

# **NEATH PORT TALBOT COUNTY BOROUGH COUNCIL**

Council

**15<sup>th</sup> March 2017**

## **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 Council to approve the draft NPT Welsh in Education Strategic Plan (WESP) 2017 – 2020 to Council prior to it being submitted 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 3 years.

- The draft has been subject to scrutiny by a range of consultees, including the Early Years Development and Childcare Partnership; the WESP Forum; all NPT school councils; Estyn; the Children's Commissioner; and the Welsh Language Commissioner. Detailed comments have been submitted for consideration.
- 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 submission to the Welsh Ministers.
- The plan builds upon the programme of expansion 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 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.
- The plan acknowledges the need to work with Mudiad Ysgolion Meithrin to identify opportunities to expand pre-school provision. It also identifies a need to secure a greater transfer rate from key stage 2 to key stage 3, particularly in the Swansea Valley where transfer rates are variable. Also, the 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.
- Members are asked to give permission for the 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 contains an action plan for the development of Welsh education in NPT.
- The current WESP (2014-2017) expires on 31<sup>st</sup> March 2017. The draft 2017-2020 WESP 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. 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 proposal commenced on November 7<sup>th</sup> 2016 with comments invited until January 6<sup>th</sup> 2017, a period of no less than 8 weeks. A list of consultees is included in as Appendix A.
- For Members' consideration, a consultation report summarising the comments of consultees is attached to this report as Appendix A. Written responses to the consultation are available for Members perusal in the Members' rooms at Neath and Port Talbot Civic Centres.
- 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.

- Whereas many responses to the consultation acknowledged progress made in promoting Welsh language learning within the County Borough, others contended that there was a perceived lack of vision and ambition for Welsh medium education in Neath Port Talbot.
- The range of matters that concerned stakeholders are set out in detail in the consultation report together with officer responses. A statistical summary (Appendix B) and summary of all responses are included in Appendix C.
- All of the responses have been considered. In addition, some comments suggesting alteration of the proposed draft Welsh Education Strategic Plan, have led to a modification of the document. For example, political involvement/representation on the WESP forum is to be reviewed and its terms of reference will be refreshed. The Forum will actively monitor the implementation of the plan and advise on any remedial actions that may be needed if targets are not being met.

The plan has been modified to reflect the need to engage with parents / carers and grandparents of those pupils choosing to access Welsh-medium education in order that they can support pupils effectively outside the school setting.

As such, the proposal is to obtain Cabinet permission for the draft NPT Welsh in Education Strategic Plan (WESP) 2017-2020 to be submitted to the Welsh Ministers for approval.

- In addition, consultation meetings were held with:

Who	When
Meeting with Head of Service, two officers and Cllr. Llewelyn	6 <sup>th</sup> December 2016
Meeting with Head of Service, two officers and Cllrs. Morgan and Williams	7 <sup>th</sup> December 2016

- The meetings were held in order to explain to the Members concerned the process and in order to listen to the views of Members who had expressed a specific interest in the draft WESP.
- It is the opinion of officers that the draft WESP 2017-2020 is sufficiently developed for 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 securing the resources required to deliver the targets and outcomes of the Welsh in Education Strategic Plan. The total amounts, over the last two years, for April 2015 – March 2016 were £324,130 and for April 2016 – March 2017, £277,499. Details of costings will be included in the operational plan, formulated and agreed on by the WESP forum.
- Capital investment for major new build and refurbishment projects will be addressed through the 21<sup>st</sup> Century Schools Programme of funding. The aim is to secure Welsh Government 21st Century School Programme Band B grant funding (2019 – 2024) and to further support school reorganisation through new builds in primary, secondary and special school sectors so as to ensure continued improvements in learning environments and facilities for pupils. Estimated cost of Band A schemes is approx. £127m.

## **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 F, 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 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 Equality Impact Assessment and 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 approved prior to submission to the Welsh Government with an implementation date of the 1 April 2017.

### **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

Consultations responses

Appendix A - List of Respondents to the Consultation Document

Appendix B – Statistical Summary

Appendix C - Observations/Themes and LA Officer Responses

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

Appendix E – Revised Draft NPT Welsh in Education Strategic Plan 2017-2020 (Welsh translation)

Appendix F - Equality Impact Assessment Report

Appendix G - Consultation Questionnaire

## 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](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**

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# CONSULTATION REPORT

**Neath Port Talbot's Welsh in Education Strategic Plan 2017-2020**

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### Acknowledgements

We value all the constructive comments received in response to our draft Welsh in Education Strategic Plan. We have endeavoured to ensure that this is a short and succinct document highlighting our main priorities. However, to enable us to implement the plan effectively we acknowledge that we will need to develop a detailed Action Plan (WESP Operational Plan) and incorporate it into our business planning process. Many of the supportive comments and suggestions will be considered and incorporated into the Operational Plan.

## APPENDIX A:

**List of Consultees (according to** the Welsh Government guidelines (Welsh Statutory Instruments 2013 No. 3048) the following had to be consulted:-

Number of consultee	Position/Category of consultee
1	The Welsh Language Commissioner (within the meaning of section 2 of the Welsh Language (Wales) Measure 2011
2	The Early Years Development and Childcare Partnership (within the meaning of section 119 of the 1998 Act
3	school councils
4	Her Majesty's Chief Inspector of Education and Training in Wales
5	Such organisations providing services to children and young people as the local authority considers appropriate
6	Such other persons or bodies as appear to the local authority to be appropriate.

7	In the case of the bodies referred to in paragraph(1) only those bodies which have an interest in the local authority's area which is the subject of a Welsh medium education assessment are to be consulted.

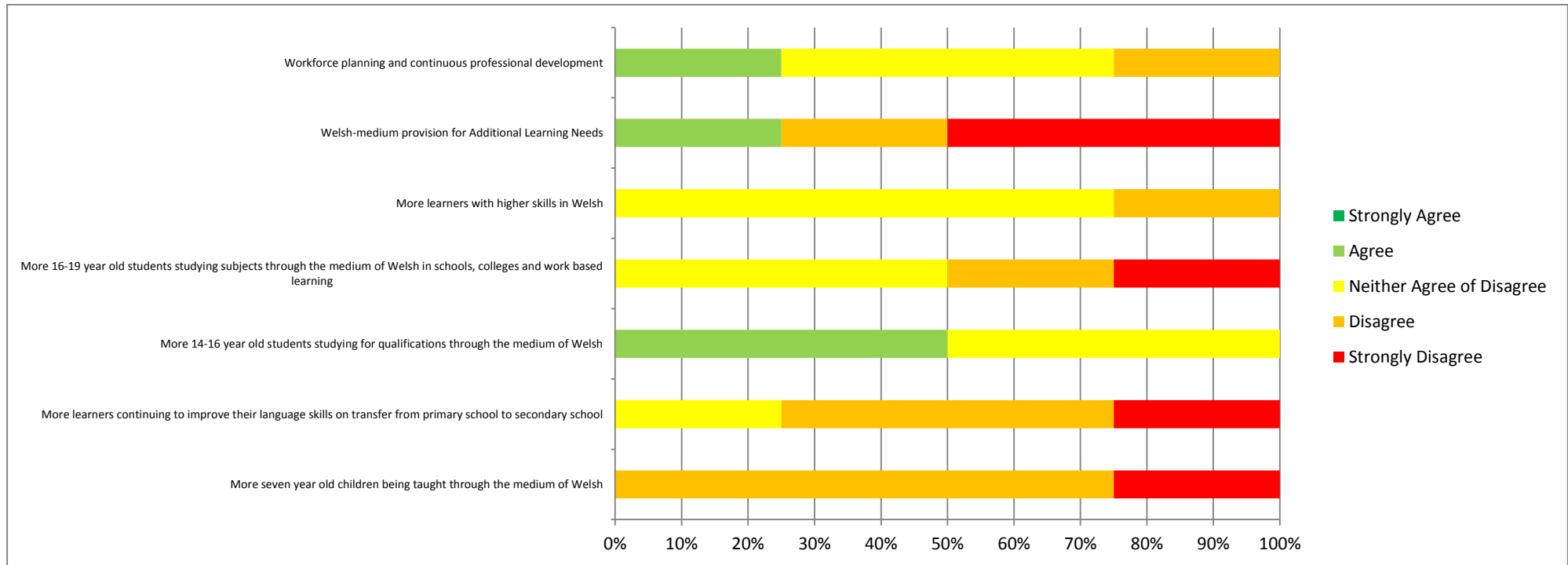
### List of Respondents to the Consultation Document

Rhif ymateb/ Response Number	Your position/ Category of Respondent (e.g. parent, governor)
1	Councillor
2	Welsh Language Commissioner
3	Local Authority Additional Learning Needs Team
4	Rheolydd Prosiectau a Thiwtor Cyrsiau Cymraeg mewn Addysg  Project Manager and Welsh in Education Tutor University of Wales/Trinity St. David
5	Older Person's Council
6	Councillor
7	Pentan (NPT Welsh medium Headteachers group)
8	Cymdeithas yr Iaith Gymraeg/Welsh Language Society

9	Teacher
10	Menter Iaith CNPT/ NPT Welsh Language Association
11	RhAG / Parents for Welsh Medium Education

## APPENDIX B: STATISTICAL SUMMARY

## Ymatebion I gwestiynau ar y prif amcanion datblygu, a thrafnidiaeth/ Responses to questions on the main development objectives, and transport



## APPENDIX C



## Observations/Themes and LA Responses

Observation/Theme	Local Authority Response
In opposition	
<ul style="list-style-type: none"> <li>• A much closer interrelationship is needed between the WESP, language standard 145 and the language strategy: a million Welsh speakers. Specific targets need to be set for increasing the numbers of Welsh speakers: it's obvious that the education sector is the main mechanism for producing Welsh speakers i.e. the populated areas with the smallest density of Welsh speakers will have to contribute the most towards achieving the target</li> </ul>	<p><b>Officer response:</b></p> <p>Consultation is intended to inform decision making and where comments are considered to be beneficial in progressing the aims of the WESP these will be incorporated. However, it is for elected members to agree the final version of the WESP that will be submitted to the Welsh Government for approval.</p>

