and will consists of young people aged 11+ who were elected through a democratic process. The Youth Council is the representative voice of young people aged 11-25 in Neath Port Talbot and has been recognised as the first point of contact for youth engagement in decision making by the Local Service Board and County Councillors.

The members come from schools and a range of targeted groups (See Appendix 4). The Youth Council have representatives on the British Youth Council, both Welsh Youth Parliament Members, Children's Commissioner Advisory Panel, and Abertawe Bro Morgannwg Youth Health Board and also on the advisory group for ongoing health related projects. This work involves members attending meetings to feed in to national participation events and



campaigns/promote youth council work locally to raise the profile of NPT Youth Service and local authority.

### **Youth Mayor and Deputy Mayor**

The Youth Service continues to support the elected Youth Mayor and Deputy Youth Mayor. Both act as the voice for all young people across the local authority and will shadow the Mayor of Neath Port Talbot. We are continuing to build on the calendar of events during this year as previous years have been disrupted by the pandemic. The calendar is managed in partnership between the Mayor office and the Youth Service.

### **Food & Fun**

Food and Fun is run each year by the Youth Service and gives children the chance to take part in various fun and physical activities, learn about food and nutrition, as well receiving a healthy breakfast and lunch. St Joseph's Catholic School and Cefn Saeson Comprehensive joined the scheme this year to bring the total to seven schools, delivering the scheme to more than 350 children.

To help deliver the activities that run throughout the day, the Youth Service teamed up with Swansea University, NPT Pass, Swansea Bay University Health Board, University of Wales Trinity St. David, and the Council's Play Team. Activities such as five-a-side football, arts and crafts, interactive lessons about nutrition, table tennis, archery were delivered as well as arranging day trips.

### **Financial Impacts:**

There are no implications linked to the report but Members should note that the Youth Service is now 76% externally funded through external grants all of which are currently either annual funding streams or are due to expire 31<sup>st</sup> March 2023.

### **Integrated Impact Assessment:**

There is no requirement to undertake an Integrated Impact Assessment as this report is for monitoring purposes.

**Valleys Communities Impacts:**

No implications.

**Workforce Impacts:**

No implications.

**Legal Impacts:**

No implications.

**Risk Management Impacts:**

Funding streams associated with Neath Port Talbot Youth Services work is currently funded through external grants, which currently expire on the 31<sup>st</sup> March 2024. There is ongoing work seeking extensions on the Communities First Legacy and a Shared Prosperity Fund bid to help sustain community youth work and post 16 youth work.

**Consultation:**

There is no requirement for external consultation on this item.

**Recommendations:**

This report is for monitoring only.

**Reasons for Proposed Decision:**

This report is for monitoring only.

**Implementation of Decision:**

This report is for monitoring only.

