



EDUCATION, SKILLS AND CULTURE CABINET BOARD

***Immediately Following Scrutiny Committee on
THURSDAY, 25 JANUARY 2018***

COUNCIL CHAMBER - PORT TALBOT CIVIC CENTRE

1. To agree the Chairperson for this Meeting
2. To receive any declarations of interests from Members
3. To receive the Minutes of the Education, Skills and Culture Cabinet Board held on the 12 January 2018 (*Pages 3 - 8*)
4. Forward Work Programme 2018 - 2019 (*Pages 9 - 10*)

To receive the Reports of the Head of Participation

5. Welsh in Education Strategic Plan (2017 - 2020) (*Pages 11 - 108*)
6. Annual Pupil Performance (*Pages 109 - 120*)

To receive the Reports of the Head of Transformation

7. Welsh Public Libraries Standards Annual Report (*Pages 121 - 152*)
8. School Attendance Report (*Pages 153 - 158*)
9. Access to Meetings - to resolve to exclude the public for the following items pursuant to Regulation 4 (3) and (5) of Statutory Instrument 2001 No.2290 and the relevant exempt paragraph(s) of Part 4 of Schedule 12A to the Local Government Act 1972.

To receive the Private Report of the Head of Participation

10. Celtic Leisure Half Year Performance Review 17/18 (Exempt Under Paragraph 14) (Pages 159 - 162)

S.Phillips
Chief Executive

Civic Centre
Port Talbot

18 January 2017

Cabinet Board Members:

Councillors: A.R.Lockyer and P.A.Rees

Notes:

- (1) *If any Cabinet Board Member is unable to attend, any other Cabinet Member may substitute as a voting Member on the Committee. Members are asked to make these arrangements direct and then to advise the committee Section.*
- (2) *The views of the earlier Scrutiny Committee are to be taken into account in arriving at decisions (pre decision scrutiny process).*

EXECUTIVE DECISION RECORD
EDUCATION, SKILLS AND CULTURE CABINET BOARD
12 JANUARY 2018

Cabinet Members:

Councillors: P.A.Rees (Chairperson), A.R.Lockyer, D.W.Davies and D.Jones

Invitee: Cllr.A.L.Thomas

Officers in Attendance:

A.Thomas, R.Gordon J.Merrifield and J.Woodman-Ralph

1. **APPOINTMENT OF CHAIRPERSON**

Agreed that Councillor P.A.Rees be appointed Chairperson for the meeting.

2. **MEMBERS DECLARATIONS OF INTEREST**

The following Members made declarations of interest at the commencement of the meeting:-

Councillor P.A.Rees Re: Report of the Head of Transformation on the Strategic School Improvement Programme – Proposal to Establish Specialist Provision for Primary Age Pupils with Social Emotional and Behavioural Difficulties as he is a governor at Crynallt Primary School but has dispensation to speak and vote.

Re: Report of the Head of Transformation on the Financing Schools – Reviewing the Funding Formula to Raise Standards as he is a school governor within the County Borough but has dispensation to speak and vote and also has grandchildren who attend schools within the County Borough.

Councillor
A.R.Lockyer

Re: Report of the Head of Transformation on the Financing Schools – Reviewing the Funding Formula to Raise Standards as he is a school governor within the County Borough but has dispensation to speak and vote and also has grandchildren who attend schools within the County Borough.

3. **MINUTES OF THE EDUCATION, SKILLS AND CULTURE CABINET BOARD HELD ON THE 7 DECEMBER 2017**

Noted by Committee

4. **FORWARD WORK PROGRAMME 2018**

Noted by Committee

5. **DIRECTORATE DEVELOPMENT PLAN**

Decision:

That the Education, Leisure and Lifelong Learning Directorate Development Plan 2017-20 as detailed in Appendix 1 to the circulated report be approved.

Reason for Decision:

To enable the requirements of the Performance Management Framework to be met.

Implementation of Decision:

The decision will be implemented after the three day call in period.

6. **STRATEGIC SCHOOL IMPROVEMENT PROGRAMME - PROPOSAL TO ESTABLISH SPECIALIST PROVISION FOR PRIMARY AGE PUPILS WITH SOCIAL EMOTIONAL AND BEHAVIOURAL DIFFICULTIES**

Decisions:

That having given due regard to the impact assessments in relation to equality, risk, community usage and Welsh Language approval be granted in line with Section 53 of the School Standards and Organisation (Wales) Act 2013 to:

1. Establish specialist provision for primary age pupils with social emotional and behavioural difficulties (SEBD) at Coedffranc Primary School and at Crynallt Primary School with the implementation date of the 15 January 2018;
2. That delegated authority be given to the Head of Transformation to implement the proposal.

Reasons for Decisions:

To enable the Council to comply with the formal publication requirements imposed on the Council by the School Organisation Code and associated legislation. Implementation of the proposal will enable the Council to promote high educational standards and the fulfilment of every child's potential. It will also enable the Council to meet its duty to secure efficient education in its area.

Implementation of Decisions:

The decision is an urgent one for immediate implementation, following the consent of the relevant Scrutiny Chair and is therefore not subject to the call-in procedure.

Consultation:

The school organisational proposal had been brought forward under the Council's Strategic School Improvement Programme. Formal consultation has been undertaken in line with the Welsh Government's School Organisation Code, July 2013.

Separate consultations were undertaken on the respective provisions. Statutory proposals were published on 10 November 2017 allowing the required 28 day period for submitting objections, which ran until 7 December 2017.

7. **FINANCING SCHOOLS - REVIEWING THE FUNDING FORMULA TO RAISE STANDARDS**

(Cllr. P.A.Rees re-affirmed his interest at this point and withdrew for this item only. Cllr.D.W.Davies substituted.)

(Cllr.A.R.Lockyer re-affirmed his interest at this point and withdrew for this item only. Cllr. D.Jones substituted.)

Cabinet Board was supportive of the addition to the recommendation from the Education, Skills and Culture Scrutiny Committee held prior to this meeting, which have been incorporated into decision below, as (d).

Members asked that the review of the formula taking place prior to the 2019/2020 budget share allocation be reported back to Education, Skills and Culture Cabinet Board.

Decisions:

Having given due regard to the impact assessments approval be granted for:

- a. Option A as detailed in the circulated report to be the basis for funding primary school budgets for the 2018/2019 financial year;
- b. the withholding of financial benefits resulting from Option A to schools with reserves above the £75K threshold as at 31 March 2017;

- c. the methodology in the circulated report for the redistribution of withheld funds to schools with a reduction in their budget share allocation of more than £20K;
- d. the Director of Education, Leisure and Lifelong Learning (or his nominated representative) and the Director of Finance and Corporate Services in consultation with the Leader of the Council and the Cabinet Member for Education, Skills and Culture be granted delegated authority to make alternative funding arrangements where, specifically in relation to the £75K reserve threshold, the financial circumstances of individual schools warrant further consideration and that any use or refusal of an application be reported to the relevant Scrutiny Committee.
- e. a review of the formula prior to the 2019/2020 budget share allocation. In addition, the results of the review to reported to Education, Leisure and Lifelong Learning Cabinet Board.

Reason for Decisions:

To enable the Council to comply with the formal requirements of the School Funding (Wales) Regulations 2010.

In addition, it will enable the Council to promote high educational standards and the fulfilment of every child's potential and to meet the Council's duty to secure efficient education in its area.

Implementation of Decisions:

The decision will be implemented after the three day call in period.

Consultation:

Consultation on the formula for funding primary schools took place between 16 October 2017 and 3 December 2017 as detailed in the circulated report.

CHAIRPERSON

This page is intentionally left blank

Education, Skills and Culture – Forward Work Programme (DRAFT)

2017/2018 FORWARD WORK PLAN (DRAFT)

EDUCATION, SKILLS AND CULTURE CABINET BOARD

DATE	Agenda Items	Type (Decision, Monitoring or Information)	Rotation (Topical, ,Annual, Biannual, Quarterly, Monthly)	Cultural and Leisure Scrutiny Sub Committee	Contact Officer/ Head of Service
15 Feb	Performance Monitoring Report (Quarter 3)	Monitoring	Quarterly	-	C.Millis/Paul Walker
	Inclusion Update	Information	Annual	-	Hayley Lervy/ Andrew Thomas
	Responses to Consultation on the proposal in regard to Cymmer Afan Comprehensive School.	Decision	Topical		Richard Gordon/ Andrew Thomas
	Play Sufficiency Update	Information	Annual	-	ASC/ Chris Millis
	Childcare Sufficiency Report	Information	Annual	-	ASC/ Chris Millis
	Families First Annual Report and Budget Update – including TAF	Monitoring	Annual	-	ASC/ Chris Millis
	Flying Start Annual Report and Budget Update	Monitoring	Annual	-	ASC/ Chris Millis
	Family Information Service	Information	Annual	-	ASC/ Chris Millis
	Childcare Facilities within Schools	Information	Annual	-	C.Millis

Education, Skills and Culture – Forward Work Programme (DRAFT)

DATE	Agenda Items	Type (Decision, Monitoring or Information)	Rotation	Cultural and Leisure Scrutiny Sub Committee	Contact Officer/ Head of Service
15 MAR	School Admissions Policy 19/20 (Outcomes of Consultation)	Decision	Annual	-	Helen Lewis/ Andrew Thomas
	School Terms and Holiday Dates 20/21 (Permission to Consult)	Decision	Annual	-	Helen Lewis/ Andrew Thomas
	Adult Community Learning Update	Information	Topical	-	Angeline Spooner- Cleverly
	Inclusion Strategy	Decision	Annual	-	Hayley Lervy/ Andrew Thomas
	School Improvement Performance, Priorities and Capacity	Information	Annual	-	Helen Morgan-Rees

NEATH PORT TALBOT COUNTY BOROUGH COUNCIL

Education, Skills and Culture

25th January 2018

Report of the Head of Participation – Chris Millis

Matter for Decision

Wards Affected:

All wards

Welsh in Education Strategic Plan (2017 – 2020)

Purpose of the Report

- The purpose of the report is for members to scrutinise the draft NPT Welsh in Education Strategic Plan (WESP) 2017 – 2020 (see appendix B) following re-consultation and to commend it to Council for approval for re-submission to Welsh Government.

Executive Summary

- The Council is required by legislation to prepare a Welsh in Education Strategic Plan

- The draft WESP 2017 – 2020 sets out the Council’s plans for Welsh in education over the next three years.
- Members have previously agreed (see Council minutes 15th March 2017) that the Welsh in Education Strategic Plan (WESP) 2017-2020, following the initial consultation, was submitted to Alun Davies, then Minister for Lifelong Learning and the Welsh Language, for approval. Subsequent to submission of the WESP, Welsh Government announced that former AM for the North Wales region, Aled Roberts, would review all Welsh in Education Strategic Plans.
- On 4th August 2017, the Minister responded to NPT’s submission advising the authority that it needed to consider a number of issues, some of which were for clarification (see Appendix C). The authority has addressed these issues and following discussion at the WESP Forum, and approval to consult being granted by the Education, Skills and Culture Committee the revised plan was subject to re-consultation on the amendments to the previous submitted plan (see yellow highlighted text).
- The consultation period lasted from 10th November to 7th December giving consultees four weeks to respond.
- There were eight responses to the amended draft document (see appendix A). Many of the responses did not refer specifically to the highlighted amendments to the previous text. However, they provided useful challenge and advice that have been carefully considered.
- Generally, respondents acknowledged that the revised document is an improvement on the previous draft. However, the following concerns were raised by more than one respondent:
 - That the plan remains insufficiently ambitious in order to contribute to Welsh Government’s target of securing a million Welsh speakers by 2050.
 - That the local authority does not make a clear commitment to expand current Welsh-medium primary provision, although it is acknowledged that the authority will consider Welsh-medium provision at Coed Darcy and is committed to assessing the demand within the new urban village development.

- That there are no plans in place to alleviate the accommodation pressures in the two Welsh medium primary schools, Ysgol Gymraeg Castell-nedd and Ysgol Gymraeg Rhosafan, that are currently within 10% of their capacity.
- That one of the identified projects in the authority's Band B submission under the 21st Century Schools Programme, namely the establishment of a 750 pupil English-medium primary provision as a part of a wider 3-16 structure in the Pontardawe area, would have a detrimental impact on Welsh language provision in the Swansea Valley.
- That the plan lacks specific targets to increase the number of pre-school places available through the medium of Welsh.
- That there is a need to increase ALN (Additional Learning Needs) provision through the medium of Welsh.
- That more needs to be done to secure a higher transfer rate between key stages 2 and 3 within the Welsh medium sector, particularly in the Swansea Valley.
- The issues raised above are addressed individually, and in order, as follows:
 - The revised draft plan builds upon the programme of modernisation and development of Welsh-medium learning facilities at Ystalyfera and the 11-16 south campus in the Sandfields secured through an investment of circa £35m. This development is also aimed at stimulating further growth in the sector by making key stage 3 and 4 provision more accessible in the south east of the County Borough. The revised draft plan references the need to develop a longer term Welsh-medium education strategy. This reference has now been strengthened to include a deadline of Autumn 2018 for producing a strategy that will be subject to elected member scrutiny (see blue highlighted text in the revised WESP). The strategy will be informed by parental surveys and similar engagement activities. The revised draft plan articulates a need to develop a long term strategy for teaching Welsh in English-medium schools and secure a coherent one continuum of learning Welsh. The revised

draft plan promotes the development of the Welsh Charter, 'Tanio'r Ddraig' and promotes the use of the language outside the curriculum. This links to our partnership with Academi Hywel Teifi in establishing Tŷ'r Gwrhyd, a Welsh language centre at Pontardawe.

- Current assessment shows that there is sufficient capacity within Welsh-medium primary provision to meet existing demand. The revised draft plan commits to Welsh-medium education demand surveys, both across the local authority and specifically in relation to Coed Darcy. The results of these surveys will inform future development.
- The Education Directorate has submitted an application to Welsh Government to secure capital funding in order to expand provision at both schools. We are currently awaiting a response. However, it should be noted that 28% of pupils on roll at Ysgol Gymraeg Castell-nedd are from outside its catchment area. If these pupils were to attend their designated Welsh-medium schools, accommodation at Ysgol Gymraeg Castell-nedd would not be as restricted and would reduce surplus places in other Welsh-medium schools.
- As with projects in Band A, those cited in Band B will be subjected to the rigours of business case analysis, including a Welsh impact assessment, formal consultation processes, planning permissions and Member approvals. Assessing the impact of this proposal on the Welsh language will be a requirement under the consultation arrangements.
- The plan acknowledges the need to work with Mudiad Ysgolion Meithrin to identify opportunities to expand pre-school provision. This work has begun and expansion has already been secured. An increase target of 100% has been included over the lifetime of the WESP (see blue highlighted text in the revised WESP).
- The revised draft plan commits to undertake engagement sessions with parents to understand and interpret transfer rate patterns from key stage 2 to key stage 3, particularly in the Swansea Valley where rates are variable. However, it should be acknowledged, as one respondent quite

accurately does, that promoting increased transfer rates is not the sole responsibility of local authority officers.

- It is the opinion of officers that, having considered the comments submitted by consultees (attached to this report with responses) the draft WESP is sufficiently developed for re-submission to the Welsh Ministers.
- Members are asked to commend to Council for the revised draft Welsh in Education Strategic Plan 2017 -2020 (WESP) to be submitted to the Welsh Ministers for approval.

Background

- The draft Welsh in Education Strategic Plan (WESP) 2017 – 2020 details how the authority plans to promote and develop Welsh in education across all sectors over the next three years contributing to the Welsh Government's ambition of securing one million Welsh speakers by 2050.
- It forms part of the Council's broad strategy for the Welsh Language and the development of Welsh education in NPT.
- The current WESP (2014-2017) expired on 31st March 2017. The draft 2017-2020 WESP (as revised) describes progress to implement the previous plan and actions for future delivery of Welsh in education.

Consultation

- The WESP is one of the Education, Leisure and Lifelong Learning Directorate's key strategic planning documents. It is the Council's responsibility to approve its submission to Welsh Government for final agreement. Formal consultation on the plan is required in line with Welsh Government guidelines for The Welsh in Education Strategic Plans and Assessing Demand for Welsh Medium Education (Wales) Regulations 2013, which specifies the procedures to be followed, including the content of the consultation document and those to be consulted.
- Consultation on this revised proposal commenced on November 10th 2017 with comments invited until December 7th 2017, giving consultees four weeks to respond. Consultation

responses are available in the Members Room in Neath and Port Talbot for Members information.

- Members are reminded that comments should be conscientiously considered in an open-minded approach, alongside the case put forward for permission for the WESP to be submitted to the Welsh Ministers for approval. In this respect there is an expectation that Members will have read and given due regard to the WESP as consulted upon and the comments received together with officer comments.
- All responses have been fully considered. The initial draft plan has been further modified, where appropriate, in response to the concerns and issues raised. As such, the proposal is to obtain Cabinet Board permission for the revised draft NPT Welsh in Education Strategic Plan (WESP) 2017-2020 to be commended to Council with a recommendation that it is submitted to the Welsh Ministers for approval.
- It is the opinion of officers that the revised draft WESP 2017-2020 is sufficiently developed for re-submission to the Welsh Ministers for approval.

Financial Impact

- The resources required to deliver the Council's obligations under the new Welsh in Education Strategic Plan are included in current revenue budgets.
- The Welsh in Education Grant awarded annually will contribute towards supporting the resources required to deliver the targets and outcomes of the new Welsh in Education Strategic Plan

Equality Impact Assessment

- An Equality Impact Assessment (EIA) has been undertaken to assist the Council in discharging its Public Sector Equality Duty under the Equality Act 2010. An overview of the EIA has been included in this report in summary form only and it is essential that Members read the Equality Impact Assessment, which is attached to the report at Appendix D, for the purposes of the meeting.

- The Equality Impact Assessment has shown that the proposal will have either have a positive or neutral impact on protected groups.
- In order to mitigate potential impacts the follow actions will be undertaken:
 - consideration to be given to increase the targets for the next three years.
 - following the development of the Welsh-medium secondary education in the south of the County Borough the number of children assessed in Welsh as a first language in Year 6 and then in Year 9 will be monitored to identify any change in the current -20% difference.
 - continue to monitor the assessment of need for pupils with additional learning needs to identify the demand for a specialist provision.

Workforce Impacts

- A suitably qualified workforce is required to deliver the Welsh in Education Strategic Plan. The draft plan identifies training and development opportunities for staff to develop their ability and skills to deliver Welsh medium learning within the County Borough.

Legal Impacts

- Section 84 of the School Standards and Organisation (Wales) Act 2013 (“the 2013 Act”) requires a local authority to prepare a Welsh in education strategic plan (“Plan”).

Risk Management

- The WESP is a statutory document and is required by Welsh Government. The document provides a clear steer on the development of Welsh medium learning in the County Borough and aligns with a number of national strategies and policies. The consultation process and the draft plan comply with national guidance received from Welsh Government on Welsh in Education Strategic Plans.

Welsh Language Impact

- The School Standards and Organisation Act (Wales) 2013 gave a statutory basis to Welsh in Education Strategic Plans. The requirement to have a WESP in place provides details of how the local authority plans to contribute toward the Welsh Governments aim of achieving one million Welsh speakers by 2050. Neath Port Talbot County Borough Council recognises that it has an important contribution to make to the future of the Welsh language and the vision within the Plan is clear in how it plans to contribute to this by improving its Welsh medium education provision. Neath Port Talbot CBC is now required to contribute towards the well-being aims determined in the Well-being of Future Generations (Wales) Act 2015. One of those is 'A Wales of vibrant culture and thriving language'. The WESP can contribute towards achieving this aim by strengthening its Welsh-medium education provisions and through this create more Welsh speakers. Strengthening the provision of Welsh medium education also contributes to the promotion of Welsh language and the statutory requirements as laid out in the Welsh Language Standards.

Recommendations

- Having given due regard to the responses to the consultation and the impact assessments in relation to equality, risk, Welsh Language, legal and workforce, it is recommended that the Welsh in Education Strategic Plan (2017 – 2020) be commended to Council for approval prior to submission to the Welsh Government with a formal implementation date of the 1 April 2018.

Reasons for Proposed Decision

- The decision is necessary to comply with legislation and to facilitate Welsh Ministers' approval of the WESP 2017-2020.

Implementation of Decision

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

Appendices

Appendix A - List of Respondents to the Consultation Document

Appendix B – Revised Draft NPT Welsh in Education Strategic Plan 2017-2020

Appendix C - Equality Impact Assessment Report

Appendix D – Letter from Alun Davies, Minister for Lifelong Learning and the Welsh Language, August 4 2017.

List of Background Papers

- a) Rewriting the Future - <http://gov.wales/topics/educationandskills/schoolshome/deprivation/rewriting-the-future-schools/?lang=en;>
- b) Successful Futures - <http://gov.wales/topics/educationandskills/schoolshome/curriculum-for-wales-curriculum-for-life/why-we-are-changing/successful-futures/?lang=en;>
- c) Future Generations – <http://gov.wales/topics/people-and-communities/people/future-generations-act/?lang=en;>
- d) School Standards and Organisation (Wales) Act 2013
 - http://www.legislation.gov.uk/wsi/2013/3048/pdfs/wsi_2013_3048_mi.pdf
 - Welsh-medium Education Strategy - <http://gov.wales/docs/dcells/publications/100420welshmediumstrategyen.pdf>
 - Welsh-medium Education Strategy: next steps - <http://gov.wales/docs/dcells/publications/160309-next-steps-en-v2.pdf>
 - One Language for All - <http://gov.wales/docs/dcells/publications/130926-review-of-welsh-second-lan-en.pdf>

Officer Contact

C.Millis, Head of Participation, email c.d.millis@npt.gov.uk contact telephone number: 01639 763226.

M.Daley, Lead Challenge Adviser & Education Service coordinator, email: m.daley@npt.gov.uk contact telephone: 01639 763

APPENDIX A:

List of Respondents to the Re-consultation Document

Rhif ymateb/ Response Number	Your position/ Category of Respondent (e.g. parent, governor)
1	Councillor
2	Councillor
3	Pentan (NPT Welsh medium Headteachers' group)
4	Cymdeithas yr Iaith Gymraeg/Welsh Language Society
5	Dyfodol i'r Iaith
6	Menter Iaith CNPT/ NPT Welsh Language Association
7	RhAG / Parents for Welsh Medium Education
8	NPTCBC Equalities & Engagement Officer



WESP 2017 - 20

Neath Port Talbot County Borough Council Welsh in Education Strategic Plan 2017-2020

Section 1.

Please state your local authority's vision, goal and objectives for Welsh-medium education over the next three years

Welsh-medium education is an integral and essential part of the learning offer in Neath Port Talbot. We believe that all children should benefit from the opportunity to learn, appreciate and understand their lives through the medium of Welsh. The authority underpins this principle by ensuring universal access to this provision. Neath Port Talbot County Borough Council recognises that language and culture are critical parts of an individual's identity and is committed to promoting and celebrating Welsh language learning across all phases and sectors. Our Welsh in Education Strategic Plan (WESP) 2017-2020 details how we plan to support and further develop Welsh language education in schools and in the wider communities and how we plan for future growth. The WESP details how we will secure further development within the period January 2017 – December 2020 and aligns itself to national policy and guidance in order to contribute to the Welsh Government's aim of achieving a million Welsh speakers by 2050.

Objectives:

- To set out a clear strategy for promoting the use of Welsh language in NPT schools including increasing access to Welsh-medium education. In order to support the WESP it is proposed that a long term strategy is developed by Autumn 2018, subject to elected members' approval, outlining in greater detail how actions included in this plan will be delivered and enhanced.
- To develop the partnership between the local authority and pre-school providers in order to ensure a greater focus on Welsh language learning, to increase Welsh-medium provision and increase the transfer rates between pre-school and Welsh medium school based provision. In order to progress this key aspect, it is

proposed that the local authority develops an action plan by the end of January 2018 in conjunction with providers such as Mudiad Ysgolion Meithrin and schools aimed at increasing current take up of pre-school Welsh medium provision by 100% during the lifetime of the plan.

- To ensure that the NPT WESP contributes to the key Welsh Government priorities in relation to Welsh medium education.
- To ensure a successful continuum from Welsh-medium primary schools to Welsh-medium secondary schools by ensuring a greater rate of transfer from KS2 to KS3.
- To ensure that second language provision across all schools provides pupils with the skills and ability to become confident and sustained speakers of Welsh and that the provision develops a meaningful relationship between the language and the learner.
- Ensure that the post 16 curriculum offered or facilitated through the medium of Welsh is broad and meets the aspirations of all students leading to an increase in the number of students following post-16 courses through the medium of Welsh.
- To maintain appropriate arrangements for the availability of transport in line with the approved council travel policy in order to promote access to Welsh-medium provision.
- To ensure that all schools are supported to teach Welsh effectively and that pupils are provided for in accordance with National Curriculum requirements and that all pupils in English-medium schools are given the opportunity to sit an accredited examination in Welsh at the end of Key Stage 4.
- Ensure that children and young people with ALN receive linguistic equality of opportunity in terms of Welsh-medium education and support.
- Ensure that access, locally or regionally, to professional training to support the development of effective Welsh teaching and learning responds to the identified needs of those working in both the English and Welsh-medium sectors.
- To recognise Welsh as being desirable in person specifications when recruiting staff.
- To ensure that the WESP Forum has clear objectives to enable it to deliver the outcomes effectively.

Statement:

- The NPT WESP Forum meets termly to monitor progress. It comprises Headteacher representatives from Welsh-medium

- and English-medium primary and secondary schools, officers of the local authority and other stakeholders from our community.
- The WESP forms part of the Challenge Advisers Service Report Card, which in turn contributes to the Education Development Service (EDS) Plan within the Education Directorate. The priorities also contribute to the over-arching Directorate planning document.

Local authorities have a statutory duty under Section 10 of the Learner Travel Measure (Wales) 2008 to promote access to education and training through the medium of Welsh. Please provide a statement regarding the accessibility of Welsh-medium provision in your local authority in relation to home to school transport. Please highlight any challenges and/or areas of good practice through collaboration.

Access to Welsh-medium education is met through existing primary and secondary school provision, mainly within the local authority and in a small number of cases in neighbouring authorities.

We also facilitate access to secondary phase Welsh-medium education for out of county pupils, mainly from Powys, at Ysgol Gymraeg Ystalyfera – Bro Dur. Recognising parental demand for more readily accessible secondary phase Welsh medium education, the local authority is establishing a second 11-16 campus in the south of the County Borough. Transport will be provided in accordance with the authority's Home to School Travel Policy 2017 when this facility opens in September 2018 a policy the supports access to Welsh-medium education.

The Local Authority fully complies with the statutory duties of the Learner Travel Measure (Wales) 2008 and currently the Council's policy is to provide free transport to Welsh medium provision under discretionary powers, subject to specified distance criteria. Where the nearest suitable Welsh-medium school is deemed to be out of authority, transport is provided in accordance with the Council's policy.

There is no requirement to provide school or college transport free of charge to any learner who is above compulsory school age and currently charges are levied for transport to post-16 provision.

In order that a broader curriculum offer is secured at post-16, Ysgol Gymraeg Ystalyfera – Bro Dur co-operates with neighbouring schools to enhance provision.

Outcome 1: More seven-year-old children being taught through the medium of Welsh

Please provide your current position relating to the number of seven year olds taught through the medium of Welsh and your targets for the next three years.

Current Position	2017/2018	2018/2019	2019/2020
18.3% (282 out of 1542)	18.6%	21%	22%

List your four main objectives to achieving this outcome;

- To undertake a parental survey into the demand for WM provision during late Autumn 2017 and early Spring 2018 to provide information on demand in specific areas that will enable evidenced based decisions on new provision. It is anticipated that the outcomes of the survey will be available by late Spring, early Summer 2018.
- Monitor demand and identify trends for Welsh-medium education and use this information to plan for future provision.
- Ensure that proposals for 21st Century Schools include full consideration of Welsh-medium education.
- To increase the capacity of Welsh-medium pre-school provision and to provide information for parents/carers that promotes the benefits of a bilingual education, seeking advice of best practice in other authorities. We will work with Mudiad Meithrin to ensure expansion of pre-school provision and support the sector to recruit suitably skilled Welsh language care workers. Currently only 5 pre-school settings registered with Mudiad Ysgolion Meithrin deliver Welsh medium provision with 4 other settings delivering bilingual provision. (see appendix 1).

- To improve the support for parents/pupils and schools to move along the linguistic continuum.
- The authority is opening a second WM secondary campus in the south-east in September 2018 with a capacity for 650 11-16 pupils. It is expected, based on parental responses, that this will stimulate interest and growth in WM primary provision in the areas of Port Talbot, Neath, Llandarcy, Briton Ferry and the Afan Valley in subsequent years. It is reasonable, based on known current capacity, to assume a minimum 2% growth in numbers accessing Welsh-medium provision.

Supporting Statement:

To review the demand for provision for Welsh-medium education on an annual basis. To analyse the results of our parental surveys and draft appropriate action plans to address unmet demand by July 2018.

In terms of Welsh language pre-school provision there are 28 registered places and 24 children attending, the providers report they are operating at maximum capacity. There are 97 registered sessional day care places for parents seeking bilingual childcare and 159 children attending.

In Neath Port Talbot there are 10 Welsh-medium schools, 9 out of 55 primary schools and 1 middle school providing for ages 3 -18yrs, the second middle school established in NPT; the other is an English-medium school for ages 3 – 16yrs. There are also 7 English-medium secondary schools and 2 English-medium Special Schools.

Currently only 2 Welsh medium schools, Ysgol Gymraeg Castell-nedd and Ysgol Gymraeg Rhosafan, have surplus capacities less than 10% (see appendix 1a).

Under the capital element of Reducing Infant Class Sizes And Raising Standards - Welsh Government Grant Funding, it is proposed to develop business cases to increase capacity/provision at both Ysgol Gymraeg Castell-nedd and Ysgol Gymraeg Rhosafan.

Band A of the Council's 21st Century Schools Capital Funding Programme comprises 7 schemes, 2 of these relate to improving Welsh-medium education by providing for new build premises on

the Ysgol Gymraeg Ystalyfera – Bro Dur north campus site that transform secondary phase education and establish primary phase education in an ‘all-through’ Welsh-medium provision for pupils aged 3 -18. This scheme secures secondary phase Welsh-medium education in the north of the County Borough, including provision for pupils from a neighbouring authority, Powys. The north campus development is complemented by a further new build that establishes secondary phase education (11-16) in the south of the County Borough. This development addresses significant concerns of parents over long travel times to and from Ystalyfera, concerns that influence parental decisions when considering opting for primary phase Welsh-medium provision.

The establishment of a new Welsh-medium school, Ysgol Gymraeg Ystalyfera – Bro Dur, replacing YG Ystalyfera and YGG Y Wern, will provide Welsh-medium education for pupils aged 3 -18 in the north of the County Borough and will see the establishment of secondary phase (11-16) Welsh-medium education in the south of the County Borough. This has been supported by a 21st Century Schools Capital Funding Programme investment within Band A comprising c.£17.5m at the north campus and c. £17m at the south campus. Further investment is needed at the north campus to build on the progress made during Band A in removing and replacing poor condition buildings with a 21st Century teaching and learning environment. The Council’s outline submission for 21st Century Schools Programme Band B capital funding seeks to secure a further £6m investment in replacement accommodation at the north campus to continue the improvement in the quality of accommodation at the site. This further investment submission, building on previous secured investment, is a tangible demonstration of the Council’s commitment and support for Welsh-medium education within the authority.

In addition, over the past 4 years there has been significant capital funding for major refurbishment projects in eight existing Welsh-medium schools. The investment, which secures the future of these schools, ranges from boundary wall and toilet/changing facility refurbishment schemes to a new build kitchen block, boiler replacement and re-roofing.

Section 106 agreements relating to education provision are language category neutral. Identified need for a development with

particular linguistic character will determine the nature of the scheme to be supported by section 106 agreement and resultant developer contribution. The Directorate will engage specifically with the residents and developers of Coed Darcy to measure and assess the demand for WM provision within the new urban village and make recommendations accordingly to Council.

The Council has a strategic programme for managing the organisation of its schools; a programme driven by four key principles, namely: educational standards the need for places and the accessibility of schools the quality and suitability of school accommodation effective financial management.

All the Council's schools are regularly reviewed against this criteria, and the need for sufficient places at Welsh-medium schools features in the reviewing process, the outcomes of which have included rationalisation of Welsh-medium schools, where appropriate, to maximise the available accommodation and improve teaching and learning opportunities. Similarly, a new secondary Welsh-medium provision is being developed in the south of the County Borough to meet existing and anticipated demand for places. The need for Welsh-medium schools is addressed by a strategic approach to service planning and delivery.

The most recent completed childcare sufficiency assessment was conducted in 2013/14. The assessment findings and recommendation informed the development and delivery of a three year child care action plan. A revised assessment is currently being undertaken.

A survey of parental demand for Welsh-medium education was carried out 2013. The survey format reflected the information gathering requirements of the Welsh Government.

No significant survey collaboration has been conducted with other LAs.

There are no Welsh-medium federations in Neath Port Talbot at this time.

"Cymraeg for Kids" is a new Welsh Government project. Mudiad Meithrin: the Welsh Early Years Specialists' manage the project on behalf of the Welsh Government. "Cymraeg for kids" is a key part of

Mudiad Meithrin's core service in providing local Welsh medium education and childcare provision from birth right through to school.

Cymraeg for Kids' main aim is to increase the number of nursery age children that are able to speak Welsh. This will be achieved through sharing information and giving advice and support to parents on the benefits of Welsh medium education/childcare, the benefits of being bilingual and the importance of introducing Welsh to children as early as possible.

Cymraeg for Kids will therefore contribute towards the Welsh Government's target of achieving a million Welsh speakers by 2050.

Neath Port Talbot Family Information Service provides information to children, families and professionals who work with families on types of childcare provision and services available. Information regarding Welsh-medium provision, at all stages, is to be included in a bilingual 'Information to Parents' booklet/video which will be made available on the Council's website. Information and promotions encouraging parents to send their children to Welsh-medium schools will be promoted online (Websites, Facebook, Twitter and Youtube).

The Authority recognises the need to work with organisations such as Academi Hywel Teifi to provide learning opportunities for non-Welsh speaking parents / carers and grandparents or those who are hesitant in the language in order to raise their confidence assist with their children's education.

Following consultation with Welsh-medium schools, there is currently no provision within the Authority for children and young people who are latecomers to Welsh-medium education to access a Welsh language immersion centre, learners' needs are catered for within individual schools. This agreement will be reviewed with WM headteachers and the quality of current provision within individual schools and the demand for latecomer provision assessed.