<ul style="list-style-type: none"> <li>• Welsh Government should provide additional resources to achieve national objective, but Welsh medium education has not been a priority for NPT</li> </ul>	<p><b>Officer response:</b></p> <p>Resourcing a national objective is a matter for the Welsh Government and is outside the scope of this consultation. As regards the status of Welsh-medium education within the County Borough there is clear evidence that the provision, promotion and development of Welsh-medium education is a high priority for this Council Circa £34m of 21<sup>st</sup> Century Schools funding has been invested into developing Welsh-medium education in the north of the County Borough (at Ystalyfera - an investment that also provides Welsh-medium secondary education for pupils from south Powys) and a second campus at Sandfields making secondary Welsh-medium education more accessible in the south of the County Borough.</p>
<ul style="list-style-type: none"> <li>• No new Welsh primaries commissioned by NPT. Only LA in Wales with such a poor record. Closed more than open. The result is that a considerable number of children attend schools outside the county.</li> </ul>	<p><b>Officer response:</b></p> <p>Meeting the demand for school places is central to the Council's school organisation planning. Successful service delivery does not by default mean opening new schools, particularly where this is sufficient capacity within existing provision. Within the County Borough, there are no pupils for whom parents have sought admission to a Welsh-medium primary school who have been unsuccessful with their admission application. As to the cases where Welsh-medium schools have been closed, the small number of pupils attending those schools has meant that they were financially unviable and, as such, had difficulty in providing the breadth of educational experience more readily available at larger schools. Furthermore, the decision to relocate provision to alternative, nearby Welsh-medium schools has ensured sustainability of provision and provided continued access to Welsh-medium</p>

		education.
4.	Lack of confidence from practitioners (parents) in NPTs strategy. Reinforced by the original strategy to new campus, only partially mitigated because there are still issues in north campus, despite being a significant but long delayed development.	<p><b>Officer response:</b></p> <p>As part of its 21<sup>st</sup> Century School programme, the Council is investing £34m in Welsh-medium education at sites in the north and south of the County Borough. This is a significant investment that signals the Council's long-term support for Welsh-medium education. The north campus will deliver a new build, 21<sup>st</sup> Century primary school and significant new build secondary accommodation. The long-term intention of the Council is to continue with new build replacement of the remaining accommodation on site. The south campus is a new build, 11-16 provision in an area of the County Borough where, previously, no Welsh-medium secondary school provision has existed.</p>
5.	Does the plan reflect the need to measure and create the demand for Welsh-medium education?	<p><b>Officer response:</b></p> <p>The WESP is supported by the Council's Strategic School Improvement Programme which seeks to ensure that the Council has the right schools in the right place; that there are sufficient pupil places available; and that schools are fit for purpose.</p> <p>The Council's £34m investment in Welsh-medium education, an investment that secures Welsh-medium secondary education the north of the County Borough whilst establishing new Welsh-medium secondary provision the south provide the foundation for increasing uptake in Welsh-medium education at both secondary and primary level. This investment also includes a new build primary phase facility at the north campus with room to</p>

		accommodate additional primary age pupils to these anticipated transferring from YGG Y Wern.
6	Many of the targets are remarkably unambitious e.g. 0.2% in assessments and increasing the number of seven year old children who receive Welsh-medium education	<b>Officer response:</b> This is incorrect. The target increase in the number of seven year old children who receive Welsh-medium education is 1.4%. The target increase in the number of learners continuing to improve their language skills on transfer from primary to secondary school is 2.7%.
7	General distrust on lack of published survey outcomes & see 17	<b>Officer response:</b> Work is ongoing on assessing future demand for Welsh-medium education. Currently, demand for Welsh-medium education is being met within existing provision.
8	Meet the demand for nursery and primary provision, map the distance between the provision, transport/inaccessibility for early years e.g. families where Welsh is not the first language	<b>Officer response:</b> Childcare Sufficiency Assessment currently being undertaken which will indicate parents satisfaction at accessibility and distance etc. GIS mapping will also be undertaken as part of the CSA.

9	<p>Why are we selling school sites in areas of Welsh medium demand e.g. Afan Valley? (see also 13 general comments)</p>	<p><b>Officer response:</b></p> <p>Despite the closure of two primary schools, there remains sufficient surplus accommodation within the Afan Valley should the case for a Welsh-medium school be made.</p>
10.	<p>Lack of consultation. Know of many other people would like to respond but it is not possible to do so because the consultation is available on the web.</p>	<p><b>Officer response:</b></p> <p>According to the Welsh Government guidelines (Welsh Statutory Instruments 2013 No. 3048) we had to consult with the following:-</p> <p>Consultation</p> <p><b>9.—(1)</b> A local authority must consult on the plan in draft—</p> <p>(a) the Welsh Language Commissioner (within the meaning of section 2 of the WelshLanguage (Wales) Measure 2011(1));</p> <p>(b) the Early Years Development and Childcare Partnership (within the meaning of section 119 of the 1998 Act(2));</p> <p>(c) school councils;</p> <p>(d) Her Majesty’s Chief Inspector of Education and Training in Wales;</p> <p>(e) such organisations providing services to children and young people as the local authority considers appropriate; and</p>

		<p>(f) such other persons or bodies as appear to the local authority to be appropriate.</p> <p>(2) In the case of the bodies referred to in paragraph</p> <p>(1) only those bodies which have an interest in the local authority's area which is the subject of a Welsh medium education assessment are to be consulted.</p> <p>(3) The local authority must consult on the draft plan for a period of not less than eight weeks.</p> <p>(4) The local authority must carry out the consultation by sending to every consultee a draft of the plan inviting comments on it within a period specified by the local authority.</p> <p>(5) The requirement in paragraph (4) to send a draft of the plan to every consultee may be satisfied by sending copies of it by electronic mail.</p> <p>This was adhered to.</p>
11.	There is nothing new in the WESP, it is merely a description of the status quo	<p><b>Officer response:</b></p> <p>The WESP clearly articulates this Council's vision for the development of Welsh-medium education in the County Borough.</p>
12.	Council data already shows that there is a demand for Welsh-medium education in	<p><b>Officer response:</b></p> <p>The data held by the Council is inconclusive on this point. In addition, there is</p>

	areas such as Skewen and the plan does not promote this development.	sufficient capacity available at existing schools to meet current demand.
13.	A number of the county's Welsh-medium primary schools have been within 10% of the capacity for years. The plan does not recognise this and does not offer a plan to respond to the situation.	<p><b>Officer response:</b></p> <p>The WESP is supported by the Council's Strategic School Improvement Programme which seeks to ensure that the Council has the right schools in the right place; that there are sufficient pupil places available; and that schools are fit for purpose.</p> <p>Currently, within the County Borough there are no pupils seeking Welsh-medium education who have been unable to gain a place at a Welsh-medium school. However, the location of Welsh-medium secondary education has been perceived as a barrier to some parents.</p> <p>The Council's £34m investment in Welsh-medium education, an investment that secures Welsh-medium secondary education the north of the County Borough whilst establishing new Welsh-medium secondary provision the south provide the foundation for increasing uptake in Welsh-medium education at both secondary and primary level.</p> <p>Furthermore, school reorganisation plans that have affected Welsh-medium primary schools have delivered more sustainable primary school provision, securing the future of Welsh-medium education and providing more vibrant school communities allowing Welsh-language skills to be enhanced.</p>

14.	There are no details in the WESP which consider further developments for new Welsh-medium schools.	<p><b>Officer response:</b></p> <p>Meeting the demand for school places is central to the Council's school organisation planning. Successful service delivery does not by default mean opening new schools, particularly where this is sufficient capacity within existing provision. Within the County Borough, there are no pupils for whom parents have sought admission to a Welsh-medium primary school who have been unsuccessful with their admission application. As to those instances where Welsh-medium schools have been closed, the small number of pupils attending those schools resulted in them becoming financially unviable and, as such, there was difficulty in providing the breadth of educational experience more readily available at larger schools. Furthermore, the decision to relocate provision to alternative, nearby Welsh-medium schools has ensured sustainability of provision, providing continued access to Welsh-medium education.</p>
15.	The lack of Flying Start places shows shortcomings in ensuring equal opportunities for less privileged families to gain access to childcare provision through the medium of Welsh.	<p><b>Officer response:</b></p> <p>The number of Flying Start children transitioning to Welsh Medium Primary school from Flying Start childcare has increased from 35 (2014/2015) to 42 (2015/16). Welsh childcare places have increased, and capacity is being worked on alongside demand. More work is needed to encourage families to consider Welsh medium provision, with training planned for the whole Flying Start team so that staff understand the benefits of bilingualism and the Welsh Language in order to inform families. Dewis Da Training will take place before April.</p>



		<p>The Flying Start Manager is part of the NPT WESP group, and recognises that although Flying Start meets all requests for Welsh Language Flying Start childcare provision currently (even utilising cross-border placements to meet demand), a move needs to be made to create more demand for Welsh Language Provision, rather than the programme just responding to its current demand.</p> <p>NPT Flying Start is currently involved in a Welsh Language Pilot Project with WG, working with Mudiad Meithrin, Cymraeg for Kids, and officials in the Welsh Language Division at WG. The aim is to try to improve the take up of Welsh medium childcare in areas with low Welsh speaking populations. Mudiad Meithrin has carried out an analysis of cylchoedd meithrin/cylchoedd Ti a Fi in Flying Start areas. This analysis and the 2015-16 Flying Start statistics published on 13 July 2016 suggested that Neath Port Talbot was an area that needed to be targeted. The intention of the pilot is to assess the links between the take up of Flying Start services and parental preference for Welsh Medium Education.</p> <p>The Early Years and Childcare Unit currently implements an assisted places scheme for children with parents who are unemployed and families can use any registered childcare facility. We fund children in many of the Cylchoedd Meithrin.</p>
16.	No specific targets are included in the plan that reflect the survey of parental demand carried	<p><b>Officer response:</b></p> <p>The survey data is inconclusive and does not provide sufficiently robust evidence on which to base school organisation decisions.</p>

	out in 2013	
17.	The new building for Ysgol y Wern will not create additional primary places	<p><b>Officer response:</b></p> <p>The January PLASC 2016 shows the number of pupils on roll at YGG Y Wern to be: 133 full-time and 16 part-time (Nursery). Projected figures for the school do not suggest significant growth. The new, 'all-through', 3-18 school that will provide primary phase education for pupils who would otherwise have attended YGG Y Wern will provide for 180 full-time and 26 part-time. This equates to a 35% growth in full-time places.</p>
18.	The new secondary school in the south of the county will not increase primary places.	<p><b>Officer response:</b></p> <p>By definition, the new school, Ysgol Newydd Gymunedol Gymraeg (south campus), providing for pupils age 11-16) is a secondary provision and does not bring about an increase primary places. However, by removing a perceived barrier to accessing secondary Welsh-medium education it will provide the foundation for stimulating uptake in Welsh-medium education at primary level.</p>
19.	There is a lack of provision for pupils who are latecomers to Welsh-medium education	<p><b>Officer response:</b></p> <p>Currently there are eight latecomers in the authority, in four different schools. A Teaching Assistant has been employed in 2016 to support these pupils, in KS2, for two days a week. This is equivalent to half a day provision for each school. The assistant supports in developing Welsh literacy skills, with an</p>

		emphasis on Welsh Oracy and Reading.
20.	<p>The LEA is preventing the growth in Welsh-medium education. The council does not acknowledge the demand. As the population of Neath is significantly larger than the population of Pontardawe, shouldn't the numbers at YGG Castell-nedd, for example, be much greater than those of YGG Pontardawe?</p> <p>Indeed, we know that a number of children failed to get a place at YGG Castell-nedd last year as there was a lack of places in the reception class. The provision needs to be developed in our large towns. The county's main town is Neath. As a result of large numbers, many children have been refused a place at YGG Castell-</p>	<p><b>Officer response:</b></p> <p>Meeting the demand for school places is central to the Council's school organisation planning. Successful service delivery does not by default mean opening new schools, particularly where this is sufficient capacity within existing provision. Within the County Borough, there are no pupils for whom parents have sought admission to a Welsh-medium primary school who have been unsuccessful with their admission application. As to the cases where Welsh-medium schools have been closed, the small number of pupils attending those schools has meant that they were considered to be financially unviable and, as such, had difficulty in providing the breadth of educational experience more readily available at larger schools. Furthermore, the decision to relocate provision to alternative, nearby Welsh-medium schools has ensured sustainability of provision and provided continued access to Welsh-medium education. Admission applications to Ysgol Gynradd Gymraeg Castell-nedd are administered centrally, by the Council. All admission requests for a place at this school in September 2016 were granted.</p>