**Appendices:**

Appendix 1 – Youth Service Structure

Appendix 2 – Youth Clubs Info

Appendix 3 – Destination figures

Appendix 4 – Youth Council Membership

**List of Background Papers:**

N/A

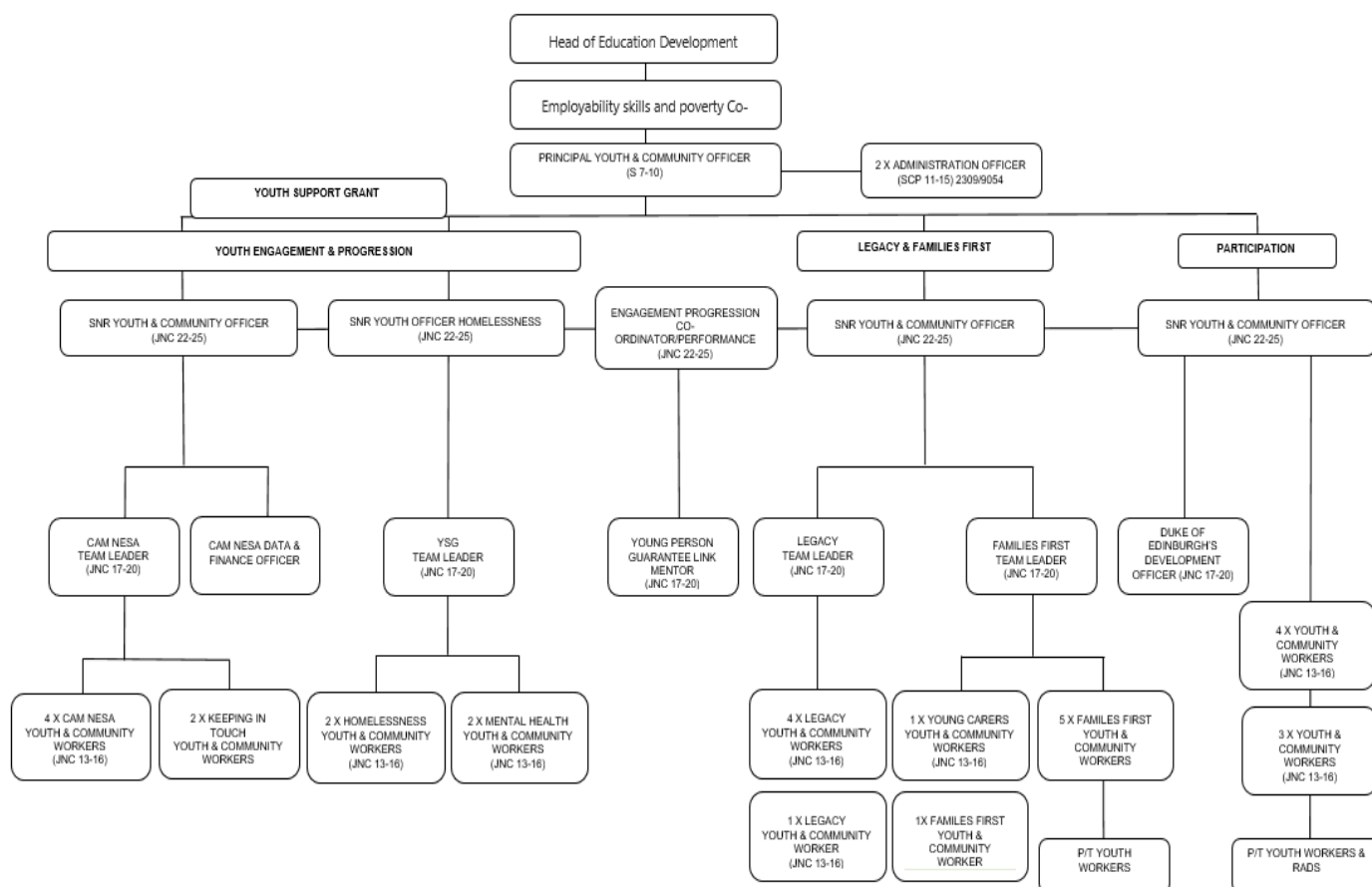
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Jason Haeney, Principal Youth and Community Officer, e-mail [j.haeney@npt.gov.uk](mailto:j.haeney@npt.gov.uk)