Outcome 2: More learners continuing to improve their language skills on transfer from primary to secondary school.

Please provide your current position and targets for the next three years relating to the number of year nine learners who are assessed in Welsh (First Language)

Current Position	2017/2018	2018/2019	2019/2020
13% (192 pupils in Ystalyfera out of 1454 in NPT)	11.1%	13.6%	13.8%

- To increase the number of pupils transferring from Welsh-medium primary to Welsh-medium secondary by ensuring that pupils and parents / carers realise the benefits of continuing within the sector; also by seeking advice from best practice across Wales.
- To plan effective bridging and transition programmes to ensure that pupils continue secondary Welsh-medium provision, including cross sector ‘Ystalyfera’n Cyfri’ programme.
- Ensure promotion of the new Ysgol Gymraeg Ystalyfera – Bro Dur south campus.
- Ensure development of the Welsh Charter ‘Tanio’r Ddraig’ targets in the secondary sector.

Supporting Statement:

- There is currently 1 Welsh-medium school in the Authority providing secondary education; Ysgol Gymraeg Ystalyfera – Bro Dur, a middle school for pupils aged 3 – 18yrs and there are 9 Welsh-medium primary schools. There is approximately a -20% difference between the number of children assessed in Welsh as a first language in year 6 and then in year 9. The reason for this is mostly due to parental choice with regard to the geographical proximity of the nearest Welsh-medium secondary school, with a minority of parents choosing to send their child to a nearer English-medium school.

- Firstly the development of the Ysgol Gymraeg Ystalyfera – Bro Dur south campus will go some way to addressing issues of travelling distance in the south of the county. Whilst it is not anticipated that the opening of the second WM secondary campus on the former site of Sandfields Comprehensive school in September 2018 will have an immediate effect on the numbers transferring from primary to secondary provision, it is expected that it will have a positive impact on transfer rates over a 6 year period and beyond.

Secondly Ysgol Gymraeg Ystalyfera – Bro Dur works closely on a range of initiatives with all Welsh-medium primary schools to attract and promote pupils to remain in the Welsh-medium sector. Primary school pupils have recently experienced a wide range of extra-curricular activities at the former Ysgol Gyfun Ystalyfera as part of their transition programme. Having transferred to secondary Welsh-medium education at Ystalyfera nearly all pupils remain until year 11.

- Transfer rates between Welsh medium schools located in the south east of the County Borough to Ysgol Gymraeg-Ystalyfera – Bro Dur are very high. Transfer rates between Welsh medium schools located in the north west of the County Borough, traditionally viewed as the Welsh speaking heartland of the authority to Ysgol Gymraeg-Ystalyfera – Bro Dur are variable and are often low (see Appendix 1c). The Welsh medium sector continue to work as a cluster to promote higher transfer rates and the local authority will commission a report to analyse the lower and inconsistent transfer rates from areas such as Pontardawe, Trebannws and Gwaun Cae Gurwen.

The detail of the cluster's current transition arrangements is included below

School Council work

- Setting annual Targets
- Planning Activities
- Language Charter Validation visits / sharing good practice
- Awarding Silver Award
- Annual conferences

Cluster Rugby Team / Girls Cluster Netball Team

- Training sessions / trials
- Cluster Shirts
- Accommodation / Travel / Hire of buses
- Evaluation and celebration

Radio Workshops

Radio Training Workshops

Program Resources

Ordering resources to share programs / good practice (audacity)

Pupils trained how to produce programs

Primary Secondary Links Program

Annual cross sector teaching provision

KS2 / KS3 teacher CPD

Literacy / Number Skills between Year 6 > Year 7

Question Time

Opportunities for primary pupils to meet and question former school pupils at YG Ystalyfera

How they enjoy the secondary / what is different between secondary and primary / and what advice they would offer them.

Year 4 & 5 3 day skills day

- Year 4 & 5 attend YG Ystalyfera (*now YG Ystalyfera – Bro Dur*) for three days
- Developing skills across the curriculum
- Parents are invited to an awards evening

Year 6 Challenge Days

Every Y6 within cluster invited to YG Ystalyfera

- Entrepreneurship day

Cluster Sports

All Primary schools in cluster invited to a sports day at Ystalyfera YG.

Tanio'r Ddraig Gig

- Marketing Resources
- Collaborate with Parents for Welsh Medium to produce marketing resources
- Cluster Activities

Musicals (e.g. Chicago)

- Invitation to primary pupils to experience former pupils' performances in the shows
- Musicians from every Ystalyfera feeder school rehearsing for a day at YGY
- Proms held in the evening for parents and stakeholders

Cluster Choir

Cluster schools rehearse list of songs.

- Afternoon rehearsals at YG Ystalyfera
- Whole choir travels to the Liberty Stadium to sing in the Cluster Choir during the Ospreys Games.
- Athletics
- Numbers challenges and competitions for all cluster primaries

Pentan Conference

Joint INSET days

- Reinforcing teaching skills across the primary and secondary sectors.

Outcome 3: More learners aged 14-16 studying for qualifications through the medium of Welsh and

Outcome 4: More learners aged 16-19 studying subjects through the medium of Welsh

- *Please provide your current position and targets relating to the percentage of learners entered for GCSE Welsh (first language) entered for at least two further Level 1 or Level 2 qualifications through the medium of Welsh.*

GCSE Current Position	2017-2018	2018-2019	2019-2020
97%	99%	99%	99%

- Currently in **Ysgol Gymraeg Ystalyfera – Bro Dur** the Key Stage 3 curriculum is delivered through the medium of Welsh. At Key Stage 4 the main language of teaching and learning in all subjects is Welsh, with the exception of Science. This department caters for separate English/Welsh-medium teaching groups at both Y10 and Y 11. At key Stage 5 the main language of teaching and learning in all subjects is Welsh, with the exception of Science, Psychology and Computing.

The Welsh Government’s target of 84% of learners entered for GCSE Welsh (first language) and entered for at least 2 further Level 2 qualifications through the medium of Welsh by 2015 is already being met. The percentage of learners entered for GCSE Welsh [first language] and also entered for at least five further Level 1/2 qualifications through the medium of Welsh is at least 99% and exceeds the Welsh Government’s targets of 62% by 2015 and 68% by 2020

Outcome 5: More students with advanced skills in Welsh

	Current Position
% of pupils expected level at Foundation Phase in Welsh first language	92%
% of pupils expected level at Key Stage 2 in Welsh first language	93%
% of pupils expected level at Key Stage 2 in Welsh second language	74%
% of pupils expected level at Key Stage 3 in Welsh first language	92%
% of pupils expected level at Key Stage 3 in Welsh second language	77%
% of pupils Achieving A*-C at GCSE in Welsh first language	68%
% of pupils Achieving A*-C at GCSE in Welsh second language	35%
% of pupils Achieving A*-C at AS level in Welsh	60% (3/5)
% of pupils Achieving A*-C at A2 level in Welsh	67% (6/9)

- Increase L2 attainment levels of Welsh First Language at end of KS4 (current 97/142 = 68%).
- Increase L2 attainment levels of Welsh Second Language at end of KS4 (current 409/1479 = 28%). Significantly lower than NPT L2+ threshold performance.
- Analyse percentage of pupils in English-medium schools taking short course rather than full course Welsh. Increase the % of pupils studying full course Welsh Second Language.
- Increase opportunities for learners of all ages to practise their Welsh outside the classroom at both Welsh medium and English medium facilities.
- From September 2017, Year 10 pupils will study the new Welsh Second Language course and there will be one course for all pupils. This should in turn improve take-up of the full course. The local authority will ensure that the ERW school improvement service will support this development and ensure that the regional Welsh in Education Officer provides support according to the need identified.

- Increase AS and A2 attainment levels of Welsh First Language at KS5.

Supporting Statement:

Welsh literacy standards will be improved by employing a part-time Advisory Teacher for Welsh First language to provide support and training for all Welsh-medium primary schools and to develop transition with Ysgol **Gymraeg Ystalyfera – Bro Dur**.

Performance targets will continue to be agreed annually with ERW officers (via the regional Menu of Support) and a structured programme of support for Welsh literacy is agreed with PENTAN – the NPT association of Welsh-medium head teachers.

All Welsh-medium schools will continue to attend an annual residential Welsh course at Llangrannog. The Teacher Development Officer will continue to produce an annual report on this activity. Many pupils continue to attend residential courses at Tanybwllch, Margam and the Millenium Centre, Cardiff. In-house opportunities to use Welsh language skills will be provided in all Welsh-medium primary schools by providing a range of clubs. Menter Iaith and Ty'r Gwrhyd will be used as a very effective resource to promote extra-curricular Welsh medium activities. Current good practice initiatives include 'Stafell Stwnsh' based at Ysgol **Gymraeg Ystalyfera – Bro Dur** and the PLC's based on Dyfal Donc' and 'Cynllun Clebran' will be maintained.

Every Welsh-medium primary school is going to follow the silver award targets for the Welsh Charter. 2 English-medium pilot schools are currently engaged in the Welsh Charter scheme at the moment. Athrawon Bro to inform more English Medium schools about the 'Cymraeg Campus' Welsh Charter scheme and encourage more schools/clusters to get involved.

- The local authority will work with schools to secure a language learning continuum between current key stages that will secure better and more ambitious language learning for pupils. It is also proposed to work with curriculum leaders to promote a more meaningful relationship between the learner and the Welsh language that goes beyond the academic focus promoted by Welsh Government.

- We will work with Menter Iaith, yr Urdd and other key agencies to ensure that informal opportunities to use Welsh are facilitated and promoted.

Outcome 6: Welsh-medium provision for learners with additional learning needs (ALN)

- A review of ALN in the WM sector will be undertaken during Autumn 2017 to assess demand for further support and provision for WM pupils' needs.
- Further improve early identification and effective intervention for Welsh medium pupils with ALN to ensure needs are addressed at the earliest opportunity in order to secure best possible outcomes.
- Further develop capacity building with Welsh medium schools to ensure a sustainable model for providing for pupils with ALN
- Develop closer working relationship between teams within the Inclusion Service and the Teacher Development Officer and Teaching Assistant for Welsh first language, in order to develop greater capacity for providing a training programme through the medium of Welsh.
- To introduce an 'ALN Planning Tool', working with Welsh medium head-teachers and ALNCOs to develop a robust planning system across all areas of ALN.

Via its Inclusion Strategy, the authority is committed to securing greater cluster based capacity to address the needs of pupils with ALN. In keeping with this principle, collaborative work between Ysgol **Gymraeg** Ystalyfera – **Bro Dur** and its partner primary schools on Rocket Phonics and early assessment of pupils has already been completed and embedded. The ALN department has developed the MIST (Middle Infant Screening Test) to provide diagnostic assessments and training in the primary sector through the medium of Welsh. All schools were provided with assessment packs, resources and training. Welsh-medium professional support is provided for staff and all Special Education Needs Coordinators (SENCOs) across all areas of need. Whole school training regarding ALN issues has been provided for all Ysgol **Gymraeg** Ystalyfera – **Bro Dur** staff. This has resulted in a more informed and confident staff – impacting on retention of current Welsh speaking staff.

Current assessment of need does not lead us to believe that there is sufficient demand for a specialist provision such as a dedicated Learning Support Centre and that pupils' needs can be catered for within mainstream.

Some specialist assessment through the medium of Welsh is available in the Educational Psychologist Service, the Support for Learning Service and from EDS (Education Development Service).

Centrally based Welsh speaking specialist teachers provide assessment and support in the areas of:

- Learning Difficulty (Specific and General)
- Speech and language and communication
- Hearing Impairment
- Vision Impairment
- Autistic Spectrum Disorder (ASD)
- Wellbeing and Behaviour

Outcome 7: Workforce planning and continuing professional development.

Objectives:

- To ensure that schools continue to plan strategically for staff development and produce robust spending plans based on systematic analysis of need.
- To support a systematic take-up of the Welsh Government's Welsh-language Sabbatical Scheme courses (all levels).
- To develop the leadership of middle leaders and aspiring head teachers in Welsh-medium schools.
- Contribute to the regional consortium's wider role in improving educational standards and ensure that regional focus is placed on professional development aimed at improving teachers' abilities to become confident and effective teachers of Welsh.
- To undertake a capacity survey of Welsh language staff needed across all sectors to support the WESP's aspiration.

Supporting Statement:

All schools in Neath Port Talbot have access the regional professional development menu provided by ERW, this ensures that there is wider offer of Welsh medium support and development.

The local authority has also employed a Teacher Development Officer to support Welsh language learning and is continuing to redesign the role of Athrawon Bro to ensure that they focus on the

development of effective and consistent classroom practice in language learning.

- All Governing Bodies have a contact person from the LA who liaises with Human Resources and other relevant personnel re all recruitment and retention of staff matters. A linguistic skills audit of all primary Welsh second language staff is carried out every 2 years. This data gives us a detailed overview of each school's capacity to deliver the statutory requirements of the National Curriculum for Welsh and inform our future CPD programmes. The audit also forms the basis for Welsh 2nd language differentiated support programme for all schools.
- Welsh in Education Grant funds are delegated to all clusters to cover costs of Welsh Second language training and development. Training needs for the Welsh first language sector are identified by PENTAN in tandem with the advisory Teacher for Welsh. Information re all training and development are available across ERW. All training and development is evaluated – with an emphasis on the impact of the training on classroom practice and improved pupil outcomes - in particular, pupils' standards in communication and literacy.
- Teaching assistants' attendance at the authority's Welsh-language courses is voluntary. ERW has produced resources for teaching assistants supporting Welsh Second Language. All teaching Assistants in the Welsh-medium sector (100+) receive 1 day Inset per year.

Signed: 

Date:

(This needs to be signed by the Chief Education Officer within a local authority)

Appendix 1 (Pupils at Plasc with YGG Trebannws LSC pupils excluded)

Year 2 Cohorts		Plasc Actuals					Proj (Jan) - based on Jan 14		
No.	School	2011	2012	2013	2014	2015	2016	2017	2018
2213	YGG Y Wern	19	16	15	11	28	19	23	24
2202	YGG Blaendulais	19	13	11	12	12	14	12	13
2168	YGG Castell-nedd	36	46	34	47	55	49	43	50
2205	YGG Cwm Nedd	24	31	26	38	16	24	23	21
2149	YGG Gwaun Cae Gurwen	9	23	17	15	13	21	18	18
2218	YGG Pontardawe	37	36	47	44	59	41	35	45
2158	YGG Rhosafan	41	46	55	50	41	47	42	45
2231	YGG Tyle'r Ynn	25	29	29	34	25	20	33	27
2125	YGG Cwmgors	8	6	6	5	9	7	6	7
2128	YGG Cwmllynfell	8	18	10	13	14	18	14	16
2198	YGG Rhiwfawr	2							
2208	YGG Trebannws	12	17	16	9	10	16	17	16
2139	YGG Y Glyn	5							
	Total - Welsh Primary	245	281	266	278	282	276	266	282
	Total - Primary	1425	1576	1508	1477	1542	1529	1501	1516
	% - Welsh Primary	17.2%	17.8%	17.6%	18.8%	18.3%	18.1%	17.7%	18.6%

Appendix 1 a WM primary school places with less than 10% capacity

Neath Port Talbot
PRIMARY SCHOOL PLACES DATA 2017

School Name	NOR (exc. Nursery)	MCSW Capacity	Surplus capacity	Surplus %	Total number of nursery pupils on roll
YGY Wern Primary	122	262	140	53	26
YGG Blaendulais	80	124	44	35	24
YGG Castell Nedd	331	340	9	3	56
YGG Cwm Nedd	141	185	44	24	15
YGG Gwauncaegurwen	153	178	25	14	36
YGG Pontardawe	302	359	57	16	50
YGG Rhosafan	305	318	13	4	55
YGG Tyle'r Ynn	193	236	43	18	43
YGGD Cwmllynfell	77	92	15	16	9
YGGD Trebannws	83	132	49	37	14

* Schools with less than 10% surplus capacity highlighted in red

Appendix 1 b

Transfer rates from WM pre-school settings

		2015-16		
Sir	Enw Cylch	Nifer Trosglwyddodd i Addysg Gymraeg	% Trosglwyddodd i Addysg Gymraeg	Nodiadau
Castell Nedd Port Talbot	BLAENDULAIS	2	100.00%	
Castell Nedd Port Talbot	CYLCH CHWARAE CASTELL NEDD (DECHRAU'N DEG)	10	76.92%	
Castell Nedd Port Talbot	CWMNEDD	10	71.43%	
Castell Nedd Port Talbot	FUNKY FOOTSTEPS			Plant wedi gadael yn ystod 2015-16 wedi gadael i fynychu Meithrinfa Ddydd nid ysgol
Castell Nedd Port Talbot	PONTARDAWE	9	69.23%	
Castell Nedd Port Talbot	WAUNCEIRCH	4	16.67%	Mae'r ysgol Saesneg gyferbyn y cylch ac mae'r ysgol Gymraeg lleol ychydig o filltiroedd i'r wrdd felly o ganlyniad i gyfleustra mae'r rhieni yn dueddol o ddewis addysg Saesneg i'w plant. Wedi dweud hynny mae cydweithio da gyda'r ysgol Gymraeg ac ar y cyd gyda swyddogion lleol y Mudiad, rydym yn dylanwadu ar ambell i riant i ddewis addysg Gymraeg.

The following providers also transfer children to WM nursery provision, but are not registered with MYM;

- Aberavon ICC
- Tiddlywinks Ystalyfera
- Cylch Y Waun (GCG)
- Lots of Tots Tairgwaith

Appendix 1c

Pupils Transferring from a NPT Y6 Welsh School to YG Ystalyfera (Dates used: May census & 1st Oct each year)												
	2014			2015			2016			2017		
	Y6 Pupils - May 2014	Ystalyfera - Yes on 1/10/14	% Transferring	Y6 Pupils - May 15	Ystalyfera - Yes on 1/10/15	% Transferring	Y6 Pupils - May 16	Ystalyfera - Yes on 1/10/16	% Transferring	Y6 Pupils - May 17	Ystalyfera - Yes on 1/10/17	% Transferring
YGG Blaendulais	12	11	91.7%	20	18	90.0%	13	13	100.0%	10	10	100.0%
YGG Castell-nedd	35	35	100.0%	28	26	92.9%	41	39	95.1%	31	31	100.0%
YGG Cwm Nedd	18	17	94.4%	18	13	72.2%	25	20	80.0%	18	13	72.2%
YGG Cwmgors	9	2	22.2%	4	1	25.0%						
YGG Cwmllynfell	12	4	33.3%	10	6	60.0%	16	13	81.3%	6	5	83.3%
YGG Gwaun Cae Gurwen	15		0.0%	12	4	33.3%	25	9	36.0%	19	2	10.5%
YGG Pontardawe	29	19	65.5%	33	23	69.7%	30	17	56.7%	46	31	67.4%
YGG Rhosafan	26	21	80.8%	32	28	87.5%	39	34	87.2%	49	48	98.0%

YGG Trebannws	17	1	5.9%	8	1	12.5%	23	2	8.7%	17	3	17.6%
YGG Tyle'r Ynn	20	17	85.0%	23	21	91.3%	27	25	92.6%	28	27	96.4%
YGG Y Wern	16	11	68.8%	14	14	100.0%	13	4	30.8%	16	15	93.8%
Grand Total	20 9	138	66.0%	20 2	155	76.7%	25 2	176	69.8%	24 0	185	77.1%

APPENDIX 2

Year 9 Cohorts		Plasc Actuals					Proj (Jan) - based on Jan 14			
No.	School	2011	2012	2013	2014	2015	2015	2016	2017	2018
4064	Cefn Saeson	181	158	137	120	134	135	137	109	136
4065	Cwmtawe	248	275	271	263	214	213	257	248	222
4068	Cwrt Sart	98	112	87	97	86	85	76	75	80
4047	Cymer Afan	69	60	48	50	39	39	49	33	31
4067	Dwr-y-Felin	242	202	245	170	229	222	213	224	215
4059	Dyffryn	153	172	149	151	172	177	134	156	179
4052	Glanafan	92	88	78	72	53	61	60	68	76
4066	Llangatwg	140	148	141	153	153	149	126	121	134
4056	Sandfields	110	139	123	128	109	111	108	105	130
4601	St Joseph's	112	121	91	117	104	94	94	105	84
4060	Ystalyfera	158	176	158	151	175	178	195	166	202
	Total - Welsh Secondary	158	176	158	151	175	178	195	166	202
	Total - Secondary	1603	1651	1528	1472	1468	1464	1449	1410	1489
	% - Welsh Secondary	9.9%	10.7%	10.3%	10.3%	11.9%	12.2%	13.5%	11.8%	13.6%

Appendix 3: Number and percentage of pupils attending funded non-maintained Welsh-medium settings which provide the Foundation Phase and who transfer to Welsh-medium/bilingual schools (please note if information is unobtainable)

County	Name of Cylch	2011-12	2012-13	Number Transferred to Welsh Language Education	% Transferred to Welsh Language Education	Notes
		Number transferred to Welsh Language Education	% Transferred to Welsh Language Education			
NPT	ABERAVON	5	71%			Cylch re-established as a nursery session in a day nursery
NPT	SEVEN SISTERS	18	100%			No information available. This will be available for 2013-14
NPT	NEATH	17	100%	11	92%	
NPT	CWM-NEDD	23	96%	23	100%	
NPT	PONTARDAWE	21	81%	13	100%	
NPT	TIDDLYWINKS	24	73%			No longer operating as a cylch meithrin. Provision has changed to day nursery
NPT	TREBANOS	10	67%			No longer operating as a Cylch Meithrin, Welsh language progression is low
NPT	WAUNCEIRCH	6	75%	22	67%	
NPT	Y WAUN	19	83%	16	94%	

The table above (appendix 3) shows transfer percentages and indicates that the picture for progression is uncertain. There is a clear

need to work in partnership with headteachers, parents, Mudiad Meithrin officers and Cylch Meithrin leaders to promote progression into Welsh medium settings, especially where the progression % falls below 100%. Additionally, the table indicates the need to explore possibilities around re-opening/starting Cylchoedd Meithrin across the LA.

Appendix 4: Number and percentage of pupils in Welsh-medium and bilingual primary schools transferring to Welsh-medium secondary schools

Number of pupils in Welsh-medium and bilingual primary schools	Number of pupils transferring to Welsh-medium/bilingual secondary schools	Percentage of pupils transferring to Welsh-medium or bilingual secondary schools
238 (Year 6 cohort May 8th 2012)	179 (Year 7 cohort Nov 20th 2012)	75.20%
229 (Year 6 cohort May 7th 2013)	180 (Year 7 cohort Oct 14th 2013)	78.6% (168 Ystalyfera, 10 Ysgol Dyffryn Aman, 1 Bryntawe, 1 Maesydderwen)
204 (Year 6 cohort May 13th 2014)	156 (Year 7 cohort Oct 14th 2014)	76.5% (138 Ystalyfera, 15 Ysgol Dyffryn Aman, 3 Bryntawe)
202 (Year 6 cohort May 12th 2015)	163 (Year 7 cohort Nov 2nd 2015)	80.7% (156 Ystalyfera, 5 YG Rhydywaun, 1 Bryntawe, 1 Ysgol Maesydderwen)
253 (Year 6 May 2016 - Yr 6 3-11-15)	Not transferred yet	Target at least 85%
251 (Year 6 May 2017 - Yr 5 3-11-15)	Not transferred yet	Target at least 90%
271 (Year 6 May 2018 - Yr 4 3-11-15)	Not transferred yet	?

Appendix 5: Attainment and performance in Welsh Second Language

(This information should be provided at LA level)

Key Stage 2

	Number of pupils	Percentage of pupils	Percentage achieving Level 4
Teacher assessment in Welsh Second Language at the end of Key Stage 2	1196 (May 2012)	83.4%	71.2%
	1134 (May 2013)	83.2%	75.7%
	1156 (May 2014)	85.0%	73.6%
	1173 (May 2015)	81.9%	74.1%

Key Stage 3

	Number of pupils	Percentage of pupils	Percentage achieving Level 5
Teacher assessment in Welsh Second Language at the end of Key Stage 3	1507 (May 2012)	89.7%	70.6%
	1389 (May 2013)	89.7%	72.6%
	1350 (May 2014)	90.0%	75.5%
	1318 (May 2015)	88.4%	76.7%

Key Stage 3 - Welsh 2nd Lang Level 5+					
	2012	2013	2014	2015	2016
No. L5+	1064	1008	1020	1011	1034
Entries	1507	1389	1350	1318	1308
% Entries L5+	70.6%	72.6%	75.6%	76.7%	79.1%
Wales	64.6%	68.2%	73.3%	77.8%	81.9%
Y9 Cohort	1680	1548	1500	1491	1499
% L5+ Cohort	63.3%	65.1%	68.0%	67.8%	69.0%
Key Stage 4 - Welsh 2nd Lang GCSE A*-C					
	2012	2013	2014	2015	2016
No. A*-C	405	432	478	448	410
Entries	555	525	578	567	591
% Entries A*-C	73.0%	82.3%	82.7%	79.0%	69.4%
Wales	74.0%	76.0%	77.0%	81.0%	80.0%
Y11 Cohort	1705	1619	1667	1542	1508
% A*-C Cohort	23.8%	26.7%	28.7%	29.1%	27.2%
Key Stage 4 - Welsh 2nd Lang GCSE A*-C SC					
	2012	2013	2014	2015	2016
No. A*-C	405	350	307	310	268
Entries	556	620	621	575	529
% Entries A*-C	72.8%	56.5%	49.4%	53.9%	50.7%
Wales			50.5%	50.9%	
Y11 Cohort	1705	1619	1667	1542	1508
% A*-C Cohort	23.8%	21.6%	18.4%	20.1%	17.8%

Appendix 6

School:	Neath Port Talbot
National Test:	Cym RDG

All Pupils	Cohort			>84 (%)			>115 (%)			>84 (Quartile)			>115 (Quartile)		
	2013	2014	2015	2013	2014	2015	2013	2014	2015	2013	2014	2015	2013	2014	2015
School	1674	1733	1799	81%	85%	87%	13%	15%	15%						
NPT	1674	1733	1799	81%	85%	87%	13%	15%	15%						
Wales	50815	51763	53187	84%	84%	85%	18%	17%	17%						

NCY	Cohort			>84 (%)			>115 (%)			>84 (Quartile)			>115 (Quartile)		
	2013	2014	2015	2013	2014	2015	2013	2014	2015	2013	2014	2015	2013	2014	2015
School NCY 2	261	279	285	75%	86%	85%	17%	15%	17%						
School NCY 3	274	257	274	77%	81%	86%	14%	21%	18%						
School NCY 4	220	262	256	78%	81%	86%	14%	13%	14%						
School NCY 5	207	210	250	82%	83%	90%	10%	21%	17%						
School NCY 6	223	204	202	81%	87%	88%	11%	13%	14%						
School NCY 7	178	194	166	90%	90%	89%	15%	12%	13%						
School NCY 8	152	177	193	88%	87%	87%	6%	11%	11%						
School NCY 9	159	150	173	83%	87%	87%	12%	10%	16%						
NPT NCY 2	261	279	285	75%	86%	85%	17%	15%	17%						
NPT NCY 3	274	257	274	77%	81%	86%	14%	21%	18%						
NPT NCY 4	220	262	256	78%	81%	86%	14%	13%	14%						
NPT NCY 5	207	210	250	82%	83%	90%	10%	21%	17%						
NPT NCY 6	223	204	202	81%	87%	88%	11%	13%	14%						
NPT NCY 7	178	194	166	90%	90%	89%	15%	12%	13%						
NPT NCY 8	152	177	193	88%	87%	87%	6%	11%	11%						
NPT NCY 9	159	150	173	83%	87%	87%	12%	10%	16%						
Wales NCY 2	7447	7589	7941	84%	85%	84%	19%	17%	17%						
Wales NCY 3	7073	7312	7486	84%	84%	85%	19%	19%	18%						
Wales NCY 4	6730	6964	7213	84%	83%	85%	17%	16%	17%						
Wales NCY 5	6465	6585	6846	84%	85%	85%	17%	20%	18%						
Wales NCY 6	6148	6394	6526	85%	85%	85%	17%	17%	17%						
Wales NCY 7	5731	5655	5914	84%	84%	84%	17%	17%	16%						
Wales NCY 8	5586	5733	5621	85%	84%	85%	16%	16%	16%						
Wales NCY 9	5635	5531	5640	84%	85%	85%	18%	17%	18%						

Gender	Cohort			>84 (%)			>115 (%)			>84 (Quartile)			>115 (Quartile)		
	2013	2014	2015	2013	2014	2015	2013	2014	2015	2013	2014	2015	2013	2014	2015
School Male	807	857	886	77%	82%	84%	11%	11%	9%						
NPT Male	807	857	886	77%	82%	84%	11%	11%	9%						
Wales Male	25315	25729	26291	80%	81%	81%	14%	14%	13%						
School Female	867	876	913	85%	88%	90%	14%	19%	21%						
NPT Female	867	876	913	85%	88%	90%	14%	19%	21%						
Wales Female	25500	26034	26896	88%	88%	88%	21%	21%	21%						

FSMs	Cohort			>84 (%)			>115 (%)			>84 (Quartile)			>115 (Quartile)		
	2013	2014	2015	2013	2014	2015	2013	2014	2015	2013	2014	2015	2013	2014	2015
School FSM	253	225	224	68%	68%	76%	4%	5%	7%						
NPT FSM	253	225	224	68%	68%	76%	4%	5%	7%						
Wales FSM															
School NFSM	1414	1506	1575	83%	87%	89%	14%	16%	16%						
NPT NFSM	1414	1506	1575	83%	87%	89%	14%	16%	16%						
Wales NFSM															

Cym RDG	2013				2014				2015				2013				2014				2015							
	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
Yr 2	73%	0%	9%	18%	18%	27%	36%	18%	0%	45%	45%	9%	9%	27%	18%	45%	9%	18%	36%	36%	36%	9%	45%	9%	36%	9%	45%	9%
Yr 3	18%	0%	55%	27%	0%	36%	18%	45%	9%	45%	36%	9%	18%	18%	27%	36%	9%	27%	36%	27%	27%	18%	55%	0%	27%	18%	55%	0%
Yr 4	36%	0%	27%	36%	0%	36%	36%	27%	27%	27%	27%	18%	9%	27%	36%	27%	0%	45%	27%	27%	9%	55%	27%	9%	27%	9%	55%	27%
Yr 5	18%	0%	55%	27%	0%	36%	36%	27%	27%	45%	18%	9%	0%	36%	45%	18%	36%	18%	36%	9%	18%	36%	36%	9%	18%	36%	36%	9%
Yr 6	9%	36%	18%	36%	0%	55%	27%	18%	18%	36%	27%	18%	18%	18%	45%	18%	9%	27%	36%	27%	9%	36%	55%	0%	36%	55%	0%	0%
Yr 7	0%	100%	0%	0%	0%	100%	0%	0%	0%	100%	0%	0%	0%	0%	100%	0%	0%	100%	0%	0%	0%	100%	0%	0%	100%	0%	100%	0%
Yr 8	0%	100%	0%	0%	0%	100%	0%	0%	0%	100%	0%	0%	0%	0%	100%	0%	0%	100%	0%	0%	0%	100%	0%	0%	100%	0%	100%	0%
Yr 9	0%	0%	100%	0%	0%	100%	0%	0%	0%	100%	0%	0%	0%	0%	100%	0%	0%	0%	100%	0%	0%	100%	0%	0%	100%	0%	100%	0%
All	29%	10%	33%	28%	3%	41%	29%	26%	16%	43%	29%	12%	10%	24%	38%	28%	12%	26%	36%	26%	19%	31%	45%	5%	19%	31%	45%	5%

		2013					2014					2015				
% Scoring 85+		Benchmark Quartiles					Benchmark Quartiles					Benchmark Quartiles				
		Literacy - Cymraeg					Literacy - Cymraeg					Literacy - Cymraeg				
No.	School	Y2	Y3	Y4	Y5	Y6	Y2	Y3	Y4	Y5	Y6	Y2	Y3	Y4	Y5	Y6
2125	YGG Cwmgors	1	3	1	3	1	1	4	2	3	2	2	1	2	1	1
2128	YGG Cwmllynfell	4	3	1	4	4	4	4	4	4	3	3	4	3	4	4
2149	YGG GCG	1	1	4	3	3	2	3	3	3	3	4	4	1	2	3
2158	YGG Rhosafan	3	3	4	3	2	2	2	3	2	2	2	1	1	2	2
2168	YGG Castell Nedd	1	4	3	3	2	2	2	4	2	2	2	3	2	2	2
2202	YGG Blaendulais	1	4	3	1	4	1	4	3	4	4	2	1	3	4	4
2205	YGG Cwmnedd	1	3	4	3	4	3	3	2	2	4	2	2	2	1	3
2208	YGG Trebannws	4	3	4	4	4	3	3	2	3	3	3	1	2	3	3
2213	YGG Y Wern	1	4	3	4	2	4	4	4	2	3	3	2	4	3	3
2218	YGG Pontardawe	1	1	1	3	3	3	4	2	3	3	3	3	2	3	3
2231	YGG Tyle'r Ynn	1	3	1	1	2	3	3	2	2	2	2	3	2	2	2
No.	School	Y7	Y8	Y9	Y7	Y8	Y9	Y7	Y8	Y9	Y7	Y8	Y9			
4060	Ystalyfera	2	2	3	2	2	2	2	2	2	2	2	2			

		2013					2014					2015				
% Scoring over 115		Benchmark Quartiles					Benchmark Quartiles					Benchmark Quartiles				
		Literacy - Cymraeg					Literacy - Cymraeg					Literacy - Cymraeg				
No.	School	Y2	Y3	Y4	Y5	Y6	Y2	Y3	Y4	Y5	Y6	Y2	Y3	Y4	Y5	Y6
2125	YGG Cwmgors	3	1	2	2	1	4	4	4	1	2	2	2	1	2	2
2128	YGG Cwmllynfell	4	2	3	3	3	4	4	3	3	3	4	3	3	3	3
2149	YGG GCG	4	3	2	3	3	3	3	2	3	3	3	3	2	1	3
2158	YGG Rhosafan	2	3	2	2	3	1	1	2	4	3	1	1	1	2	2
2168	YGG Castell Nedd	3	2	3	2	2	2	2	3	2	2	1	1	2	2	2
2202	YGG Blaendulais	1	3	3	4	4	4	2	3	1	4	1	3	2	4	3
2205	YGG Cwmnedd	4	4	4	3	3	3	2	2	3	4	3	3	2	2	2
2208	YGG Trebannws	4	4	4	4	4	4	3	4	1	1	1	3	3	3	1
2213	YGG Y Wern	2	4	4	3	3	2	4	4	1	4	3	3	3	3	3
2218	YGG Pontardawe	2	1	1	2	2	3	3	2	2	3	3	1	3	2	3
2231	YGG Tyle'r Ynn	4	4	3	3	1	3	3	2	3	2	3	2	2	3	3
No.	School	Y7	Y8	Y9	Y7	Y8	Y9	Y7	Y8	Y9	Y7	Y8	Y9			
4060	Ystalyfera	3	3	3	3	3	4	3	3	4	3	3	2			



CSGA 2017-20

Cyngor Bwrdeistref Sirol Castell-nedd Port Talbot Cynllun Strategol y Gymraeg mewn Addysg 2017-2020

Adran 1.