	<p>nedd and have missed out on Welsh-medium education. The percentage of children in Welsh-medium education in Neath (15% approximately) is very low compared with similar areas. Across all other parts of the county, it stands at between 40% and 50%.</p>	
21.	<p>The new school in Ystalyfera will reduce the number of Welsh-medium primary education places. There is no strategy here either.</p>	<p><b>Officer response:</b></p> <p>The January PLASC 2016 shows the number of pupils on roll at YGG Y Wern to be: 133 full-time and 16 part-time (Nursery). Projected figures for the school do not suggest significant growth. The new, 'all-through', 3-18 school that will provide primary phase education for pupils who would otherwise have attended YGG Y Wern will provide for 180 full-time and 26 part-time. This equates to a 35% growth in full-time places.</p>
22.	<p>It's inevitable that considerable additional funding is required to expand Welsh-medium education. This section does not cross-reference</p>	<p><b>Officer response:</b></p> <p>The WESP is supported by the Council's Strategic School Improvement Programme which seeks to ensure that the Council has the right schools in the right place; that there are sufficient pupil places available; and that schools are fit for purpose. School reorganisation plans seek to deliver more</p>

	<p>the county priorities in relation to Welsh-medium projects during the next funding period of the 21<sup>st</sup> Century Schools project after 2019/20.</p> <p>The county is expected to note details regarding this.</p>	<p>sustainable schools, securing the future of Welsh-medium education provision and providing more vibrant school communities that will encourage the Welsh-language skills to thrive. At Welsh Government level, the architecture of the 21<sup>st</sup> Century Schools Programme Band B capital (2019-2020) funding has yet to be fully developed. When this is finalised, the Council will be in a position to progress the development of its programme of projects.</p>
23.	<p>Charging post-16 pupils for transport directly militates against any plans to develop Welsh-medium education. Such a policy does not place fair conditions for pupils to get access to Welsh-medium education</p>	<p><b>Officer response:</b></p> <p>The Authority ensures that Post 16 students have access to Welsh Medium education and access to home to school transport provided the student meets the required criteria.</p> <p>The Learner Travel Measure (Wales) 2008 requires local authorities to consider the needs of learners who are aged 16- 19 years; however, there is <b>no</b> requirement for local authorities to provide school or college transport free of charge to any learner who is more than compulsory school age.</p> <p>The Authority has exercised its discretionary powers and provides transport for learners over compulsory school age who meet the criteria of minimum distance or lack of a suitable/available route.</p> <p>In exercising its discretionary power the Authority requires students who are not of compulsory school age to pay a charge of £100 p.a. (the only</p>

		<p>exemption is for those learners who continue to have a statement of special educational needs). The charge of £100 p.a. is lower than the charge for the purchase of a spare seat on a vehicle which is currently £260 p.a. Others who are not of compulsory school age i.e. nursery children are charged £260 p.a. for the purchase of a spare seat on a vehicle. For these children there is no absolute right to retain the spare seat, as a pupil of compulsory school age will have priority over seats on school transport vehicles.</p>
24.	<p>Charging for transport will disproportionately affect those receiving post-16 Welsh-medium education in the county. The county's claim is that charging for a school bus will only affect 1 in every 10 pupils in the county. This will affect 9 out of every 10 pupils from Ysgol Gyfun Ystalyfera. Unlike Neath College, there are no convenient public buses to Ystalyfera, so the vast majority of pupils rely on school buses provided by the county. Charging for transporting 16+ pupils to Ysgol Gyfun Ystalyfera is likely to undermine the</p>	<p><b>Officer response:</b></p> <p>The Council has determined that in the north of the county borough, as from the 1<sup>st</sup> September 2016, there will be a new 'all-through' (3-18) school which will replace YG Ystalyfera and YG Y Wern. The Council has also determined that there will be a second campus in the south of the county borough for pupils aged 11-16. This will open on 1<sup>st</sup> September 2018.</p> <p>At present it is envisaged that post -16 Welsh-medium education will be provided at the 3-18 school's north campus and transport would continue to be arranged as it is presently. However, it is possible that, over time, both campuses could support post -16 education then transport arrangements would be reviewed at that time.</p> <p>As the south site campus increases in size and reaches its full 11-16 age range, consideration will need to be given to the benefits of continued single site 6th Form Welsh-medium education over the potential for complementary provision in south of the county borough.</p>

	viable 16+ education there.	
25.	The largest number of children across the county being lost from Welsh-medium education between KS2 and KS3 are in YGG Pontardawe and Ysgol Trebannws. The strategy to improve this needs to be more detailed.	<p><b>Officer response:</b></p> <p>A part-time Advisory Teacher for Welsh First language is employed to provide support and training for all Welsh medium primary schools and to develop transition with Ysgol Gyfun Ystalyfera. Performance targets are agreed annually with ERW officers and a structured programme of support for Welsh literacy is agreed with PENTAN – the NPT association of Welsh medium head teachers. The main focus of the cluster during 2014/15 was the launch of the language charter which has gained support of all schools and local elected members. The charter promotes the use of informal Welsh, as well as promoting higher order language skills in all pupils. The aim is to create more confident Welsh speakers that will have the confidence to continue with their education in KS3.</p> <p>Ysgol Gyfun Ystalyfera also plan effective bridging and transition programmes to ensure that pupils continue secondary Welsh Medium provision. This includes the cross sector ‘Ystalyfera’n Cyfri’ programme, which has specifically targeted areas such as Trebannws and Pontardawe.</p>
26.	It needs to be ensured that there is an infrastructure within the authority to support this - the communication work is dreadful - e.g. no one can deal with enquiries through	<p><b>Officer response:</b></p> <p>The Council is constantly reviewing its communication strategies. It has a clear commitment to deal with enquiries through the medium of Welsh.</p> <p>As far as the corporate communications function is concerned, a bilingual service is provided and available.</p>

	the medium of Welsh, the process of noting school preference is not available in Welsh until a parent complains - the messages contradict the alleged 'aim'	<p>In terms of the wider organisation, the Welsh Language Standards requires us to establish the Welsh Language preference of the person/body we are corresponding with and then arrange to deal with them through the language of their choice. The practical position is that the WLS are new. The WL Officer Group is working through each of the standards to identify what development work we need to undertake for those standards we have accepted. Establishing language preference is presenting some practical issues to overcome across the board but we are confident we will make steady progress. Our standard correspondence makes clear that we welcome correspondence in both English and Welsh.</p> <p>As regards the admissions' process, whilst initially there was an issue with the software this has now been addressed and parents can apply in English and/or Welsh.</p>
27.	Welsh is not treated equally to English – e.g. lack of ALN units	<p><b>Officer response:</b></p> <p>The Council is committed to equality of provision and to providing an inclusive service to pupils with Additional Learning Needs ( ALN). Provision of Welsh-medium ALN units has previously been explored and a clear need that would support a sustainable, dedicated provision could not be identified. However, this is an iterative process and the Council will continue to work with Welsh-medium schools on ALN matters and will respond to identified demand accordingly.</p>
28.	No inclusion in the plan to support the Welsh	<p><b>Officer response:</b></p>



	language skills of those parents/ grandparents/ guardians who do not speak Welsh, or have a low linguistic skill or reading ability in the Welsh Language.	This comment raises an issue which officers recognise as being in need of addressing. Officers will work with schools and Adult Community Learning colleagues to seek to develop such provision.
29.	There is a drastically reduced provision of community Lifelong Learning over recent time, mainly due to less funding being available, together with reduced provision by the Local Authority and other providers, it is disappointing to note that this Plan does not extend its ambition into post 16 non-school based learning.	<p><b>Officer response:</b></p> <p>The Hywel Teifi Academy at Swansea University support post-16 Welsh-medium provision in Neath Port Talbot. The provision by 'Learning Welsh - Swansea Bay' offer a variety of courses, including</p> <ul style="list-style-type: none"> <li>• Full mainstream Welsh courses;</li> <li>• Provision for on-line courses;</li> <li>• Courses for Welsh in the Workplace;</li> <li>• Courses for Welsh for the Family;</li> <li>• One-day courses and occasional courses</li> <li>• Provision for the informal use of Welsh.</li> </ul> <p>Teaching methods vary to coincide with the five levels indicated by the Welsh Government (Access to 'Graenus'). A total of 54 courses have been offered in NPT since September 2016, with an uptake of 297 candidates to date. Events</p>

		at 'Ty'r Gwrhyd' also offer events that support these courses.
30.	Does the plan in its present form reflect the requirement to measure and create the demand for Welsh-medium education?	<p><b>Officer response:</b></p> <p>The plan in its present form articulates a clear and comprehensive vision for the development of Welsh-medium education in Neath Port Talbot. Following responses to previous consultation the development of a second Welsh medium secondary campus in the south-east of the authority is aimed at expanding Welsh medium provision and stimulating further demand.</p>
31	Unlike a number of other councils, Neath Port Talbot does not prioritise Welsh-medium education. YGG Tyle'r Ynn was the last Welsh-language primary school to be opened in the county – a decision made by West Glamorgan Council 20 years ago. The lack of vision and conspicuous strategic planning is contrary to the strategies of other authorities such as Carmarthenshire Council	<p><b>Officer response:</b></p> <p>Meeting the demand for school places is central to the Council's school organisation planning. Successful service delivery does not by default mean opening new schools, particularly where this is sufficient capacity within existing provision. Within the County Borough, there are no pupils for whom parents have sought admission to a Welsh-medium primary school who have been unsuccessful with their admission application. As to the cases where Welsh-medium schools have been closed, the small number of pupils attending those schools has meant that they were considered to be financially unviable and, as such, had difficulty in providing the breadth of educational experience more readily available at larger schools. Furthermore, the decision to relocate provision to alternative, nearby Welsh-medium schools has ensured sustainability of provision and provided continued access to Welsh-medium education</p>

	and Swansea Council. Considering the lack of purposeful developments towards normalising Welsh-medium education, it is obvious that the council has not acknowledged the demand for Welsh-medium education within the county.	
32.	What's happening in Neath Port Talbot, with developments in the Welsh-medium education sector, does not compare well with other counties throughout the country. It does not possess any measurable aims or objectives. This makes it difficult for the public to understand how the strategy will be implemented. We need to know what growth is forecast by the county and how this vision will be realised. This needs to be presented in a clear and	<p><b>Officer response:</b></p> <p>Five of the seven outcome areas include measurable aims or objectives.</p>

	transparent plan.	
33.	<p>We strongly feel that Outcome 1 will be undermined in its entirety as the council continues with a policy that places pupils at a disadvantage because of the choice of parents to send their children to a Welsh-medium school. Because of the geographical locations of the Welsh-medium schools and the fact that more children attending Welsh-medium schools use transport, we feel that this policy places them at a disadvantage. This does not give the same fundamental rights to those attending Welsh-medium schools as those who choose not to</p>	<p><b>Officer response:</b></p> <p>See Equality Impact Assessment full form (Appendix F)</p>
34.	<p>Charging post-16 pupils for transport is contrary to any plans that are operated to</p>	<p><b>Officer response:</b></p> <p>The Authority ensures that Post -16 students have access to Welsh and</p>