## Appendix 1

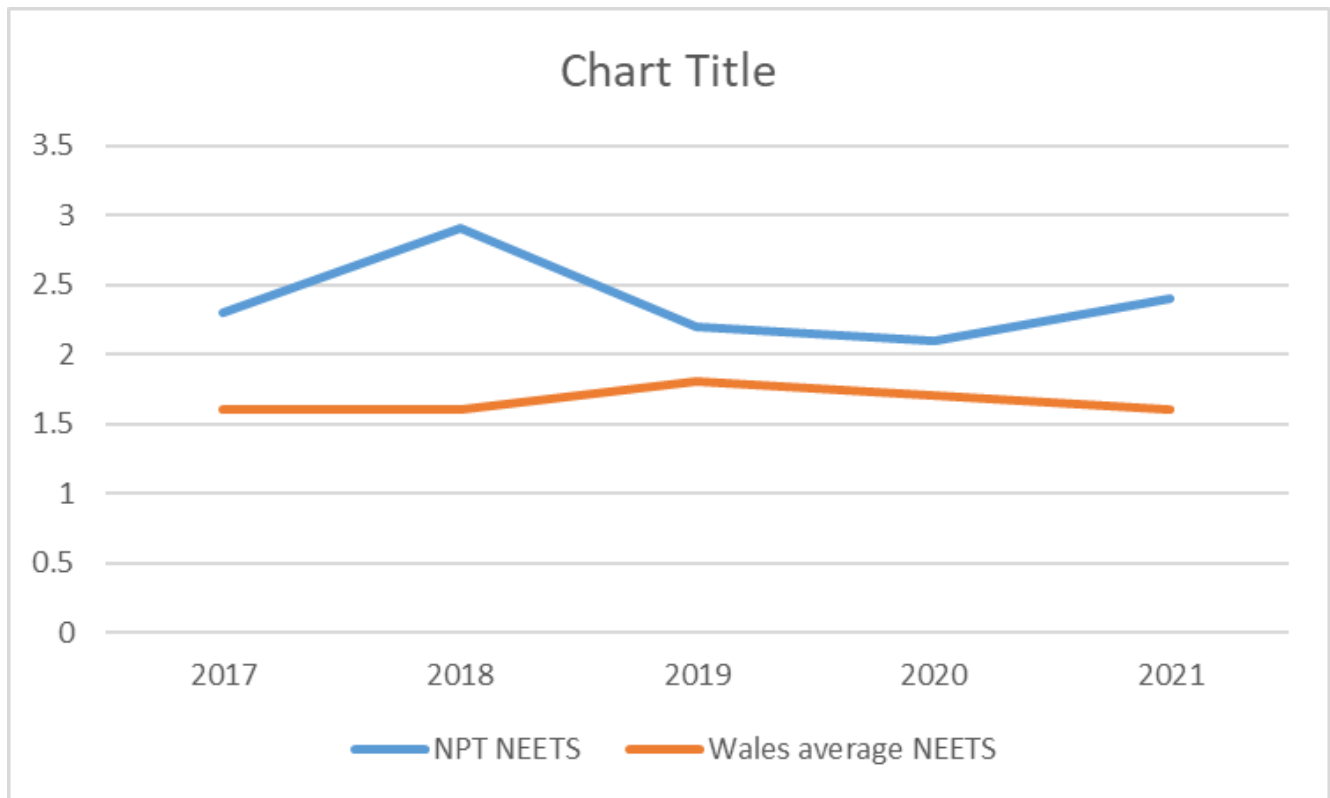


## Appendix 2

# Youth Clubs In Your Area

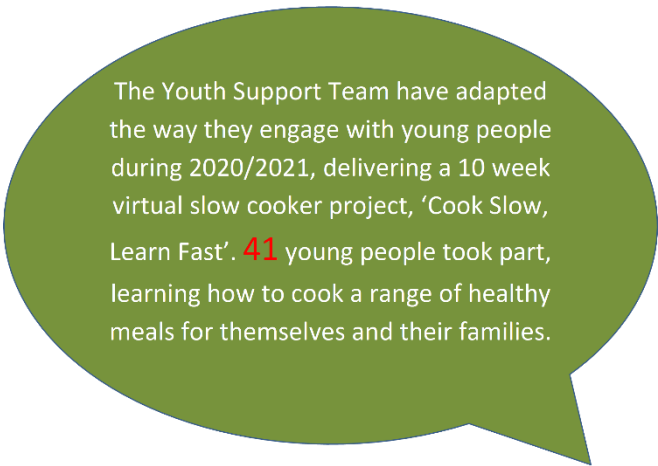
Youth Club	Location	Meeting Times
Cwmillynfell Youth Club	The Welfare Hall	Tues 6:30pm-8:30pm Weds 6:30pm-8:30pm
Bryn Youth Club	The Community Centre	Fri 6:00pm – 8:00pm
Blaengwynfi Youth Club	The Library and Public Hall	Wed 5:45pm-7:45pm
Glynneath Youth Club	The Training Centre	Thurs 6:30pm-8:30pm
Seven Sisters Youth Club	The Community Centre	Thurs 6:00pm-8:00pm
Bryncoch Youth Club	The Community Centre	Thurs 7:00pm-9:00pm
Crynant Youth Club	The Community Centre	Tues 6:00pm-8:00pm Fri 6:00pm-8:00pm
Cymmer Youth Club	Afan Valley Swimming Pool	Thurs 6:30pm-8:30pm
Taibach Youth Club	The Community Education Centre	Tues 7:00pm-9:00pm Thurs 7:00pm-9:00pm
Cimla Youth Club	The Community Centre	Mon 6:00pm-8:00pm
Sandfields Youth Club	YSGOL BAE BAGLAN	Tue 7:00pm-9:00pm Thurs 7:00pm-9:00pm
Croeserw Youth Club	The Community Enterprise Centre	Mon 6:00pm-8:00pm