Mae addysg Gymraeg yn rhan annatod a hanfodol o'r ddarpariaeth addysg yng Nghastell-nedd Port Talbot. Credwn y dylai pob plentyn elwa o'r cyfle i ddysgu, gwerthfawrogi a deall eu bywydau drwy gyfrwng y Gymraeg. Mae'r awdurdod yn ategu'r egwyddor hon drwy sicrhau mynediad cyffredinol i'r ddarpariaeth hon. Mae Cyngor Bwrdeistref Sirol Castell-nedd Port Talbot yn cydnabod bod iaith a diwylliant yn rhannau hollbwysig o hunaniaeth unigolyn ac mae'n ymrwymedig i hyrwyddo a dathlu dysgu'r Gymraeg ym mhob cyfnod a sector. Mae ein Cynllun Strategol y Gymraeg mewn Addysg (CSGA) 2017-2020 yn manylu ar sut rydym yn bwriadu cefnogi a datblygu addysg Gymraeg ymhellach mewn ysgolion a'r gymuned ehangach a sut rydym yn cynllunio ar gyfer twf yn y dyfodol. Mae'r CSGA yn manylu ar sut byddwn yn sicrhau datblygiad pellach yn ystod y cyfnod o fis Ionawr 2017 i fis Rhagfyr 2020, gan llynu wrth bolisi ac arweiniad cenedlaethol er mwyn cyfrannu at nod Llywodraeth Cymru o gyrraedd miliwn o siaradwyr Cymraeg erbyn 2050.

Amcanion:

- Pennu strategaeth glir er mwyn hyrwyddo'r defnydd o'r Gymraeg yn ysgolion CNPT gan gynnwys cynyddu mynediad i addysg Gymraeg. Er mwyn cefnogi'r CSGA bwriedir datblygu strategaeth hir dymor erbyn Hydref 2018, yn amodol i gymeradwyaeth gan aelodau etholedig, a fydd yn amlinellu yn fanylach sut y bydd camau gweithredu a gynhwysir yn y cynllun hwn yn cael eu darparu a gwella.
- Datblygu'r bartneriaeth rhwng yr awdurdod lleol a darparwyr cyn-ysgol er mwyn sicrhau mwy o ffocws ar ddysgu trwy gyfrwng y Gymraeg, cynyddu'r ddarpariaeth Gymraeg, a chynyddu'r cyfraddau trosglwyddo rhwng darpariaeth cyn-ysgol a'r ddarpariaeth mewn ysgolion Cymraeg. Er mwyn datblygu'r agwedd allweddol hon, cynigir bod yr awdurdod lleol yn datblygu cynllun gweithredu erbyn diwedd mis Ionawr 2018 ar y cyd â darparwyr fel Mudiad Ysgolion Meithrin ac ysgolion gyda'r nod o gynyddu'r defnydd presennol o ddarpariaeth cyfrwng Cymraeg cyn-ysgol gant y cant yn ystod oes y cynllun.

- Sicrhau bod CSGA CNPT yn cyfrannu at flaenoriaethau allweddol Llywodraeth Cymru o ran addysg Gymraeg.
- Sicrhau dilyniant llwyddiannus o ysgolion cynradd Cymraeg i ysgolion uwchradd cyfrwng Cymraeg drwy sicrhau cyfradd drosglwyddo uwch o CA2 i CA3.
- Sicrhau bod darpariaeth Cymraeg Ail iaith yn yr holl ysgolion yn darparu'r sgiliau a'r gallu i ddisgyblion fod yn siaradwyr Cymraeg hyderus a chyson a bod y ddarpariaeth yn datblygu perthynas ystyrlon rhwng yr iaith a'r dysgwr. -
- Sicrhau bod y cwricwlwm ôl-16 a gynigir neu a hwylusir drwy gyfrwng y Gymraeg yn eang ac yn bodloni dyheadau'r holl fyfyrwyr, gan arwain at gynnydd yn nifer y myfyrwyr sy'n dilyn cyrsiau ôl-16 drwy gyfrwng y Gymraeg.
- Cynnal trefniadau priodol ar gyfer argaeledd cludiant yn unol â pholisi cludiant cymeradwy'r cyngor er mwyn hyrwyddo mynediad i ddarpariaeth Gymraeg.
- Sicrhau bod yr holl ysgolion yn derbyn cefnogaeth i addysgu'r Gymraeg yn effeithiol ac yn unol â gofynion y Cwricwlwm Cenedlaethol, a bod yr holl ddisgyblion mewn ysgolion Saesneg yn cael y cyfle i sefyll arholiad achrededig yn y Gymraeg ar ddiwedd Cyfnod Allweddol 4.
- Sicrhau bod cydraddoldeb o ran cyfleoedd ieithyddol i blant a phobl ifanc ag ADY o fewn addysg Gymraeg, a bod y gefnogaeth y mae ei hangen arnynt ar gael.
- Sicrhau bod mynediad i hyfforddiant proffesiynol, yn lleol neu'n rhanbarthol, i gefnogi datblygu dysgu ac addysgu Cymraeg effeithiol sy'n ymateb i anghenion y rheiny sy'n gweithio yn y sectorau Cymraeg a Saesneg.
- Cydnabod bod y Gymraeg yn ddymunol mewn manylebau person wrth recriwtio staff.
- Sicrhau bod gan Fforwm CSGA amcanion clir i'w alluogi i gyflwyno'i ganlyniadau'n effeithlon.

Datganiad:

- Mae CSGA CNPT yn cwrdd yn dymhorol at ddiben monitro cynnydd. Mae'n cynnwys cynrychiolwyr penaethiaid ysgolion cynradd ac uwchradd Cymraeg a Saesneg, swyddogion addysg yr awdurdod lleol a rhanddeiliaid eraill o'r gymuned.
- Mae'r CSGA yn rhan o Gerdyn Adroddiad Gwasanaeth yr Ymgynghorydd Herio sydd, yn ei dro, yn cyfrannu at Gynllun y Gwasanaeth Datblygu Addysg (GDA) yn y Gyfarwyddiaeth Addysg.

Mae'r blaenoriaethau hefyd yn cyfrannu at ddogfen gynllunio drosgynnol y Gyfarwyddiaeth, sef 'Y Cynllun'.

- Mae tîm Rhaglen Strategol Gwella Ysgolion (RhSGY) yr awdurdod a'r ddarpariaeth cyn-ysgol, gan gynnwys 'Dechrau'n Deg', yn cyfrannu at y cynllun a'r fforwm. Mae'r Rheolwr Dechrau'n Deg yn aelod gweithgar o'r grŵp CSGA yn CNPT, ac mae'n cydnabod, er mwyn cyrraedd targed 'Cymraeg 2050' LIC i gyrraedd miliwn o siaradwyr Cymraeg erbyn 2050, mae angen newid ar y lefel cyn-ysgol i greu galw am leoedd gofal plant Cymraeg yn hytrach nag ymateb i geisiadau uniongyrchol amdanynt. Hyd yma, mae'r holl geisiadau am ddarpariaeth gofal plant trwy gyfrwng y Gymraeg mewn ardaloedd Dechrau'n Deg cymwys wedi'u bodloni. Cafodd 43 o blant leoedd wedi'u hariannu mewn lleoliadau Dechrau'n Deg cyfrwng Cymraeg yn ystod 2016/17 yr oedd un ohonynt yn drefniant trawsffiniol i gefnogi'r cais am leoliad cyfrwng Cymraeg
- Mae 46 o leoedd gofal plant cyfrwng Cymraeg wedi'u hariannu ar hyn o bryd (Hydref 2017) gan Ddechrau'n Deg CNPT mewn 5 lleoliad cyfrwng Cymraeg yn CNPT, ynghyd â 28 o leoedd gofal plant ychwanegol mewn dau leoliad dwyieithog.
- Mae holl staff lechyd presennol Dechrau'n Deg, gan gynnwys ymwelwyr iechyd, nyrsys meithrin cymunedol a bydwagedd wedi'u hyfforddi ym muddion dwyieithrwydd i blant (Dewis Da), ac mae hyn yn caniatáu i neges glir gael ei hanfon i deuluoedd sef y dylid ystyried lleoedd cyn-ysgol ac addysg Gymraeg fel opsiwn cadarnhaol i'w plant.
- Mae rheolwr Dechrau'n deg yn gweithio'n agos gyda thîm RhSGY CNPT i nodi cyfleoedd i ddarparu mwy o leoedd gofal plant cyfrwng Cymraeg mewn ysgolion Cymraeg a allai ateb dau ddiben sef darparu lleoedd gofal plant Dechrau'n Deg ynghyd â lleoedd y cynllun gofal plant 30 awr pan gaiff y cynnig ei gyflwyno yn CNPT.
- Yng Nghastell-nedd Port Talbot, rydym yn cydweithio â Llywodraeth Cymru er mwyn sicrhau bod ein blaenoriaethau'n cydfynd â pholisïau allweddol fel y gallwn gyflawni ein nodau a'u gwreiddio ym mhopeth rydym yn ei wneud.
- Er mwyn cyflawni heriau'r adolygiad 'Dyfodol Llwyddiannus' (2015) a Deddf Cenedlaethau'r Dyfodol (2015), mae angen cryfhau presenoldeb y Gymraeg yn y cwricwlwm. Adlewyrchir y pwys a roddir ar y Gymraeg yng nghynigion y polisi y dylai holl blant a phobl ifanc barhau i ddysgu'r Gymraeg hyd at 16 oed.
- Rydym yn cynnig canolbwyntio'n fwy ar allu plant a phobl ifanc i gyfathrebu'n hyderus mewn amgylchiadau bob dydd yn y Gymraeg, gyda phwyslais ar gynyddu ei rôl mewn gweithleoedd.

- Rydym yn cynnig cefnogi'r holl athrawon yn y sector cynradd i fod yn athrawon Cymraeg effeithiol, gan ddibynnu ar gyd-destun ac anghenion eu disgyblion, a chefnogi nifer cynyddol o athrawon yn y sector uwchradd i hyrwyddo amgylchedd iaith Gymraeg. Rydym hefyd yn awyddus i weithio gydag Academi Hywel Teifi, sy'n cyflwyno Cymraeg i Oedolion ledled yr awdurdod, i archwilio'r posibilrwydd o gynnal dysgu Cymraeg yn benodol i staff ysgolion ar sail clwstwr.
- Er mwyn cyflawni'r heriau a amlinellir yn nogfen 'Ailysgrifennu'r Dyfodol' (2015) Llywodraeth Cymru, rydym yn bwriadu lliniaru effaith cefndir difreintiedig yn y blynyddoedd cynnar fel y gall dysgwyr fod yn 'barod ar gyfer yr ysgol' a meddu ar sgiliau iaith cynnar datblygedig. Byddwn yn parhau i alluogi gweithlu ysgolion i ddeall yr heriau sy'n wynebu dysgwyr o gefndiroedd difreintiedig yn well a'u goresgyn. Ar draws yr awdurdod lleol, byddwn yn meithrin dyheadau uchel ymhlith dysgwyr o gefndiroedd difreintiedig ac yn codi disgwyliadau ar gyfer dysgwyr o gefndiroedd difreintiedig a sicrhau eu bod yn bodloni'r disgwyliadau hynny.
- Prif amcanion ein fforwm CSGA yw rhoi cyngor ac arweiniad o ran datblygu CSGA CNPT. Dylanwadu ar weithrediad CSGA a monitro a gwerthuso'r canlyniadau. Yn olaf, derbyn adroddiadau a chyngor yn ôl yr angen, cyn cwrdd â swyddogion Llywodraeth Cymru.

Bodlonir mynediad i addysg Gymraeg drwy ddarpariaeth bresennol ysgolion cynradd ac uwchradd yn yr awdurdod lleol yn bennaf, er mewn nifer bach o achosion defnyddir darpariaeth mewn awdurdodau cyfagos

Rydym hefyd yn hwyluso mynediad i addysg Gymraeg yn y sector uwchradd i ddisgyblion a ddaw o'r tu allan i'r sir, yn bennaf o Bowys, yn Ysgol Gymraeg Ystalyfera – Bro Dur. O ystyried galw rhieni am addysg Gymraeg mwy hygyrch yn y sector uwchradd, mae'r awdurdod lleol yn sefydlu ail gampws 11-16 oed yn ne'r fwrdeistref sirol. Darperir cludiant yn unol â Pholisi Teithio o'r Cartref i'r Ysgol 2017 yr awdurdod pan fydd y cyfleuster hwn yn agor ym mis Medi 2018, polisi sy'n cefnogi mynediad i addysg Gymraeg

Mae'r awdurdod lleol yn cydymffurfio'n llawn â dyletswyddau statudol Mesur Teithio gan Ddysgwyr (Cymru) 2008 ac, ar hyn o bryd, polisi'r cyngor yw darparu cludiant am ddim ar gyfer darpariaeth Gymraeg dan ei bwerau dewisol, yn amodol ar feini prawf pellter

penodol. Lle ystyrir bod yr ysgol Gymraeg fwyaf addas y tu allan i'r awdurdod, darperir cludiant yn unol â pholisi'r cyngor.

Nid oes gofyniad i ddarparu cludiant i'r ysgol neu'r coleg am ddim i unrhyw ddysgwr sy'n hŷn na'r oedran ysgol gorfodol ac, ar hyn o bryd, codir tâl am gludiant ar gyfer darpariaeth ôl-16.

Er mwyn sicrhau cwricwlwm ôl-16 ehangach, mae Ysgol Gymraeg Ystalyfera – Bro Dur yn cydweithio ag ysgolion cyfagos i gyfoethogi'r ddarpariaeth.

Canlyniad 1: Mwy o blant saith oed yn cael eu haddysgu trwy gyfrwng y Gymraeg

Rhowch eich sefyllfa bresennol o ran nifer y plant saith oed sy'n cael eu haddysgu drwy gyfrwng y Gymraeg a'ch amcanion ar gyfer y tair blynedd nesaf:

Y Sefyllfa Bresennol	2017/2018	2018/2019	2019/2020
18.3% (282 o 1542)	18.6%	21%	22%

Rhestrwch eich pedwar prif amcan er mwyn cyflawni'r canlyniad hwn.

- Cynnal arolwg rhieni ar y galw am ddarpariaeth Gymraeg ar ddiwedd hydref 2017 a dechrau'r gwanwyn 2018 i ddarparu gwybodaeth am y galw mewn ardaloedd penodol a fydd yn galluogi penderfyniadau ar ddarpariaeth newydd sy'n seiliedig ar dystiolaeth. Rhagwelir y bydd canlyniadau'r arolwg ar gael erbyn diwedd y gwanwyn, dechrau haf 2018.
- Monitro galw a nodi tueddiadau mewn addysg Gymraeg a defnyddio'r wybodaeth hon i gynllunio darpariaeth y dyfodol.
- Sicrhau bod cynigion ar gyfer Ysgolion yr 21ain Ganrif yn ystyried addysg Gymraeg yn llawn.
- Cynyddu'r lleoedd sydd ar gael mewn darpariaeth cyfrwng Cymraeg cyn-ysgol a rhoi gwybodaeth i rieni a gofalwyr sy'n hyrwyddo manteision addysg ddwyieithog, gan chwilio am gyngor ar arferion da gan awdurdodau eraill. Byddwn yn gweithio gyda Mudiad Meithrin i sicrhau y caiff darpariaeth cyn-ysgol ei ehangu a chefnogi'r sector i recriwtio gweithwyr gofal â'r sgiliau priodol sy'n siarad Cymraeg. Ar hyn o bryd, 5 lleoliad cyn-ysgol yn unig sydd wedi'u cofrestru gyda Mudiad Ysgolion Meithrin i gyflwyno darpariaeth Gymraeg, a 4 lleoliad arall yn cyflwyno darpariaeth ddwyieithog. (gweler Atodiad 1).
- Gwella'r gefnogaeth sydd ar gael i rieni/disgyblion, ac ysgolion er mwyn iddynt symud ar hyd y continwmm ieithyddol.
- Mae'r awdurdod yn agor ail gampws uwchradd Cymraeg yn y de-ddwyrain ym mis Medi 2018, gyda lle i 650 o ddisgyblion rhwng 11 ac 16 oed. Yn seiliedig ar ymatebion rhieni, disgwylir i hyn ysgogi diddordeb a thwf yn y ddarpariaeth gynradd Gymraeg yn ardaloedd Port Talbot, Castell-nedd, Llandarcy, Llansawel a Chwm Afan yn y blynyddoedd i ddod. Mae'n rhesymol, yn seiliedig ar y

lleoedd cyfredol hysbys, i ni dybio isafswm twf o 5% yn y niferoedd sy'n defnyddio darpariaeth Gymraeg.

Datganiad Cefnogol:

Adolygu'r galw am ddarpariaeth addysg Gymraeg yn flynyddol. Dadansoddi canlyniadau ein holiaduron i rieni a llunio cynlluniau gweithredu priodol i fynd i'r afael â galw nad yw'n cael ei fodloni erbyn mis Gorffennaf 2018.

O ran darpariaeth cyn-ysgol Gymraeg, mae 28 o leoedd cofrestredig ar gael ac mae 24 o blant yn eu llenwi, ac mae'r darparwyr yn dweud eu bod yn llawn. Mae 97 o leoedd gofal dydd sesiynol cofrestredig i rieni sydd am gael gofal plant dwyieithog a 159 o blant yn mynychu'r lleoliadau hyn.

Yng Nghastell-nedd Port Talbot, mae 10 ysgol gynradd Gymraeg, y mae 9 o 55 ysgol gynradd ac 1 ysgol ganol yn darparu ar gyfer plant 3 i 16 oed, yr ail ysgol ganol a sefydlwyd yn CNPT. Mae'r llall yn ysgol Saesneg i blant 3 i 18 oed. Mae 7 ysgol uwchradd Saesneg a 2 Ysgol Arbennig Saesneg hefyd.

Ar hyn o bryd, 2 ysgol Gymraeg yn unig sydd â lleoedd dros ben o lai na 10%, sef Ysgol Gymraeg Castell-nedd ac Ysgol Gymraeg Rhosafan, (gweler atodiad 1a).

Dan yr elfen gyfalaf o Leihau Maint Dosbarthiadau Babanod a Chodi Safonau - Arian Grant Llywodraeth Cymru, bwriedir datblygu achos busnes i gynyddu lleoedd/darpariaeth yn Ysgol Gymraeg Castell-nedd ac Ysgol Gymraeg Rhosafan.

Mae Band A Rhaglen Cyllido Cyfalaf Ysgolion yr 21ain Ganrif y cyngor yn cynnwys saith cynllun gyda dau o'r rheiny yn ymwneud â gwella addysg Gymraeg drwy gynnig lleoliadau ar gyfer adeiladau newydd ar safle **campws y gogledd Ysgol Gymraeg Ystalyfera – Bro Dur** a fydd yn trawsnewid addysg uwchradd ac yn sefydlu addysg gynradd mewn darpariaeth Gymraeg 'pob oed' i ddisgyblion 3 i 18 oed. Mae'r cynllun hwn yn sicrhau addysg Gymraeg uwchradd yng ngogledd y fwrdeistref sirol, gan gynnwys darpariaeth i ddisgyblion o awdurdod cyfagos, sef Powys. Ychwanegir at werth datblygiad campws y gogledd gan adeilad newydd ychwanegol sy'n sefydlu addysg uwchradd (11-16) yn ne'r fwrdeistref sirol. Mae'r datblygiad hwn yn mynd i'r afael â

phryderon sylweddol rhieni ynghylch teithiau hir i YG Ystalyfera; pryderon sy'n dylanwadu ar benderfyniadau rhieni wrth iddynt ystyried dewis ysgol gynradd Gymraeg neu beidio.

Bydd sefydlu ysgol Gymraeg newydd, **Ysgol Gymraeg Ystalyfera – Bro Dur**, yn lle YG Ystalyfera ac YGG y Wern, yn darparu addysg Gymraeg i ddisgyblion 3 - 18 oed yng ngogledd y fwrdeistref sirol a bydd yn arwain at sefydlu ysgol uwchradd Gymraeg (11-16 oed) yn ne'r fwrdeistref sirol. Cefnogwyd hyn gan fuddsoddiad gwerth tua £17.5m o fewn Band A i gampws y gogledd a thua £17m i gampws y de drwy'r Rhaglen Cyllido Cyfalaf Ysgolion yr 21ain Ganrif. **Mae angen sicrhau buddsoddiad pellach yng nghampws y gogledd er mwyn adeiladu ar y cynnydd a gyflawnwyd yn ystod cyfnod Band A o ran gwaredu adeiladau mewn cyflwr gwael ac adeiladu rhai newydd yn eu lle gan sefydlu amgylchedd dysgu yn gydnaws â disgwyliadau'r 21g. Mae cyflwyniad amlinellol y Cyngor ar gyfer cyllid cyfalaf Band B o dan y Rhaglen Ysgolion yr 21g yn ceisio sicrhau buddsoddiad pellach o £6m er mwyn adnewyddu'r adeiladau yng nghampws y gogledd a pharhau i wella'u hansawdd. Y mae'r cyflwyniad hwn, yn ychwanegol at fuddsoddiadau blaenorol, yn dangos ymroddiad eglur y Cyngor at gefnogi a hyrwyddo addysg gyfrwng Cymraeg o fewn y awdurdod**

Ar ben hynny, dros y pedair blynedd diweddf bu cyllido cyfalaf sylweddol ar gyfer prosiectau adnewyddu mawr mewn 8 ysgol Gymraeg bresennol. Mae'r buddsoddiad, sy'n sicrhau dyfodol yr ysgolion hyn, yn amrywio o waliau ffin i gynlluniau adnewyddu cyfleusterau toiled/newid, i flociau cegin newydd sbon, ailosod boeleri ac ailosod toeon.

Mae cytundebau Adran 106 sy'n ymwneud â darpariaeth addysg yn rhai niwtral o ran eu categori iaith. Bydd nodi'r angen am ddatblygiad â chymeriad ieithyddol penodol iddo yn pennu natur y cynllun a gefnogir gan gytundeb Adran 106 a chyfraniad gan ddatblygwr o ganlyniad. **Bydd y gyfarwyddiaeth yn cysylltu'n benodol â phreswylwyr a datblygwyr Coed D'Arcy i fesur ac asesu'r galw am ddarpariaeth Gymraeg yn y pentref trefol newydd hwn, ac yn gwneud argymhellion i'r cyngor yn unol â hyn.**

Mae gan y cyngor raglen strategol ar gyfer rheoli trefniadaeth ei ysgolion wedi'i harwain gan bedair egwyddor graidd, sef: safonau

addysgol, y galw am leoedd a hygyrchedd ysgolion, ansawdd ac addasrwydd adeiladau ysgolion, a rheolaeth ariannol effeithiol.

Adolygir pob un o ysgolion y cyngor yn rheolaidd yn erbyn y meini prawf hyn, a nodir y galw am leoedd digonol mewn ysgolion Cymraeg fel rhan o'r broses adolygu. O ganlyniad i hyn, mae ysgolion Cymraeg wedi'u had-drefnu, lle bo'n briodol, er mwyn gwneud y defnydd gorau o'r lle sydd ar gael a gwella cyfleoedd dysgu ac addysgu. Yn yr un modd, mae ysgol uwchradd Gymraeg newydd yn cael ei datblygu yn ne'r fwrdeistref sirol er mwyn bodloni galw presennol a disgwylidig am leoedd. Aethpwyd i'r afael â'r angen am ysgolion Cymraeg drwy ymagwedd strategol at gynllunio gwasanaethau a'u cyflwyno.

Cwblhawyd yr Aseiad diweddaraf o Ddigonolrwydd Gofal Plant yn 2013/14. Llywiodd canlyniadau ac argymhellion yr aseiad ddatblygiad, cyflwyniad a chynllun gweithredu gofal plant tair blynedd. Mae aseiad diwygiedig yn cael ei gwblhau ar hyn o bryd.

Cynhaliwyd arolwg o alw gan rieni am addysg Gymraeg yn 2013. Adlewyrchodd ffurf yr arolwg ofynion casglu gwybodaeth Llywodraeth Cymru.

Nid oes unrhyw gydweithio sylweddol ar arolwg wedi digwydd ar y cyd ag awdurdodau lleol eraill.

Nid oes unrhyw ffederasiynau Cymraeg yng Nghastell-nedd Port Talbot ar yr adeg hon.

Prosiect newydd gan Lywodraeth Cymru yw 'Cymraeg i Blant'. 'Mudiad Meithrin: yr Arbenigwyr Blynyddoedd Cynnar' sy'n rheoli'r prosiect ar ran Llywodraeth Cymru. Mae 'Cymraeg i Blant' yn rhan allweddol o wasanaeth sylfaenol y Mudiad Meithrin i ddarparu addysg Gymraeg a darpariaeth gofal plant o enedigaeth hyd at oedran ysgol.

Prif amcan 'Cymraeg i Blant' yw cynyddu nifer y plant o oed meithrin sy'n gallu siarad Cymraeg. Er mwyn cyflawni hyn, mae angen rhannu gwybodaeth â rhieni a rhoi cyngor a chefnogaeth iddynt ar fanteision addysg/gofal plant cyfrwng Cymraeg, manteision dwyieithrwydd a phwysigrwydd cyflwyno plant i'r Gymraeg mor gynnar â phosib.

O ganlyniad, bydd 'Cymraeg i Blant' yn cyfrannu tuag at darged Llywodraeth Cymru i gael miliwn o siaradwyr Cymraeg erbyn 2050.

Mae Gwasanaeth Gwybodaeth i Deuluoedd Castell-nedd Port Talbot yn darparu gwybodaeth i blant, teuluoedd a gweithwyr proffesiynol sy'n gweithio gyda theuluoedd ar fathau o ddarpariaeth gofal plant a'r gwasanaethau sydd ar gael. Caiff gwybodaeth am ddarpariaeth Gymraeg ym mhob cyfnod ei chynnwys mewn llyfryn/fideo dwyieithog 'Gwybodaeth i Rieni' a fydd ar gael ar wefan y cyngor . Hyrwyddir gwybodaeth ac ymgyrchoedd i annog rhieni i anfon eu plant i ysgolion Cymraeg ar-lein (gweffannau, Facebook, Twitter a Youtube).

Mae'r Awdurdod yn adnabod yr angen i weithio gyda sefydliadau megis Academi Hywel Teifi i ddarparu cyfleoedd dysgu i rieni / gofalwyr a thad-cu / mam-gu nad ydynt yn medru'r Gymraeg neu sydd yn ansicr o ran y Gymraeg er mwyn codi'u hyder i gynorthwyo gydag addysg eu plant.

Yn dilyn ymgyngoriad ag ysgolion Cymraeg, nid oes unrhyw ddarpariaeth yn yr awdurdod ar hyn o bryd i blant a phobl ifanc sy'n hwyrddyfodiaid i addysg Gymraeg gael mynediad i ganolfan trochi iaith, yn hytrach fe ddarperir ar gyfer eu hanghenion o fewn ysgolion unigol.

Caiff y cytundeb hwn ei adolygu gyda phenaethiaid ysgolion Cymraeg, ac adolygir ansawdd y ddarpariaeth bresennol mewn ysgolion unigol. Hefyd, asesir y galw am y ddarpariaeth i hwyrddyfodiaid.

Canlyniad 2: Mwy o ddysgwyr yn parhau i wella'u sgiliau iaith wrth drosglwyddo o'r ysgol gynradd i'r ysgol uwchradd

Rhowch eich sefyllfa bresennol a'ch amcanion am y tair blynedd nesaf o ran nifer y dysgwyr ym mlwyddyn 9 sy'n cael eu hasesu yn Gymraeg (fel iaith gyntaf).

Y Sefyllfa Bresennol	2017/2018	2018/2019	2019/2020
13% (192 o ddisgyblion yn Ystalyfera o 1454 yn CNPT)	11.1%	13.6%	13.8%

- Cynyddu nifer y disgyblion sy'n trosglwyddo o ysgol gynradd Gymraeg i ysgol uwchradd Gymraeg drwy sicrhau bod disgyblion a rhieni/gofalwyr yn sylweddoli manteision parhau o fewn y sector ac, yn ogystal, drwy ofyn am gyngor ar arfer gorau ledled Cymru.
- Cynllunio rhaglenni pontio a throsglwyddo effeithiol i sicrhau bod disgyblion yn parhau gyda darpariaeth Gymraeg uwchradd, gan gynnwys rhaglen draws-sector 'Ystalyfera'n Cyfri'.
- Hyrwyddo campws newydd y de **Ysgol Gymraeg Ystalyfera – Bro Dur**.
- Datblygu'r Siarter Gymraeg 'Tanio'r Ddraig' a'i thargedau yn y sector uwchradd.

Datganiad Cefnogol:

- **Ar hyn o bryd mae 1 ysgol Gymraeg yn yr awdurdod yn darparu addysg uwchradd; Ysgol Gymraeg Ystalyfera – Bro Dur, ysgol ganol i ddisgyblion rhwng 3 ac 18 oed. Ac mae 9 ysgol gynradd Gymraeg. Mae oddeutu gwahaniaeth o 20% rhwng nifer y plant sy'n**

cael eu hasesu yn y Gymraeg fel iaith gyntaf ym mlwyddyn 6 ac yna ym mlwyddyn 9. Yn bennaf, penderfyniadau rhieni ynghylch agosrwydd daearyddol yr ysgol uwchradd Gymraeg agosaf yw'r rheswm dros hyn, gyda lleiafrif o rieni yn dewis anfon eu plant i ysgol Saesneg sy'n agosach.

Yn gyntaf, bydd datblygu campws y de Ysgol Gymraeg Ystalyfera – Bro Dur yn mynd i'r afael â phroblemau pellterau teithio i raddau yn ne'r sir. Er na ragwelir y bydd agor yr ail gampws uwchradd Cymraeg ar hen safle Ysgol Gyfun Sandfields ym mis Medi 2018 yn cael effaith yn syth ar y niferoedd sy'n trosglwyddo o ddarpariaeth gynradd i uwchradd, disgwylir y bydd yn cael effaith gadarnhaol ar gyfraddau trosglwyddo dros gyfnod 6 blynedd ac wedi hynny.

- Yn ail, mae Ysgol Gymraeg Ystalyfera - Bro Dur yn gweithio'n agos ar amrywiaeth o fentrau gyda phob ysgol gynradd Gymraeg er mwyn denu a hybu disgyblion i aros yn y sector Cymraeg. Mae disgyblion ysgolion cynradd wedi profi amrywiaeth helaeth o weithgareddau allgyrsiol yn ddiweddar yn Ysgol Gyfun Ystalyfera gynt fel rhan o'u rhaglen bontio. Ar ôl trosglwyddo i addysg Gymraeg uwchradd yn Ystalyfera, mae bron pob disgybl yn aros tan flwyddyn 11.

- Mae cyfraddau trosglwyddo rhwng ysgolion Cymraeg yn neddwyrain y fwrdeistref sirol i Ysgol Gymraeg-Ystalyfera – Bro Dur yn uchel. Mae cyfraddau trosglwyddo rhwng ysgolion Cymraeg yng ngogledd-orllewin y fwrdeistref sirol, a ystyrir yn draddodiadol fel cadarnle'r Gymraeg yn yr awdurdod, ag Ysgol Gymraeg-Ystalyfera – Bro Dur yn amrywiol ac yn aml yn isel (gweler Atodiad 1c). Mae'r sector Cymraeg yn parhau i weithio fel clwstwr i hyrwyddo cyfraddau trosglwyddo uwch, a bydd yr awdurdod lleol yn comisiynu adroddiad i ddadansoddi'r cyfraddau trosglwyddo is ac anghyson o ardaloedd fel Pontardawe, Trebannws a Gwauncaegurwen.

- Ceir manylion trefniadau pontio presennol y clwstwr isod.

Gwaith y Cynghorau Ysgol

- Pennu targedau blynyddol
- Cynllunio gweithgareddau
- Ymweliadau dilysu'r Siarter Iaith/rhannu arfer da
- Dyfarnu'r Wobr Arian
- Cynadleddau blynyddol

Tîm Rygbi'r Clwstwr/Tîm Pêl-rwyd y Clwstwr

- Sesiynau hyfforddi/treialon
- Crysau clwstwr
- Llety/Teithio/Llogi bysus
- Gwerthuso a dathlu

Gweithdai radio

Gweithdai hyfforddiant radio

Adnoddau rhaglenni

Archebu adnoddau i rannu rhaglenni/arfer da (beiddgarwch)

Disgyblion yn cael eu hyfforddi i lunio rhaglenni

Rhaglen Cysylltiadau Cynradd Uwchradd

- Darpariaeth addysgu traws-sector flynyddol
- DPP athrawon CA2/CA3
- Sgiliau Llythrennedd/Rhifedd rhwng blwyddyn 6 a blwyddyn 7

- Amser Cwestiynau
- Cyfleoedd i ddisgyblion cynradd gwrdd â chyn-ddisgyblion YG Ystalyfera, a'u holi
- Sut maent yn mwynhau'r uwchradd/beth sy'n wahanol rhwng y cynradd a'r uwchradd/a pha gyngor byddent yn ei roi iddynt.

Tri diwrnod sgiliau i Flwyddyn 4 a 5

- Blwyddyn 4 a 5 yn mynd i YG Ystalyfera (YG Ystalyfera – Bro Dur bellach) am dridiau
- Datblygu sgiliau ar draws y cwricwlwm
- Gwahoddir rhieni i noson wobrwyo

Diwrnodau Her Blwyddyn 6

Pob Blwyddyn 6 yn y clwstwr yn cael ei wahodd i ddiwrnod Entrepreneuriaeth Ystalyfera

Chwaraeon clwstwr

Pob ysgol gynradd yn y clwstwr yn cael ei gwahodd i ddiwrnod chwaraeon yn YG Ystalyfera

Cyngerdd Tanio'r Ddraig

- Adnoddau marchnata

- Cydweithio â rhieni ysgolion Cymraeg i lunio adnoddau marchnata
- Gweithgareddau clwstwr

Sioeau cerdd (e.e. Chicago)

Gwahoddiad i ddisgyblion cynradd brofi perfformiadau cyn-ddisgyblion yn y sioeau.