	<p>promote and develop Welsh-medium education. The psychological message is also a factor that should be considered as it puts a price on the fundamental right to choose. The policy does not place fair conditions for pupils wishing to gain access to Welsh-medium education. There should be no charge for transport for post-16 pupils to Ysgol Gyfun Ystalyfera</p>	<p>English Medium education and access to home to school transport provided the student meets the required criteria.</p> <p>The Learner Travel Measure (Wales) 2008 requires local authorities to consider the needs of learners who are aged 16- 19 years; however, there is no requirement for local authorities to provide school or college transport free of charge to any learner who is more than compulsory school age.</p> <p>The Authority has exercised its discretionary powers and provides transport for learners over compulsory school age who meet the criteria of minimum distance or lack of a suitable/available route.</p> <p>In exercising its discretionary power the Authority requires students who are not of compulsory school age to pay a charge of £100 p.a. (the only exemption is for those learners who continue to have a statement of special educational needs). The charge of £100 p.a. is lower than the charge for the purchase of a spare seat on a vehicle which is currently £260 p.a. Others who are not of compulsory school age i.e. nursery children are charged £260 p.a. for the purchase of a spare seat on a vehicle. For these children there is no absolute right to retain the spare seat as a pupil of compulsory school age will have priority over seats on school transport vehicles.</p>
35.	<p>Charging for transport has a disproportionate impact on those receiving post-16 Welsh-medium education in the county.</p> <p>Unlike Neath College, there</p>	<p><b>Officer response:</b></p> <p>The Council has determined that in the north of the county borough, as from the 1<sup>st</sup> September 2016, there will be a new 'all-through' (3-18) school, which will replace YG Ystalyfera and YG Y Wern.</p>

	<p>is no convenient public bus service to Ystalyfera, therefore the vast majority of pupils depend on school buses provided by the county. Charging a fee for carrying post-16 pupils to Ysgol Gyfun Ystalyfera is likely to undermine viable post-16 education there</p>	<p>The Council has also determined that there will be a second campus in the south of the county borough for pupils aged 11-16. This will open on 1<sup>st</sup> September 2018.</p> <p>At present, it is envisaged that Post 16 Welsh-medium education will be provided at the 3-18 school's north campus and transport would continue to be arranged as it is presently. However, it is possible that, over time, both campuses could support Post -16 education then transport arrangements would be reviewed at that time.</p> <p>As the south site campus increases in size and reaches its full 11-16 age range, consideration will need to be given to the benefits of continued single site 6th Form Welsh-medium education over the potential for complementary provision in south of the County Borough.</p>
36.	<p>Councillors must play a part in planning the scheme. They have the authority to formulate the scheme and, ultimately, be accountable for it. No councillors sit as representatives on the WESP committee.</p>	<p><b>Officer response:</b></p> <p>Through the Council's Cabinet decision making and scrutiny processes, Councillors are fully involved in scrutinising the WESP, its content and its progress. Representation on the WESP Forum will be reviewed in light of the new plan.</p>
	<ul style="list-style-type: none"> <li>It is a concern that Mudiad Meithrin is flourishing in</li> </ul>	<p><b>Officer response:</b></p>

<p>other counties. There is a lack of cooperation and coordination at higher levels within the county (despite the willingness of Pentan headteachers to co-operate and create strategies for TWF) and this is leading to the loss of significant numbers of pupils in relation to Welsh-medium education. Significant gaps remain in pre-school/nursery provision, particularly in relation to promoting the Welsh language through Flying Start. There is no Welsh-language pre-school or nursery provision in Port Talbot, Skewen, Llansawel, Baglan or Llandarcy. Many of the playgroups that are available are full and many children are turned away as a result and are therefore missing out on Welsh-</p>	<p>TWF has been replaced with Cymraeg for Kids, a rep from which should sit of the WESP group – I believe they have been invited to attending the group. FS are in contact with them via a WG pilot to increase Welsh Language provision in FS NPT. Promoting the Welsh Language to parents is a gap within NPT generally, and not exclusive to Flying Start, that only covers 25% of the LA. The LA has not had a Development Officer consistently in post from MM for a while.</p> <p>Funding was reduced within the Early Years and Childcare Unit and the decision was made not to fund any of the childcare Umbrella Organisations. This has impacted on capacity within the Unit and also on the partnership between the L.A. and the Umbrella Orgs (inc Mudiad Meithrin).</p> <p>Work has been undertaken with Mudiad Meithrin to develop a full day care facility on the grounds of YGG Rhosafan, however, Mudiad Meithrin withdrew from the development. A new round of funding will be available from April and the EYCU can prioritise these areas for development through the medium of Welsh.</p>
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	medium education.	
	<ul style="list-style-type: none"> <li>Welsh-medium Additional Learning Needs – The question that needs to be asked here is whether provision for pupils with ALN in Welsh-medium education is fair or legal because the legal rights of pupils with ALN in the Welsh-medium sector are equivalent to those of pupils in English-medium education.</li> </ul> <p>In order to fund ALN units across the LEA, schools receive direct contributions (top slicing). Pupils in the Welsh-medium sector do not benefit from this provision. Should Welsh-medium schools be contributing to this at all given that they reap no benefit from it? Several of</p>	<p><b>Officer response:</b></p> <p>The Council is meeting its legal requirement in relation to ALN provision for pupils educated through the medium of Welsh. There are suitably qualified, Welsh speaking staff within the Council's Support for Inclusion service provide for the ALN needs of pupil in the Welsh-medium sector. Referral processes for access to support are equivalent across both languages.</p> <p>This is not the case. There is a very limited number of commercially available Welsh-medium standardised assessment tests being produced and also being standardised on the Welsh population. Against this background, the Council has developed ALN resources for supporting pupils through the medium of Welsh and it did so alongside those for the English-medium sector, at a cost that far exceeded the production of the English-medium materials.</p>



	the strategies listed in Outcome 6 were adapted from English several years after being applied in the English-medium sector.	
<ul style="list-style-type: none"><li>How does the authority plan to ensure that pupils and parents understand the benefits of continuing to receive Welsh education at key stage 3?</li></ul> <p>There is no mention of an operational plan in the WESP</p>	<p><b>Officer response:</b></p> <p>Members of the forum, RhAG and MICNPT, are currently creating a promotion leaflet, poster and video. They have worked alongside other authorities in Wales, who are successfully promoting the benefits of Welsh Medium Education, to gather relevant information. These resources will be available by the Summer term, and will be distributed via WESP forum members to relevant stakeholders, across the authority e.g. Parents, carers, midwives, health boards, pre-school provision centres, schools, estate agents &amp; renting agents.</p> <p>The newly-established Canolfan Gymraeg, Tŷ'r Gwrhyd, in Pontardawe, a joint venture between the Authority and Swansea University, is now home to the Learn Welsh – Swansea Bay Region (LWSBA) team for NPT. LWSBA provides a range of courses to support learners of all abilities, and has established at Tŷ'r Gwrhyd and several other locations across the region, specific courses to support parents and carers with children attending Welsh schools to learn Welsh. LWSBA is also in the process of developing a provision to support parents/carers in assisting their children with Welsh-language homework. In working with Menter Iaith Castell-nedd Port Talbot, Tŷ'r Gwrhyd, offers further support to Welsh speaking families, through its</p>	

		Welsh-language book and resources shop and a range of activities for schoolchildren to promote use of Welsh outside the school.
In Support		
1.	Investing in a new building for Ysgol Y Wern is to be welcomed	<b>Officer response:</b>  The 21 <sup>st</sup> Century Schools new build proposal for Ysgol Gynradd Gymraeg Y Wern, delivers an opportunity for the pupils to benefit from a wider range of teaching and learning experiences. An 'all-through', 3 -18 school provides access to specialist staff and facilities not readily available in a stand-alone primary school setting.
2.	Investing in a secondary school in the south of the county is a notable milestone	<b>Officer response:</b>  The south campus is a new build, state-of-the art, 11-16 provision in an area of the County Borough where, previously, no Welsh-medium secondary school provision had existed. This will make secondary education more accessible to pupils living the south of the County Borough and stimulate interest in Welsh-medium education. Currently, the distance to a Welsh-medium secondary school is a perceived barrier to some.
3.	The website available to parents regarding access to	<b>Officer response:</b>

	Welsh-medium education has improved recently.	Comment has been noted
4.	Objectives set out in the Plan strengthen access to Welsh-medium education, of the highest standard, across the Authority.	<p><b>Officer response:</b></p> <p>The WESP is supported by the Council's Strategic School Improvement Programme, which seeks to ensure that the Council has the right schools in the right place; that there are sufficient pupil places available; and that schools are fit for purpose. As the Council's 21<sup>st</sup> Century Schools programme of projects is fully realised, accessing Welsh-medium education will prove attractive to even more pupils.</p> <p>School reorganisation plans seek to deliver more sustainable schools, securing the future of Welsh-medium education provision and providing more vibrant school communities that will encourage the Welsh-language skills to thrive.</p> <p>Making Welsh-medium education more readily accessible, in environments that are conducive to learning and promoting well-being, will contribute to the sustainability the Welsh language and Welsh culture</p>
5.	Many of those over the age of 50 across the County Borough, whether they are	<p><b>Officer response:</b></p> <p>Making Welsh-medium education more readily accessible, in environments</p>

	Grand Parents or Parents, or even those who do not have children, will endorse these efforts which will help to sustain the Welsh language and culture for future generations to come.	that are conducive to learning and promoting well-being, will contribute to the sustainability the Welsh language and Welsh culture.
6.	The Welsh Language Society's Glamorgan Gwent Division welcomes Neath Port Talbot County Borough Council's declaration that it believes every child should benefit from the opportunity to learn Welsh, and from its commitment to promote and celebrate learning the Welsh language across stages and sectors.	<b>Officer response:</b>  Comments noted
7.	Workforce planning and supporting continued professional development – ERW has been a support	<b>Officer response:</b>  Comments noted

	in this regard. We are grateful for the increase in this provision. The document is not clear on how the Authority will develop this further.	
8.	<p>The Learning Assistant and the Advisory Teacher (stemming from the previous plan) have been a great help to us as Welsh-medium schools.</p> <p>Nevertheless, due to a lack of a clear strategy, it is difficult to see how the plan can positively impact on the seven outcomes and the number of children who have access to Welsh-medium education.</p>	<p><b>Officer response:</b></p> <p>Comments noted</p>
9.	<p>It is encouraging to see that a slight increase in the percentage of pupils aged 7 receiving Welsh medium</p>	<p><b>Officer response:</b></p> <p>The WESP is supported by the Council's Strategic School Improvement Programme which seeks to ensure that the Council has the right schools in the right place; that there are sufficient pupil places available; and that</p>

	education.	<p>schools are fit for purpose. As the Council 21<sup>st</sup> Century Schools programme of projects is fully realised, accessing Welsh-medium education will prove attractive to even more pupils.</p> <p>School reorganisation plans seek to deliver more sustainable schools, securing the future of Welsh-medium education provision and providing more vibrant school communities that will encourage the Welsh-language skills to thrive.</p>
General Comments		
1.	Education is not the only factor in achieving a million Welsh speakers by 2050 but is key	<p><b>Officer response:</b></p> <p>Comment noted</p>
2.	Who is on the WESP forum?	<p><b>Officer response:</b></p> <p>Here are the current members of the WESP forum :</p> <ul style="list-style-type: none"> <li>• Mike Daley – Education Development Coordinator and Lead Challenge Adviser</li> </ul>