For more information contact the Youth Service on 01639 763030

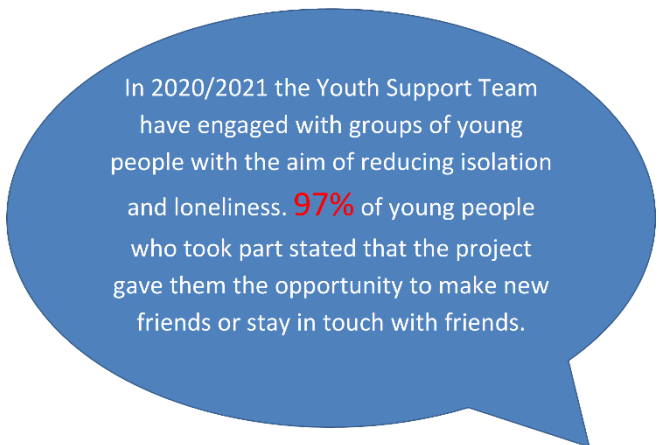


## Appendix 4

<b>Youth Council Members 2022</b>			
<b>Schools</b>			
<b>Bro Dur – 4 reps</b>		<b>Dwr Y Felin – 4 reps</b>	<b>YBB – 4 reps</b>
M P		E H	K P
M G		R D	L M N
Vac		Vac	L G
Vac		Vac	Vac
<b>Cwm Tawe – 4 reps</b>		<b>Cwm Brombil – 4 reps</b>	<b>Cefn Saeson – 4 reps</b>
A P		J P	C A
P J		E W	G S
F M		Vac	J D
L T		Vac	M J
<b>St Josephs – 4 reps</b>		<b>Llangatwg – 4 reps</b>	<b>Ystalyfera – 4 reps</b>
A J		E H	A S
A L		E G	F D
G R		E D	Vac
S O		Vac	Vac
<b>Groups</b>			
<b>Neath College – 4 reps</b>		<b>Young Carers – 2 reps</b>	<b>LGBTQ+ - 4 reps</b>
M K		A V	W
Vac		E J	D F
Vac			C I
Vac			GSA
<b>Speak and Language – 2 reps</b>		<b>Retained Members – 8 reps</b>	<b>6 Form – 4 reps</b>
G H		B T	
M J		B C	
		O L	
<b>Vulnerable Learners – 2 reps</b>		I W	
J K		E S	
O J			



The Youth Support Team have adapted the way they engage with young people during 2020/2021, delivering a 10 week virtual slow cooker project, 'Cook Slow, Learn Fast'. **41** young people took part, learning how to cook a range of healthy meals for themselves and their families.



In 2020/2021 the Youth Support Team have engaged with groups of young people with the aim of reducing isolation and loneliness. **97%** of young people who took part stated that the project gave them the opportunity to make new friends or stay in touch with friends.





Cyngor Castell-nedd Port Talbot  
Neath Port Talbot Council

## **NEATH PORT TALBOT COUNTY BOROUGH COUNCIL**

**Education, Skills and Wellbeing Cabinet Board**  
**Thursday 27<sup>th</sup> October 2022**

**Report of the Head of Education Development – Christopher Millis**

### **Matter for Information**

#### **Wards Affected:**

All Wards

#### **Report Title: Neath Port Talbot Leadership Strategy (Summary)**

#### **Purpose of the Report:**

To provide Members with a summary of the Neath Port Talbot Leadership Strategy.

#### **Executive Summary:**

The report provides detail of Neath Port Talbot Leadership Strategy which began in 2017 and the progress to date.

#### **Background:**

In September 2017 NPT implemented a single coherent leadership strategy. This strategy aimed to secure clarity and cohesion on how the local authority would focus on improving leadership in Neath Port Talbot schools.