Cerddorion o bob ysgol sy'n bwydo YG Ystalyfera yn ymarfer am ddiwrnod yn YG Y

Cynnal Proms gyda'r hwyr i rieni a rhanddeiliaid.

Côr y Clwstwr

Ysgolion clwstwr yn ymarfer rhestr o ganeuon

- Ymarferion prynhawn yn YG Ystalyfera
- Côr cyfan yn teithio i Stadiwm Liberty i ganu yng Nghôr y Clwstwr yn ystod gemau'r Gweilch
- Mathletau
- Heriau rhif a chystadlaethau i holl ysgolion cynradd y clwstwr

Cynhadledd Pentan

Diwrnodau mewn swydd ar y cyd

- Atgyfnerthu sgiliau addysgu ar draws y sectorau cynradd ac uwchradd

Canlyniad 3: Mwy o ddysgwyr 14-16 oed yn astudio am gymwysterau trwy gyfrwng y Gymraeg

a

Chanlyniad 4: Mwy o ddysgwyr 16-19 oed yn astudio pynciau trwy gyfrwng y Gymraeg

Rhowch eich sefyllfa bresennol a'ch amcanion o ran canran y dysgwyr a gofrestrwyd ar gyfer TGAU Cymraeg (iaith gyntaf) ac yna a gofrestrwyd am o leiaf ddau gymhwyster lefel 1 neu lefel 2 drwy gyfrwng y Gymraeg.

Y Sefyllfa Bresennol	2017-2018	2018-2019	2019-2020
97%	99%	99%	99%

Ar hyn o bryd, cyflwynir cwricwlwm CA3 yn **Ysgol Gymraeg Ystalyfera – Bro Dur** drwy gyfrwng y Gymraeg. Yn CA4, prif iaith dysgu ac addysgu ym mhob pwnc yw'r Gymraeg, ac eithrio Gwyddoniaeth. Mae'r adran hon yn darparu i grwpiau addysgu Cymraeg a Saesneg ar wahân. Yn CA5, prif iaith dysgu ac addysgu ym mhob pwnc yw'r Gymraeg, ac eithrio Gwyddoniaeth, Seicoleg a Chyrifiadura. Mae targed Llywodraeth Cymru, sef 84% o ddysgwyr yn cael eu cofrestru ar gyfer TGAU Cymraeg (iaith gyntaf) ac yna ar gyfer o leiaf ddau gymhwyster pellach ar lefel 2 drwy gyfrwng y Gymraeg, eisoes yn cael ei gyflawni. Mae canran y dysgwyr a gofrestrir ar gyfer TGAU Cymraeg (iaith gyntaf) ac yna ar gyfer o leiaf bum cymhwyster pellach ar lefel 1/2 drwy gyfrwng y Gymraeg oddeutu 99% ac yn rhagori ar darged 62% Llywodraeth Cymru erbyn 2015 a 68% erbyn 2020.

Canlyniad 5: Mwy o ddysgwyr gyda sgiliau uwch yn Gymraeg

	Y Sefyllfa Bresennol
% y disgyblion sy'n cyflawni'r lefel ddisgwyliedig yn y Cyfnod Sylfaen Cymraeg Iaith Gyntaf	92%
% y disgyblion sy'n cyflawni'r lefel ddisgwyliedig yn CA2 Cymraeg Iaith Gyntaf	93%
% y disgyblion sy'n cyflawni'r lefel ddisgwyliedig yn CA2 Cymraeg Ail Iaith	74%
% y disgyblion sy'n cyflawni'r lefel ddisgwyliedig yn CA3 Cymraeg Iaith Gyntaf	92%
% y disgyblion sy'n cyflawni'r lefel ddisgwyliedig yn CA3 Cymraeg Ail Iaith	77%
% y disgyblion sy'n cyflawni A*-C yn TGAU mewn Cymraeg Iaith Gyntaf	68%
% y disgyblion sy'n cyflawni A*-C yn TGAU mewn Cymraeg Ail Iaith	35%
% y disgyblion sy'n cyflawni A*-C ar lefel UG mewn Cymraeg	60% (3/5)
% y disgyblion sy'n cyflawni A*-C ar lefel U2 mewn Cymraeg	67% (6/9)

- Cynyddu lefel cyrhaeddiad L2 Cymraeg Iaith Gyntaf ar ddiwedd CA4 (97/142 = 68% ar hyn o bryd).
- Cynyddu lefel cyrhaeddiad L2 Cymraeg Ail Iaith ar ddiwedd CA4 (409/1479 = 28% ar hyn o bryd). Yn sylweddol is na throthwy perfformiad L2+ CNPT
- Dadansoddi canran y disgyblion mewn ysgolion cyfrwng Saesneg sy'n dilyn y cwrs Cymraeg llawn yn hytrach na'r cwrs byr. Cynyddu'r % sy'n astudio'r cwrs llawn o ran Cymraeg Ail Iaith.
- Cynyddu cyfleoedd i ddysgwyr o bob oedran ymarfer y Gymraeg y tu allan i'r ystafell ddosbarth mewn ysgolion Cymraeg a Saesneg.
- O fis Medi 2017, bydd disgyblion Blwyddyn 10 yn astudio'r cwrs Cymraeg Ail Iaith newydd a bydd un cwrs ar gyfer yr holl ddisgyblion. Dylai hyn yn ei dro wella'r nifer sy'n dewis dilyn y cwrs cyfan. Bydd yr awdurdod lleol yn sicrhau y bydd gwasanaeth gwell ysgolion ERW yn cefnogi'r datblygiad hwn ac yn sicrhau bod swyddog rhanbarthol y Gymraeg Mewn Addysg yn darparu cefnogaeth yn unol â'r angen a nodwyd.

- Cynyddu lefelau cyrhaeddiad UG ac U2 Cymraeg Iaith Gyntaf yn CA5.

Datganiad Cefnogol:

Caiff safonau llythrennedd Cymraeg eu gwella drwy gyflogi Athro Ymgynghorol rhan-amser ar gyfer Cymraeg Iaith Gyntaf i ddarparu cefnogaeth a hyfforddiant i holl ysgolion cynradd Cymraeg a datblygu systemau pontio ag **Ysgol Gymraeg Ystalyfera – Bro Dur**.

Cytunir ar dargedau'n flynyddol ar y cyd â swyddogion ERW (drwy'r Ysgol Gefnogaeth ranbarthol) a chytunir ar raglen gefnogaeth strwythuredig ar gyfer llythrennedd Cymraeg â PENTAN – Cymdeithas Penaethiaid Ysgolion Cymraeg CNPT

Bydd yr holl ysgolion Cymraeg yn parhau i fynd ar gwrs preswyl Cymraeg blynyddol yn Llangrannog. Bydd y Swyddog Datblygu Athrawon yn parhau i gyflwyno adroddiad blynyddol ar y gweithgaredd hwn. Mae nifer o ddisgyblion yn parhau i fynd ar gyrsiau preswyl ym Mhlas Tanybwlich, Margam a Chanolfan Mileniwm Cymru yng Nghaerdydd. Darperir cyfleoedd i ddefnyddio sgiliau Cymraeg yn fewnol ym mhob ysgol Gymraeg drwy gynnig amrywiaeth o glybiau. Defnyddir Menter Iaith a Thŷ'r Gwrhyd fel adnoddau effeithiol at ddiben hyrwyddo gweithgareddau cyfrwng Cymraeg allgyrsiol. Cedwir mentrau arfer da presennol, gan gynnwys 'Stafell Stwnsh' yn **Ysgol Gymraeg Ystalyfera –Bro Dur** a 'Dyfal Donc' a 'Chynllun Clebran' y CDP.

Bydd pob ysgol gynradd Gymraeg yn dilyn targedau'r wobr arian yn y Siarter Iaith. Mae dwy ysgol Saesneg beilot yn dilyn cynllun y Siarter Iaith ar hyn o bryd. Bydd Athrawon Bro yn hysbysu'r ysgolion Saesneg am gynllun Cymraeg Campus y Siatr Iaith ac yn annog mwy o ysgolion/clystyrau i gymryd rhan.

- Bydd yr awdurdod lleol yn gweithio gydag ysgolion i sicrhau continwwm dysgu iaith rhwng cyfnodau allweddol presennol a fydd yn sicrhau dulliau dysgu iaith gwell a mwy uchelgeisiol i ddisgyblion. Bwriedir hefyd weithio gydag arweinwyr y cwricwlwm i hyrwyddo perthynas fwy ystyrlon rhwng y dysgwr a'r Gymraeg sy'n mynd y tu hwnt i'r ffocws academiaidd a hyrwyddir gan Lywodraeth Cymru.

- Byddwn yn gweithio gyda Menter Iaith, yr Urdd ac asiantaethau allweddol eraill i sicrhau bod cyfleoedd i ddefnyddio'r Gymraeg yn cael eu hwyluso a'u hyrwyddo.

Canlyniad 6: Darpariaeth cyfrwng Cymraeg i ddysgwyr ag anghenion dysgu ychwanegol (ADY).

- Cynhelir adolygiad o AAA yn y sector Cymraeg yn ystod hydref 2017 i asesu'r galw am fwy o gefnogaeth a darpariaeth ar gyfer anghenion disgyblion ysgolion Cymraeg.
- Gwella ymhellach brosesau adnabod cynnar ac ymyrryd effeithiol o ran disgyblion ysgolion Cymraeg sydd ag ADY i sicrhau bod staff yn mynd i'r afael â'u hanghenion ar y cyfle cyntaf er mwyn sicrhau'r deilliannau gorau posib.
- Datblygu ymhellach allu ysgolion Cymraeg i ddarparu model cynaliadwy ar gyfer addysgu disgyblion ag ADY.
- Datblygu perthynas weithio agosach rhwng timau yn y Gwasanaeth Cynhwysiad a'r Swyddog Datblygu Athrawon a'r Athro Ymgynghorol mewn Cymraeg Iaith Gyntaf, er mwyn datblygu mwy o allu i ddarparu rhaglen hyfforddiant drwy gyfrwng y Gymraeg.
- Cyflwyno 'Offer Darparu ADY', gan weithio gyda phenaethiaid cyfrwng Cymraeg a chydlynwyr ADY er mwyn datblygu system gynllunio gref ar draws holl feysydd ADY.

Drwy ei Strategaeth Cynhwysiad, mae'r awdurdod yn ymrwymedig i sicrhau gallu mwy mewn clystyrau i ddiwallu anghenion disgyblion ag ADY. Yn unol â'r egwyddor hon, mae gwaith cydweithredol rhwng **Ysgol Gymraeg Ystalyfera – Bro Dur** â'i hysgolion cynradd partner ar *Rocket Phonics* ac asesu disgyblion yn gynnar eisoes wedi'i gwblhau a'i wreiddio. Mae'r Adran ADY wedi datblygu prawf sgrinio MIST (*Prawf Sgrinio Babanod Canol*) i ddarparu asesiadau diagnostig a hyfforddiant yn y sector cynradd drwy gyfrwng y Gymraeg. Derbyniodd yr holl ysgolion becynnau asesu, adnoddau a hyfforddiant. Darperir cefnogaeth broffesiynol cyfrwng Cymraeg i staff a holl gydlynwyr AAA ym mhob maes lle mae ei hangen. Mae hyfforddiant ysgol gyfan ar faterion AAA eisoes wedi'i ddarparu i holl staff **Ysgol Gymraeg Ystalyfera – Bro Dur**. Canlyniad hyn yw staff sy'n fwy gwybodus ac yn fwy hyderus ac mae hyn wedi cael effaith ar gadw'r staff presennol sy'n siarad Cymraeg.

Nid yw'r asesiad presennol o angen yn awgrymu bod galw digonol am ddarpariaeth arbenigol fel Canolfan Cefnogi Dysgu bwrpasol ac mae'n ymddangos y gall anghenion disgyblion gael eu diwallu mewn addysg brif ffrwd.

Mae peth asesiad arbenigol drwy gyfrwng y Gymraeg ar gael drwy Wasanaeth y Seicolegwyr Addysg, y Gwasanaeth Cefnogi Dysgu a'r Gwasanaeth Datblygu Addysg).

Darperir asesiad a chefnogaeth gan athrawon arbenigol canolog sy'n siaradwyr Cymraeg yn y meysydd canlynol:

- Anawsterau Dysgu (Penodol a Chyffredinol)
- Iaith a Lleferydd a Chyfathrebu
- Nam ar y Clyw
- Nam ar y Golwg
- Anhwylder y Sbectrwm Awtistig (ASD)
- Lles ac Ymddygiad

Canlyniad 7: Cynllunio'r gweithlu a datblygiad proffesiynol parhaus

Amcanion:

- Sicrhau bod ysgolion yn parhau i gynllunio'n strategol ar gyfer datblygu staff ac yn llunio cynlluniau gwario cadarn sy'n seiliedig ar ddadansoddi anghenion mewn modd systematig.
- Cefnogi cyfranogaeth systematig ar gyrsiau'r cynllun sabathol Cymraeg Llywodraeth Cymru (pob lefel).
- Datblygu arweinyddiaeth arweinwyr canol a darpar-benaethiaid mewn ysgolion Cymraeg.
- Cyfrannu at rôl ehangach gwella safonau addysgol y consortiwm rhanbarthol a sicrhau bod ffocws rhanbarthol ar ddatblygu proffesiynol â'r nod o gryfhau sgiliau athrawon fel y gallant fod yn athrawon Cymraeg hyderus ac effeithiol.
- Cynnal arolwg o faint o staff Cymraeg eu hiaith sydd eu hangen ar draws yr holl sectorau i gefnogi dyheadau CSGA

Datganiad Cefnogol:

Mae gan holl ysgolion Castell-nedd Port Talbot fynediad i'r rhaglenni rhanbarthol ar gyfer datblygiad proffesiynol a ddarperir gan ERW. Mae hyn yn sicrhau bod yna gyfleoedd ehangach ar gyfer cefnogaeth a datblygiad drwy gyfrwng y Gymraeg.

Mae'r awdurdod lleol hefyd wedi cyflogi Swyddog Datblygu Athrawon sy'n cefnogi dysgu'r Gymraeg ac sy'n parhau i ail-lunio rôl yr Athrawon Bro er mwyn sicrhau eu bod yn canolbwyntio ar ddatblygu arfer dysgu iaith effeithiol a chyson.

- Mae gan holl gyrrff llywodraethu swyddog cyswllt yn yr awdurdod lleol sy'n cysylltu ag Adnoddau Dynol a phersonél perthnasol eraill parthed holl faterion recriwtio a chadw staff. Cynhelir archwiliad o sgiliau ieithyddol holl staff ysgolion cynradd sy'n Gymraeg ail iaith bob dwy flynedd. Mae'r data hwn yn rhoi trosolwg manwl o allu pob ysgol i gyflwyno gofynion statudol y Cwricwlwm Cenedlaethol o ran y Gymraeg ac yn llywio rhaglenni DPP y dyfodol. Mae'r archwiliad hefyd yn sail i'r rhaglen gefnogaeth wahaniaethol Cymraeg ail iaith i holl ysgolion.

- Dirprwyir Grantiau'r Gymraeg mewn Addysg i'r clystyrau i gyd er mwyn talu costau hyfforddiant a datblygiad Cymraeg ail iaith. Nodir anghenion hyfforddiant y sector Cymraeg iaith gyntaf gan PENTAN ar y cyd â'r Athro Ymgynghorol ar gyfer y Gymraeg. Ceir gwybodaeth ynglŷn â'r holl gyfleoedd hyfforddi a datblygu sydd ar gael drwy ERW. Caiff yr holl gyfleoedd hyfforddiant a datblygiad eu hasesu, gyda phwyslais ar effaith yr hyfforddiant ar arfer yn y dosbarth a deilliannau disgyblion gwell, yn enwedig o ran safonau cyfathrebu a llythrennedd disgyblion.
- Mae presenoldeb cynorthwywyr addysgu ar gyrsiau Cymraeg yr awdurdod yn wirfoddol. Mae ERW wedi creu adnoddau i gynorthwywyr addysgu Cymraeg ail iaith. Mae holl gynorthwywyr addysgu yn y sector Cymraeg (100+) yn derbyn un diwrnod HMS y flwyddyn.

Llofnod: 

Dyddiad:

(Rhaid cael llofnod Prif Swyddog Addysg yr awdurdod lleol)

Atodiad 1 (Disgyblion yn Plasc heb gynnwys disgyblion CCD YGG Trebannws)

Atodiad 1a Lleoedd mewn Ysgolion Cymraeg â llai na 10% o leoedd gwag

Neath Port Talbot PRIMARY SCHOOL PLACES DATA 2017					
School Name	NOR (exc. Nursery)	MCSW Capacity	Surplus capacity	Surplus %	Total number of nursery pupils on roll
YGY Wern Primary	122	262	140	53	26
YGG Blaendulais	80	124	44	35	24
YGG Castell Nedd	331	340	9	3	56
YGG Cwm Nedd	141	185	44	24	15
YGG Gwauncaegurwen	153	178	25	14	36
YGG Pontardawe	302	359	57	16	50
YGG Rhosafan	305	318	13	4	55
YGG Tyle'r Ynn	193	236	43	18	43
YGGD Cwmllynfell	77	92	15	16	9
YGGD Trebannws	83	132	49	37	14
* Schools with less than 10% surplus capacity highlighted in red					

Atodiad 1b

Cyfraddau trosglwyddo o leoliadau cyn ysgol cyfrwng Cymraeg

Mae'r darparwyr canlynol hefyd yn trosglwyddo plant i ddarpariaeth feithrin Gymraeg, ond nid ydynt wedi'u cofrestru â MYM:

- CIB Aberafan
- Tiddleywinks Ystalyfera
- Cylch y Waun (Gwauncaegurwen)
- Lots of Tots Tai'rgwaith

Atodiad 1c

Disgyblion sy'n trosglwyddo o Bl 6 ysgol Gymraeg yn CNPT i YG Ystalyfera (Dyddiadau a ddefnyddiwyd: cyfrifiad mis Mai ac 1 Hydref bob blwyddyn)												
	2014			2015			2016			2017		
	Disgyblion B6 - Mai 2014	Ystalyfera - Doar 1/1 0/1 4	% a drosglwyddodd	Disgyblion B6 - Mai 2015	Ystalyfera - Doar 1/1 0/1 5	% a drosglwyddodd	Disgyblion B6 - Mai 2016	Ystalyfera - Doar 1/1 0/1 6	% a drosglwyddodd	Disgyblion B6 - Mai 2017	Ystalyfera - Doar 1/1 0/1 7	% a drosglwyddodd
YGG Blaendulais	12	11	91.7%	20	18	90.0%	13	13	100.0%	10	10	100.0%
YGG Castell-nedd	35	35	100.0%	28	26	92.9%	41	39	95.1%	31	31	100.0%
YGG Cwm Nedd	18	17	94.4%	18	13	72.2%	25	20	80.0%	18	13	72.2%
YGG Cwmgors	9	2	22.2%	4	1	25.0%						
YGG Cwmllynfell	12	4	33.3%	10	6	60.0%	16	13	81.3%	6	5	83.3%
YGG Gwaun-Cae-Gurwen	15		0.0%	12	4	33.3%	25	9	36.0%	19	2	10.5%
YGG Pontardawe	29	19	65.5%	33	23	69.7%	30	17	56.7%	46	31	67.4%
YGG Rhosafan	26	21	80.8%	32	28	87.5%	39	34	87.2%	49	48	98.0%
YGG Trebannws	17	1	5.9%	8	1	12.5%	23	2	8.7%	17	3	17.6%
YGG Tyle'r Ynn	20	17	85.0%	23	21	91.3%	27	25	92.6%	28	27	96.4%
YGG y Wern	16	11	68.8%	14	14	100.0%	13	4	30.8%	16	15	93.8%
Cyfanswm	209	138	66.0%	202	155	76.7%	252	176	69.8%	240	185	77.1%

ATODIAD 2

Year 9 Cohorts		Plasc Actuals					Proj (Jan) - based on Jan 14			
No.	School	2011	2012	2013	2014	2015	2015	2016	2017	2018
4064	Cefn Saeson	181	158	137	120	134	135	137	109	136
4065	Cwmtawe	248	275	271	263	214	213	257	248	222
4068	Cwrt Sart	98	112	87	97	86	85	76	75	80
4047	Cymer Afan	69	60	48	50	39	39	49	33	31
4067	Dwr-y-Felin	242	202	245	170	229	222	213	224	215
4059	Dyffryn	153	172	149	151	172	177	134	156	179
4052	Glanafan	92	88	78	72	53	61	60	68	76
4066	Llangatwg	140	148	141	153	153	149	126	121	134
4056	Sandfields	110	139	123	128	109	111	108	105	130
4601	St Joseph's	112	121	91	117	104	94	94	105	84
4060	Ystalyfera	158	176	158	151	175	178	195	166	202
	Total - Welsh Secondary	158	176	158	151	175	178	195	166	202
	Total - Secondary	1603	1651	1528	1472	1468	1464	1449	1410	1489
	% - Welsh Secondary	9.9%	10.7%	10.3%	10.3%	11.9%	12.2%	13.5%	11.8%	13.6%

Atodiad 3:

Nifer a chanran y disgyblion sy'n mynychu lleoliadau cyfrwng Cymraeg heb eu cynnal sy'n darparu'r Cyfnod Sylfaen ac sy'n trosglwyddo i ysgolion Cymraeg/dwyieithog (*nodwch os nad oes modd cael gafael ar yr wybodaeth.*

Sir	Enw'r Cylch	2011-12	2012-13			Nodiadau
		Nifer a drosglwyddodd i Addysg Gymraeg	Canran a drosglwyddodd i Addysg Gymraeg	Nifer a drosglwyddodd i Addysg Gymraeg	Canran a drosglwyddodd i Addysg Gymraeg	
CNPT	ABERAFAN	5	71%	Cylch wedi'i ailsefydlu fel sesiwn feithrin mewn meithrinfa ddydd		
CNPT	BLAENDULAIS	18	100%	Dim gwybodaeth ar gael. Bydd hyn ar gael ar gyfer 2013-14		
CNPT	CASTELL-NEDD	17	100%	11	92%	
CNPT	CWM-NEDD	23	96%	23	100%	
CNPT	PONTARDAWE	21	81%	13	100%	
CNPT	TIDDLYWINKS	24	73%	Ddim yn gweithredu mwyach fel cylch meithrin. Darpariaeth wedi newid yn feithrinfa ddydd		
CNPT	TREBANNWS	10	67%	Ddim yn gweithredu mwyach fel Cylch Meithrin, dilyniant Cymraeg yn isel		
CNPT	WAUNCEIRCH	6	75%	22	67%	
CNPT	Y WAUN	19	83%	16	94%	

Mae'r tabl uchod (atodiad 3) yn dangos canrannau trosglwyddo ac mae'n dangos bod y darlun ar gyfer dilyniant yn ansicr. Mae angen clir i weithio mewn partneriaeth gyda phenaethiaid, rhieni, swyddogion Mudiad Meithrin ac arweinwyr Cylch Meithrin i hyrwyddo dilyniant i leoliadau cyfrwng Cymraeg, yn enwedig lle mae % y dilyniant yn disgyn o dan 100%. Yn ogystal, mae'r tabl yn dangos yr angen i archwilio posibiliadau sy'n ymwneud ag ailagor/dechrau Cylchoedd Meithrin ar draws yr ALI.

Atodiad 4:

Nifer a chanran y disgyblion mewn ysgolion cynradd Cymraeg a dwyieithog sy'n trosglwyddo i ysgolion uwchradd Cymraeg

Number of pupils in Welsh-medium and bilingual primary schools	Number of pupils transferring to Welsh-medium/bilingual secondary schools	Percentage of pupils transferring to Welsh-medium or bilingual secondary schools
238 (Year 6 cohort May 8th 2012)	179 (Year 7 cohort Nov 20th 2012)	75.20%
229 (Year 6 cohort May 7th 2013)	180 (Year 7 cohort Oct 14th 2013)	78.6% (168 Ystalyfera, 10 Ysgol Dyffryn Aman, 1 Bryntawe, 1 Maesydderwen)
204 (Year 6 cohort May 13th 2014)	156 (Year 7 cohort Oct 14th 2014)	76.5% (138 Ystalyfera, 15 Ysgol Dyffryn Aman, 3 Bryntawe)
202 (Year 6 cohort May 12th 2015)	163 (Year 7 cohort Nov 2nd 2015)	80.7% (156 Ystalyfera, 5 YG Rhydywaun, 1 Bryntawe, 1 Ysgol Maesydderwen)
253 (Year 6 May 2016 - Yr 6 3-11-15)	Not transferred yet	Target at least 85%
251 (Year 6 May 2017 - Yr 5 3-11-15)	Not transferred yet	Target at least 90%
271 (Year 6 May 2018 - Yr 4 3-11-15)	Not transferred yet	?

Atodiad 5: Cyrhaeddiad a pherfformiad mewn Cymraeg Ail Iaith (Dylai'r ALI ddarparu'r wybodaeth hon)

Cyfnod Allweddol 2

	Nifer y disgyblion	Canran y disgyblion	Canran sy'n cyflawni Lefel 4
Asesiadau athrawon mewn Cymraeg Ail Iaith ar ddiwedd Cyfnod Allweddol 2	1196 (Mai 2012)	83.4%	71.2%
	1134 (Mai 2013)	83.2%	75.7%
	1156 (Mai 2014)	85.0%	73.6%
	1173 (Mai 2015)	81.9%	74.1%

Cyfnod Allweddol 3

	Nifer y disgyblion	Canran y disgyblion	Canran sy'n cyflawni Lefel 5
Asesiadau athrawon mewn Cymraeg Ail Iaith ar ddiwedd Cyfnod Allweddol 3	1507 (Mai 2012)	89.7%	70.6%
	1389 (Mai 2013)	89.7%	72.6%
	1350 (Mai 2014)	90.0%	75.5%
	1318 (Mai 2015)	88.4%	76.7%

Key Stage 3 - Welsh 2nd Lang Level 5+					
	2012	2013	2014	2015	2016
No. L5+	1064	1008	1020	1011	1034
Entries	1507	1389	1350	1318	1308
% Entries L5+	70.6%	72.6%	75.6%	76.7%	79.1%
Wales	64.6%	68.2%	73.3%	77.8%	81.9%
Y9 Cohort	1680	1548	1500	1491	1499
% L5+ Cohort	63.3%	65.1%	68.0%	67.8%	69.0%
Key Stage 4 - Welsh 2nd Lang GCSE A*-C					
	2012	2013	2014	2015	2016
No. A*-C	405	432	478	448	410
Entries	555	525	578	567	591
% Entries A*-C	73.0%	82.3%	82.7%	79.0%	69.4%
Wales	74.0%	76.0%	77.0%	81.0%	80.0%
Y11 Cohort	1705	1619	1667	1542	1508
% A*-C Cohort	23.8%	26.7%	28.7%	29.1%	27.2%
Key Stage 4 - Welsh 2nd Lang GCSE A*-C SC					
	2012	2013	2014	2015	2016
No. A*-C	405	350	307	310	268
Entries	556	620	621	575	529
% Entries A*-C	72.8%	56.5%	49.4%	53.9%	50.7%
Wales			50.5%	50.9%	
Y11 Cohort	1705	1619	1667	1542	1508
% A*-C Cohort	23.8%	21.6%	18.4%	20.1%	17.8%

Atodiad 6

School:	Neath Port Talbot
National Test:	Cym RDG

All Pupils	Cohort			>84 (%)			>115 (%)			>84 (Quartile)			>115 (Quartile)		
	2013	2014	2015	2013	2014	2015	2013	2014	2015	2013	2014	2015	2013	2014	2015
School	1674	1733	1799	81%	85%	87%	13%	15%	15%						
NPT	1674	1733	1799	81%	85%	87%	13%	15%	15%						
Wales	50815	51763	53187	84%	84%	85%	18%	17%	17%						

NCY	Cohort			>84 (%)			>115 (%)			>84 (Quartile)			>115 (Quartile)		
	2013	2014	2015	2013	2014	2015	2013	2014	2015	2013	2014	2015	2013	2014	2015
School NCY 2	261	279	285	75%	86%	85%	17%	15%	17%						
School NCY 3	274	257	274	77%	81%	86%	14%	21%	18%						
School NCY 4	220	262	256	78%	81%	86%	14%	13%	14%						
School NCY 5	207	210	250	82%	83%	90%	10%	21%	17%						
School NCY 6	223	204	202	81%	87%	88%	11%	13%	14%						
School NCY 7	178	194	166	90%	90%	89%	15%	12%	13%						
School NCY 8	152	177	193	88%	87%	87%	6%	11%	11%						
School NCY 9	159	150	173	83%	87%	87%	12%	10%	16%						
NPT NCY 2	261	279	285	75%	86%	85%	17%	15%	17%						
NPT NCY 3	274	257	274	77%	81%	86%	14%	21%	18%						
NPT NCY 4	220	262	256	78%	81%	86%	14%	13%	14%						
NPT NCY 5	207	210	250	82%	83%	90%	10%	21%	17%						
NPT NCY 6	223	204	202	81%	87%	88%	11%	13%	14%						
NPT NCY 7	178	194	166	90%	90%	89%	15%	12%	13%						
NPT NCY 8	152	177	193	88%	87%	87%	6%	11%	11%						
NPT NCY 9	159	150	173	83%	87%	87%	12%	10%	16%						
Wales NCY 2	7447	7589	7941	84%	85%	84%	19%	17%	17%						
Wales NCY 3	7073	7312	7486	84%	84%	85%	19%	19%	18%						
Wales NCY 4	6730	6964	7213	84%	83%	85%	17%	16%	17%						
Wales NCY 5	6465	6585	6846	84%	85%	85%	17%	20%	18%						
Wales NCY 6	6148	6394	6526	85%	85%	85%	17%	17%	17%						
Wales NCY 7	5731	5655	5914	84%	84%	84%	17%	17%	16%						
Wales NCY 8	5586	5733	5621	85%	84%	85%	16%	16%	16%						
Wales NCY 9	5635	5531	5640	84%	85%	85%	18%	17%	18%						

Gender	Cohort			>84 (%)			>115 (%)			>84 (Quartile)			>115 (Quartile)		
	2013	2014	2015	2013	2014	2015	2013	2014	2015	2013	2014	2015	2013	2014	2015
School Male	807	857	886	77%	82%	84%	11%	11%	9%						
NPT Male	807	857	886	77%	82%	84%	11%	11%	9%						
Wales Male	25315	25729	26291	80%	81%	81%	14%	14%	13%						
School Female	867	876	913	85%	88%	90%	14%	19%	21%						
NPT Female	867	876	913	85%	88%	90%	14%	19%	21%						
Wales Female	25500	26034	26896	88%	88%	88%	21%	21%	21%						

FSMs	Cohort			>84 (%)			>115 (%)			>84 (Quartile)			>115 (Quartile)		
	2013	2014	2015	2013	2014	2015	2013	2014	2015	2013	2014	2015	2013	2014	2015
School FSM	253	225	224	68%	68%	76%	4%	5%	7%						
NPT FSM	253	225	224	68%	68%	76%	4%	5%	7%						
Wales FSM															
School NFSM	1414	1506	1575	83%	87%	89%	14%	16%	16%						
NPT NFSM	1414	1506	1575	83%	87%	89%	14%	16%	16%						
Wales NFSM															

Cym RDG	2013				2014				2015				2013				2014				2015							
	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
Yr 2	73%	0%	9%	18%	18%	27%	36%	18%	0%	45%	45%	9%	9%	27%	18%	45%	9%	18%	36%	36%	36%	9%	45%	9%	45%	9%	45%	9%
Yr 3	18%	0%	55%	27%	0%	36%	18%	45%	9%	45%	36%	9%	18%	18%	27%	36%	9%	27%	36%	27%	27%	18%	55%	27%	9%	45%	27%	9%
Yr 4	36%	0%	27%	36%	0%	36%	36%	27%	27%	27%	27%	18%	9%	27%	36%	27%	0%	45%	27%	27%	9%	55%	27%	9%	36%	36%	9%	9%
Yr 5	18%	0%	55%	27%	0%	36%	36%	27%	27%	45%	18%	9%	0%	36%	45%	18%	36%	18%	36%	9%	18%	36%	36%	9%	36%	36%	9%	9%
Yr 6	9%	36%	18%	36%	0%	55%	27%	18%	18%	36%	27%	18%	18%	18%	45%	18%	9%	27%	36%	27%	9%	36%	55%	0%	0%	0%	0%	0%
Yr 7	0%	100%	0%	0%	0%	100%	0%	0%	0%	100%	0%	0%	0%	0%	100%	0%	0%	0%	100%	0%	0%	0%	100%	0%	0%	0%	0%	0%
Yr 8	0%	100%	0%	0%	0%	100%	0%	0%	0%	100%	0%	0%	0%	0%	100%	0%	0%	0%	100%	0%	0%	0%	100%	0%	0%	0%	0%	0%
Yr 9	0%	0%	100%	0%	0%	100%	0%	0%	0%	100%	0%	0%	0%	0%	100%	0%	0%	0%	0%	100%	0%	100%	0%	0%	0%	0%	0%	0%
All	29%	10%	33%	28%	3%	41%	29%	26%	16%	43%	29%	12%	10%	24%	38%	28%	12%	26%	36%	26%	19%	31%	45%	5%				

		2013					2014					2015				
% Scoring 85+		Benchmark Quartiles					Benchmark Quartiles					Benchmark Quartiles				
		Literacy - Cymraeg					Literacy - Cymraeg					Literacy - Cymraeg				
No.	School	Y2	Y3	Y4	Y5	Y6	Y2	Y3	Y4	Y5	Y6	Y2	Y3	Y4	Y5	Y6
2125	YGG Cwmgors	1	3	1	3	1	1	4	2	3	2	2	1	2	1	1
2128	YGG Cwmllynfell	4	3	1	4	4	4	4	4	4	3	3	4	3	4	
2149	YGG GCG	1	1	4	3	3	2	3	3	3	3	4	4	1	2	
2158	YGG Rhosafan	3	3	4	3	2	2	2	2	3	2	2	2	1	2	
2168	YGG Castell Nedd	1	4	3	3	2	2	2	2	4	2	2	2	3	2	
2202	YGG Blaendulais	1	4	3	1	4	1	4	3	3	4	2	2	1	3	4
2205	YGG Cwmnedd	1	3	4	3	4	3	2	3	2	2	4	2	2	2	1
2208	YGG Trebannws	4	3	4	4	4	3	3	2	2	3	3	3	1	2	3
2213	YGG Y Wern	1	4	3	4	2	4	4	4	4	2	3	3	2	4	3
2218	YGG Pontardawe	1	1	1	3	3	3	2	4	2	3	3	3	3	2	3
2231	YGG Tyle'r Ynn	1	3	1	1	2	3	4	3	2	2	2	2	3	2	2
No.	School					Y7	Y8	Y9					Y7	Y8	Y9	
4060	Ystalyfera					2	2	3					2	2	2	

% Scoring over 115		Benchmark Quartiles					Benchmark Quartiles					Benchmark Quartiles				
		Literacy - Cymraeg					Literacy - Cymraeg					Literacy - Cymraeg				
No.	School	Y2	Y3	Y4	Y5	Y6	Y2	Y3	Y4	Y5	Y6	Y2	Y3	Y4	Y5	Y6
2125	YGG Cwmgors	3	1	2	2	1	4	4	4	1	2	2	2	2	1	2
2128	YGG Cwmllynfell	4	2	3	3	3	4	4	3	3	3	4	3	4	3	3
2149	YGG GCG	4	3	2	3	3	3	3	2	3	3	3	3	2	1	3
2158	YGG Rhosafan	2	3	2	2	3	1	1	2	4	3	1	1	1	2	2
2168	YGG Castell Nedd	3	2	3	2	2	2	2	3	2	2	1	1	2	2	2
2202	YGG Blaendulais	1	3	3	4	4	4	2	3	1	4	3	3	2	4	3
2205	YGG Cwmnedd	4	4	4	3	3	3	2	2	3	4	3	3	2	2	2
2208	YGG Trebannws	4	4	4	4	4	4	3	4	1	1	1	3	3	3	1
2213	YGG Y Wern	2	4	4	3	3	2	4	4	1	4	3	3	3	3	3
2218	YGG Pontardawe	2	1	1	2	2	3	3	2	2	3	3	1	3	2	3
2231	YGG Tyle'r Ynn	4	4	3	3	1	3	3	2	3	2	3	2	2	3	3
No.	School					Y7	Y8	Y9					Y7	Y8	Y9	
4060	Ystalyfera					3	3	3					3	3	4	

Equality Impact Assessment (EIA) Report Form

This form should be completed for each Equality Impact Assessment on a new or existing function, a reduction or closure of service, any policy, procedure, strategy, plan or project which has been screened and found relevant to Equality and Diversity.