	<ul style="list-style-type: none"> <li>• Meirwen Watts – Challenge Adviser</li> <li>• Matthew Evans – Cadeirydd Clwstwr Ystalyfera</li> <li>• Karen Thomas – 14-19 Manager</li> <li>• Shan Thomas – ADY CNPT</li> <li>• Owain Glenister – Menter Iaith Castell-nedd Port Talbot</li> <li>• Lynne Brier – Cadeirydd PENTAN</li> <li>• Lloyd Jones – Cadeirydd LLAN</li> <li>• Catrin Saunders - Prif Swyddog Partneriaethau / Partnerships Officer Cymraeg i Blant – Mudiad Meithrin</li> <li>• Nicola Hire – AALI – darpariaeth cyn-ysgol/pre-school provision</li> <li>• Lisa Clement – Flying Start Manager</li> <li>• Roger Williams – RhAG</li> <li>• Tudur Jones – Headteacher, YGG Castell-nedd</li> <li>• Rhodri Sion – Headteacher, YGG Cwm Nedd</li> <li>• Dr Gwenno Francon – Academi Hywel Teifi/Director of Academi Hywel Teifi – ‘Ty’r Gwrhyd’</li> </ul>
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3.	<p>ALN – previously weaker provision in Welsh medium sector. Need to understand more of what is included in WESP and how practitioners regard the provision</p>	<p><b>Officer response:</b></p> <p>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 Gyfun Ystalyfera 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 Gyfun Ystalyfera staff. This has resulted in a more informed and confident staff – impacting on retention of current Welsh speaking staff.</p> <p>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.</p> <p>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).</p> <p>Centrally based Welsh speaking specialist teachers provide assessment and support in the areas of:</p> <ul style="list-style-type: none"> <li>· Learning Difficulty (Specific and General)</li> </ul>
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		<ul style="list-style-type: none"> <li>• Speech and language and communication</li> <li>• Hearing Impairment</li> <li>• Vision Impairment</li> <li>• Autistic Spectrum Disorder (ASD)</li> <li>• Wellbeing and Behaviour</li> </ul>
4.	<p>The NPT WESP needs a huge leap in ambition and lacks strategic direction and vision in order to increase the number of pupils in Welsh-medium education.</p>	<p><b>Officer response:</b></p> <p>The WESP is supported by the Council's Strategic School Improvement Programme which seeks to ensure that the Council has the right schools in the right place; that there are sufficient pupil places available; and that schools are fit for purpose.</p> <p>Currently, within the County Borough there are no pupils seeking Welsh-medium education who have been unable to gain a place at a Welsh-medium school. However, the location of Welsh-medium secondary education has been perceived as a barrier to some parents.</p> <p>The Council's £34m investment in Welsh-medium secondary education, an investment that secures Welsh-medium secondary education the north of the County Borough whilst establishing new Welsh-medium secondary provision the south provide the foundation for increasing uptake in Welsh-medium education at both secondary and primary level.</p> <p>Furthermore, school reorganisation plans that have affected Welsh-medium primary schools have delivered more sustainable primary school provision,</p>

		securing the future of Welsh-medium education provision and providing more vibrant school communities allowing Welsh-language skills to be enhanced.
5.	More clarity is needed regarding the county's intentions to manage places and the plans to expand provision.	<p><b>Officer response:</b></p> <p>The WESP is supported by the Council's Strategic School Improvement Programme which seeks to ensure that the Council has the right schools in the right place; that there are sufficient pupil places available; and that schools are fit for purpose. As the Council 21<sup>st</sup> Century Schools programme of projects is fully realised, accessing Welsh-medium education will prove attractive to even more pupils. School reorganisation plans seek to deliver more sustainable schools, securing the future of Welsh-medium education provision and providing more vibrant school communities that will encourage the Welsh-language skills to thrive.</p> <p>School organisation proposals are consulted upon with the views of a wide range of stakeholders informing decisions. In addition, the Council's Cabinet considers each proposal at length before approving its implementation. The principles of the Strategic School Improvement Programme are set out in the WESP.</p> <p>Currently, within the County Borough there are no pupils seeking a Welsh-medium education who have been unable to gain a place at a Welsh-medium school and a significant perceived barrier to accessing Welsh-medium education is being removed with the establishment of a south campus for Welsh-medium secondary education in new build accommodation to complement the new build at the north of the County Borough.</p>

6.	That one of the proposed schools being built on the Coed Darcy site is a Welsh-medium school and that this is part of the WESP	<p><b>Officer response:</b></p> <p>New school proposals, including new school builds at the Coed Darcy site are the subject of extensive consultation with a wide range of stakeholders, in particular parents and pupils. Responses to consultation inform the development of a proposal, including linguistic character. The Council is sensitive to the principles and purposes underpinning this urban village development and to the opportunity it presents for a Welsh-medium school. Officers are in dialogue with the developers over provision of education in this area.</p>
7.	The historic tendency to assume that any new schools will be English-medium ones must be avoided	<p><b>Officer response:</b></p> <p>When proposals for new schools are developed there is no default presumption for English-medium or Welsh-medium schools. Local and prevailing circumstances are key factors in determining the language category. Each new school proposal undergoes extensive consultation with a wide range of stakeholders, in particular parents and pupils. Responses to consultation inform the development of a proposal, including the linguistic character of a school.</p>
8.	Welsh-medium Flying Start places (7.84%) do not match the percentage of pupils attending Welsh-medium schools (18.3%).	<p><b>Officer response:</b></p> <p>18.3% refers to the % of NPT pupils in Welsh medium primary – this is inclusive of FS and Non FS children.</p> <p>The number of FS childcare(CC) places that are "Welsh Language"(WL) was approx. 10% this year (subject to change) – so 7.84% could have been</p>

		correct depending on date of collection. This figure, however, is the % of Flying Start Welsh Language Child Care places, not the broader LA places. As Flying Start only covers around 25% of the most deprived areas of an LA, it would not match up, as the figures do not relate to each other, as Flying Start is targeted for eligibility.
9.	The lack of Flying Start places for Welsh-medium families which are both accessible and convenient makes the offer of a place less attractive to parents and in the majority of places, is a completely impractical consideration.	<p><b>Officer response:</b></p> <p>Flying Start use existing childcare within eligible communities. We currently meet demand within FS NPT, but acknowledge that a move needs to be made towards creating demand for Welsh Language FS childcare through educating parents round the benefits of a dual language, rather than responding to the current low demand.</p> <p>The demand through Family Information Service is generally low for Welsh medium childcare provision but it is recognised that we need to increase the demand for it.</p>
10.	The county should commit to another survey and act on the findings during the period of this plan	<p><b>Officer response:</b></p> <p>The Council follows the guidelines set down by the Welsh Government for parental surveys. These guidelines specify the frequency and content of the surveys. The results inform policy decisions on the provision of Welsh-medium education.</p>
11.	The WESP needs to be	<p><b>Officer response:</b></p> <p>Members of the forum, RhAG and MICNPT, are currently creating a</p>

<p>more of a promotional plan</p> <ul style="list-style-type: none"> <li>• Information regarding Flying Start, Welsh-medium and English-medium playgroups, groups of carers, information regarding transport etc.</li> <li>• ensure that information is available to estate agents &amp; renting agents</li> <li>• Parent's information booklets</li> <li>• Provide council front-line workers with language awareness training – work with the Health board etc.</li> <li>• Work closely with the Welsh Plan for Children</li> </ul>	<p>promotion leaflet, poster and video. They have worked alongside other authorities in Wales, who are successfully promoting the benefits of Welsh Medium Education, to gather relevant information.</p> <p>These resources will be available by the Summer term 2017, and will be distributed via WESP forum members to relevant stakeholders, across the authority e.g. Parents, carers, midwives, health boards, pre-school provision centres, schools, estate agents &amp; renting agents.</p>
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12.	<p>There is an intention to work with RhAG to create a promotional film (including promotional leaflets) for Welsh-medium education. This should be in the plan</p>	<p><b>Officer response:</b></p> <p>Members of the forum, RhAG and MICNPT, are currently creating a promotion leaflet, poster and video. They have worked alongside other authorities in Wales, who are successfully promoting the benefits of Welsh Medium Education, to gather relevant information. These resources will be available by the Summer term, and will be distributed via WESP forum members to relevant stakeholders, across the authority e.g. Parents, carers, midwives, health boards, pre-school provision centres, schools, estate agents &amp; renting agents.</p>
13.	<p>It needs to be ensured that there are Cylchoedd Meithrin (Welsh-medium playgroups) in specific areas such as Port Talbot. The strategic plan needs to elaborate on the intention to collaborate and plan jointly with Mudiad Meithrin. The lack of specific targets with regards to increasing the number of pre-school children is a fundamental weakness. It would be good to incorporate this in the</p>	<p><b>Officer response:</b></p> <p>Mudiad Meithrin and the L.A. need to work collaboratively and take the necessary risks when an opportunity arises to develop in future on specific sites</p>

	plan.	
14.	<p>The lack of an officer on the highest tier of the LA governance with responsibility for the Welsh language prevents the LA from ensuring appropriate structure and procedures to support the increase in Welsh-medium education. There is no bilingual documentation, training or officers in key departments and there is insufficient Welsh-medium communication/marketing work.</p>	<p><b>Officer response:</b></p> <p>The development of Welsh-medium education is a whole Directorate responsibility, as such the Directorate is satisfied that it has the means and the expertise to respond to current demand and to progress the vision that the WESP articulates. The question refers to broader Welsh language provision that does not come under specifically the remit of the WESP.</p>
15.	<p>That more emphasis is needed on the contribution of Welsh-medium Education with regard to the Tackling Poverty agenda, and it would be good to see what strategies</p>	<p><b>Officer response:</b></p> <p>A greater degree of focus on how the Pupil Deprivation Grant is spent by each school. This is a specific line of enquiry in each core visit and examples of the best and most effective practice have been shared with all schools. Of the 11 welsh medium schools, nine are categorised as Yellow or Green, these schools will support others in sharing good practice.</p>

	<p>the county could adopt to implement this</p>	<p>The ERW Tackling Poverty Action Plan aims to tackle the impacts of poverty now and prevent poverty in the future.</p> <p>The Welsh Government's commitment to social justice makes it essential in the current climate that we continue to tackle poverty. WG will do this by prioritizing the needs of the poorest and protecting those most at risk of poverty and exclusion.</p> <p>The Action Plan aims to achieve better outcomes for everyone by choosing options, which work best in the long term.</p> <p>It focuses on 3 actions:</p> <ul style="list-style-type: none"> <li>• preventing poverty</li> <li>• helping people into work</li> <li>• improving the lives of people living in poverty.</li> </ul> <p>WG vision is to have high expectations for all learners, regardless of their socio-economic background, and to ensure that they have an equal chance of achieving those expectations.</p> <p>Tackling the impact of deprivation on educational attainment is a top priority for Welsh Government and schools. The Rewriting the Future programme sets out the actions that Welsh Government, consortia, local authorities and schools can take.</p>
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		<p>The Pupil Deprivation Grant is provided to schools to help them overcome the barriers preventing poorer pupils and looked after children from achieving their potential.</p> <p>Information, approaches and research on how to tackle the impacts of deprivation on educational attainment can be found on Learning Wales.</p> <p>Estyn has produced three reports and a summary report on tackling poverty and disadvantage in schools.</p>
16.	<p>We ask that the council accept that a higher percentage of children travel to Welsh-medium schools and that continuing a policy which places pupils under a disadvantage could jeopardize the whole of Outcome 1</p>	<p><b>Officer response:</b></p> <p>The total number of mainstream pupils being transported on Home to School Transport:-</p> <p>The below figures are the most up to date;</p> <p>Welsh Primary Schools - 359 pupils – this equates to 20% of pupils accessing Welsh medium provision / English Primary Schools - 361 pupils – this equates to 4% of pupils accessing English medium provision.</p> <p>Welsh Secondary – 893 pupils - this equates to 96.5% of pupils accessing Welsh medium provision / English Secondary - 1585 pupils - this equates to 24.6 % of pupils accessing English medium provision.</p>
17.	<p>To ensure an <b>increase</b> in the number of pupils who continue in Welsh-medium</p>	<p><b>Officer response:</b></p> <p>The Learner Travel Measure (Wales) 2008 requires local authorities to</p>