#### **What was the picture? (September 2017)**

An analysis of data showed that Neath Port Talbot had a high turnover of headteachers during the previous five years. For example, 38% of the headteachers in the primary sector had been in role for less than three years. A half of schools had been judged by Estyn to have adequate or unsatisfactory leadership for the previous four years (2013-2017) and consequently received monitoring and follow-up from Estyn.

## **Actions undertaken**

- Previous analysis of leaders' professional development needs has successfully informed a systematic programme of development for leaders to improve their self-evaluation processes focused on pupils' standards, wellbeing and development of the four purposes. Education Support Officers continue to coach and model effective self-evaluation processes including learning walks, work scrutiny and pupil interviews with middle and senior leaders. Consequently, school leaders have strengthened their ability to evaluate what their pupils are doing well and what they need to improve and use the evidence gathered to identify precise priorities for the development within their school improvement plans.
- School leaders are supported and challenged effectively through the school support visits and appropriate 'bespoke' support for leadership is identified and delivered. In line with the expectations in 'School improvement guidance: framework for evaluation, improvement and accountability' most professional learning for leadership we provide is bespoke and dependent on individual schools and what their individual needs are and their school improvement priorities.
- The NPT Education Support Officer (ESO) with responsibility for leadership development implements an effective induction process for all new and acting headteachers including identifying and subsequently arranging individual, purposeful professional learning to address their individual development needs.
- NPT sources highly effective coaching and mentoring from Mr. Geoff Creswell who has worked successfully with 18 headteachers to develop their leadership skills. Geoff is currently providing coaching and mentoring support to all newly appointed and 'acting' headteachers within the authority.
- NPT has developed a clear vision and effective strategy for developing a coaching and mentoring culture within our schools with over 120 middle and senior leaders having completed the National Coaching and Mentoring programme to date and this will continue to be rolled out to leaders over the coming years.
- NPT continues to work in collaboration with the Partneriaeth region to deliver the National Leadership programmes to NPT school leaders and aspiring leaders. Programmes include:
  - National Middle Leaders Programme
  - National Senior Leaders Programme
  - National Aspiring Headteacher Programme
  - National New Headteachers Programme

- The NPT lead for Leadership meets with colleagues in Partneriaeth on a half-termly basis, to plan these programmes and to reflect strategically on how well the programmes are developing our future leaders. NPT school leaders work alongside colleagues from across Partneriaeth to facilitate the above programmes and to provide coaching for the participants.

## **Evaluation of Progress of the Leadership Strategy**

The aim is that NPT leaders are confident, ambitious and effective leaders who have a relentless focus on improving standards for children and young people in Neath Port Talbot. As a result all schools will be led by confident, ambitious leaders, who manage change effectively. Standards and wellbeing for all pupils in NPT will improve and fewer schools in NPT will require Estyn follow-up.

### **Percentage of schools achieving a judgement of at least ‘Good’ for leadership in inspections and not requiring monitoring or follow-up by Estyn.**

<b>Leadership</b>	
<b>September 2013 – August 2017</b>	<b>September 2017 – August 2022</b>
50%	85%

Based on the Estyn judgements, there has been significant improvement in leadership within NPT schools since commencement of the Leadership Strategy in September 2017. Too many schools in Neath Port Talbot previously received follow-up from Estyn because of adequate or unsatisfactory leadership. Only a half of schools had been judged by Estyn to have effective leadership for the four years prior to the implementation of the leadership strategy. Since implementation of the strategy this has improved to 85%.

### **Financial Impacts:**

No implications

### **Integrated Impact Assessment:**

The Equality Act 2010 requires public bodies to “pay due regard to the need to: eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under the Act;

- There is no requirement for an integrated impact assessment as this is a matter for information

**Valleys Communities Impacts:**

All Neath Port Talbot schools are included within this report

**Workforce Impacts:**

No implications

**Legal Impacts:**

No implications

**Consultation:**

'There is no requirement for external consultation on this item'

**Recommendations:**

Matter for information. No recommendations are required.

**Implementation of Decision:**

Matter for information. No decisions are required.

**Appendices:**

No Appendix

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Andrew Herbert – ESO with responsibility for Leadership [a.herbert@npt.gov.uk](mailto:a.herbert@npt.gov.uk)