Please refer to the ‘Equality Impact Assessment Guidance’ while completing this form. If you would like further guidance please contact the Corporate Strategy Team or your directorate Heads of Service Equality Champion.

Where do you work?
Service Area: Education
Directorate: Education, Leisure and Lifelong Learning

(a) This EIA is being completed for a...

Service/ Function	Policy/ Procedure	Project	Strategy	Plan	Proposal
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

(b) Please name and describe below...

Draft Welsh in Education Strategic Plan 2017-2020 (WESP)

The Welsh in Education Strategic Plan 2012-2016 is already in existence, the Local Authority is required to develop a new plan for 2017-2020. The plan details how the authority plans to further develop Welsh medium education and thereby contribute towards the Welsh Government’s aim of achieving one million Welsh speakers by 2050. It forms part of the Council’s broad strategy for the Welsh Language and contains an action plan for the development of Welsh education in Neath Port Talbot. The potential stakeholders for the plan include children and young people, parents/carers, members of staff, governors, Welsh Government, Welsh Language Commissioner, Children’s Commissioner, Early Years Development and Childcare Partnership, NPT School Councils, WESP Forum, Her Majesty’s Chief Inspector of Education and Training in Wales, and organisations

providing services to children and young people as appropriate.

(c) It was initially screened for relevance to Equality and Diversity on 20th Oct. 2016

(d) It was found to be relevant to...

Age	<input checked="" type="checkbox"/>	Race	<input checked="" type="checkbox"/>
Disability	<input checked="" type="checkbox"/>	Religion or belief.....	<input type="checkbox"/>
Gender reassignment	<input type="checkbox"/>	Sex	<input checked="" type="checkbox"/>
Marriage & civil partnership	<input type="checkbox"/>	Sexual orientation.....	<input type="checkbox"/>
Pregnancy and maternity	<input type="checkbox"/>	Welsh language.....	<input checked="" type="checkbox"/>

(e) Lead Officer

Name: Mike Daley

Job title: Lead Challenge Adviser

Date: 6-2-17

(f) Approved by Head of Service

Name: Chris Millis

Date: 6-2-17

Section 1 – Aims (See guidance):

Briefly describe the aims of the function, service, policy, procedure, strategy, plan, proposal or project

What are the aims? The plan details how we plan to support and further develop Welsh language education in schools and in the wider communities and how we plan for future growth. It forms part of the Council's broad strategy for the Welsh Language and contains an action plan for the development of Welsh education in Neath Port Talbot.

Who has responsibility? Director of Education, Leisure and Lifelong Learning

Who are the stakeholders? Children and young people, parents/carers, members of staff, governors, Welsh Government, Welsh Language Commissioner, the Children's Commissioner, Early Years Development and Childcare Partnership, NPT School Councils, the WESP Forum, Her Majesty's Chief Inspector of Education and Training in Wales, and organisations providing services to children and young people as appropriate

Section 2 - Information

(a) Service Users

Please tick what information you know about your service users and provide details / evidence of how this information is collected.

Age	<input checked="" type="checkbox"/>	Race.....	<input checked="" type="checkbox"/>
Disability	<input checked="" type="checkbox"/>	Religion or belief.....	<input type="checkbox"/>
Gender reassignment	<input type="checkbox"/>	Sex.....	<input checked="" type="checkbox"/>
Marriage & civil partnership	<input type="checkbox"/>	Sexual orientation.....	<input type="checkbox"/>
Pregnancy and maternity	<input type="checkbox"/>	Welsh language.....	<input checked="" type="checkbox"/>

What information do you know about your service users and how is this information collected?

Some data is collected through PLASC (the system schools use to collect and record data about the pupils in the school) and where this data is provided please note the validity of the data is dependent on parents/carers disclosing their child's details. It is also collected annually and so is only a snapshot in time as school populations can change throughout the year.

Age/Gender

Neath Port Talbot County Borough has a total of 71 Compulsory Education establishments with a total of 20751 pupils that are broken down into the following (Welsh Government School Census Results 2016) as of October 20th 2016:

12767 pupils in primary schools (6192 are girls: 6575 are boys)

7759 pupils in secondary schools (3844 are girls:3915 are boys)

225 pupils in Special Maintained Schools (57 are girls: 168 are boys)

Of these the Local Authority's Welsh Medium schools:

2176 pupils in primary schools* (1065 are girls: 1091 are boys)

1046 pupils in secondary school (1614 are girls: 1588 are boys)

*20 pupils in YGG Trebannws are educated in the English medium Learning Support Centre

Disability

Of the 1046 pupils attending Ysgol Gyfun Ystalyfera 84.3% have no identified special education needs. The data (www.mylocalschool.com) in the table below provides the statistics of those learners that have special educational needs:

	YG Ystalyfera	Local Authority	Wales
School Action*	8.3%	18.1%	15.1%
School Action Plus**	6.7%	9.6%	7.7%
Statemented***	0.7%	2.9%	2.4%

School Action relates to pupils that the school has identified as needing additional support within the school

School action Plus relates to pupils who have been identified by the school and also require additional support from agencies outside the school (e.g. hearing impaired support)

Statement relates to pupils who have a Statement of Special Educational Needs which is a legally binding requirement.

Race

The all Wales Schools Census Results July 2016 of the total number of pupils aged 5 or over at primary, middle, secondary and special schools in Wales, 89.4% recorded their ethnic background as White British, with the percentage of pupils whose ethnic background was recorded as minority ethnic origin 10.1% and 0.5% were unknown or not stated.

In comparison of the all schools total of 20751 pupils in Neath Port Talbot 5.99% i.e. 1243 are Non White British 5.7% i.e. 1183 are EAL with 88.31% i.e. 18325 of the population identifying as White (Welsh/British).

Ysgol Gyfun Ystalyfera records that the percentage of pupils in the school that recorded their ethnic background as anything other than White British at 2.2% - lower than both the local authority and all Wales figures.

Welsh Language

378 primary age pupils currently use the Home to School Transport provision which makes up 39.9% of the current users. Out of the 2176 primary age pupils throughout the County Borough that equates to 17.37% of the population of Welsh Medium Primary learners.

843 Secondary age pupils currently use the Home to School Transport provision which makes up 31.65% of the current service users. Out of the 863 (PLASC) secondary age pupils throughout the County Borough that equates to 97.68% of the population of Welsh Medium Secondary learners. Out of the 1046 (Welsh Government School Census results 2016) secondary age pupils throughout the County Borough that equates to 80.59% of the population of Welsh Medium Secondary learners.

Welsh Government Stats Wales website (2012) provides details of those residents of NPTCBC that are able to speak Welsh.

15.3% of the whole population age 3+ 11209 Female; 9489 Male

17.9% of 3-4 yr olds 291 Female; 259 Male

29.7% of 5-9 yr olds 1105 Female; 1067 Male

35.7% of 10-14 yr olds 1504 Female; 1360 Male

24.6% of 15-19 yr olds 1123 Female; 973 Male

All percentages are higher than those of the City and County of Swansea and Bridgend CBC.

Any Actions Required?

Equality monitoring form to be designed and developed to capture equality data to be included in future consultations

(b) General

What information do you know and how is this information collected?

This is not applicable in this instance as information is available on service users, see above.

Section 3 – Impact

(a) Impact on Protected Characteristics

Please consider the possible impact on people with different protected characteristics. This could be based on service user information, data, consultation and research or professional experience (e.g. comments and complaints).

	Positive	Negative	Neutral	Needs further
investigation				
Age	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Disability	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Gender reassignment	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Marriage & civil partnership	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Pregnancy and maternity	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Race	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Religion or belief	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Sex	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sexual orientation	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Welsh language	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Thinking about your answers above, please explain (in detail) why this is the case.

Include details of any consultation (and/or other information) which has been undertaken to support your view.

The WESP in its aim of supporting and further developing Welsh language education in schools and in the wider communities is intended to have a positive impact and to increase access to Welsh medium Education. More detailed equalities monitoring data is required for some protected characteristics that are currently not collected to inform future impact assessments. Data that is currently collected informs the local authority that stakeholders will potentially be affected with protected characteristics include age, disability, race, sex and Welsh language.

Potential Impact on Age

The Equality Duty includes the protected characteristic of age, which refers to a person having a particular age or being within an age group. This includes all ages, including children and young people. Due to the nature of this Plan it could impact on children and young people attending compulsory education in Neath Port Talbot.

The Plan proposes objectives focussing on specific age groups over the next 3 years 2017-2020:

Seven year old children

Year 9 learners

Learners aged between 14-16

Learners with additional learning needs

The proposed plan could also have an impact on the parents and carers of children and young people affected. Any changes concerning children and young people have the potential to affect the wider family and those with parental responsibility. Under the Equality Act 2010 parents and carers of average age may be affected disproportionately. The plan acknowledges in Outcome 2 that there is approximately a -20% difference between the number of children assessed in Welsh as a first language in Year 6 and then in Year 9. The reason for this is mostly due to parental choice with regard to the geographical proximity of the nearest Welsh-medium secondary school, with a significant number of parents choosing to send their child to a nearer English-medium school. The development of the Ystalyfera south campus will go some way to addressing issues of travelling distance in the south of the county.

Potential Impact on Disability

A child has special educational needs if he or she has a learning difficulty which requires special educational provision to be made for him or her. A learning difficulty means that the child has significantly greater difficulty in learning than most children of the same age or that the child has a disability that needs different educational facilities from those that the school generally provides for children.

Of the 1046 pupils attending Ysgol Gyfun Ystalyfera 84.3% have no identified special education needs. The data (www.mylocalschool.com) in the table below provides the statistics of those learners that have special educational needs:

	YG Ystalyfera	Local Authority	Wales
School Action	8.3%	18.1%	15.1%
School Action Plus	6.7%	9.6%	7.7%
Statemented	0.7%	2.9%	2.4%

Outcome 6 of the WESP sets out four objectives in relation to Welsh-medium provision for learners with additional learning needs this has a potential positive impact on those affected.

Potential Impact on Race

The all Wales Schools Census Results July 2016 of the total number of pupils aged 5 or over at primary, middle, secondary and special schools in Wales, 89.4% were classed as White British, with the percentage of pupils whose ethnic background was classified as minority ethnic origin 10.1% and 0.5% were unknown or not stated.

In comparison of the all schools total of 20751 pupils in Neath Port Talbot 5.99% ie 1243 are Non White British 5.7% ie 1183 are EAL with 88.31% ie 18325 of the population identifying as White (Welsh/British).

Ysgol Gyfun Ystalyfera records that the percentage of pupils in the school that recorded their ethnic background as anything other than White British at 2.2% - lower than both the local authority and all Wales figures. Whilst the figures are lower the impact of the WESP on this group may be identified as HIGH during the Consultation exercise and this will need to be considered to reduce any disproportionate disadvantage.

Under the Equality Act 2010 Race is a protected characteristic and includes colour, nationality, ethnic or national origins. The Equality and Human Rights Commission define it as a group of people defined by their race, colour, and nationality (including citizenship) ethnic or national origins. In some cases where the Welsh Language of an individual relates to their nationality this could be argued as forming part of their race.

Additional Factors for Consideration

Of the protected characteristics listed in the Equality Act 2010 the initial screening identified a potential Low Impact (*the group is likely to be affected by the initiative in a small way*) in relation to Gender Reassignment, Marriage & Civil Partnership, Pregnancy and Maternity, Religion and Belief, Sex (average figures of 52% female and 48% male learners) and Sexual Orientation. The results of the Consultation exercise will seek to identify if in fact there is an actual impact in relation to all Protected Characteristics and Welsh Language.

(b) Impact on the Welsh Language

What is the likely impact of the policy on:

- **Opportunities for people to use Welsh**
- **The equal treatment of the Welsh and English languages**

Potential Impact on Welsh Language

In relation to accessing Welsh Medium Education there is a potential impact. 378 primary age pupils currently use the Home to School Transport provision which makes up 39.9% of the current users. Out of the 2176 primary age pupils throughout the County Borough that equates to 17.37% of the population of Welsh Medium Primary learners.

843 Secondary age pupils currently use the Home to School Transport provision which makes up 31.65% of the current service users. Out of the 863 (PLASC) secondary age pupils throughout the County Borough that equates to 97.68% of the population of Welsh Medium Secondary learners. Out of the 1046 (Welsh Government School Census results 2016) secondary age pupils throughout the County Borough that equates to 80.59% of the population of Welsh Medium Secondary learners.

Welsh Medium schools are more geographically dispersed and more pupils attending Welsh Medium schools could be affected i.e. pupils are more likely to live further away from a Welsh Medium School, particularly in the case of secondary age pupils. The revised WESP recognises parental

demand for more readily accessible secondary phase Welsh Medium education and to reduce this impact the local authority is establishing a second 11-16 campus in the south of the County Borough.

Access to Welsh Medium education is met through existing primary and secondary school provision, mainly within the local authority and in a small number of cases in neighbouring authorities. The Local Authority fully complies with the statutory duties of the Learner Travel Measure (Wales) 2008 and currently the Council's policy is to provide free transport to Welsh medium provision under discretionary powers, subject to specified distance criteria. Where the nearest suitable Welsh Medium school is deemed to be out of authority, transport is provided in accordance with the Council's policy. All provision of discretionary transport is currently under review (Dec 2016).

Neath Port Talbot CBC has a duty to 'promote access to education and training through the medium of Welsh' and discharges this duty by treating preference for either language equally. The local authority is currently revising its Home to School Travel Policy and in its revised policy has proposed to continue to provide discretionary transport, so pupils would continue to receive free transport if they live further than the statutory distances of 2 miles (for primary school pupils) and 3 miles (for secondary school pupils) from a Welsh medium school. (January 2017)

The School Standards and Organisation Act (Wales) 2013 gave a statutory basis to Welsh in Education Strategic Plans. The requirement to have a WESP in place provides details of how the local authority plans to contribute toward the Welsh Governments aim of achieving one million Welsh speakers by 2050. Neath Port Talbot County Borough Council recognises that it has an important contribution to make to the future of the Welsh language and the vision within the Plan is clear in how it plans to contribute to this by improving its Welsh medium education provision.

Neath Port Talbot CBC is now required to contribute towards the well-being goals determined in the Well-being of Future Generations (Wales) Act 2015. One of those is 'A Wales of vibrant culture and thriving language'. The WESP can contribute towards achieving this aim by strengthening its Welsh-medium education provisions and through this create more Welsh speakers.

Strengthening the provision of Welsh medium education also contributes to the promotion of Welsh language and the statutory requirements as laid out in the Welsh Language Standards.

Actions (to increase positive/mitigate adverse impact).

Section 4 - Other Impacts:

Please consider how the initiative might address the following issues.

You could base this on service user information, data, consultation and research or professional experience (e.g. comments and complaints).

(a) Equalities

Public Sector Equality Duty (PSED)

- to eliminate discrimination, harassment and victimisation;
- to advance equality of opportunity between different groups; and
- to foster good relations between different groups

Please explain any possible impact on meeting the Public Sector Equality Duty

The revised WESP aims to contribute to all three parts of the Public Sector Equality Duty in ensuring universal access to Welsh medium education to enable all children to benefit from the opportunity to learn, appreciate and understand their lives through the medium of Welsh.

In an effort to contribute to the General Duty the local authority is widening access by establishing a second 11-16 campus in the south of the County Borough ensuring that Welsh medium education is an integral and essential part of the learning offer in Neath Port Talbot.

The Council in its revised Home to School Travel policy proposes to continue to provide free transport to Welsh medium provision under discretionary powers subject to specified distance criteria.

In increasing targets in the WESP the local authority will be advancing opportunities for children and young people attending Welsh medium education and those staff working in the sector.

Actions (to mitigate adverse impact or to address identified gaps in knowledge).

Consider the outcome of the review of the Home to School Transport policy

(b) Reduce Social Exclusion and Poverty

Please explain any possible impact

The Welsh Government School Census Results 2016 provides details that the number of compulsory aged school pupils eligible for free school meals has decreased from 68,388 pupils in January 2015 to 67,040 pupils in January.

The Welsh Government School Census Results 2016 provide local data for Neath Port Talbot where the number of Primary aged pupils eligible for free school meals is 2,198 or 23.8%

The number of Neath Port Talbot Secondary aged pupils known to be eligible for free school meals is 1622 or 22%.

Welsh Government data for the percentage of pupils attending Ysgol Gyfun Ystalyfera known to be eligible for free school meals (2016) is 12% significantly lower than local authority percentages and lower than the national figure of 17.3%.

The local authority is currently revising its Home to School Travel Policy and in its revised policy has proposed to continue to provide discretionary transport, so pupils would continue to receive free transport if they live further than the statutory distances of 2 miles (for primary school pupils) and 3 miles (for secondary school pupils) from a Welsh medium school. This will reduce any possible impact in relation to Service, Income or Participation Poverty.

Actions (to mitigate adverse impact or to address identified gaps in knowledge).

Consider the outcome of the review of the Home to School Transport policy

(c) Community Cohesion

Is the initiative likely to have an impact on Community Cohesion?

Neath Port Talbot County Borough Council aspires to deliver an inclusive education service. The development of the Ystalyfera South Campus is likely to have a positive impact on Community Cohesion as the Welsh speaking communities in the north of the County Borough together will be provided for at the Ystalyfera site whilst the south campus will enable pupils from the south of the County Borough to access more local Welsh-medium education and Welsh language based cultural activities. The south campus will also be well placed to engage the local community in Welsh language events and will support Welsh speaking communities across the County Borough.

Actions (to mitigate adverse impact or to address identified gaps in knowledge).

Section 5 Consultation

What consultation and engagement has been undertaken (e.g. with the public and/or members of protected groups) to support the views in section 3 and 4?

Consultation, according to the Welsh Government guidelines (Welsh Statutory Instruments 2013 No. 3048, has taken place with children and young people, parents/carers, members of staff, governors, Welsh Government, Welsh Language Commissioner, the Children's Commissioner, Early Years Development and Childcare Partnership, NPT School Councils, the WESP Forum, Her Majesty's Chief Inspector of Education and Training in Wales, and organisations providing services to children and young people as appropriate. The methodology used was by way of a questionnaire Appendix G. A total of 11 responses were received via completed questionnaires or email responses. Details of those who responded to the consultation exercise are available on request.

Any actions required (to mitigate adverse impact or to address identified gaps in knowledge)

Equality monitoring form to be designed and developed to capture equality data to be included in future consultations

Section 6 – Post Consultation

What was the outcome of the consultation?

Following Cabinet approval, a public consultation was launched on November the 10th 2016 and closed on 6th January 2017. A separate consultation report on the methodology and outcomes of the consultation has been produced and is attached at Appendix A-C

Responses to the consultation of the WESP have been varied and in parts supportive of the draft Plan where others express some concerns primarily on the grounds of age, disability (both protected characteristics within the

Equality Act 2010) and Welsh language.

Through consultation the issue was raised in relation to the provision of Welsh Medium Primary Education and the need for more places to be made available for younger people and a need to invest in the early years and offer Welsh medium education in areas where there is currently no Welsh-medium primary school. The WESP aims to address this impact in Outcome 1 of the WESP and in its supporting statement considers this need in the establishment of a new Welsh-medium school that will provide Welsh-medium education for pupils aged 3-18 in the north of the County Borough. In addition one of the objectives listed in Outcome 1 is to increase the capacity of Welsh-medium pre-school provision. Respondents felt that the targets proposed in Outcome 1 of the draft WESP should be more ambitious.

Outcome 2 of the draft WESP was also commented on in consultation responses where the plan acknowledges that there is approximately a -20% difference between the number of children assessed in Welsh as a first language in Year 6 and then in Year 9. The plan identifies that the reason for this is mostly due to parental choice with regard to the geographical proximity of the nearest Welsh-medium secondary school, with a minority of parents choosing to send their child to a nearer English-medium school. It is proposed that the development of the Ystalyfera South Campus will go some way to addressing issues of travelling distance in the south of the county. Responses welcomed the investment in a second Secondary School to serve the south of the county acknowledging that it is a notable milestone and demand for Welsh medium education in the south of the county will increase at a quicker pace once the Ystalyfera south campus is opened. This will have a positive impact on increasing access to Welsh Medium secondary education.

Outcome 6 of the Plan outlines its four main objectives for learners with ALN. Consultation responses highlighted the importance to provide for children with additional learning needs through the medium of Welsh and also the gaps in provision for autism and auditory, visual and behavioural problems. The authority is committed to securing greater cluster based capacity to address the needs of pupils with ALN. Current assessment of need suggests that there is not a sufficient demand for a specialist provision such as a dedicated Learning Support Centre and that pupils' needs can be catered for within mainstream. Responses to the consultation identified that there are 18 English Units for ALN across the County and suggested that the impact of the lack of ALN units in Welsh medium education results in English and Welsh languages not being treated equally.

A list of respondents can be seen in Appendix A

Actions:

- Outcome 1 – consideration could be given to increase the targets for the next three years.
- Outcome 2 – following the development of the Ystalyfera South Campus monitor the number of children assessed in Welsh as a first language in Year 6 and then in Year 9 to identify any change in the current -20% difference.
 - Outcome 6 – continue to monitor the assessment of need for pupils with additional learning needs to identify the demand for a specialist provision.

Section 7 - Monitoring arrangements:

Please explain the arrangements in place (or those which will be put in place) to monitor the impact of this function, service, policy, procedure, strategy, plan or project:

Monitoring arrangements:

The WESP forum is due to meet in April 2017 and every term thereafter

The regional WESP group meets every term

Annual progress submission to Welsh Government (This is currently under review)

Actions:

Section 8 – Outcomes:

Having completed sections 1-5, please indicate which of the outcomes listed below applies to your initiative (refer to guidance for further information on this section).

Outcome 1: Continue the initiative...

Outcome 2: Adjust the initiative...

Outcome 3: Justify the initiative...



Outcome 4: Stop and remove the initiative...



Outcome 2

The EIA identifies potential problems or missed opportunities. Adjust the initiative via the action plan to remove barriers or better promote equality.

Section 9 - Publication arrangements:

Information on the publication arrangements for equality impact assessments is available in the guidance notes

Action Plan:

Objective What are we going to do and why?	Who will be responsible for seeing it is done?	When will it be done by?	Outcome - How will we know we have achieved our objective?	Progress
Design and develop an equality monitoring form to include in consultation exercises to capture equality data of respondents to ensure engagement of a diverse range of stakeholders	Mike Daley	September 2017	Data is collected and available in relation to protected characteristics in the Equality Act 2010 and including Welsh Language	
Consider the outcome of the review of the Home to School Transport policy	Chris Millis	February 2017	WESP amended if necessary in light of outcome of review	No amendments required
Consideration could be given to increase the targets for the next	WESP forum	TBC	TBC	

three years.				
Following the development of the Ystalyfera South Campus monitor the number of children assessed in Welsh as a first language in Year 6 and then in Year 9 to identify any change in the current -20% difference	Meirwen Watts	To be determined	The number of children assessed in Year 6 and then in Year 9 will have increased	
Continue to monitor the assessment of need for pupils with additional learning needs to identify the demand for a specialist provision	Mike Daley & Meirwen Watts	Termly WESP forum	Evidence collected will identify any requirement for a specialist provision	

Attend termly Regional WESP meetings	Meirwen Watts	Termly regional meeting	Report from regional meeting will be shared with the WESP forum and inform the operational WESP	
Submit progress report to Welsh Government	Meirwen Watts	TBC	Report from Welsh Government will be shared with the WESP forum and inform the operational WESP	

This page is intentionally left blank



Eich cyf/Your ref
Ein cyf/Our ref

Aled Evans
Cyfarwyddwr Addysg, Hamdden a Dysgu Gydol Oes
Cyngor Bwrdeistref Sirol Castell-nedd a Phort Talbot
Y Ganolfan Ddinesig
Port Talbot
SA13 1PJ

Awst 2017

Annwyl Aled Evans,

Rwyf wedi ystyried eich drafft o Gynllun Strategol y Gymraeg mewn Addysg. Fel y gwyddoch o drafodaethau rhwng ein swyddogion, byddwn yn awgrymu bod angen rhoi sylw i'r materion a amlinellir isod yn y cynllun. Hyderaf y cytunwch, ei fod yn bwysig bod pob awdurdod yn cymryd perchenogaeth briodol dros ei gynllun ei hun. Felly, rwyf yn eich gwahodd i fynd i'r afael â'r materion hyn a chyflwyno cynllun diwygiedig. Byddaf wedyn yn gwneud y penderfyniad i gymeradwyo'r cynllun hwnnw neu beidio.

Diolch i chi am yr amser a'r ymdrech yr ydych wedi ei roi ar gyfer cynllunio addysg Gymraeg yn y cyfnod hwn. Mae lansiad ein strategaeth *Cymraeg 2050*, yn ddechrau cyfnod newydd a chyffrous i bawb ohonom. Er mwyn cyflawni ein gweledigaeth o gyrraedd miliwn o siaradwyr Cymraeg erbyn 2050, mae angen newidiadau radical a phellgyrhaeddol gan Y Llywodraeth wrth weithredu a chynllunio addysg cyfrwng Cymraeg. Rydym ar drothwy newidiadau arwyddocaol o ran addysg Gymraeg a ni all Llywodraeth Cymru wneud hyn ar ben ei hun.

Byddwch yn ymwybodol erbyn hyn fy mod eisiau gweld newid yn ein dull o gynllunio addysg Gymraeg. Rwyf yn awyddus ein bod yn cydweithio i gynnig addysg Gymraeg o fewn fframwaith gref a chadarn sy'n cynnal twf. Mae gweithio mewn partneriaeth yn fuddiol i'r ddwy ochr a dyma'r unig ffordd y byddwn yn sicrhau miliwn o siaradwyr Cymraeg erbyn 2050.

Materion i'w hystyried

Isod fe welwch yr addasiadau byddwn am i chi wneud i'ch cynllun. Rydym yn sylweddoli mewn rhai achosion, y bydd angen cwblhau eich prosesau mewnol, ond hoffem ofyn a fyddai modd i chi gyflwyno eich cynllun diwygiedig i ni cyn gynted â phosibl a dim hwyrach na **29 Medi 2017**. Wrth gwrs bydd hyn yn dibynnu ar eich prosesau ymgynghori.

Bae Caerdydd • Cardiff Bay
Caerdydd • Cardiff
CF99 1NA

Canolfan Cyswllt Cyntaf / First Point of Contact Centre:
0300 0604400

Gohebiaeth.Alun.Davies@llyw.cymru
Correspondence.Alun.Davies@gov.wales

Rydym yn croesawu derbyn gohebiaeth yn Gymraeg. Byddwn yn ateb gohebiaeth a dderbynnir yn Gymraeg yn Gymraeg ac ni fydd gohebu yn Gymraeg yn arwain at oedi.

We welcome receiving correspondence in Welsh. Any correspondence received in Welsh will be answered in Welsh and corresponding in Welsh will not lead to a delay in responding.

Mater i chi yw penderfynu beth yw ymgynghori teg ac agored o ran amserlenni. Mae'n bwysig bod pawb sydd â diddordeb mewn addysg cyfrwng Cymraeg yn cael cyfle i gyfrannu eu barn.

Mae'r adborth hwn yn cynnwys sylwadau Aled Roberts ac mae'r rhain yn cael eu hatodi'n llawn yn atodiad 1.

- Cynnwys targedau uchelgeisiol er mwyn cynyddu'r niferoedd mewn addysg Gymraeg
- Angen cynnwys targedau a chamau gweithredu er mwyn sicrhau darpariaeth ddigonol ar gyfer y blynyddoedd cynnar
- Yn dilyn yr arolwg asesu'r galw yn 2013, bydd angen nodi pryd bydd bwriad i gynnal yr un nesaf a sicrhau darlun cliriach o rhan pa ardaloedd lle mae'r angen/neu galw fwyaf.
- Angen cynnwys manylion ar gyfer trefniadau o ran hwyrddyfodiaid.
- Nodi'r ysgolion sydd o fewn trothwy capasiti 10%
- I gynnwys ffigyrau trosglwyddo cynradd i Uwchradd ar gyfer 2016 a manylion ar sut mae'r Uwchradd yn hyrwyddo eu cynnig i'r ysgolion cynradd.
- Trafnidiaeth am ddarpariaeth 11-16 yn ne'r Sir mewn ymateb i'r galw gan rieni – pryd fydd hwn yn weithredol?
- Cynnwys targedau yn neilliant 5 ar gyfer Cymraeg Iaith Gyntaf ac Ail Iaith a darparu mwy o fanylder ynghylch cyfleoedd i ddefnyddio'r Gymraeg mewn sefyllfaoedd ffurfiol ac anffurfiol.
- Gosod amserlen a thargedau i gynnal asesiad anghenion dysgu ychwanegol
- Angen amcanion clir ar gyfer cynllunio a datblygu'r gweithlu

Rwyf am eich sicrhau y bydd fy swyddogion yn darparu unrhyw gymorth, cyngor neu arweiniad angenrheidiol.



Alun Davies AC/AM

Gweinidog y Gymraeg a Dysgu Gydol Oes
Minister for Lifelong Learning and Welsh Language

CASTELL NEDD PORT TALBOT

GWELEDIGAETH

Mae'r cynllun yn seiliedig ar gynnal y ddarpariaeth cyfredol yn hytrach na dangos unrhyw uchelgais i gyfrannu at strategaeth Llywodraeth Cymru i greu miliwn o siaradwyr Cymraeg erbyn 2050. Mae na ddiffyg uchelgais o ran y targedau a dim cynlluniau o ran codi niferoedd er dylid nodi fod bwriad i gyflwyno Strategaeth Addysg Gymraeg yn dilyn yr etholiadau lleol ym mis Mai 2017.

Deilliant 1

Mae'r prif amcanion o ran Deilliant 1 yn cynnwys ymrwymiad o ran cynyddu'r darpariaeth cyn-ysgol ag eto does dim targedau wedi eu gosod nac unrhyw fanylion o ran trafodaethau efo Mudiad Meithrin i ehangu ar y ddarpariaeth presennol. Fe ddylai cynnwys ffigurau trosglwyddo rhwng y cylchoedd a'r Cyfnod Sylfaen er mwyn deall os oes gwaith ei angen hefyd i wella ar ganrannau trosglwyddo. Mi fyddai datganiad o ran darpariaeth Dechrau'n Deg cyfrwng Cymraeg o fewn y sir ac unrhyw gynlluniau o ran darpariaeth Cymraeg o fewn cynlluniau Gofal Plant 30 awr hefyd o fantais gyda targedau ar gyfer unrhyw gynnydd o fewn y darpariaeth.

Mae'n rhaid derbyn mae rhagamcanion o'r plant sydd eisoes o fewn y gyfundrefn Gymraeg sydd yma ond wrth ystyried y buddsoddiad diweddar o fewn addysg Gymraeg dylid cynnwys nodyn yn dangos bod cynlluniau i fod yn fwy uchelgeisiol o ran y dyfodol.

Mae'r awdurdod ar fin cynnal asesiad arall o'r galw am addysg Gymraeg yn yr Hydref ond byddai'n dda deall os oes unrhyw gynlluniau o fewn yr awdurdod i gynyddu'r darpariaeth cynradd cyfrwng Cymraeg a'u cynnwys o fewn Band B o'r cynlluniau cyfalaf.

Siomedig yw'r ffaith nad oes esboniad o'r trefniadau o ran hwyrddyfodiaid wrth ystyried nad oes bwriad i gyflwyno cynllun trochi yn dilyn ymgynghoriad efo'r ysgolion Cymraeg.

Nid oes unrhyw wybodaeth wedi ei gyflwyno ynghylch capasiti yr ysgolion cynradd Cymraeg presennol ac yn sgil hynny mae'n anodd deall os oes bwysau ar unrhyw ardaloedd o fewn y sir – byddai angen gwneud mwy wrth gwrs os yw'r sir yn llwyddo o ran cynlluniau i hyrwyddo addysg Gymraeg yn well yn y dyfodol.