	<p>Post-16 education, there should be no charge for transport to Ysgol Gyfun Ystalyfera.</p>	<p>consider the needs of learners who are aged 16- 19 years; however, there is <b>no</b> requirement for local authorities to provide school or college transport free of charge to any learner who is more than compulsory school age.</p> <p>The Authority has exercised its discretionary powers and provides transport for learners over compulsory school age who meet the criteria of minimum distance or lack of a suitable/available route.</p> <p>In exercising its discretionary power the Authority requires students who are not of compulsory school age to pay a charge of £100 p.a. (the only exemption is for those learners who continue to have a statement of special educational needs). The charge of £100 p.a. is lower than the charge for the purchase of a spare seat on a vehicle which is currently £260 p.a. Others who are not of compulsory school age i.e. nursery children are charged £260 p.a. for the purchase of a spare seat on a vehicle. For these children there is no absolute right to retain the spare seat as a pupil of compulsory school age will have priority over seats on school transport vehicles.</p>
18.	<p>A section states that 'all the optional transport provided is being reviewed'. What exactly does this mean? Is there any intention to introduce proposals to make further changes to the policy? This needs clarification.</p>	<p><b>Officer response:</b></p> <p>The current Home to School Travel Policy is a 2014 policy. When the 2014 policy was implemented, it was determined that the policy would be reviewed after a period of 2 years. The current policy has been reviewed in 2016 and a new policy has been proposed for 2017.</p>

19.	<p>Transition plans etc. have now been running there for a number of years and this is not having sufficient impact on keeping current pupils, not to mention increasing numbers.</p>	<p><b>Officer response:</b></p> <p>Transition plans are extensive at Ystalyfera. This includes a cross-phase Numeracy and Mathematics programme, involving specialist Maths teachers from YGY visiting every Primary School in the cluster every week throughout the year (Yrs 5&amp;6). Ystalyfera also holds Summer Festival for years 4/5 at Ystalyfera - this involves all pupils involved in an extensive transition three-day event (&amp; parent celebration event). These programmes have had a definitive impact, with numbers choosing to remain within WM numbers steadily increasing annually. This is clear from current numbers at Ystalyfera - Yr 11: 160 pupils (Sept 2012 Yr 7 entry). Current Yr 7: 212 pupils (Sept 2016 entry). Ystalyfera school development plan has clear targets to increase and maintain numbers - this has been case since 2011 - and continues to be key school priority.</p>
20.	<p>We need to know why around 20% of children are lost to second language education when moving to the secondary sector. The loss is among the largest in Wales. A detailed study is needed to identify the reasons and to produce a strategy and action plan with a definite timetable in order to actively resolve this matter</p>	<p><b>Officer response:</b></p> <p>Numbers who leave WM education at end of KS2 is concern to leadership at Ystalyfera. YGY has made strong progress with several primary schools : Y Wern / Cwmllynfell which now have strong transition numbers to YGY. There has been some gain from other target schools, and these partnerships are continually assessed and reviewed. YGY would welcome further research, however, there is detailed action plan currently in place and is significantly resources through Cluster funding priorities. These plans include partnership working with Menter Iaith, Cluster Primary Schools and YGY.</p>

21.	<p>There is a need to continue to develop more collaboration between the county's secondary schools to enable us to offer the widest range of Welsh-medium courses - including vocational courses. A specific focus is needed on health and care, childcare etc.</p>	<p><b>Officer response:</b></p> <p>YGY is the only WM education provider in NPT, no other secondary school in NPT could offer WM courses. YGY has worked in the past with Ysgol Gymraeg Bryn Tawe and Gwyr through 14-19 funding partnerships to deliver collaborative courses. YGY has continued this partnership working in two minority courses in KS5. However, the travel distance involved makes further collaborative provision ineffective. YGY does offer Construction course in partnership with NPT College - this is partly funded by 14-19 partnership. Health and Childcare courses are provided to a high level at YGY. YGY has a very successful partnership with Mudiad Meithrin, Cam wrth Gam to offer Cache course at L2 and L3 through medium of Welsh. This course is extremely successful with current 100% success rate in qualification and transition to full time employment / higher education.</p>
22.	<p>There is also a need to develop opportunities to work with the Coleg Cymraeg Cenedlaethol to promote study routes in the Higher Education sector.</p>	<p><b>Officer response:</b></p> <p>YGY has strong links with HE institutions in Wales. This includes visits from Coleg Cymraeg Ambassadors and promoting Coleg Cymraeg scholarships / courses. Kayleigh Jones, Coleg Cymraeg Ambassador spent two weeks at YGY in Summer 2016 and one of our students Jacques Mahe has just been appointed Ambassador for the Coleg Cymraeg.</p> <p>Currently there is Welsh medium Further Education provision provided in the authority, with an appointed member of staff to guide young people on their Higher Education path following this provision. Provision is available for both vocational and academic study and the school is willing to change and update their offer to pupils' dependant on the needs of the pupils. However, in the</p>

		future further links could be beneficial to our students and would be looked at.
23.	There is a need to support pupils who do not continue into the sixth form, and working with Neath Port Talbot College to identify Welsh-medium provision – possibly in partnership with schools - is a vital area which requires immediate attention.	<p><b>Officer response:</b></p> <p>Pupils are offered some vocational courses in the current Welsh Medium provider in the authority. However, a number choose to continue their post 16 study with the college. The small numbers of students on each course could make it unviable to provide the course through both English and Welsh for the college. This is an area that could be looked at in the future provided sufficient numbers of students wished to pursue a course through the medium of Welsh. Decisions on whether to provide such a course could only be taken by the college, due to financial implications. In post-16 planning meetings the Welsh Government have been happy with the current provision of courses and have also been happy that where there have been sufficient numbers wishing to pursue a vocational course through the medium of Welsh Ystalyfera have introduced the course.</p>
24.	Workplace opportunities for students need to be identified and promoted, and there is potential to create specific resources to achieve this, possibly as a follow-up project to the leaflet promoting Welsh-medium education produced jointly with	<p><b>Officer response:</b></p> <p>Workplace opportunities for students are coordinated by Careers Wales who have Welsh speaking advisors. Their website is also available through the medium of Welsh.</p>

	Menter Iaith.	
25.	The council needs to lead this work (21-25), as the area's main employer, and take a proactive role in promoting opportunities to join the workforce across the whole range of LA services.	<b>Officer response:</b>  See responses 21-25
26.	There is a need to continue to fund and work with the listed bodies e.g. Menter Iaith and the Urdd. The contribution of these partners is key to achieving this target.	<b>Officer response:</b>  Menter Iaith and the Urdd work very closely with all the Welsh Medium schools and many of the English Medium schools. They proactively offer support for Welsh speaking as well as non-welsh speaking families, through a range of activities to promote the use of Welsh inside and outside the school.
27.	We believe that it is of vital importance to provide for children with additional learning needs through the medium of Welsh, responding proactively to the families who ask for support. We see that this is possible	<b>Officer response:</b>  The Council is working on a consistent approach, offering advice clinics to schools. Working across the ERW consortium provides both opportunities and challenges which are being explored.

	by working across the consortium.	
28.	There is a need to continue to work closely with parents and schools in order to get a full picture of the situation in the county and to respond appropriately to these needs.	<p><b>Officer response:</b></p> <p>The Council consults with parents and parent representative organisations to ensure the voice of parents are heard. Similarly, there are consultative groups for head teachers and chairs of governors through which the Council consults with schools. In addition, school organisation proposals are consulted upon and a wide range of stakeholder views sought.</p>
29.	In the face of gaps in provision for autism and auditory, visual and behavioural problems, it would be good if the county offered a language training programme for practitioners, releasing workers from their role for a significant period with the co-operation of the Welsh Learning Centre which is currently arranging such	<p><b>Officer response:</b></p> <p>The Council has suitably qualified, Welsh speaking staff to support pupils and parents through the medium of Welsh. An additional learning needs liaison officer is available to assist parents in preparing their views through the medium of Welsh and within the Support for Learning Service the following professionals are able to assess young people with ALN through the medium of Welsh:</p> <p>Learning Difficulties - 1 Teacher Development Officer with the AMBDA qualification.</p> <p>Hearing Impairment- 1 qualified Teacher of the Deaf, British Sign Language Stage 2.</p>

	courses.	<p>Visual Impairment- 1 qualified Teacher for Visual Impairment.</p> <p>Speech, Language and Communication- 1 advisory teacher with a MEd and Post Graduate Diploma in Speech and Language. 1 qualified Speech and Language Therapist (SaLT). Autistic Spectrum Disorder – 1 advisory teacher with a Graduate Diploma in Professional Development (Education-PISE; SLD/ PMLD) and who is qualified to undertake an Autism Diagnostic Observation Schedule (ADOS).</p> <p>In addition, a Welsh speaking Educational Psychologist (EP) is available to all Welsh medium schools. A second Welsh-speaking EP has been recruited in anticipation of the increased workload due to the enlargement of Welsh-medium secondary school provision as from September 2018. Placements have also been provided for two Welsh speaking trainee EPs in the past three years 2014 – 2016. The Senior Counsellor for the School Based Counselling Service has undertaken a Welsh for Adults course and is about to start the 3rd Year of the of the course, having successfully completed the Cwrs Mynediad. This member of staff is able to support the counselling team to deliver bilingual workshops (e.g. a bereavement workshop was delivered to younger pupils following the death of a child). She attends staff meetings in Welsh, and delivers bilingual Peer Mentor training and supervision. The Wellbeing Team (SEBD) have a Welsh speaking key worker and a Welsh speaking Cynnydd funded worker in Ysgol Gyfun Ystalyfera supports young people at risk of becoming NEET.</p>
30.	Action is needed as soon as possible to improve	<p><b>Officer response:</b></p> <p>The Council is committed to equality of provision and to providing an inclusive</p>



	Welsh-medium ALN provision in the county and this needs to be a priority in terms of this plan's implementation programme.	service to pupils with ALN. Developing support systems for ALN is an iterative process and the Council works closely with Welsh-medium schools on ALN matters to ensure effective support is provided, such as a drop in clinic approach where teachers and SENCO will be able to discuss specific pupils causing concern in an allocated time slot at their school with the school EP, Teacher Development Officers, Support for Learning staff members and county LSA.
31.	Guidance is needed from the Welsh Government to increase capacity but every LA has a contribution to make to achieve the aim of workforce planning and professional development.	<p><b>Officer response:</b></p> <p>The local authority and consortia have worked closely to develop a regional strategy for delivering a career pathway for the educational workforce. We are working with ERW to offer appropriate and effective professional learning opportunities for teachers and leaders at all stages of their career. The consortia has also recently appointed a “Strategic Lead for Recruitment and Retention” who will be overseeing our strategy for promoting recruitment and retention of education staff.</p>
32.	Welsh-language training courses need to be developed for teachers, an offer of intensive refresher courses for teachers who are willing to transfer to Welsh-medium education, again via work-release programmes and	<p><b>Officer response:</b></p> <p>Swansea University offer many courses for teachers and teaching assistants to develop their Welsh literacy skills in Welsh Medium schools and Welsh 2<sup>nd</sup> Language schools . Historically the uptake has been very poor in NPT, despite constant and persistent promotional work.</p>

	developing the sabbatical schemes	
33.	Ensuring a supply of head teachers for the future is an important priority. Would it be possible to develop discussions between schools, Teaching Unions and the consortia to look into the possibilities?	<p><b>Officer response:</b></p> <p>The local authority and consortia have worked closely to develop a regional strategy for delivering a career pathway for the educational workforce. We are working with ERW to offer appropriate and effective professional learning opportunities for teachers and leaders at all stages of their career, to enable them to progress along the pathway to the role of Headteacher. The consortia has recently appointed a “Strategic Lead for Recruitment and Retention” who will be overseeing our strategy for promoting recruitment and retention of education staff.</p>
34.	Opportunities for pupils to learn through the medium of Welsh, when following specific career paths/choosing specific careers, need to be promoted.	<p><b>Officer response:</b></p> <p>YGY has strong links with Higher Education institutions in Wales. This includes visits from Coleg Cymraeg Ambassadors and promoting Coleg Cymraeg scholarships / courses. Kayleigh Jones, Coleg Cymraeg Ambassador spent two weeks at YGY in Summer 2016 and one of our students Jacques Mahe has just been appointed Ambassador for the Coleg Cymraeg.</p>
35.	Outcomes 2, 3 and 4 are linked in terms of the need for the LA to better sell the advantages of Welsh-medium education. What is	<p><b>Officer response:</b></p> <p>Members of the forum, RhAG and MICNPT, are currently creating a promotion leaflet, poster and video. They have worked alongside other authorities in Wales, who are successfully promoting the benefits of Welsh</p>

	the strategy to do this?	Medium Education, to gather relevant information. These resources will be available by the Summer term, and will be distributed via WESP forum members to relevant stakeholders across the authority e.g. parents, carers, midwives, health boards, pre-school provision centres, schools, estate agents & renting agents
36.	Allowing scientific subjects to be taught through the medium of English sends a message that Welsh is not useful for STEM subjects that are now subject to so much emphasis - this must be changed. This will also have an impact on the language policy and teaching practices in the primary sector.	<b>Officer response:</b>  Engineering, Design & Technology and Mathematics are delivered through medium of Welsh to A Level standard. Opportunities for bilingual learners are promoted. Science is offered through Welsh or English at GCSE level.
37.	People such as those visiting a school from external/community agencies need to be Welsh speakers - e.g. Duke of Edinburgh scheme, Health Board, sports groups	<b>Officer response:</b>  YGY does make requests for Welsh speakers by visiting organisations at every opportunity. However, whereby an organisation or institution is not able to provide a Welsh speaker then the school gives priority to the specialty / expertise rather than the language provider. The school has a very good track record of inviting specialists from a wide variety of charities / business / industry / education / public sector to talk to pupils. Pupils are regularly given

		specialist input from guest speakers - and the majority of these interventions are through the medium of Welsh.
38.	<p>The LEA states that there is no demand for ALN provision in the Welsh-medium sector – the truth is that parents move their children to the English sector if concerns arise, therefore shouldn't a pilot unit be established to measure the demand?</p>	<p><b>Officer response:</b></p> <p>The Council has not stated that there is 'no demand for ALN' in the Welsh language sector. It is the case, however, that there are no sufficient cohorts of pupils seeking to be educated through the medium of Welsh with similar specific need in order to create a sustainable ALN (LSC) unit.</p>
39.	<p>This plan - in its current form will not do a great deal to improve the Welsh-medium</p> <p>Education provision in the county. The LEA needs to take robust and significant steps to increase the numbers of children learning through the medium of Welsh.</p>	<p><b>Officer response:</b></p> <p>The WESP is supported by the Council's Strategic School Improvement Programme which seeks to ensure that the Council has the right schools in the right place; that there are sufficient pupil places available; and that schools are fit for purpose. School reorganisation plans seek to deliver more sustainable schools, securing the future of Welsh-medium education provision and providing more vibrant school communities that will encourage the Welsh-language skills to thrive.</p>

40.	<p>That every current practitioner should be trained in order to teach through the medium of Welsh, and, in addition, it should be ensured that every new practitioner who joins the workforce is able to teach through the medium of Welsh - or commit to doing so – whatever educational establishment they are going to work in. This will be crucial in order to normalise the use of Welsh in English-medium schools within the local authority.</p>	<p><b>Officer response:</b></p> <p>This objective is a matter for the Welsh Government as without a national strategy it would be impractical for this Council to implement on a stand-alone basis.</p>
41.	<p>At the current level of growth, it would take over 800 years for every 7 year old child to receive a Welsh medium education in Wales. Big changes need to be implemented and a</p>	<p><b>Officer response:</b></p> <p>This response appears to be directed at the Welsh Government. The focus is outside the scope of this consultation. The WESP clearly articulates the Council's vision for the development of Welsh-medium education. Currently, no child seeking to be educated through the medium of Welsh is unable to access a place at a Welsh-medium school within the County Borough.</p>

	change needs to be made to the current regime throughout Wales, including Neath Port Talbot, in order to seriously improve the situation.	
42.	<p>The Government has also committed to amending the curriculum and implementing Professor Sioned Davies' report, "Un Iaith i Bawb", that will establish a Welsh learning continuum, and one new Welsh qualification for every pupil. We believe, therefore, that this Strategic Plan should plan for these changes, for example through ensuring clear progress in the percentage of subjects taught through the medium of Welsh for every pupil, regardless of the school they attend.</p>	<p><b>Officer response:</b></p> <p>The local authority will respond to amendments to the national curriculum and to the Welsh Second language syllabus at key stage 4 when and if they become evident and in accordance with Welsh Government guidance.</p>

43.	<p>We believe it is extremely important to normalise the use of the Welsh language as a means of communication that could help every pupil, whatever the main medium of their education, to be able to improve their higher skills in Welsh. This will be crucial when the curriculum is revised, by establishing one Welsh learning continuum and one qualification for all. We would like, therefore, to see definite and measurable plans with regard to using the Welsh language for teaching and communication in English-medium schools.</p>	<p><b>Officer response:</b></p> <p>The revised curriculum is a matter for the Welsh Government and is outside the scope of this consultation.</p>
44.	<p>The plan needs to be adapted significantly or a programme of work needs to be added to the</p>	<p><b>Officer response:</b></p> <p>A more detailed action plan sits under the WESP. All members of the forum are responsible for delivering and monitoring the action plan. There is also a</p>

	document. We are happy to assist in any possible way in reviewing this document.	detailed cluster plan, led by senior leaders of YG Ystalyfera, and the targets are administrated in all Welsh Medium schools across the authority.
45.	One question that has been raised by members of the public is why the group that is discussing the document is not chaired by the Director of Education as it is crucial to the educational developments of Neath Port Talbot County Borough Council. What is the process in other authorities?	<p><b>Officer response:</b></p> <p>The local authority is satisfied that the forum established to develop and oversee the WESP is populated by an appropriate range of representatives and professionals, and is chaired effectively. However, the local authority will review these arrangements in light of the responses received through consultation.</p>
46.	Is there a shortage of middle leaders to lead improvements within the Welsh-language sectors? Is there a need to create 'champions' who receive specialist training to ensure the strength of the sector?	<p><b>Officer response:</b></p> <p>The local authority and regional consortia have developed the Aspiring/New Middle Leaders Programme for colleagues in the primary and secondary sectors. The programme offers colleagues the opportunity to develop their knowledge and skills as they prepare for and face the challenges of middle leadership and forms part of the regional strategy for succession planning. Nineteen delegates from Welsh medium schools have accessed the programme in 2016/2017.</p>



47.	<p>The Welsh language is not treated equally with English – this is a fact, and not only for Neath Port Talbot County Borough Council. Receiving a consistent service through the medium of Welsh across a number of sectors and departments within the council is still challenging and specific examples of how the process is failing can be referred to. Unless there is a change of strategy, the situation will not improve. The same rights are necessary for the Welsh and English languages across the board. This is now law and detailed plans are required to deal with the challenges.</p>	<p><b>Officer response:</b></p> <p>See Equality Impact Assessment Full form (Appendix F)</p>
48.	<p>We are convinced that challenging school</p>	<p><b>Officer response:</b></p>

<p>development plans that focus on change are required. We feel that Welsh-medium education is a key step towards creating Welsh speakers and by looking at the brave decisions of Carmarthenshire Council, with the decision to convert the language category of Ysgol Gynradd Llangennech that is upcoming – in the same manner, the re-categorisation of primary schools should be considered so that every child leaves primary school fluent in Welsh and English. In its current version, it is not suitable to be used as a strategic document, but as a basis for further work.</p>	<p>The WESP is supported by the Council's Strategic School Improvement Programme which seeks to ensure that the Council has the right schools in the right place; that there are sufficient pupil places available; and that schools are fit for purpose. As the Council 21<sup>st</sup> Century Schools programme of projects is fully realised, accessing Welsh-medium education should prove attractive to even more pupils.</p> <p>School organisation proposals are consulted upon with the views of a wide range of stakeholders informing decisions. In addition, the Council's Cabinet considers each proposal at length before approving its implementation. The Council's Strategic School Improvement Programme is informed by the vision and aims for Welsh-medium education set out in the WESP.</p> <p>Currently, within the County Borough there are no pupils who have been unable to gain a place at a Welsh-medium school and a significant perceived barrier to accessing Welsh-medium education is being removed with the establishment of a south campus for Welsh-medium secondary education in new build accommodation to complement the new build at the north of the County Borough.</p> <p>Meeting the demand for school places is central to the Council's school organisation planning. Successful service delivery does not by default mean opening new schools or re-categorising schools, particularly where this is sufficient capacity within existing provision</p>
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49.	<p>How does the authority intend to increase level 2 in Welsh second language at key stage 4? Has there been any consultation with teachers? Some schools have reduced the number of teaching hours allocated in the curriculum for teaching GCSE Welsh 2<sup>nd</sup> Language - from five hours to three hours a fortnight. It is very difficult to raise standards and increase fluency and opportunities with less teaching and learning time.</p>	<p><b>Officer response:</b></p> <p>The 14-19 Curriculum Group (consisting of Curriculum Heads from each school) meet on a half termly basis to discuss and share ideas on curriculum issues. As part of this, they have shared the curriculum models for the school and have been encouraged to offer full rather than short course Welsh in their schools. The new performance measures for Key Stage 4 look for the best 9 qualifications and not simply those at C or above. This should encourage an increased emphasis in schools on improving grades, which will help the Welsh second language results. The representatives in this group will have fed back to Heads and other teachers in schools and consultation on any curriculum change should have included the teachers involved. There are currently Heads of Department meetings that take place between Swansea and Neath Port Talbot. There are also plans for subject leader meetings with those in NPT College delivering AS and schools in Neath Port Talbot delivering GCSE. These meeting will focus on the most effective pedagogy to deliver Welsh language learning.</p> <p>Within schools, there is focus on developing the use of Welsh around the schools in six of the development plans of English medium schools. One school has also targeted improved results at GCSE on their development plan. An analysis of results has revealed that schools who have not performed as well as expected in Welsh second language exams have been offering both the short and full course qualification. This problem has been identified and almost all schools offer only full course qualifications at Key Stage 4.</p>
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50.	<p>Parents expected to travel miles to transport three-year-olds back and forth to school is unreasonable and does not offer an opportunity for the disadvantaged pupils to receive Welsh education.</p>	<p><b>Officer response:</b></p> <p>NPT extends the entitlement to full time pupils below compulsory school age from the commencement of the academic year in which they achieve their fifth birthday. Transport will be provided for eligible pupils to the end of the academic year in which the child reaches age 16. School transport is provided taking into account the efficient and effective use of the Authority's resources. The LA will group pupils to share vehicles and this may result in some vehicles having spare capacity. These additional seats are offered for sale to parents and carers of children who would not otherwise be entitled to free transport. These seats are offered on a termly basis.</p>
51.	<p>The instructions and guidelines from the Welsh Government needs to be challenged as the lack of clarity on how, when and why by them is very weak. This challenge needs to come from many fronts, the Forum, Education Dept, Governors, Community Councils, Third Sector and Business World</p>	<p><b>Officer response:</b></p> <p>The Council is proactive in asserting its role in delivering Welsh-medium education and in challenging the Welsh Government's policy and procedures where appropriate.</p>