Nid oes unrhyw ddatganiad o ran penderfynu ar cyfrwng iaith unrhyw ysgol newydd fydd yn cael ei hadeiladu o dan amodau 106 neu datblygiadau tai o fewn y cynllun lleol.

Deilliant 2

Mae'r canrannau sy'n trosglwyddo o ysgolion cynradd Cymraeg i'r uwchradd o dan **Deilliant 2** yn is na llawer o awdurdodau er fod y canrannau wedi bod yn codi yn CNPT yn ystod y tair mlynedd olaf. Mae'n debyg mae dewis rhieni o ran rhesymau daearyddol sy'n gyfrifol ond mae gobaith gweld newid oherwydd buddsoddiad sylweddol o fewn y sector gan yr awdurdod yn ddiweddar gyda ail campws ar gyfer Ysgol Ystalyfera yn agor yn ne y sir. Disgwylir i'r cynllun gynnwys targedau o ran gwella'r canrannau trosglwyddo yn sgil hynny a hefyd y cynlluniau ar gyfer trefniadau pontio mwy cadarn.

Deilliant 3 a 4

Mae'r canrannau o fewn Deilliant 3 a 4 o ran disgyblion sy'n astudio mwy na 2 a mwy na 5 pwnc drwy gyfrwng y Gymraeg os ydynt yn sefyll arholiad Cymraeg iaith gyntaf yn Ysgol Ystalyfera yn iach. Nid oes unrhyw esboniad fodd bynnag o ran darparu gwyddoniaeth yn y Gymraeg o fewn yr ysgol.

Deilliant 5

Mae angen cynnwys targedau ar gyfer y tair mlynedd o fewn Deilliant 5 i wella cyrhaeddiad o ran Cymraeg iaith Gyntaf ac Ail iaith. Mae angen deall hefyd faint o ddisgyblion ar hyn o bryd o fewn ysgolion cyfrwng Saesneg sydd yn gadael ysgol heb sefyll cymhwyster yn yr iaith Gymraeg a pha gynlluniau a gytunwyd efo'r ysgolion hynny yn dilyn dileu'r cwrs byr ail iaith TGAU.

Mae angen fwy o fanylder ynghylch trefniadau'r awdurdod o ran cynyddu cyfleoedd i bobl ifainc ddefnyddio'r Gymraeg o fewn sefyllfaoedd ffurfiol ac anffurfiol, Dylid hyn gynnwys unrhyw dargedau a gytunwyd efo'r Urdd, Gwasanaeth Ieuencid, Menter Iaith ac Asiantaethau eraill i gynyddu'r ddarpariaeth.

Nid oes unrhyw wybodaeth wedi ei gyflwyno o ran Deilliant 5(4).

Deilliant 6

Mae disgrifiad o'r strwythurau sy'n weithredol rhwng Ysgol Gyfun Ystalyfera a'r ysgolion cynradd o ran darpariaeth ADY o fewn y prif ffrwd o dan Deilliant 6 a hefyd datganiad nad oes galw digonol am ddarpariaeth arbenigol megis Canolfan Cefnogi Dysgu pwrpasol cyfrwng Cymraeg. Serch hynny mae angen deall os oes archwiliad o'r gwasanaeth wedi ei gynnal erbyn hyn ac os oes unrhyw fylchau wedi eu nodi. Mae angen deall sut fydd delio efo unrhyw fylchau yn cynnwys amserlen o ran unrhyw drafodaethau is-ranbarthol .

Deilliant 7

Dylid cynnwys manylion o unrhyw asesiad sgiliau iaith a gynhaliwyd o fewn y cyngor gan nodi unrhyw benderfyniadau o ran hyfforddiant neu datblygiad proffesiynol yn deillio o hynny o fewn Deilliant 7.

Bu i'r awdurdod nodi o fewn ei cynllun blaenorol fod y Gymraeg yn colli tir ym Mrynaman Isaf, Gwaun Cae Gurwen a Cwm Llynfell a byddai'n ddiddorol deall pa gamau a gymerwyd gan yr awdurdod o ran atgyfnerthu'r iaith o fewn yr ardaloedd hynny o ran y polisi addysg.



Eich cyf/Your ref
Ein cyf/Our ref

Aled Evans
Director of Education, Leisure & Lifelong Learning
Neath Port Talbot County Borough Council
Civic Centre
Port Talbot
SA13 1PJ

4 August 2017

Dear Aled Evans,

I have now considered your draft Welsh in Education Strategic Plan. As you will know from discussions between our respective officials, I suggest that the issues outlined below need to be addressed in the plan. I'm sure you agree that it's important that the authority takes appropriate ownership over its own plan. Therefore, I invite you to address these issues and submit an amended plan. I will then make the decision whether or not to approve that plan.

Can I thank you for the time and effort you have put into this phase of Welsh education planning. With the launch of our *Cymraeg 2050* Strategy, this is a new and exciting time for us all. To fulfil our vision for a million Welsh speakers by 2050, we need to make some radical and far reaching changes to the way we work as a government and how we plan Welsh medium education. We are on the cusp of significant change and Welsh Government can not do this on its own.

You will know by now that I want changes to the way we plan for Welsh medium education and I want to do this with you so we can work together to provide Welsh medium education with a strong framework for growth. Working in partnership is mutually beneficial and is the only way that we will achieve the million Welsh speakers by 2050.

Matters to consider

Below are the issues we think need addressing within your plan. We realise that in some cases, you will need to go through your own approval process, but we would ask if you could present your amended plan to us as soon as possible or no later than **29 September 2017**. This of course will be dependent on your consultation processes.

It is for you to decide what constitutes fair and open consultation in terms of timescales. It is important that all those with an interest in Welsh medium education have an opportunity to contribute their views.

Bae Caerdydd • Cardiff Bay
Caerdydd • Cardiff
CF99 1NA

Canolfan Cyswllt Cyntaf / First Point of Contact Centre:
0300 0604400

Gohebiaeth.Alun.Davies@llyw.cymru
Correspondence.Alun.Davies@gov.wales

Rydym yn croesawu derbyn gohebiaeth yn Gymraeg. Byddwn yn ateb gohebiaeth a dderbynnir yn Gymraeg yn Gymraeg ac ni fydd gohebu yn Gymraeg yn arwain at oedi.

We welcome receiving correspondence in Welsh. Any correspondence received in Welsh will be answered in Welsh and corresponding in Welsh will not lead to a delay in responding.

This feedback includes Aled Roberts' views and these are attached in full as annex 1.

- Ambitious targets must be set in order to increase the numbers in Welsh-medium education
- Need to set targets/actions to ensure adequate provision for early years
- Following the measuring demand survey held in 2013, it should be noted in the WESP when the next survey is planned and to ensure that a clear analysis of the demand in specific areas
- To include details of arrangements for latecomers.
- Insert details of the schools that are within 10% capacity and any plans to address possible capacity issues.
- Include transfer figure between primary and secondary for 2016 and details on how secondary schools promote their provision to primary schools.
- Transport for 11-16 provision in the south of the County in response to parental demand – when will this be implemented?
- Note the targets set for outcome five for Welsh first and second language achievements and provide further details for promoting opportunities to use formal and informal Welsh.
- Set timetable and objectives to undertake an Additional Learning Needs assessment
- Need clear objectives for workforce planning and development

You may have my assurance that my officials will provide any support, advice or guidance necessary.



Alun Davies AC/AM

Gweinidog y Gymraeg a Dysgu Gydol Oes
Minister for Lifelong Learning and Welsh Language

NEATH PORT TALBOT

Vision

The plan is based on maintaining the current provision rather than showing any ambition to contribute to the Welsh Government's strategy to create a million Welsh speakers by 2050. The targets lack ambition with no plan to raise numbers although it should be noted that there's an intention to introduce Welsh Education Strategy following the local elections in May 2017.

Outcome 1

The main objectives in outcome 1 include a commitment to increase the pre-school provision. Again, no targets have been set or any details about any negotiations with Mudiad Ysgolion Meithrin to expand existing provision. Figures for those transitioning between the cyloedd and the foundation phase should be included to understand if work is needed to improve the percentages transferring. A statement about Welsh medium Flying Start provision and information about Welsh medium provision plans for the 30 hour childcare offer would be beneficial as well as targets for an increase in provision.

Here we must accept the projections are children who are already within the Welsh education system. When considering the recent investment within Welsh education, the plan should note that plans will be more ambitious in the future.

The authority is about to undertake an assessment of the demand for Welsh-medium education in the autumn but it would be good to understand if there are plans within the authority to increase the provision of Welsh medium primary and include within the Band B.

It is disappointing that no explanation is provided about the arrangements for latecomers and there is no intention to introduce immersion provision following consultation with the Welsh medium schools. No information has been provided about the capacity of the existing Welsh primary schools. It is therefore difficult to understand if there are pressures within any areas in the authority – more will need to be done if the authority succeeds with their plans to better promote Welsh education in the future.

There is no statement about deciding on the language of any new school built under 106 agreements or detail about any housing developments within the local plan.

Outcome 2

The percentages transferring from Welsh medium primary to secondary in outcome 2 is lower than other authorities although the percentages have been rising in the Neath Port Talbot over the last three years. It is likely that parental choice due to geographical is the main reason but it's anticipated that due to significant investment within the sector with a second campus for Ystalyfera opening in the south of the County. The plan is expected to include targets to improve the percentages transferring as well as plans for more robust transition arrangements.

Outcome 3 and 4

The percentages of pupils in outcome 3 and 4 studying more than 2 and more than 5 subjects through the medium of Welsh should they sit an exam in Welsh first language Ysgol Ystalyfera is healthy. There is no explanation however about providing science through the medium of Welsh.

Outcome 5

Targets for the three years need to be included in outcome 5 to improve attainment of Welsh first language and second language. There is a need to understand how many pupils within English medium schools currently leave schools without sitting a qualification in the Welsh language and what plans have been agreed with those schools following the removal of the GCSE second language short course.

More detail is required about the County's arrangements for increased opportunities for young people to use the Welsh language in formal and informal settings; this should include any targets agreed with the Urdd, youth service, Menter Iaith and other agencies involved in increasing provision.

No information has been presented about outcome 5 (4).

Outcome 6

The arrangements operating between Ysgol Gyfun Ystalyfera and the primary schools for ALN provision within mainstream education is provided under outcome 6. According to the plan, there is little demand for specialist provision, such as a dedicated Welsh medium Learning Support Centre. Nevertheless it is necessary to understand if a review has been undertaken and if any gaps have been identified. Understanding how any gaps as well as a timescale for this or any sub-regional discussions would be beneficial.

Outcome 7

Any details following any assessment of language skills held within the Council should be included in outcome 7, noting any decisions for training or professional development resulting from this.

The authority identified within its previous plan that Welsh is losing ground in lower Brynamman, Gwaun Cae Gurwen and Cwm Llynfell. It would be beneficial to understand what steps have been taken by the authority to strengthen the language within those areas in terms of education policy.

NEATH PORT TALBOT COUNTY BOROUGH COUNCIL

Education, Skills & Culture Cabinet Board

25th January 2018

REPORT OF THE HEAD OF PARTICIPATION

Christopher Millis

Matter for Monitoring

Wards Affected: All Wards

Annual Pupil Performance Report 2016/17 (Summary)

Purpose of the Report

1. To provide Members with a summary of the performance of Neath Port Talbot schools and its pupils during 2016/17.

Executive Summary

2. The report provides detail of 2016/17 performance regarding attendance, exclusions, national test results, teacher assessments at Foundation Phase, Key Stage 2 and 3, and examination results at Key Stage 4 and 5, compared with national figures and previous academic years. Also included is some contextual data on the level of free school meal entitlement and special educational need (SEN) which is correlated to pupil performance.

Background

3. Local Authority level educational performance over the 2016/17 academic year.

Financial Appraisal

4. The progress described in the annual report was delivered within reduced budgets.

Equality Impact Assessment

5. 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;
 - advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it; and
 - foster good relations between persons who share a relevant protected characteristics and persons who do not share it.”

6. As the focus of this report is to report progress and Neath Port Talbot schools produce an annual Strategic Equalities Plan there is no requirement to undertake an equality impact assessment.

Workforce Impact

7. The progress described in the annual report was achieved against a backdrop of a reduced workforce alongside ongoing financial challenges

Legal Impact

8. The Local Government (Wales) Measure 2009 discharges the Council's duties to "make arrangements to secure continuous improvement in the exercise of its functions".

Crime and Disorder Impact

9. The Council has a legal duty under Section 17 of the Crime and Disorder Act 1998 to carry out all its various functions with "due regard to the need to prevent Crime and Disorder in its area".

Risk Management

10. We have a legal duty under the The Local Government (Wales) Measure 2009 to make arrangements to secure continuous improvement.

Consultation

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

Recommendations

12. Members monitor the contents of the Annual Report 2016-17 attached at Appendix 1.

Appendices

13. Appendix 1 – Annual Pupil Performance Report Summary 2016/17

List of Background Papers

14. Background papers include:

- Welsh Government statistical releases on free school meal entitlement, primary & secondary school attendance, national test data, teacher assessments and examination results.
- Welsh Government benchmark quartile data.
- NPT exclusion records
- Estyn inspection reports

Officer Contact

15. Carl Glover, Data Unit Manager
E-mail c.glover@npt.gov.uk. Tel. 01639 763139

Annual Report on Pupil Performance (Summary)

Education Leisure & Lifelong Learning

Neath Port Talbot County Borough Council

2016/17

Christopher Millis,
Head of Participation

Contextual Data

A number of variables contribute towards a pupil, school and authority's ability to achieve expected outcomes and sustain a high level of performance, two of the most influential pupil characteristics being the level of deprivation encountered which historically has been measured by the percentage of free school meal (FSM) entitlement, and the level of special educational needs (SEN). Whilst these two issues play a major part in achievement it should be noted that a number of other factors are influential e.g. quality of teaching, gender, numbers of traveller, looked after pupils etc.

Free school meal data across Wales show that there is a statistical relationship between the level of FSM entitlement and attendance and attainment at school. Higher FSMs results in lower attendance & attainment and visa versa. NPT is constantly amongst the highest in Wales in terms of FSMs which at the January 2017 Pupil Level Annual School Census (PLASC) was the second highest in Wales (see below).

Sector	2012/13			2013/14			2014/15			2015/16			2016/17		
	NPT	Wales	Rank												
(Ages 5-15)															
Primary	24.0	20.6	5	23.8	20.1	4	24.1	19.6	3	23.8	19.0	2	22.4	18.3	2
Secondary	21.5	17.7	5	21.0	17.5	4	22.3	17.4	3	22.0	17.1	2	19.5	16.6	6
Middle													32.9	18.0	1
Special	56.2	44.6	3	58.3	45.3	2	61.5	46.1	2	56.2	43.1	3	52.1	41.9	2
All 5-15	23.2	19.5	5	22.9	19.1	4	23.7	18.9	2	23.4	18.4	2	22.6	17.8	2

As well as a high level of comparative deprivation compared with other Welsh authorities, NPT also has the 4th highest proportion of pupils with a special educational needs (SEN), including the second highest number with the most severe needs which necessitate a statement.

Plasc	Date	Plasc Pupil No's (All Pupils)	All Pupils with Special Educational Needs											
			Statemented			School Action			SAP			All SEN		
			No.	%	Rank	No.	%	Rank	No.	%	Rank	No.	%	Rank
2015	Neath Port Talbot	20670	747	3.6%	3	2983	14.4%	6	1760	8.5%	7	5490	26.6%	4
2015	Wales	465704	12437	2.7%		59245	12.7%		33275	7.1%		104957	22.5%	
2016	Neath Port Talbot	20751	766	3.7%	2	2831	13.6%	8	1721	8.3%	9	5318	25.6%	4
2016	Wales	466555	12434	2.7%		59502	12.8%		33207	7.1%		105143	22.5%	
2017	Neath Port Talbot	20764	795	3.8%	2	3037	14.6%	7	1586	7.6%	9	5418	26.1%	5
2017	Wales	466508	12602	2.7%		59264	12.7%		33711	7.2%		105577	22.6%	

As at PLASC 2017, 10% of the reception to year 11 cohort were both FSM and SEN.

Attendance

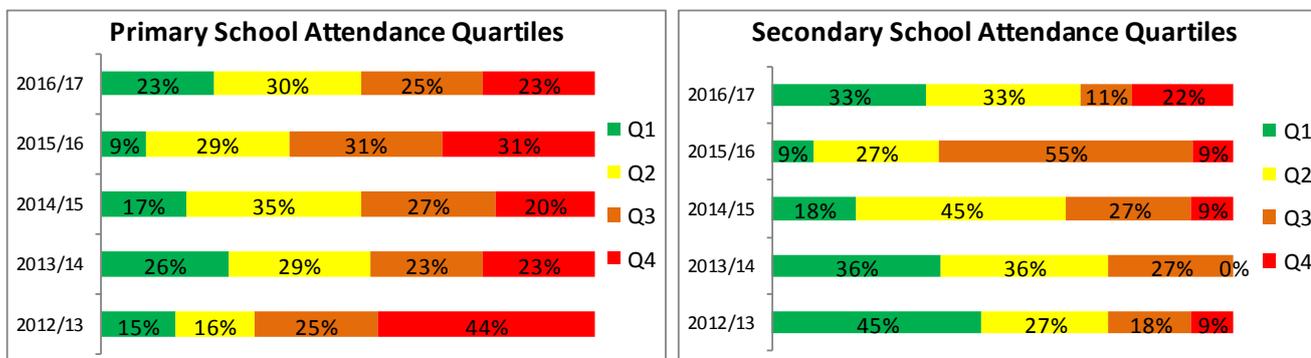
	2012/13			2013/14			2014/15			2015/16			2016/17		
	NPT	Wales	Rank												
(Ages 5-15)															
Primary	93.0	93.7	20	94.6	94.8	16	94.8	94.9	13	94.5	94.9	19	94.7	94.9	16
Secondary	92.6	92.6	12	93.5	93.6	13	93.6	93.8	15	93.6	94.2	18	93.4	94.1	20

Attendance of NPT primary age pupils improved by 0.2% to 94.7% in 2016/17, whilst the national average remained at 94.9%. NPT's ranking therefore improved from 19th to 16th. Attendance of FSM and SEN pupils was 92.7% and 93.7% resp. which affected overall attendance whilst the 52 traveller pupils averaged just 86.9% attendance.

NPT's secondary school attendance has always been amongst the highest in Wales although over recent years attendance has stalled and the ranking across Wales has fallen. During 2016/17 NPT's attendance fell by 0.2% with the national average dipping by 0.1% resulting in NPT being ranked 20th in Wales.

In secondary schools, FSM and SEN pupil attendance of 89.7% and 91.5% resp. impacted overall attendance as did the 85.6% average amongst the 15 traveller pupils.

In order to compare schools across Wales with similar schools facing similar challenges, the Welsh Government split all schools into 5 benchmark groups based on their free school meal take up. Attendance and attainment performance can then be compared on a more equal basis. When benchmarked against schools with similar FSM levels 53% of NPT primary schools were in quartiles 1 & 2 in 2016/17, a 15% improvement from the previous year. After the decline over recent years secondary school benchmarking performance improved sharply from 36% to 66% quartile 1 & 2 places.



Exclusions (all pupils)

Below is a summary of NPT permanent and fixed term exclusions.

	Number of Fixed Exclusions					Number of Pupils Receiving a Fixed Exclusion				
	2012/13	2013/14	2014/15	2015/16	2016/17	2012/13	2013/14	2014/15	2015/16	2016/17
Primary	86	119	100	126	159	46	57	61	60	78
Secondary	556	602	541	652	654	348	359	320	357	335
Special/PRU	104	48	62	66	32	37	24	32	26	22
Total	746	769	703	844	845	431	440	413	443	435

	Number of Days Lost to Fixed Term					Number of Permanent Exclusions				
	2012/13	2013/14	2014/15	2015/16	2016/17	2012/13	2013/14	2014/15	2015/16	2016/17
Primary	200	293	217	244	309	1	1	0	0	1
Secondary	1572	1636	1257	1417	1745	8	10	10	19	12
Special/PRU	293	107	124	158	55	2	1	0	1	0
Total	2064	2036	1598	1819	2108	11	12	10	20	13

Permanent exclusions across NPT schools fell from 20 to 13 in 2016/17. The 13 exclusions equates to 0.63 per 1000 pupils which is above the national average of 0.2 per 1000 pupils during 2015/16. The number of fixed exclusions and pupils receiving a fixed exclusion in 2016/17 was similar to 2015/16, although the number of days lost increased by 16% due to the average length of exclusions increasing. Regarding fixed exclusions of 5 days or less and over 5 days NPT has a lower rate than the national average in both.

Assessment/Examination Performance – Foundation Phase (Year 2 Pupils)

The table below compares NPT's performance over the five years of Foundation Phase (FP) against national averages. Figures show the percentage of pupils achieving Outcome 5 (expected level) or above.

	LCE				MDT				PSD				LCW				FPI			
	NPT	Wales	Diff	Rank																
2013	84.1	85.2	-1.1	13	85.4	87.4	-2.0	19	93.3	93.0	0.3	14	87.4	86.7	0.7	10	81.7	83.0	-1.3	15
2014	84.2	86.6	-2.4	18	87.6	88.7	-1.1	17	94.3	94.2	0.1	12	91.8	89.8	2.0	5	84.2	85.2	-1.0	15
2015	82.8	88.0	-5.2	21	85.2	89.7	-4.5	22	92.7	94.8	-2.1	22	92.6	91.3	1.3	9	82.3	86.8	-4.5	22
2016	81.4	88.0	-6.6	21	84.2	89.9	-5.8	22	90.8	94.5	-3.7	22	92.3	90.7	1.6	11	81.4	87.0	-5.5	22
2017	82.5	88.1	-5.7	20	85.4	90.3	-4.8	22	91.4	94.7	-3.3	22	89.2	90.9	-1.7	17	81.2	87.3	-6.1	22

Performance in Language, Literacy & Communication Skills – English (LCE), Mathematical Development (MDT) & Personal & Social Development (PSD) improved above the national rate of improvement in 2016/17 although the Foundation Phase Indicator (FPI) fell by 0.2% to 81.2%. This is partly due to Language, Literacy & Communication Skills – Welsh (LCW) falling by 3.1%. NPT remain ranked 22nd across Wales in MDT, PSD and the FPI.

Of the 1537 cohort 359 (23.4%) were FSM and 398 (25.9%) SEN with only 65.2% and 43.1% of these pupils resp. achieving the FPI.

The tables below show how NPT schools compare when benchmarked against schools with similar free school meal entitlement. The percentage of schools in FPI quartiles 1 & 2 fell from 34% to 20% in 2016/17 whilst there was a 10% increase in quartile 4 schools.

FP - FPI	Quartile (% of Schools)				2017	1st Quartile		2nd Quartile		3rd Quartile		4th Quartile	
	Q1	Q2	Q3	Q4		No.	%	No.	%	No.	%	No.	%
2013	19%	24%	34%	23%	LCE	3	6%	7	15%	12	26%	25	53%
2014	21%	25%	28%	26%	LCW	2	20%	1	10%	4	40%	3	30%
2015	10%	23%	20%	48%	MDT	4	7%	9	16%	17	30%	26	46%
2016	13%	21%	30%	36%	PSD	14	25%	3	5%	12	21%	27	48%
2017	9%	11%	34%	46%	FPI	5	9%	6	11%	19	34%	26	46%

Assessment/Examination Performance – Key Stage 2 (Year 6 Pupils)

The table below compares NPT's performance over the past 5 years against national averages. Figures show the percentage of pupils achieving Level 4 (expected level) or above.

	English				Maths				Science				Welsh				CSI			
	NPT	Wales	Diff	Rank	NPT	Wales	Diff	Rank	NPT	Wales	Diff	Rank	NPT	Wales	Diff	Rank	NPT	Wales	Diff	Rank
2013	85.5	87.1	-1.6	19	85.5	87.5	-2.0	20	87.8	89.7	-1.9	18	91.0	86.7	4.3	6	82.0	84.3	-2.3	20
2014	86.3	88.4	-2.1	20	86.9	88.9	-2.0	21	87.6	90.3	-2.7	21	87.7	88.1	-0.4	16	84.1	86.1	-2.0	21
2015	85.3	89.6	-4.3	22	85.8	90.2	-4.4	22	87.6	91.4	-3.8	22	90.1	90.5	-0.4	13	83.3	87.7	-4.4	22
2016	87.0	90.3	-3.3	22	88.4	91.0	-2.6	21	88.4	91.7	-3.3	22	93.4	90.8	2.6	10	84.9	88.6	-3.7	22
2017	87.4	91.1	-3.7	22	87.6	92.2	-4.6	22	89.4	92.2	-2.9	22	93.3	91.6	1.7	7	85.9	89.5	-3.6	22

The Key Stage 2 CSI improved by 1% in 2016/17 with science rising by the same amount and English by 0.4%. Maths fell by 0.8% and Welsh 1st language by 0.1%. In all above measures except Welsh, NPT are ranked 22nd in Wales.

The cohort of 1531 included 312 (20.4%) FSM pupils with 73.1% achieving the CSI. A high proportion of pupils at Key Stage 2 were SEN pupils (437 or 28.5%) with only 54.2% of these achieving the CSI which affected overall figures.

KS2 - CSI	Quartile (% of Schools)				2017	1st Quartile		2nd Quartile		3rd Quartile		4th Quartile	
	Q1	Q2	Q3	Q4		No.	%	No.	%	No.	%	No.	%
2013	19%	26%	23%	32%	English	7	13%	11	20%	15	27%	23	41%
2014	15%	25%	33%	28%	Welsh 1st	3	30%	3	30%	2	20%	2	20%
2015	15%	15%	31%	39%	Maths	10	18%	7	13%	12	21%	27	48%
2016	11%	21%	20%	48%	Science	12	21%	7	13%	15	27%	22	39%
2017	13%	25%	23%	39%	CSI	7	13%	14	25%	13	23%	22	39%

Benchmarked with similar FSM schools NPT's performance improved in 2017 with the number of schools in quartiles 1 & 2 in the CSI increasing from 32% to 38%. The number in quartile 4 also fell from 48% to 39%.

Assessment/Examination Performance – Key Stage 3 (Year 9 Pupils)

Pupils are assessed in Key Stage 3 in year 9 of secondary school with Level 5 the expected outcome. Performance in 2017 compared with previous years is shown below.

	English				Maths				Science				Welsh				CSI			
	NPT	Wales	Diff	Rank	NPT	Wales	Diff	Rank	NPT	Wales	Diff	Rank	NPT	Wales	Diff	Rank	NPT	Wales	Diff	Rank
2013	79.1	82.9	-3.8	18	79.3	83.9	-4.6	20	82.8	87.0	-4.2	20	85.5	87.6	-2.1	14	73.1	77.0	-3.9	19
2014	80.6	85.9	-5.3	22	79.9	86.5	-6.6	22	84.3	90.4	-6.1	22	86.0	90.1	-4.1	17	73.1	81.0	-7.9	22
2015	84.2	87.9	-3.7	20	83.4	88.7	-5.3	22	87.8	91.8	-4.0	21	85.0	90.9	-5.9	17	77.8	83.9	-6.1	22
2016	84.1	89.2	-5.1	22	83.1	90.1	-6.9	22	88.5	92.8	-4.3	22	92.2	92.0	0.1	11	77.7	85.9	-8.2	22
2017	85.6	90.5	-4.9	22	84.4	90.8	-6.4	22	89.1	93.5	-4.5	22	91.6	93.5	-2.0	16	79.6	87.4	-7.8	22

All measures except Welsh 1st language improved in 2017. English increased by 1.4%, maths by 1.3%, science by 0.6% and the CSI by 1.9%. Welsh 1st language fell by 0.6% to 91.6%. NPT are ranked 22nd in all indicators except Welsh 1st language where the ranking is 16th.

22.9% (336) of the 1470 cohort were FSM pupils with 57.4% of these achieving the CSI compared with 86.1% of non FSM. 29.8% were SEN pupils, well above the NPT and national averages with only 49.1% achieving the CSI compared with 92.5% success amongst non SEN.

KS3 - CSI	Quartile (% of Schools)				2017	1st Quartile		2nd Quartile		3rd Quartile		4th Quartile	
	Q1	Q2	Q3	Q4		No.	%	No.	%	No.	%	No.	%
2013	27%	18%	18%	36%	English	1	11%	0	0%	5	56%	3	33%
2014	9%	9%	9%	73%	Maths	2	22%	0	0%	3	33%	4	44%
2015	9%	9%	36%	45%	Science	1	11%	2	22%	1	11%	5	56%
2016	0%	0%	36%	64%	CSI	1	11%	2	22%	0	0%	6	67%
2017	11%	22%	0%	67%									

When benchmarked with schools across Wales NPT 3 schools in CSI quartiles 1 or 2 in 2017 compared with none in 2016. 67% (6 schools) were in quartile 4.

Quartile distribution by subject for 2017 shows NPT having two quartile 1 places in Maths (1 in 2016) and one in English compared with two in 2016.

Assessment/Examination Performance – Key Stage 4 (Year 11 Pupils)

Unlike FP, Key Stage 2 and Key Stage 3 which are teacher assessments, Key Stage 4 results are the outcome of external examinations.

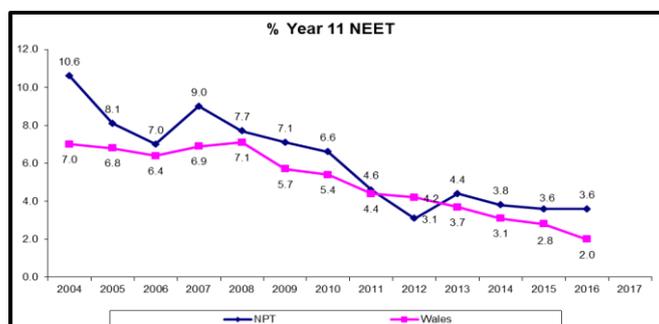
	Level 1				Level 2				L2 (incl E/W & M)				Capped 9 Points				English				Best Maths			
	NPT	Wales	Diff	Rank	NPT	Wales	Diff	Rank	NPT	Wales	Diff	Rank	NPT	Wales	Diff	Rank	NPT	Wales	Diff	Rank	NPT	Wales	Diff	Rank
2013	95.9	93.2	2.7	3	87.0	77.8	9.2	1	56.0	52.7	3.3	6					64.7	62.9	1.8	9	63.6	60.3	3.3	7
2014	96.6	97.0	-0.4	3	89.4	82.3	7.1	1	55.8	55.4	0.4	9					63.7	66.2	-2.5	17	63.8	61.7	2.1	9
2015	96.0	94.4	1.6	10	92.0	84.1	7.9	1	58.4	57.9	0.5	11					68.5	68.6	-0.1	11	64.9	64.4	0.5	10
2016	94.9	95.3	-0.4	15	89.0	84.0	5.0	5	60.9	60.3	0.6	11					69.0	69.3	-0.3	12	67.2	66.9	0.3	10
2017	93.5	94.4	-0.9	17	65.2	67.0	-1.8	14	51.4	54.6	-3.2	14	340	351	-11	14	62.7	63.7	-1.0	13	59.4	62.5	-3.1	15

A number of changes occurred in 2017 resulting in a decline in all indicators across Wales. The specification of English and maths papers were revised whilst English literature no longer counts towards the overall English figure. 2017 also saw the introduction of the maths numeracy GCSE which along with mathematics now contributes to the best maths figure. With literature now not counting the percentage achieving a grade C+ locally and nationally in English fell by 5/6%. The main reason however for NPT's 9.5% drop in the level 2 inclusive of English/Welsh & maths (L2+) indicator was the 7.8% fall in maths which was higher than the 4.4% nationally. Prior to 2017 key skills/essential skills also contributed to the Level 1, Level 2 and L2+ indicators which is no longer the case (unless taken before 2017).

KS4 L2+	Quartile (% of Schools)				2017	1st Quartile		2nd Quartile		3rd Quartile		4th Quartile	
	Q1	Q2	Q3	Q4		No.	%	No.	%	No.	%	No.	%
2012	64%	18%	18%	0%	L1	3	33%	3	33%	1	11%	2	22%
2013	73%	9%	18%	0%	L2	5	56%	3	33%	1	11%	0	0%
2014	64%	9%	27%	0%	L2+	4	44%	4	44%	0	0%	1	11%
2015	45%	27%	18%	9%	Capped Pts	3	33%	3	33%	2	22%	1	11%
2016	55%	27%	9%	9%	English	6	67%	1	11%	1	11%	1	11%
2017	44%	44%	0%	11%	Maths	2	22%	5	56%	1	11%	1	11%

Unlike previous assessments where NPT do not compare particularly well, the picture changes at Key Stage 4 with 88% (8 of 9) of NPT schools in benchmark quartiles 1 or 2 in the Level 2 (incl E/W&M) indicator and 44% of these (4 schools) in quartile 1. Benchmark performance across all Key Stage 4 indicators is very positive including both English and Maths where 78% (7 schools) are in the top two quartiles in both subjects.

The latest Welsh Government figures (released April 2017) providing the destination of Year 11 school leavers for NPT and Wales shows 3.6% of NPT pupils not in education, employment or training (NEET), this is above the national average of 2.0%.



Assessment/Examination Performance – Key Stage 5 (Year 13 Pupils)

Pupils aged 17						All Pupils Taking A Levels by Year						
Year	Plasc Cohorts	Level 3 Threshold		Wider Points		Year	A Levels A*-A		A Levels A*-C		A Levels A*-E	
		NPT	Wales	NPT	Wales		NPT	Wales	NPT	Wales	NPT	Wales
2013	175	97.0%	96.0%	832	807	2013	16.1%	22.9%	68.5%	n/a	96.5%	97.6%
2014	148	98.0%	97.0%	865	804	2014	17.5%	23.3%	70.4%	n/a	98.5%	97.5%
2015	189	94.0%	97.0%	779	800	2015	15.8%	23.1%	73.5%	n/a	97.6%	97.3%
2016	195	96.0%	98.0%	723	825	2016	19.9%	22.7%	74.8%	n/a	96.9%	97.3%
2017	174	96.0%	97.0%	638	733	2017	18.9%	25.0%	73.3%	n/a	97.5%	97.7%

Regarding pupils aged 17 at the start of the 2016/17 academic year (year 13 pupils by age), the percentage achieving the Level 3 Threshold (equivalent of 2 A levels at grades A to E) remained at 96.0%. This was 1% lower than the national average of 97%. The wider points

score amongst NPT students fell from 723 to 638 in 2016/17, largely due to the changes to the Welsh baccalaureate which resulted in an average loss of 73 points per pupil.

Regarding all A Level entries in 2017 A*-A passes fell by 1% to 18.9% whilst A*-E passes improved by 0.6% to 97.5%.

National Tests

In 2013, the Welsh Government introduced national tests in Wales for all pupils in years 2-9 inclusive. Initially this consisted of a Literacy – English, Literacy – Cymraeg (Welsh Language schools only) and a Numeracy test. In 2014, the Numeracy test was replaced by two tests, Numeracy – Procedural and Numeracy – Reasoning. The results of the 2017 tests are below:

2017 NCY	NPT								Wales								Diff - NPT minus Wales							
	Eng RDG		Cym RDG		MAT PRC		MAT RSG		Eng RDG		Cym RDG		MAT PRC		MAT RSG		Eng RDG		Cym RDG		MAT PRC		MAT RSG	
	>84	>115	>84	>115	>84	>115	>84	>115	>84	>115	>84	>115	>84	>115	>84	>115	>84	>115	>84	>115	>84	>115	>84	>115
Yr 2	85%	12%	85%	11%	84%	14%	84%	15%	84%	16%	86%	16%	84%	16%	85%	17%	1%	-5%	-1%	-5%	0%	-2%	-1%	-2%
Yr 3	81%	15%	87%	14%	82%	16%	82%	15%	84%	18%	85%	17%	84%	16%	85%	17%	-3%	-3%	2%	-3%	-2%	0%	-3%	-2%
Yr 4	83%	15%	89%	15%	85%	16%	84%	15%	84%	17%	85%	16%	84%	16%	84%	16%	-1%	-1%	4%	-1%	1%	0%	-1%	-1%
Yr 5	83%	14%	84%	16%	85%	14%	85%	13%	84%	17%	85%	17%	85%	16%	86%	17%	-1%	-3%	-1%	-2%	0%	-3%	0%	-4%
Yr 6	83%	14%	87%	14%	83%	16%	84%	15%	84%	17%	86%	17%	84%	16%	85%	17%	-2%	-2%	1%	-3%	-1%	0%	-2%	-2%
Yr 7	84%	15%	89%	11%	85%	15%	84%	16%	83%	16%	84%	16%	83%	16%	84%	17%	1%	-1%	5%	-4%	1%	-1%	0%	-1%
Yr 8	83%	13%	87%	8%	83%	13%	79%	13%	83%	16%	85%	16%	83%	16%	81%	16%	0%	-3%	2%	-8%	0%	-3%	-2%	-3%
Yr 9	82%	13%	87%	12%	83%	13%	81%	13%	81%	16%	84%	17%	83%	16%	83%	16%	1%	-3%	4%	-5%	0%	-2%	-2%	-3%
All	83%	14%	87%	13%	84%	15%	83%	14%	84%	17%	85%	17%	84%	16%	84%	17%	-1%	-3%	2%	-4%	0%	-1%	-1%	-2%

The above shows NPT's performance across the eight year groups compared with national averages with the 'NPT minus Wales' table illustrating the percentage differences.

Scores are divided into those achieving >84 and >115. Percentages in red above are scores of >84 or >115 where NPT perform below Wales averages and green cells are where NPT performs above national figures. Overall across all year groups NPT tend to score below national averages.

	>84 Age Standardised Score Benchmark Quartiles												>115 Age Standardised Score Benchmark Quartiles											
	2015				2016				2017				2015				2016				2017			
	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
All Pupils	23%	29%	22%	25%	26%	26%	26%	22%	27%	27%	23%	23%	22%	25%	23%	30%	23%	28%	23%	26%	23%	28%	27%	23%
Eng RDG	16%	43%	29%	12%	11%	47%	26%	15%	19%	23%	36%	23%	19%	31%	45%	5%	15%	28%	42%	15%	11%	26%	43%	19%
Cym RDG	28%	24%	22%	26%	22%	27%	27%	23%	25%	28%	27%	20%	28%	24%	25%	22%	27%	27%	26%	21%	27%	30%	20%	23%
Mat PRC	23%	25%	27%	25%	19%	27%	26%	27%	23%	24%	28%	24%	23%	26%	21%	29%	21%	28%	26%	25%	22%	27%	27%	23%

When benchmarked with schools of similar free school entitlement NPT schools perform better. In Eng RDG in 2017 54% of NPT schools achieved quartile 1 & 2 places in the >84 age standardised score indicator and 51% in the >115 indicator, the same as in 2016.

In the Cym RDG >84 indicator the number of quartile 1 schools improved by 8% to 19% but the total schools in quartiles 1 or 2 fell by 16% to 42%. In the >115 indicator a below average 37% of schools were in the top two quartiles.

Top two quartile performance in the Maths Procedural >84 improved from 49% in 2016 to 53% in 2017 whilst performance in the >115 indicator improved again from 54% to 57% in 2017.

For the fourth year running NPT's Maths Reasoning performance in the >84 indicator was below average although did improve from 46% to 47%. In the >115 measure performance remained similar to previous years with 49% quartile 1 & 2 schools.

2016/17 Inspection Outcomes

In September 2010 a new cycle of inspections was initiated under a new common inspection framework. Below are the inspection framework Key Questions and judgements.

During each inspection, inspectors aim to answer three key questions:

Key Question 1: How good are the outcomes?

Key Question 2: How good is provision?

Key Question 3: How good are leadership and management?

Inspectors also provide an overall judgement on the school's current performance and on its prospects for improvement. In these evaluations, inspectors use a four point scale:

Judgement What the judgement means

Excellent Many strengths, including significant examples of sector-leading practice

Good Many strengths and no important areas requiring significant improvement

Adequate Strengths outweigh areas for improvement

Unsatisfactory Important areas for improvement outweigh strengths

The schools below were inspected during the 2016/17 academic year and received the following judgements:

No.	School Name	Date		Key Questions			Overall Judgement		Outcome
		Mt h	Yr	KQ1	KQ2	KQ3	Current Performance	Prospects for Improvement	Estyn Category
				Overall	Overall	Overall			
Primary Schools									
2205	YGG Cw mnedd	10	2016	Good	Good	Good	Good	Good	No Monitoring
2119	Baglan Primary	11	2016	Good	Good	Good	Good	Good	No Monitoring
2142	Eastern Primary	11	2016	Unsatisfactory	Adequate	Unsatisfactory	Unsatisfactory	Unsatisfactory	Special Measures
2238	Central Primary	1	2017	Adequate	Adequate	Adequate	Adequate	Adequate	Estyn Monitoring
3313	Alderman Davies	1	2017	Adequate	Adequate	Adequate	Adequate	Adequate	Estyn Monitoring
2113	Brynhyfryd Primary	2	2017	Adequate	Good	Good	Adequate	Good	No Monitoring
3311	Brynoch CW	5	2017	Good	Good	Good	Good	Adequate	Estyn Monitoring
2231	YGG Tyle'r Ynn	5	2017	Adequate	Adequate	Adequate	Adequate	Adequate	Estyn Monitoring
2140	Godrergrraig Primary	6	2017	Good	Good	Good	Good	Good	No Monitoring
2208	YGG Trebannw s	6	2017	Adequate	Adequate	Adequate	Adequate	Adequate	Estyn Monitoring
Secondary School									
4067	Dw r y Felin	3	2017	Good	Good	Excellent	Good	Excellent	Case Study

School Categorisation

Annual primary and secondary school categorisation is now in place which identifies the scope and level of support and intervention for each school. Each school is categorised based on standards over the past three years and the ability to bring about improvement.

Green: Highly effective schools

Yellow: Effective schools

Amber: Schools in need of improvement

Red: Schools in need of greatest improvement.

The colour determines the amount of support required by schools with red schools needing greater assistance in order to improve. The tables below show how NPT schools were judged over the past three years.

Sector	2014/15								2015/16								2016/17							
	Green		Yellow		Amber		Red		Green		Yellow		Amber		Red		Green		Yellow		Amber		Red	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Primary	8	14%	34	59%	21	36%	3	5%	12	21%	28	48%	14	24%	4	7%	10	18%	33	59%	11	20%	2	4%
Secondary	4	36%	6	55%	1	9%	0	0%	4	36%	6	55%	1	9%	0	0%	6	75%	2	25%	0	0%	0	0%
Middle																	0	0%	1	100%	0	0%	0	0%
Total	12	17%	40	58%	22	32%	3	4%	16	23%	34	49%	15	22%	4	6%	16	25%	35	54%	11	17%	2	3%

The proportion of 'Green' schools in the primary sector fell by 3% in 2016/17 whilst the number of 'Green' and 'Yellow' schools grew from 69% to 77%. Only 2 primary schools were categorised as 'Red' schools in 2016/17.

Secondary and middle schools did extremely well in 2016/17 with 6 of the 9 schools categorised as 'Green' and 3 'Yellow'. No secondary/middle schools were categorised as 'Amber' or 'Red' which hasn't occurred previously.

**NEATH PORT TALBOT COUNTY BOROUGH COUNCIL
EDUCATION, SKILLS AND CULTURE CABINET BOARD**

25 January 2018

**REPORT OF HEAD OF TRANSFORMATION
ANDREW THOMAS**

MATTER FOR DECISION

WARDS AFFECTED: All

Welsh Public Library Standards Annual Report 2016-17

Purpose of the Report

To approve the Annual Report to the Welsh Government in respect of the authorities library services performance against the Welsh Public Library Standards (WPLS) framework 5 and to note the feedback, comments and recommendations in the Annual Assessment Report 2016-17.

Executive Summary

This is the third and final year of framework 5 of the Welsh Public Library Standards, which consists of 18 core entitlements and 16 quality indicators, 7 of which have set targets.

In 2017, following publication of the Library Service Strategy 2016-21, Neath Port Talbot now meet all 18 of the core entitlements in full.

In respect of the 7 quality indicators which have set targets, Neath Port Talbot achieves 2 in full, 3 in part and fails to achieve 2, which has remained the same level of performance throughout the current framework, the result of which can be directly attributed to successive budget reductions since 2014, which have adversely impacted on stock purchases, staffing levels and opening hours.

Background

Public libraries are a statutory service, provided under the Public Libraries and Museums Act 1964.

In Wales, all local authorities are required to report annually to the Welsh Government via the Museums, Archives and Libraries Division (MALD), on their individual performance against the current framework of the Welsh Public Library Standards, which the Minister uses as an interpretation of local authorities complying with their statutory duty in providing a “comprehensive and efficient” library service as required under the 1964 Act.

This is the third and final year of the fifth framework of the Standards which covers the period 2014 – 17. The framework consists of 18 core entitlements and 16 quality indicators, 7 of which have set targets upon which the library services performance is evaluated.

Following the transfer of 9 libraries to community management in April 2014, the Welsh Government commissioned a Report on Community Managed Libraries and the Statutory Provision of Public Library Services in Wales (May 2015), which only recognises those community libraries where paid staff are available for a minimum of 50% of the opening hours. This excludes most of the community libraries in Neath Port Talbot and directly impacts on the total number of aggregated opening hours which can be attributed towards Quality Indicator 16.

Financial Impact

Since 2014, the library service has seen budget reductions of nearly £600,000 or 30% of the total budget. The current Standard Spending Assessment (SSA) for the library service is £2,560,000 against the current revenue budget of £1,572,000.

In order to fully comply with the Welsh Public Library Standards, Neath Port Talbot would need to increase expenditure in the following areas:

Book stock – an additional £100,000.

Staffing – An additional 13 full time members of staff would be required at an estimated cost of £210,000.

Public Access Computers – An additional 38 public access computers would be required at a cost of £19,000.

Equality Impact Assessment

There are no equality impacts associated with this report.

Workforce Impacts

There are no workforce implications

Legal Impacts

The Annual Report ensures that the Council complies with its statutory duty to provide a public library service required under the Public Libraries and Museums Act 1964.

Risk Management

Due to reductions in the library service budget, performance against the Welsh Public Library Standards has deteriorated since 2013 and those standards that the authority fail to achieve are mostly resource based, namely book stock and staffing levels.

The Annual Assessment Report 2016-17 (appendix 2) acknowledges the current difficult budget situation, while noting that the service is finally stabilising after a number of difficult years.

The next Standards framework 6, covers the years 2017 – 2020 and consists of 12 core entitlements and 16 quality indicators.

Consultation

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

Recommendation

It is recommended that Members approve the Annual Report to Welsh Government and note the contents of the Annual Assessment Report 2016-17.

Reasons for Proposed Decision

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

Implementation of Decision

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

Appendices

Appendix 1: Neath Port Talbot – Annual Return 31st March 2017.

Appendix 2: Annual Assessment Report 2016 – 17.

List of Background Papers

None

Officer Contact

Wayne John, County Librarian

☎ 01639 899829

✉ w.john@npt.gov.uk



The fifth quality framework for Welsh public libraries

April 2014 to March 2017

Annual return pro-forma: Year ending 31 March 2017

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.

MALD reserves 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 18 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 the 16 public library standard quality indicators. For some indicators authorities are required to enter the raw data from which quantitative standards are derived; calculation will then take place automatically.

For those standards with quantitative targets, values are compared to the target set, and an indication given of whether or not that standard has been met. Space has been provided for comment; authorities failing to meet targets will be prompted to use this space to detail any mitigating circumstances, and plans for future improvement.

A comparative figure for the year ending 31 March 2016 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.

The most recent figures available should be given for those PIs which are required only once in the three year period, and the date of data collection given in the space provided.

Submission

When completed, the return should be submitted via email to MALD:

mald@wales.gsi.gov.uk

Closing date for receipt of returns:

Friday 23rd June 2017

For more information please contact:

Alyson Tyler

alyson.tyler@wales.gsi.gov.uk

0300 062 2103 (direct line)

0300 062 2112 (MALD main number)

Contextual data

Year ending 31 March 2017

Neath Port Talbot

Authority	
Resident population	140,992
Percentage of population aged under 16	17.5%
Percentage of population able to speak and read Welsh (see notes)	12.0%
No. of static service points open 10+ hours per week	8
No. of static service points open for less than 10 hours per week	0
No. of Mobiles	1
Community libraries open 10+ hours per week	
<i>No. of community managed libraries</i>	5
<i>No. of community supported libraries</i>	0
<i>No. of commissioned libraries</i>	0
Community libraries open for less than 10 hours per week	
<i>No. of community managed libraries</i>	4
<i>No. of community supported libraries</i>	0
<i>No. of commissioned libraries</i>	0
How many, if any, of these community libraries are included in this return (see notes)?	0
No. of Independent Community Libraries	0
<u>Contact details for queries regarding this return</u>	
Name	Wayne John
Telephone	01639 899829
Email	w.john@npt.gov.uk
Has this Annual Return been approved by the authority prior to its submission to MALD?	No
When is approval expected?	December 2017
When will the definitive version be submitted to MALD?	December 2017

Compliance with Core Entitlements

Entitlement

Compliance
(please select)

Authority comments

Customers and Communities

1 Ensure friendly, knowledgeable and qualified staff are on hand to help.

Fully met

The Library Service conducted a new user survey in October 2016. The results from this survey have shown that the public value both the library and library staff very highly. Staff ratings for both adults and children were exceptionally high and an improvement on the previous years survey. Via annual performance appraisals staff are fully able to maximise their potential and continue their professional development. In 2016-17 staff have undertaken specific training in the areas of dementia awareness, supporting universal credit and updating library management system skills. Ensuring training is up to date and relevant to what staff and users need is a key part of the library training plan. The authority also provides internal training and support for Health & Safety, First Aid and Customer service. The Library Service has a training budget to ensure that staff are able to continue their professional development and to meet new challenges. In addition to qualified professional specialist staff at Library Headquarters, the three main Area libraries all have a professionally qualified senior librarian backed up by a library staff that boasts a wealth of experience. We ensure that a professionally qualified member of staff is always available to assist with enquiries and provide support to the Community library network. Library staff have always been encouraged to share their experiences and skills both within Neath Port Talbot and as part of regional networks.

2 Stage a range of activities to support learning, enjoyment and enable users to obtain the maximum benefit from the available resources.

Fully met

The Library Service, in collaboration with external partners, such as Communities First, continuously expands its range of cultural events and activities to cater for all age groups and interests. These include: Song and Rhyme Times sessions, Homework clubs, Storytimes & Activities, Lego clubs, craft sessions, reading and writing groups, Job clubs, local history groups - Talks and workshops, board games sessions, Film screenings, Meet the Author nights, Quiz sessions and a range of ICT and learning support. The Festival of Learning (Adult Learners Week) in 2016 delivered a wide range of activities and events at libraries. It proved hugely successful with a healthy take up from the public. Attendances at events have increased for five consecutive years indicating that more and more people are being made aware of the wide range of activities that the library offers and the valuable contribution that these events make towards the authorities corporate priorities in supporting health and wellbeing and learning.

Compliance with Core Entitlements

3 Provide access to a range of services and resources to support lifelong learning, personal well-being and development, and community participation.

Fully met The Library Service is focussed on delivering services and resources in the areas of digital inclusion, health and well being, children's literacy and lifelong learning, all of which are linked to the authorities corporate priorities. In 2016 a dementia awareness collection of resources was established. The collection is aimed at carers and nursing homes, but is also available to the public. Neath Library staged a health and fitness project in collaboration with a local partner using Fitbit technology. All library activities are undertaken either within the service or with assistance from external partners/professionals. Staff are regularly kept updated, and if needed, trained in any new information resources. Mood boasting books and health and wellbeing collections are available and promoted at all NPT libraries. ICT support is provided at all our libraries, together with Job clubs and a range of cultural events and activities which encourage community participation. On line resources and multi cultural material is available in various formats and libraries promote events in both English and the Welsh language. We provide free access to a wide range of material and information and actively encourage organisations and groups to use library facilities as their contact points within the community.

Access for all

4 Open to all members of their communities

Fully met The Library Service values equality and the right for everyone to access the service. Where issues do arise with physical access to buildings then alternative service delivery, such as the Home Delivery Service or Mobile library are always available. Equality issues are underpinned with staff training and comprehensive corporate guidance from the Council. Neath Port Talbot has a Strategic Equality Plan available at all libraries. The Service is able to monitor demographics through the library management system and data provided by the authority's management information unit. All our libraries have separate Children's sections with specific stock for all age ranges and abilities. Library members can join on line and order and collect items from any library including the network of community managed libraries. We also operate a temporary library membership for those visiting the area.

5 Free to join

Fully met The Library Service meets its statutory obligation of being free to join and free to access the core services of book borrowing and access to information - this includes access to all our services, including the wide range of on line resources. Neath Port Talbot has participated in the Every Child a Library Member scheme, aimed at children in Year 4 at school. A core message of the scheme promotes the message that the library is free to join. Membership of Neath Port Talbot Libraries gives all users access to libraries managed by the Library Service and community managed libraries. Users are able to join the library either through the branch library or via the online joining form.

Compliance with Core Entitlements

<p>6 Provide a safe, attractive and accessible physical space with suitable opening hours</p>	<p>Fully met</p>	<p>Seven of our eight libraries have been refurbished via Welsh Government funding over the past ten years. Skewen Library is the only library that remains to be refurbished. The Library Service has explored options to enhance the library service at Skewen during the last year. Our refurbishment programme has done much to enhance the library environment and is borne out by the October 2016 survey results which show an increase from 84% to 99% when users are asked to rate the library space. Opening hours at libraries are regularly reviewed and adjusted to cater for local needs and demands. There was no loss of opening hours in 2016-17. Accessibility audits are carried out every three years to ensure compliance with DDA.</p>
<p>7 Provide appropriate services, facilities and information resources for individuals and groups with special needs</p>	<p>Fully met</p>	<p>A range of services are provided for all individuals and groups with special needs. The Home Delivery service (over 600 members) provides books (including large print) and audio books directly to people's homes. Digital services enables 24-hour access to information resources as well as e books, e magazines and e audio resources. There is a wide range of assistive technology and hardware available at all Neath Port Talbot managed libraries. The Service now acts as an agent for the British Wireless for the Blind, also working alongside colleagues from Social Services on referrals and assessments. Port Talbot Library has worked with refugees to assist in supporting their language and technology skills. The library service also delivers books and resources to all the nursing homes throughout the authority and together with the Mobile library ensures that all communities are served.</p>
<p>Learning for life</p>		
<p>8 Lend books for free.</p>	<p>Fully met</p>	<p>The free loan and reservation of books remains an important element of our core library service. The service continues to provide a free requests service for books that are on order and in stock within Neath Port Talbot libraries or from other local authority library services across Wales (free interlending). We also operate a free interlending agreement with the Academic libraries within the area. This free requests service is also extended to the nine community managed libraries.</p>
<p>9 Deliver free access to information.</p>	<p>Fully met</p>	<p>Free access to information is provided through the internet, non-fiction stock or reference material and an ever increasing range of specialised on line resources This also includes free access to newspapers and magazines, including e magazines. The Service actively promotes Neath Port Talbot's new community directory - an online resource for all community information needs as well as continuing to support the Passport scheme which opens up the stock and resources of academic libraries (Swansea University) to Neath Port Talbot's library members. The Service participates in the Books4u regional interlending scheme.</p>

Compliance with Core Entitlements

<p>10 Provide free use of the Internet and computers, including Wi-Fi.</p>	Fully met	Using the internet and public access computers, including wifi, at all statutory libraries is free. There are no charges relating to time used. Users may reserve a PC for up to 2 hours daily and additional hours can be used if there is free space available. In 2016 wifi services were upgraded to deliver a much better user experience. All facilities relating to computer use and IT training are advertised internally and externally through a variety of means including adverts, social media and our website.
<p>11 Deliver free use of online information resources 24 hours a day.</p>	Fully met	There is 24/7 access to a number of online services including e books, e zines and e audio titles. In addition there are links from the Library Service website to a number of free online e resources including Access to Research and those provided by the National Library of Wales site. The Council currently promotes engaging with the public on line and access to e resources provided by Neath Port Talbot Libraries is held up as best practice and a part of the Council's Digital by Choice Strategy. 2016 saw the website redesigned and the library services online catalogued upgraded, making it more user friendly and easier to search.
<p>12 Provide access to high quality resources in a range of formats, including those in the Welsh language, reflecting changing forms of publication.</p>	Fully met	Our Stock Selection policy is reviewed annually to ensure maximum use of limited resources. The Library Service uses its Library Management System and its online reporting tools to identify areas of stock for development. We offer resources in a wide range of formats, these include large print, audio books, e books and e audio. The Library Service provides a wide variety of material in all formats, both written and digital for all ages in a wide variety of languages. Spending on Welsh language items was increased in 2016.
<p>13 Share their catalogues, to enable a single search of all Welsh library resources.</p>	Fully met	An upgraded online catalogue is available from the Library Service's website, which includes enhanced features such as cover images and synopses. This allows users to search for titles across all library stock without the need to log in or be a library member. Staff and volunteers are trained in the use of the online catalogue including the nine community managed libraries. Furthermore the Service participates in Cat Cymru (Find a Book Search / Find a Library) and Books4U scheme - a regional partnership in South Wales to share lending material via access to on line catalogues.

Leadership and development

<p>14 Promote libraries to attract more people to benefit from their services.</p>	Fully met	Library staff attend a number of large scale external events throughout the authority and actively promote the library service through a number of methods. These include World Book Day, Every Child a Library Member, Summer Reading Challenge, Bookstart Week, the Festival of Learning and in 2016, the Roald Dahl centenary. The Library Service also participates in the all Wales and regional library marketing campaigns. A library marketing group which manages the marketing budget coordinates promotional activities for libraries. The group formulates and implements a marketing and communications plan for all libraries. The Library Service has for a number of years successfully used social media to advertise its services. (Facebook, Twitter)
---	-----------	--

Compliance with Core Entitlements

<p>15 Regularly consult users to gather their views on the service and information about their changing needs.</p>	<p>Fully met</p>	<p>User and Non-user surveys are undertaken every two years in Neath Port Talbot(October 2016 is the most recent). These seek the views of both adults and children at all eight libraries. In addition surveys are carried out for specific aspects of the service such as IT services and provision at external events. Users are consulted through feedback forms, social media contact and via Neath Port Talbot's Comments, Compliments and Complaints procedure. Staff also receive anecdotal feedback at a number of library events. Feedback from users has assisted in developing the upgrading of both hardware and software at all eight libraries and is used to monitor opening hours, activities and service priorities and developments.</p>
<p>16 Work in partnership to open up access to the resources of all Welsh libraries.</p>	<p>Fully met</p>	<p>Neath Port Talbot acts as the lead Welsh authority in the purchasing consortium for both e books, e zines and e audio. The Library Service works in partnership with 12 other authorities on the Books4u Regional inter lending scheme and also provides access to academic libraries through the SWAMP passport scheme. This facilitates open access to university and college libraries within South West Wales. A link to Access to Research is available on the Service's website and staff are encouraged to promote it to users. The Library Service also participates in partnerships with the local Academic libraries including Neath Port Talbot College library.</p>
<p>17 Provide access to the library service's strategy, policies, objectives and vision, in print and online, in a range of languages appropriate for the community.</p>	<p>Fully met</p>	<p>In 2015/16 the Service began work on a new five-year library strategy. This was approved by Council and published in 2016 and can be found on the Library Service's home page in both English and Welsh. The Library Service strategy brings together and updates a number of library policies and outlines the vision and objectives for the next five years in conjunction with the Council's corporate priorities. https://www.npt.gov.uk/default.aspx?page=15631</p>
<p>18 Provide a clear, timely and transparent complaints process if things go wrong.</p>	<p>Fully met</p>	<p>Neath Port Talbot has a comprehensive Comments, Compliments and Complaints procedure that the Library Service adheres to and features on its website.</p>

Welsh Public Library Quality Indicators

Customers and communities		Neath Port	
WPLSQI 1 Making a difference		2016-2017	
Percentage of adults who think that using the library has helped them develop new skills	88%	<i>Survey date (month & year)</i>	October 2016
Percentage of adults who have found helpful information for health and well-being at the library	86%		
Percentage of adults who experience the library as an enjoyable safe and inclusive place	99%		
Percentage of adults who think that the library has made a difference to their lives	96%		
Authority comment: A new survey was carried out in October 2016 following the guidelines set out by MALD. In all 4000 forms were distributed across 8 libraries. Community managed libraries are not included in the survey. The overall survey response rate was 78%. Though there were small variances with some of the questions. The survey results show an increase in those responding very good or good to the questions asked. Neath Port Talbot will carry out surveys every two years. The next scheduled survey will take place in October 2018.			
Percentage of children aged 7-16 who think that the library helps them learn and find things out	97%	<i>Survey date (month & year)</i>	October 2016
Percentage of children aged 7-16 who think that the library has made a difference to their lives	97%		
Authority comment: A children's survey was undertaken at the same time as the adult survey. This again followed the MALD guidelines. 1000 surveys were distributed. The response rate was better than the adult rate at 92%. Library staff ensured that where possible there was an even spread of children between the ages of 7-16 being surveyed. The next children's survey will take place in October 2018.			
WPLSQI 2 Customer satisfaction		2016-2017	2015-16
Percentage of adults who think that the choice of books is 'very good' or 'good'	98%		97%
Percentage of adults who think that the standard of customer care is 'very good' or 'good'	100%		95%
Percentage of adults who think that the library is 'very good' or 'good' overall	100%		99%
	<i>Survey dates (month & year)</i>	October 2016	
Authority comment: Neath Port Talbot consistently performs well in these question areas so it is no surprise to see a high standard maintained. A comparison with the last survey which was carried out in 2014 shows an improvement in all three question areas. Library staff undertook customer care training in 2016 which can, in some part, account for the 100% rating.			
Average overall rating out of ten awarded by users aged 7-16 for the library they use	9.7	<i>Survey date (month & year)</i>	October 2016

Welsh Public Library Quality Indicators

Authority comment:

The Library Service is very pleased with this reported figure which is a positive seal of approval from the children of Neath Port Talbot to what is being provided for them. The Library Service's enthusiastic staff are constantly striving to deliver new, innovative and imaginative events and activities for children. It should be noted that this rating does not take into account any work that is done with children under 7 such as the popular song and rhyme sessions aimed at the under 4s nor does it include the work carried out in schools with children.

WPLSQI 3 Support for individual development

2016-2017

% of total

2015-16 % of total

Number of static service points open for 10 hours per week or more providing:

Basic support in the use of ICT infrastructure provided (including Wi-Fi) and in accessing the range of electronic information resources available.

Training to improve literacy, numeracy and digital skills.

Information literacy sessions for users.

Support for users to access local and national e-government resources.

Reader development programmes/activities for both adults and children

This target has been met.

Basic support in the use of ICT is delivered by library staff and through a partnership approach with external organisations such as Communities First/Digital Communities Wales/Learn Direct (NPT College). This approach has been successful in providing a regular programme of basic support at all eight libraries. Staff training sessions aimed at improving access to e-gov resources and knowledge of digital inclusion were held in 2016. Digital inclusion has become a corporate priority for Neath Port Talbot with the implementation of the Digital by Choice Strategy. Libraries have been at the forefront of supporting citizens to actively engage with the Council online. Upgrading the wifi provision so that it matches the experience of the desktop user has been one of our key priorities as well as improving the range of loaded software available at all our libraries. The Library Service is proactive in delivering high quality sessions in the areas of literacy, numeracy and digital literacy. The 2016 Festival of Learning was successful in delivering a wide range of activities. The library services also participates in Literature Wales' Literature Development programme which has helped deliver literacy/writing projects in both English and Welsh and to targeted audiences in Neath Port Talbot. Furthermore the Library Service has a dedicated Literacy Officer for children working in libraries, schools and in the community. Working with Job Centre Plus and Get NPT Online has led to the continuation of job clubs at libraries. The Library Service currently has three dedicated reading group collections for adults (English and Welsh) and for children. There are thirty nine reading groups supported by these collections within Neath Port Talbot.

8	100%	100%
8	100%	100%
8	100%	100%
8	100%	100%
8	100%	100%

Welsh Public Library Quality Indicators

WPLSQI 4 User training	2016-2017	Per 1,000 pop'n	2015-16
Total number of attendances at pre-arranged user training sessions organised by the library	11,467	81	
Percentage of attendees who said that attendance helped them to achieve their goals	95%		95%
Please indicate the method used to calculate this figure	Representative sample		
Approximate number of feedback forms distributed	516		
Number of feedback forms included in the calculation	507		
Number of customers helped by means of informal training during the year	54921	390	
Authority comment (including note on the method used to calculate the results): The figures reported are based on a sample period carried out over a three week period in February/March 2017. A full range of activities with a range of audiences, including children, were evaluated. The Library Service has been able to deliver more IT sessions in 2016 in partnership with Get NPT Online. The overall results plus feedback is an endorsement of the Service's training programmes, its commitment to continuous professional development and the quality of its staff. The training programme has focussed explicitly on areas of growing need within the library. In the case of digital inclusion training staff have become more confident in dealing with a wider range of issues, reflected in part in the high numbers of customers being helped via informal training.			
Access for all			Neath Port
WPLSQI 5 Location of service points	2016-2017		2015-16
Population density (persons per hectare)	3.2		
% of households within 2.5 miles (or 10 minutes travelling time by public transport) of a static service point, or within ¼ mile of a mobile library stop	90%		82%
This target has been met. The figure of 90% relates to the eight libraries and, for the first time, the mobile library which is operated by Neath Port Talbot. It does not include any of the nine community managed libraries although all members of Neath Port Talbot's libraries can still borrow, return and request items from these libraries.			
WPLSQI 6 Library use	2016-2017	Per 1,000 pop'n	2015-16 Per 1,000 pop'n
Total number of visits to library premises during the year	653,135	4,632	4,523
Please indicate the method used for calculation	Full year count		
Total number of external visits to the library's web site during the year	160,210	1,136	1,222
Total number of active borrowers during the year	22,007	156	167

Welsh Public Library Quality Indicators

Total number of library members	85,453	606	600
Total number of book issues (adult and children combined)	391,525	2,777	2,913
Total number of audio-visual and electronic issues/downloads	38,309	272	159

Authority comment (include names of any shared service points with shared counting mechanisms and date of last membership data cleanse):

Actual visits to public libraries have increased for the third year running. In this period the library has expanded its range to activities for all users. The staff have been positive and proactive in achieving this increase, especially at a time when resources are being cut back. The number of visits to the website, however, has declined. *(Please note that the figures here do not correspond to what has been reported to CIPFA and for the national key performance indicator. For this report, data as suggested by MALD has been included - see cell54 also - but that data isn't included in the CIPFA/KPI guidelines).* The Library Service website is no longer the first port of call for online library users. The Service operates on multiple channels, including social media outlets, which are not included in this data. Furthermore the improved wifi option in libraries means that fewer customers are using the desktop PC option. Data for the total number of active borrowers is taken from the library management system. Data cleansing is still carried out on an ongoing basis through the Tell us Once scheme also a fuller cleanse of the system has been completed, removing long term inactive borrowers. This was carried out in November 2016. It should also be noted that the data for active borrowers, only count those who visit the library to borrow items or to use the computer. It does not count e book users, e magazine users, those who attend events and activities or who come in to find out information, therefore as an indication of library usage, it is somewhat limited. The total number of library members encompasses all who join through the library management system, even if this is completed at a community managed library. This is because library membership allows the user to access any facility regardless of where they joined. Neath Port Talbot also participates in the Every Child a Library Member scheme though unlike most of the other authorities in Wales, the Service operates an opt-in scheme rather than an opt-out. This scheme may have contributed to a slight fall in the number of active users in 2016 as access to a library is limited to many children in the more rural parts of Neath Port Talbot.

WPLSQI 7 User attendances at library events

	2016-2017	Per 1,000 pop'n	2015-16 Per 1,000 pop'n
Total number of attendances at events and activities organised by the library	69,878	496	387

Authority comment:

Welsh Public Library Quality Indicators

This is the fifth consecutive year where the number of attendances at events has increased. This shows that libraries in Neath Port Talbot remain as relevant as ever and are well supported by the public. There are now many more events and activities organised by library staff at libraries and within the community. These events are delivered to a wide range of audiences of all ages. It is a positive reflection on the hard work, commitment and engagement of library staff, especially given the financial pressures that the Service has had to manage.

Learning for life	Neath Port		
WPLSQI 8 Up-to-date reading material	2016-2017	Per 1,000 pop'n	2015-16 Per 1,000 pop'n
Total number of items acquired	22,063	156	156
Total materials expenditure (from WPLSQI 14)	£209,628	£1,487	£1,506
This target has not been met. Please add any comments below:			
The Library Service, in common with all departments within Neath Port Talbot, remains bound by the Authority's Forward Financial Plan. Consequently the need to make most efficient use of resources is our priority. Even with the decrease in the resources budget the Library Service has purchased more items this year - a slight 0.7% increase. More paperbacks have been added to stock which has contributed to a 9% increase in paperback issues, this is at a time when overall book issues have decreased.			
Ending stock at the start of the year	244,692		2015-16
Total acquisitions of materials for loan	22,009		
Replenishment rate	9.0%		% 10%
This target has not been met. Please add any comments below:			
The Service has not been as effective in its stock management this year, with a reduction in the quantity of older stock being removed from the shelves. Uncertainty around the bookfund budget has restricted purchasing and as a result more items have remained on shelves for longer, items which would have been replenished in previous years. This is an area that must be addressed in 2017-18.			
WPLSQI 9 Appropriate reading material	2016-2017	2015-16	
Total expenditure on material purchased for children	£35,541		
Does this figure include expenditure on a Schools Library Service?	No		
Percentage of materials expenditure for children	17%		% 19%
This target has been met.			

Welsh Public Library Quality Indicators

Due to a reduction in the bookfund, the Service has prioritised its spending to include children's stock. This supports the Corporate priorities that are geared towards children and young people as well as promoting and improving literacy standards. The library service promotes schemes such as Every Child a Library Member, the Summer reading challenge and the Service's reading group collections for children.

Total expenditure on materials in the Welsh language

£5,260

Percentage of materials expenditure on materials in the Welsh language

2.5%

%

2%

Spend per 1,000 Welsh-speaking resident population

£311

£

£179

This target has not been met. Please add any comments below:

Last year, issues with the supply of Welsh books were highlighted. These were addressed and working with the Welsh Books Council on stock selection, the expenditure on Welsh items has increased by £132 per 1000 Welsh speaking population. The Service continues to support Welsh reading groups in the county with a dedicated collection of books for them. However achieving this target would have to be at the expense of transferring resources from other more popular categories of stock.

WPLSQI 10 Online access

2016-2017

Per 10,000 pop'n

2015-16 Per 10,000 pop'n

Total number of networked public access computers

86

6.10

6.19

This target has not been met. Please add any comments below:

The Library Service has not added any further public access PCs in 2016-17. The stock of PCs currently in service are coming to the end of their use. New higher spec PCs are now being installed at all libraries. These PCs will operate on an ungraded Windows10 system. Where space allows there will be an increase in the numbers of PCs provided. However in order to fully achieve this standard the Service would require a further additional 37 PCs. There are however a number of factors which, at present restrict any further improvement in performance in this standard. 1) There is insufficient space in most of our libraries to provide this number of extra computers. 2) The rate of computer usage in Neath Port Talbot has been consistently around 40% over the last four years. Therefore the number of computers currently available is more than adequate to meet user demand. 3) Many library users prefer the option of using their own devices with the library services wifi network. Purchasing an extra thirty seven computers in order to meet this standard would go against Neath Port Talbot's spending policy and raise questions about the waste of public money. What has been a better use of resources in 2016-17 has been delivering an enhanced wifi offer. It is inevitable though that a better wifi offer will further negate the need for as many extra PCs. Where required the Service is able to call upon the use of 22 iPads for workshops and educational use with specific groups. These work best for specific events or activities at the library.

Welsh Public Library Quality Indicators

Do all libraries provide a minimum of one device giving public access to the Internet and networked digital content?

Yes

This target has been met.

We have previously provided internet access on the mobile libraries, however due to the time limitations of the mobile schedules, where stops range from 15 mins to 1 hour, technical difficulties due to the geographical area and or poor signal and the general lack of demand for internet access on the Mobile, the service was withdrawn from the mobile library when equipment reached the end of its lifespan.

Do all static service points provide Wi-Fi access for the public using their own devices?

Yes

This target has been met.

Wifi was enhanced at all libraries in 2016-17. The user experience has been greatly improved so that it delivers the same level of service as for the desktop PC user.

WPLSQI 11 Use of ICT	2016-2017	% used	2015-16 %
----------------------	-----------	--------	-----------

Number of hours available for use of public access ICT facilities during the year	163,845		
Number of hours recorded for use of public access ICT facilities during the year	64,994	40%	42%
Number of hours available for use of Wi-fi networks by the public during the year	-		
Number of hours recorded during which Wi-fi networks were used by the public during the year	-		

Authority comment:

Computer usage on fixed computers has fallen slightly in 2016/17. The computers are available for 100% of the time that branch libraries are open. To comply with audit instructions in relation to key performance indicators Neath Port Talbot does not count the 22 iPads or the nine computers which are not permanently available to the public. As mentioned above improvements to wifi is contributing to fewer hours being used on desktop public access facilities.

WPLSQI 12 Supply of requests	2016-2017	%	2015-16 %
------------------------------	-----------	---	-----------

Total number of requests for specific items made during the year	8,500		
Number of requests which are notified to the user as being available within 7 calendar days of the request being made	6,350	75%	76%
Number of requests which are notified to the user as being available within 15 calendar days of the request being made	8,050	95%	93%

This target has been met.

Welsh Public Library Quality Indicators

The total number of requests indicated above is based on a sample period undertaken in October 2016. The sample covered the eight Neath Port Talbot libraries. The public can still reserve and collect items from community managed libraries, however their data is not included and is not reported as part of our statutory provision. Reservations can be made and collected free of charge at all community libraries. Satisfaction of requests has been consistently high in Neath Port Talbot, reflecting the positive role of library staff in engaging with their users. However there has been a slight decrease in performance this year which can be attributed to the cut in the book fund, the reduction in available van delivery hours and time scale in moving stock being held at community managed libraries.

Leadership and development	Neath Port		
WPLSQI 13 Staffing levels & qualifications	2016-2017	Per 10,000 pop'n	2015-16 Per 10,000 pop'n
Total number of staff (FTE)	36.8	2.61	2.64
<p style="color: red;">This target has not been met. Please add any comments below:</p> <p>Authority comment (including information about shared staff):</p> <p>Neath Port Talbot libraries lost one member of staff due to retirement in 2016-17. This post was filled from within the library concerned. However this did leave a vacant post at that library. At present Neath Port Talbot's recruitment policy is encompassed within the workforce strategy, so therefore it is unlikely that any significant increases in achieving this target will be seen in the immediate future.</p>			
Number of staff holding recognised library related qualifications (FTE) (including cognate areas)	7.5	0.53	0.59
<p style="color: red;">This target has not been met. Please add any comments below:</p> <p>As mentioned above the retirement of one member of staff has led to a slight fall in the number of staff holding library related qualifications. This qualified post was, however, filled by another qualified member of staff. That member of staff was in a post which does not require a qualified member of staff. The Service is committed to professionally develop its library staff. Staff have pursued various qualifications in library studies, leadership and management. One member of staff has a teaching qualification which relates to their work in schools and is added here as a qualification in a cognate area. Currently there are a number of unqualified library staff in roles that do require library qualifications. This is because the Service adheres to Neath Port Talbot's policy on recruitment and redeployment which is supported by Trade Unions. NPT libraries ensures that a professionally qualified librarian is available at all times to support community managed libraries.</p>			
Number of staff holding qualifications in cognate areas (FTE)	1.0		
Number of posts which require a library qualification	10.0		
Number of staff with library qualifications in posts which do not require a library qualification (FTE)	0.0		

Welsh Public Library Quality Indicators

Does the designated operational manager of library services hold a formal qualification in librarianship or information science or information management?	Yes		Yes
Please give details of current qualifications held: Professional Examinations, Chartered Librarian, Associate / CILIP			
This target has been met.			
Where does this post sit within the local authority management structure?	The County Librarian reports to the Co-ordinator of Operations within the Education Directorate		
What is the post held by the most senior professional librarian (if different from the above)?	As above		
Where does the post held by the most senior professional librarian sit within the local authority management structure (if different from the above)?	As above		
Total staff working hours during the year	59,840		
Number of staff hours spent in training & personal/professional development	636		
% of time spent in training & personal/professional development	1.1%		
This target has been met.			
Annual performance appraisals are integral to the Service's staff training programme. It is here that staff are encouraged to extend their skills with suitable, relevant courses and attendance at external seminars/conferences. Staff are encouraged to identify any relevant courses that they wish to attend, these include regional and UK wide training events. Furthermore a number of staff have been speakers and facilitators at both regional and national events. This year, additional training was provided for all library staff in Dementia Awareness, Digital Inclusion, Supporting Universal Credit and LMS training.			
Total number of volunteers active during the year	10	2015-16	18
Total number of volunteer working hours during the year	1,470	2015-16	2,175
Do you have Investors in Volunteers accreditation relating to the NOS?	In progress		
Briefly describe the training and support offered to volunteers.			
Authority comment:			

Welsh Public Library Quality Indicators

This figure represents the total number of volunteers for Neath Port Talbot's statutory library service and does not include those volunteers based at community managed libraries. All volunteers are offered the same training and support as regular Neath Port Talbot library staff. The Library Service also provides professional guidance and support to all community managed libraries. Volunteers have been successfully used to support the summer reading challenge - Reading Hacks - young volunteers. These volunteers (older children) have acted as mentors for younger children to encourage them with their reading. Volunteers are only ever used to support paid staff in providing an enhanced service to the public, rather than replacing existing staff in carrying out their role. A number of Friends groups have also been established to promote and support their local library.

WPLSQI 14 Operational expenditure	2016-2017	% of total	2015-16	% of total
Expenditure on staff	£983,986	58%		57%
Total materials expenditure	£209,628	12%		12%
Expenditure on maintenance, repair & replacement of equipment & buildings	£7,640	0%		3%
Total other operational costs	£487,678	29%		27%
Total revenue expenditure	£1,688,932	100%		100%
Total revenue expenditure per 1,000 population	£11,979		£12,154	
Total capital expenditure	£0			
Total capital expenditure per 1,000 population	£0		£0	

Authority comment:

The total revenue expenditure on libraries fell by 1% in 2016-17. The Service has renegotiated contracts in a number of areas, including building cleaning over the course of the year, bringing overall costs down in the process. These contracts have no direct impact on the frontline delivery of the service. After a period of more significant cuts the Service has strived to minimise any further cuts on frontline delivery.

WPLSQI 15 Cost per visit	2016-2017	Ratio	2015-16
Total revenue expenditure	£ 1,688,932		
Total income generated	£110,283		£94,888.00
Total number of visits to library premises during the year	653,135		
Total number of external visits to the library's web site during the year	160,210	£1.94	
Authority comment:			

Welsh Public Library Quality Indicators

A combination of increased visitors, increased income and a 1% reduction in revenue budget means that cost per visit has now been reduced to £1.94. It is Neath Port Talbot's aim to make the service as efficient as possible at a time when public service spending is closely scrutinised. Income targets has seen a significant increase this last year. This is due to the active promotion of the library's available space for hire, such as meeting rooms, resulting in a increase in the income of room hires.

WPLSQI 16 Opening hours

Aggregate annual opening hours for all service points

2016-2017	Per 1,000 pop'n	2015-16 Per 1,000 pop'n
-----------	-----------------	-------------------------

15,700	111	112
--------	-----	-----

This target has not been met. Please add any comments below:

Opening hours are frequently reviewed, monitored and amended/increased to meet the demands of the library users. The slight fall in hours per 1000 population is due to population increase and not any direct cut in hours. Branch library opening hours for Neath Port Talbot managed libraries have not been reduced at any point during the past few years. Opening hours for Community managed libraries are not included in this calculation, although some of the Community libraries with paid staff now meet the existing guidelines for inclusion in statutory provision.

Page 142

Total hours of unplanned and emergency closure of static service points as a result of building failure or staff unavailability

2016-2017	Per 1,000 pop'n	2015-16 Per 1,000 pop'n
0	0.0%	0%
16,850	1.5%	1%

Total planned opening hours of all static service points

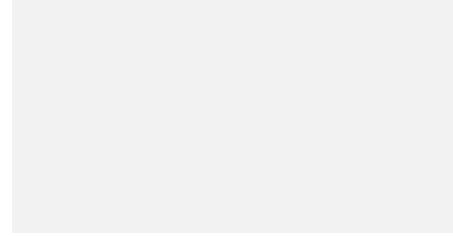
Total number of missed mobile library stops and home deliveries as a result of vehicle failure or staff unavailability

Total planned mobile library stops and home deliveries

Authority comment:

Neath Port Talbot has consistently maintained its advertised opening hours at all branch libraries throughout 2016/17. There were no interruptions due to adverse weather conditions at any of our libraries. The Mobile library / home delivery service did have some brief interruptions to service as recorded in this return, largely due to vehicle maintenance issues and staff sickness. Borrowers were notified and alternative deliveries scheduled.

Welsh Public Library Quality Indicators



Welsh Public Library Standards 2014-17

Neath Port Talbot County Borough Council

Annual Assessment Report 2016-17

This report has been prepared based on information provided in Neath Port Talbot's annual return, case studies and narrative report submitted to Museums, Archives and Libraries Division of the Welsh Government.

1) Executive summary

Neath Port Talbot met all of the 18 core entitlements in full

Of the 7 quality indicators which have targets, Neath Port Talbot achieved 2 in full, 3 in part and failed to achieve 2, the same as the previous year.

Following significant budget cuts over recent years the authority has maintained expenditure levels this year, and achieves high customer satisfaction. Following some years of change, the service appears to be stabilising and has areas of improvement which should be praised. The continuing low levels of staff, acquisitions and opening hours remain a cause for concern for the maintenance of current levels of performance, particularly if there is any further pressure on the budget. Half the authority's service points are now managed by the community, and are not included in the return, which has an impact on overall performance.

- Four excellent impact case studies described a range of benefits of using the library service. 95% of attendees at training sessions said they were helped to achieve their goals.
- Neath Port Talbot carried out customer surveys in October 2016 which saw improvements in all areas over the last survey carried out in October 2014. Customer satisfaction ratings were very high and the proportion of adults who rate the choices of books, customer care standards and the library overall as very good or good are the highest in Wales.
- Attendance at both formal and informal training has increased over last year, with the per capita level of informal training the second highest in Wales.
- Physical visits have increased slightly over last year and the per capita level remains above the median for Wales. Virtual visits have reduced over last year and this is attributed to the growth in visits to the library's social media accounts rather than the website. The number of requests has fallen slightly but they continue to be delivered in a timely manner.
- Anticipated cuts to the book fund were not made this year, however, the per capita levels of acquisitions and materials expenditure remain below target level.
- Staffing levels remain below target; however, there has been an increase in the number of staff hours spent in training so that this target is now achieved. Opening hours remain unchanged and below target.

Considering the four areas in the framework (*Customers and communities; Access for all; Learning for life; and Leadership and development*) in comparison to the rest of Wales, Neath Port Talbot performs well in the areas of *Customers and communities* and *Access for all*, but less well on *Learning for life*.

Compared to the previous year where there were significant cuts, performance levels have generally been maintained this year, although several areas remain below target. The return does not include the nine community libraries although the service continues to support these libraries with a range of resources, including book stock and IT, but no direct staff.

2) Performance against the standards

The standards framework comprises of core entitlements, quality indicators with targets, quality indicators with benchmarks and impact measures. Section 2 summarises achievements against the core entitlements, the quality indicators which have targets, the quality indicators showing performance against others, and impact measures. A narrative assessment of the authority's performance is made in Section 3. Neath Port Talbot provides support to 9 community managed libraries which are not included in the return.

a) Core entitlements

Neath Port Talbot now meets all of the 18 core entitlements in full, following approval and publication of the library's strategy, policy and objectives during the year.

b) Quality indicators with targets

There are 16 quality indicators (QI) within the framework. Of the 7 which have targets, Neath Port Talbot is achieving 2 in full, 3 in part and is failing to achieve 2 of the indicators:

Quality Indicator	Met?	
QI 3 Individual development:		Met in full
a) ICT support	✓	
b) Skills training	✓	
c) Information literacy	✓	
d) E-government support	✓	
e) Reader development	✓	
QI 5 Location of service points	✓	Met in full
QI 8 Up-to-date reading material:		Not met
a) Acquisitions per capita	✗	
<u>or</u> Materials spend per capita	✗	
b) Replenishment rate	✗	
QI 9 Appropriate reading material:		Partially met
a) % of material budget on children	✓	
b) % of material budget spent on Welsh	✗	
<u>or</u> Spend on Welsh per capita	✗	
QI 10 Online access:		Partially met
a) All service points	✓	
Computers per capita	✗	

Quality Indicator	Met?	
b) Wi-Fi provision	✓	
QI 13 Staffing levels and qualifications:		Partially met
a) Staff per capita	✗	
b) Professional staff per capita	✗	
c) Head of service qualification/training	✓	
d) CPD percentage	✓	
QI 16 Opening hours per capita	✗	Not met

** Authorities are not penalised on this indicator if all static service points provide internet access but their mobiles do not.*

This is the same position as last year.

c) Impact measures

The framework contains three indicators which seek to gather evidence of the impact that using the library service has on people's lives. Through these and other indicators it is possible to see how the library service is contributing towards educational, social, economic and health and wellbeing local and national agendas. These indicators do not have targets. Not all authorities collected data for the impact indicators, and ranks are included out of the numbers of respondents stated, where 1 is the highest scoring authority.

Neath Port Talbot carried out a survey of adults and children in October 2016.

Performance indicator		Rank	Lowest	Median	Highest
QI 1 Making a difference					
b) % of children who think that the library helps them learn and find things out:	97%	5/19	68%	93%	100%
e) % of adults who think that the library has made a difference to their lives:	96%	3/19	36%	86%	97%
% of children who think that the library has made a difference to their lives:	97%	2/17	58%	82%	98%
QI 4 b) % of attendees of training sessions who said that the training had helped them achieve their goals:	95%	14/19	80%	97%	100%

Neath Port Talbot provided 4 impact case studies which showed the real difference the library service makes:

- Two volunteer IT supporters, one of whom has since obtained an apprenticeship and the other who has increased in confidence and gained experience.
- Feedback from three participants in a creative writing project for chronic pain sufferers, who have all benefited in different ways.
- Support for a refugee family, including language sessions which have led to one member enrolling at a local college, and the use of ICT in support of the children's school work.
- Sessions with dementia sufferers in care homes, which are to be extended.

d) Quality performance indicators and benchmarks

The remaining indicators do not have targets, but allow performance to be compared between authorities. The following table summarises Neath Port Talbot's position for 2016-17. Ranks are included out of 22, where 1 is the highest, and 22 the lowest scoring authority, unless stated otherwise. Indicators where fewer than 22 authorities supplied data are those where relevant data elements were not available to some authorities. Figures reported in respect of the first two years of the framework for QI 4 to QI 16 are repeated for convenience of comparison. Note that indicators 'per capita' are calculated per 1,000 population.

Performance indicator		Rank	Lowest	Median	Highest	2015/16 Rank	2014/15 Rank		
QI 1 Making a difference									
a) new skills	88%	3 /19	23%	71%	93%				
c) health and well-being	86%	3 /20	26%	56%	94%				
d) enjoyable, safe and inclusive	99%	6 /19	93%	98%	100%				
QI 2 Customer satisfaction									
a) 'very good' or 'good' choice of books	98%	1 /20	74%	90%	98%				
b) 'very good' or 'good' customer care	100%	1 /20	90%	99%	100%				
c) 'very good' or 'good' overall;	100%	1 /20	92%	97%	100%				
d) child rating out of ten	9.7	2 /19	8.6	9.1	10.0				
QI 4 User training									
a) attendances per capita	81	4	3	34	248	72	4	67	3
c) informal training per capita	390	2 /20	1	156	712	382	2 / 19	371	2 / 21
QI 6 Library use									
a) visits per capita	4,632	5	2,453	4,033	6,751	4,523	9	4,486	9
b) virtual visits per capita	1,136	7 /21	341	922	2,299	1,222	7	1,222	6
c) active borrowers per capita	156	11	77	153	235	167	7	173	10
QI 7 attendances at events per capita	496	1	62	214	496	387	3	384	3
QI 11 Use of ICT - % of available time used by the public									
a) equipment	40%	6 /21	16%	32%	69%	42%	5	46%	7
QI 12 Supply of requests									
a) % available within 7 days	75%	7 /21	48%	70%	82%	76%	5	81%	2
b) % available within 15 days	95%	2 /21	65%	85%	96%	93%	3	94%	1
QI 13 Staffing levels and qualifications									
(v) a) total volunteers	10	15	0	24	209	18	11	6	14
b) total volunteer hours	1,470	7	0	798	5,156	2,175	3	1,210	5
QI 14 Operational expenditure									
a) total expenditure per capita	£11,979	11/21	£6,745	£11,979	£16,968	£12,154	13 / 21	£12,379	17
b) % on staff	58%	10/21	46%	58%	75%	57%	13 / 21	61%	8
% on information resources	12%	13/21	4%	13%	25%	12%	13 / 21	16%	4
% on equipment and buildings	0%	20/21	0%	4%	20%	3%	14 / 21	0%	22

Performance indicator	Rank	Lowest	Median	Highest	2015/16	Rank	2014/15	Rank	
% on other operational costs	29%	7 /21	9%	22%	37%	27%	8 / 21	23%	11
c) capital expenditure per capita	£0.00	15/21	£0	£341	£16,692	£0	14 / 21	£1,245	6
QI 15 Net cost per visit	£1.94	16/20	£1.50	£2.33	£3.30	£2.00	18 / 21	£2.05	11 / 11
QI 16 Opening hours (<i>see note</i>)									
(ii) a) % hours unplanned closure of static service points	0.00%	1	0.00%	0.00%	0.48%	0.00%	1	0%	1
b) % mobile stops / home deliveries missed	1.54%	10/19	0.00%	0.13%	8.33%	1.30%	9 / 19	1.0%	12 / 19

Note: Rankings here have been reversed, so that 1 is the lowest scoring (best performing) authority.

Data on Wi-Fi usage has only been provided by three authorities for 2016-17 and so is not included in the table above.

3) Analysis of performance

The core entitlements and quality indicators are divided into four key areas. This section of the report outlines performance against the quality indicators within these four areas, and compares results with those from the first two years of the framework.

a) Customers and communities

Neath Port Talbot carried out customer surveys in October 2016 which saw improvements in all areas over the last survey carried out in October 2014. The proportion of adults who have found helpful information for health and well-being at the library has almost doubled since the last survey and now stands at 86% - the third highest in Wales. Customer satisfaction ratings were very high and the proportions of adults who rate the choices of books, customer care standards and the library overall as very good or good are the highest in Wales. Attendances at formal training sessions have increased over last year, with 95% of attendees indicating the sessions had helped them achieve their goals.

Attendance at informal training sessions has also increased slightly this year, and the per capita levels remain the second highest in Wales. Overall performance within this category should therefore be praised.

b) Access for all

Neath Port Talbot meets the target for access to service points, and the figures reported do not include 9 community managed libraries, although library members continue to use these services. There has been a slight increase in visits to library premises compared to last year and the per capita level remains above the median for Wales. Virtual visits, however, have fallen compared to last year and it is noted that this may be due to the website no longer being the first online port of call for members, with the service operating through multiple channels including social media. Overall library members have increased slightly, although the number of active borrowers has fallen, partly as a result of a full cleanse of the system which was undertaken in November 2016. Attendance at events and activities organised by the library has increased by 28%, and the per capita level is the highest in Wales.

c) Learning for life

Neath Port Talbot has maintained similar levels of acquisitions and materials expenditure compared to last year when there had been a significant cut to the book budget. It does not meet any of the acquisitions targets, although it can be seen as a positive sign that the anticipated further cuts to the book fund were not made this year. Expenditure on materials for children has also been maintained and the proportion of materials expenditure accounted for by these items meets the target. Materials expenditure on items in the Welsh language has increased over last year, however, this still falls below the target.

Online access is provided at all static service points, but is no longer available on the mobile library owing to a combination of technical issues and lack of demand. Neath Port Talbot does not currently meet the target for computer provision, however, they do cite a lack of space, adequate provision given the levels of usage and an increasing number of members using their own devices as reasons why the number of PCs will not be increased. It is also noted that new higher spec PC's are currently being installed in libraries throughout the authority, and that an additional 22 tablet devices and 9 computers used for specific activities are not included in the return; including this provision would not reach the target set, however.

The number of requests has fallen slightly over last year; however, they continue to be supplied in a timely manner, with 95% of requests satisfied within 15 days – the second highest level in Wales. It is noted that these figures do not include requests made at the community libraries.

d) Leadership and development

Targets for staffing levels have not been met again this year, with a slight decrease in both overall and professional staff due to one member of staff retiring. It is noted that adherence to the council's policy on redeployment has led to some unqualified staff in posts which require qualifications. The Head of Service is a Chartered Librarian. There has been an increase in the number of staff hours spent in training so that the staff development target has been met – this is an improvement over last year. It is noted that staff are encouraged to identify any relevant courses that they wish to attend, these include regional and UK wide training events. The number of volunteers has fallen this year, with a total of ten each providing an average of 147 hours to the service. It is noted that the number of volunteers does not include those at community libraries and that all volunteers are offered the same training and support as library staff. The service also provides professional guidance and support to volunteers at the 9 community libraries, but not authority-funded staff work directly in the libraries.

Following significant budget cuts over previous years, the service has strived to minimise any further cuts on frontline delivery. A small decrease of 1.1% in total revenue expenditure is largely attributed to the renegotiation of several contracts which has brought overall costs down but has no direct impact of the delivery of frontline services. Opening hours are unchanged over last year and remain below target level.

4) Strategic context

Neath Port Talbot provided a comprehensive statement detailing the library service's contribution towards the priorities set out in the Corporate Improvement Plan, taking into

account the seven national well-being goals.

5) Future direction

Neath Port Talbot expects to continue to provide a mix of statutory and community managed libraries, together with a digital 24/7 online service. The vision for a vibrant library service delivered in partnership with other agencies and the voluntary sector is designed to ensure that statutory obligations are maintained.

6) Conclusion

Following significant budget cuts over recent years the authority has maintained expenditure levels this year, and achieves high customer satisfaction. Following some years of change, the service appears to be stabilising and has areas of improvement which should be praised. The continuing low levels of staff, acquisitions and opening hours remain a cause for concern for the maintenance of current levels of performance, particularly if there is any further pressure on the budget. Half the authority's service points are now managed by the community, and are not included in the return, which has an impact on overall performance.

This page is intentionally left blank

NEATH PORT TALBOT COUNTY BOROUGH COUNCIL

Education, Skills and Culture Cabinet Board

25th January, 2018

Report of the Head of Transformation – Andrew Thomas

Matter for information

Wards Affected: All

PUPIL ATTENDANCE UPDATE

Purpose of the Report

1. To provide Members with information and data in relation to Neath Port Talbot pupil attendance covering the 2017/18 academic year to date.

Background

2. This report provides Members with details of the latest available data for the 2017/18 academic year to date.

Attendance Data

3. For the autumn term 2017/18 the primary sector attendance rate was 94.67%, which saw a -0.20% decrease compared to the autumn term period 2016/17. The secondary sector attendance rate for this same period was 93.37%, which saw a -0.18% decrease compared to the autumn term 2016/17 year. The start of term in September saw the lowest rate of pupil attendance across the County Borough for the past five years. Analysing the data shows that September also saw the highest number of unauthorised holidays amongst pupils for the past five years. This poor start to the new school year has meant that

throughout the autumn term schools have found it difficult to catch-up and produce positive attendance data.

4. During the autumn term 19 primary schools increased their attendance compared with the same period last year, with 40 schools reporting a decrease. In the secondary sector 4 schools increased their attendance with 7 reporting a decrease. [Note: for the purpose of statistical reporting, the data for Ysgol Bae Baglan and Ysgol Gymraeg Ystalyfera - Bro Dur as all-through schools has been disaggregated into both the primary and secondary sectors.] A list of the individual school data comparing the two academic years to date is provided in Appendix A to this report.
5. The Education Welfare Service continues to work closely with both schools and parents to identify the cause of individual pupil absence with the aim of early intervention when and where needed. Where these examples of strategies have been unsuccessful the Council has the available option of issuing parents with a fixed penalty notice or the commencement of prosecution via Court. For the current academic year to date the number of fixed penalty notices issued to parents is 46 with 122 being issued over the course of the whole of the last academic year 2016/17. The number of cases that have been subject to Court action this academic year to date is 24 compared to 40 for the whole of the last academic year.
6. Members will recall from previous reports that there is overwhelming evidence supporting the use of penalty notices where two-thirds of those issued with a penalty notice resulted in improved attendance rates amongst pupils with some pupils' attendance rising to 100% in the weeks/months following the issuing of the notice. Penalty notices also provide for a punitive step short of prosecution via the Court system where convicted parents' would receive a criminal record and a level of punishment up to and including a possible custodial sentence.
7. The education welfare service has close links with local Police who together regularly carry out truancy patrols to discourage absence from school. Over the course of the past twelve months three patrols have been carried out, the last of which was undertaken in Neath town centre in November to coincide with national safeguarding week. A number of pupils were identified as being absent from school without a valid reason and both pupils and parents appropriately warned.
8. Persistent absenteeism amongst secondary aged pupils within Neath Port Talbot has seen a good reduction over the past 5 years. In 2012/13 it stood at 5.8% of pupils classed as persistent absentees, whilst for the 2015/16 academic year it reduced to 3.8%. However,

mirroring the slight rise in pupil absence across the authority, persistent absenteeism rose to 4.7% during the 2016/17 academic year. The Welsh average for 2016/17 stands at 4.0%. In the primary sector persistent absenteeism over the past five years has always been either on or better than the Welsh average during each of the academic years.

9. Recognising that pupils who are persistent absentees need far greater intervention and support to attend school regularly, the directorate has made this a priority for the education welfare service and an additional member of staff has been seconded in to concentrate efforts in this area. This new role commenced at the start of term in September with the officer working closely with individual pupils, their families and schools to understand the barriers preventing regular attendance. Success to date has been good, with several pupils seeing significant progress in terms of attendance, or with the officer's intervention progress has been made in terms of referrals or support needed from various other professional agencies.
10. Members will continue to be provided with regular reports on pupil attendance and the work being undertaken to improve the operation of the Education Welfare Service.

Financial Impact

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

Equality Impact Assessment

12. 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 this report does not require an equalities impact assessment.

Workforce Impacts

13. There are no workforce or staffing issues directly associated with this report.

Legal Impacts

14. There is no legal impact associated with this report.

Risk Management

15. Members have previously determined that they wish to include the monitoring of pupil attendance as a regular activity within their on-going work programme. Such scrutiny maintains a high-level focus on attendance amongst schools within the County Borough whilst comparing internal pupil attendance with that of other authorities across Wales.

Consultation

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

Recommendations

17. That Members note the contents of this report.

Appendices

18. Appendix A: List of schools with individual attendance rates.

List of Background Papers

19. None.

Officer Contact

20. John Burge, Manager of the School & Family Support Team
Tel: 763599 Email: j.burge@npt.gov.uk

APPENDIX A

School	To 31/12/17	Diff from 31/12/16
Abbey Primary	93.90%	0.76%
Alderman Davies CIW	95.98%	-0.09%
Alltwen Primary	95.50%	-0.06%
Awel y Môr	94.56%	-0.89%
Baglan Primary	94.88%	-0.18%
Blaenbaglan Primary	94.60%	-0.82%
Blaendulais Primary	94.60%	-0.97%
Blaengwrach Primary	95.39%	0.08%
Blaenhonddan Primary	95.36%	-0.05%
Brynoch CIW Primary	95.46%	0.98%
Brynhyfyd Primary	92.95%	0.98%
Catwg Primary	94.27%	-0.19%
Central Primary	94.66%	-0.30%
Cilffriw Primary	94.36%	-1.26%
Coed Hirwaun Primary	96.22%	-0.05%
Coedffranc Primary	94.47%	-0.40%
Creunant Primary	96.07%	0.04%
Croeserw Primary	93.89%	-0.90%
Crymlyn Primary	95.05%	-0.41%
Crynallt Primary	94.18%	-0.30%
Cwmafan Primary	94.04%	-0.02%
Cwmnedd Primary	93.52%	-1.26%
Cymer Afan Primary	96.06%	1.07%
Eastern Primary	93.60%	0.15%
Glyncorwg Primary	95.75%	-0.25%
Gnoll Primary	93.50%	-1.03%
Godrergraig Primary	94.12%	-0.39%
Groes Primary	93.65%	-1.17%
Llangiwg Primary	93.87%	-0.82%
Llansawel Primary*	89.86%	-3.56%
Maesmarchog Primary	95.77%	-1.28%
Melin Primary	94.23%	-0.06%
Penafan Primary	93.48%	-0.15%
Rhos Primary	94.06%	-1.53%
Rhydyfro Primary	95.67%	1.79%
Sandfields Primary	94.74%	0.73%
St Joseph's Infant	94.57%	0.17%
St Joseph's Junior	95.09%	-0.42%
St Joseph's Primary	94.64%	-0.24%
St Therese's Primary	95.13%	0.69%
Tairgwaith Primary	93.92%	-1.16%
Tonnau Primary	95.60%	1.57%
Tywyn Primary	95.47%	0.00%
Wauanceirch Primary	93.73%	-1.15%
YGG Blaendulais	95.01%	-0.99%
YGG Castell-nedd	95.62%	0.49%
YGG Cwmllynfell	95.68%	1.56%
YGG Cwmnedd	94.29%	-0.65%
YGG Gwaun-Cae-Gurwen	96.27%	1.23%
YGG Pontardawe	95.96%	0.84%
YGG Rhosafan	94.81%	-0.21%
YGG Trebannws	94.76%	-1.23%
YGG Tyle'r Ynn	95.18%	-0.04%

YG Ystalyfera - Bro Dur	95.15%	-0.25%
Ynysfach Primary	95.15%	0.42%
Ynysmaerdy Primary	93.85%	-1.12%
Ysgol Bae Baglan	94.07%	0.00%
Ysgol Maes Y Coed	89.67%	-3.29%
Ysgol Hendrefelin	89.64%	0.21%

*Includes Traveller Unit

School	To 31/12/17	Diff from 31/12/16
Cefn Saeson	94.01%	0.38%
Cwmtawe	94.17%	-0.01%
Cymer Afan	92.71%	-0.34%
Dwr y Felin	93.49%	-0.99%
Dyffryn School	93.27%	0.39%
Llangatwg	92.72%	-0.67%
St Joseph's RC	92.07%	-0.24%
Ysgol Bae Baglan	92.84%	0.76%
YG Ystalyfera - Bro Dur	93.95%	-1.10%
Ysgol Maes Y Coed	88.27%	2.09%
Ysgol Hendrefelin	83.69%	-1.05%

By virtue of paragraph(s) 14 of Part 4 of Schedule 12A of the Local Government Act 1972.

Document is Restricted

This page is intentionally left blank