52.	<p>Tanior'r Ddraig is a good initiative but is not a life changing directive, as shown in the Silver award out of the 12 schools only 3 received the awards, this should not be abundant, the challenge for the silver re-done with 9 school participating + 2 English Medium Schools.</p>	<p><b>Officer response:</b></p> <p>All ten primary schools and one secondary school are currently successfully delivering the 'Silver Targets' of the Welsh Charter. Improving Welsh language standards in our schools is a priority but unfortunately, this goal will not be achieved in one year. All schools have made good progress but the Silver Award was always a two-year target. The schools, which reached the goal sooner than expected, within one year, are leading and supporting the other schools in achieving the award by Summer 2017. There is a similar charter currently running in the English Medium schools – 'Cymraeg Campus'. This initiative began in September 2015 and has received a positive response by 18 schools. The progress of these schools will be reviewed by Summer 2017.</p>
53.	<p>What actions can be taken "To increase the number of pupils achieving A*- C at GCSE in Welsh second-language," I see this as a challenge for the Welsh Government as most Welsh second-language is taken in English Medium Comprehensive, the lack of pupils participation needs to be addressed as a</p>	<p><b>Officer response:</b></p> <p>The fact that nearly all secondary schools are now offering only full course Welsh should help. Also under the new performance measures, the points are based on the highest grades pupils achieve – not on the number of C grades and so this should make a difference.</p>

	compulsory subject.	
54.	A review of all pre-schools, (working with Mudiad Meithrin) primary schools and Secondary Schools need to be Data linked on Welsh Education, the challenge would be to educate by information and advice to parents this should be done by children on the importance of dual language in improving skills and children's lives.	<b>Officer response:</b>  The NPT WESP group have started discussions regarding how parents can be targeted and educated around the Welsh Language and dual language benefits.
55.	Why has the Education Department not worked with the business dept, the tourist forum, procurement dept within the Authority to promote 15+ and employers in promoting and developing the Welsh language within the 16-19?	<b>Officer response:</b>  The Careers Wales service has in the past been responsible for Employer Engagement opportunities within schools and are able to provide this through the medium of Welsh where possible. However, in recent years, Welsh Government cuts have reduced the work done by this service.

56.	<p>The Siarter iaith covering the 1 Welsh Comprehensive and 12 Primary Schools has a Vision Statement but if NPT are to be seen to be participating, why are we not including our English Medium Primary schools, and at least the Early Years that are based in our schools.</p>	<p><b>Officer response:</b></p> <p>All ten primary schools and one secondary school are currently successfully delivering the ‘Silver Targets’ of the Welsh Charter. There is a similar charter currently running in the English Medium schools – ‘Cymraeg Campus’. This initiative began in September 2015 and has received a positive response by 18 schools. The progress of these schools will be reviewed by Summer 2017.</p>
57.	<p>The Welsh Audit Office state: “The business planning process also now requires a clear link to be made between priorities, actions and measures.” To activate a strong WESP policy for NPTCBC the LA needs a stronger Cynllun. Has the LA made a vision statement on its aims,</p>	<p><b>Officer response:</b></p> <p>The WESP clearly articulates this Council’s vision for the development of Welsh-medium education in the County Borough. The Directorate’s key planning document contains clear reference to the WESP’s priorities and its monitoring processes ensures regular oversight of progress against those priorities.</p>

	goals and objectives?	
58.	<p>For a million people to speak Welsh in 2050 this is an important section of the Education Policy for the Welsh Government and NPTCBC, the WG should also be challenged to place money in authorities as the 'experts' in monitoring the pre-school development, this would also improve the deprivation saga.</p>	<p><b>Officer response:</b></p> <p>The Council recognises the Welsh Government's target for Welsh speakers. Through the implementation of its WESP, the Council will be contributing to the Welsh Government's ambitions and aspirations for the development of the Welsh language and the Welsh culture.</p> <p>The Council is proactive in asserting its role in delivering Welsh-medium education and in supporting Welsh-medium pre-school provision. It is also committed to ensuring sufficient resources are made available to deliver on policy matters.</p>







WESP 2017-20

**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 increasing Welsh-medium education in NPT
- 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 increase the number of pupils achieving A\*-C at GCSE in Welsh second-language.
- Ensure that the post 16 curriculum offered and or facilitated through the medium of Welsh is broad and meets the aspirations of all students.
- To maintain appropriate arrangements for the availability of transport

in line with the approved council travel policy.

- To ensure that all schools are supported to teach Welsh effectively 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, 'Y Cynllun'.
- The Authority's Strategic School Improvement Programme (SSIP) team and the pre-school provision including 'Flying Start' contribute to the plan and forum.
- In Neath Port Talbot, we work together with Welsh Government in order to align our priorities with the key policies so that we can achieve our aims and embed them in all that we do.
- In order to meet the challenges of the 'Successful Futures' (2015) review and Future Generations' (2015) Act the place of the Welsh language in the curriculum needs to be strengthened. The importance attached to the Welsh language is reflected in the proposals of the policy that all children and young people should

continue to learn the Welsh language to the age of 16.

- We propose greater focus on children and young people's ability to communicate confidently in everyday settings in the Welsh language, with an emphasis on its increasing role in workplace settings.
- We propose to support all teachers to become effective teachers of Welsh, dependent on context and needs of their pupils.
- In order to meet the challenges outlined in the Welsh Government document 'Re-writing the future' (2015) we plan to mitigate the impact of deprivation in the early years so that learners are 'school ready' and have well-developed early language skills. We will continue to better equip the school workforce to understand and overcome the challenges faced by learners from deprived backgrounds. Throughout the local authority we will engender high aspirations amongst learners from deprived backgrounds and raise expectations for learners from deprived backgrounds and ensure they meet those expectations.
- The main objectives of our WESP forum are to provide advice and guidance regarding the development of the NPT WESP. Also, to influence the implementation of the WESP and monitor and evaluate outcomes. Finally, to receive reports and advice as required, prior to meeting with Welsh Government officials.

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 Gyfun Ystalyfera. 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.

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 Gyfun Ystalyfera co-operates with neighbouring schools to enhance provision.

All provision of discretionary transport is under review.

### **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%	19%	20%

List your four main objectives to achieving this outcome;

- Monitor demand and identify trends for Welsh-medium education and use this information to plan for future provision.
- Ensure that proposals for 21<sup>st</sup> 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.
- To improve the support for parents/pupils and schools to move along the linguistic continuum.

**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 2017.

In Neath Port Talbot there are 11 Welsh-medium schools, 10 out of 54 primary schools and one out of eight secondary schools. There is also one 3-16 English-medium school and two English-medium Special Schools.

Band A of the Council's 21<sup>st</sup> 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 YG Ystalyfera 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 YG Ystalyfera, concerns that influence parental decisions when considering opting for primary phase Welsh-medium provision.

The establishment of a new Welsh-medium school replacing YG Ystalyfera and YGG Y Wern, under a holding name of Ysgol Newydd Gymunedol Gymraeg 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 21<sup>st</sup> Century Schools Capital Funding Programme investment comprising c. £17.5m at the north campus and c. £17m at the south campus.

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.

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 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. The authority acknowledges the need to work with Mudiad Ysgolion Meithrin and other providers to identify opportunities to expand pre-school provision through the medium of Welsh. This will feature as a key strategy of Outcome 1.

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

Neath PortTalbot 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.

## **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
<b>13%</b>  (192 pupils in Ystalyfera out of 1454 in NPT)	11.1%	13.6%	13.8%

List your four main objectives to achieving this outcome

- 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 YG Ystalyfera south campus.
- Ensure development of the Welsh Charter 'Tanio'r Ddraig' targets in the secondary sector.

### **Supporting Statement:**

There is currently one Welsh-medium secondary school in the Authority

and 10 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 Ystalyfera south campus will go some way to addressing issues of travelling distance in the south of the county.

Secondly YG Ystalyfera 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 Ysgol Gyfun Ystalyfera as part of their transition programme. Once in Ystalyfera nearly all pupils remain until year 11.

### **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.

<b>GCSE Current Position</b>	<b>2017-2018</b>	<b>2018-2019</b>	<b>2019-2020</b>
97%	99%	99%	99%

Currently in YG Ystalyfera 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**

	<b>Current Position</b>
% 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)

List your four main objectives to achieving this outcome (please list your objectives in bullet point format and refer to annex 1 for the data you need to include for this outcome).

- 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.

- 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 Gyfun Ystalyfera.

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 Gyfun Ystalyfera 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 authority in partnership with its schools will develop a long term strategy for teaching Welsh in English-medium schools and secure a coherent one continuum of learning Welsh. This is consistent with the recent policy statement issued by Welsh Government on the next steps in relation to the national Welsh-medium Education Strategy. The strategy will ensure that the local authority also responds to the relevant recommendations of the review of Welsh second language at Key Stages 3 and 4, One Language for All.

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

Main objectives to achieving this outcome :

- 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 TDO and TA 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 Gyfun Ystalyfera 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 Gyfun Ystalyfera 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.**

List your four main objectives to achieving this outcome (please list your objectives in bullet point format).

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.

### **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							
	<b>Total - Welsh Primary</b>	<b>245</b>	<b>281</b>	<b>266</b>	<b>278</b>	<b>282</b>	<b>276</b>	<b>266</b>	<b>282</b>
	<b>Total - Primary</b>	<b>1425</b>	<b>1576</b>	<b>1508</b>	<b>1477</b>	<b>1542</b>	<b>1529</b>	<b>1501</b>	<b>1516</b>
	<b>% - Welsh Primary</b>	<b>17.2%</b>	<b>17.8%</b>	<b>17.6%</b>	<b>18.8%</b>	<b>18.3%</b>	<b>18.1%</b>	<b>17.7%</b>	<b>18.6%</b>

## 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
	<b>Total - Welsh Secondary</b>	<b>158</b>	<b>176</b>	<b>158</b>	<b>151</b>	<b>175</b>	<b>178</b>	<b>195</b>	<b>166</b>	<b>202</b>
	<b>Total - Secondary</b>	<b>1603</b>	<b>1651</b>	<b>1528</b>	<b>1472</b>	<b>1468</b>	<b>1464</b>	<b>1449</b>	<b>1410</b>	<b>1489</b>
	<b>% - Welsh Secondary</b>	<b>9.9%</b>	<b>10.7%</b>	<b>10.3%</b>	<b>10.3%</b>	<b>11.9%</b>	<b>12.2%</b>	<b>13.5%</b>	<b>11.8%</b>	<b>13.6%</b>



**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			Notes
		Number transferred to Welsh Language Education	% Transferred to Welsh Language Education	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)

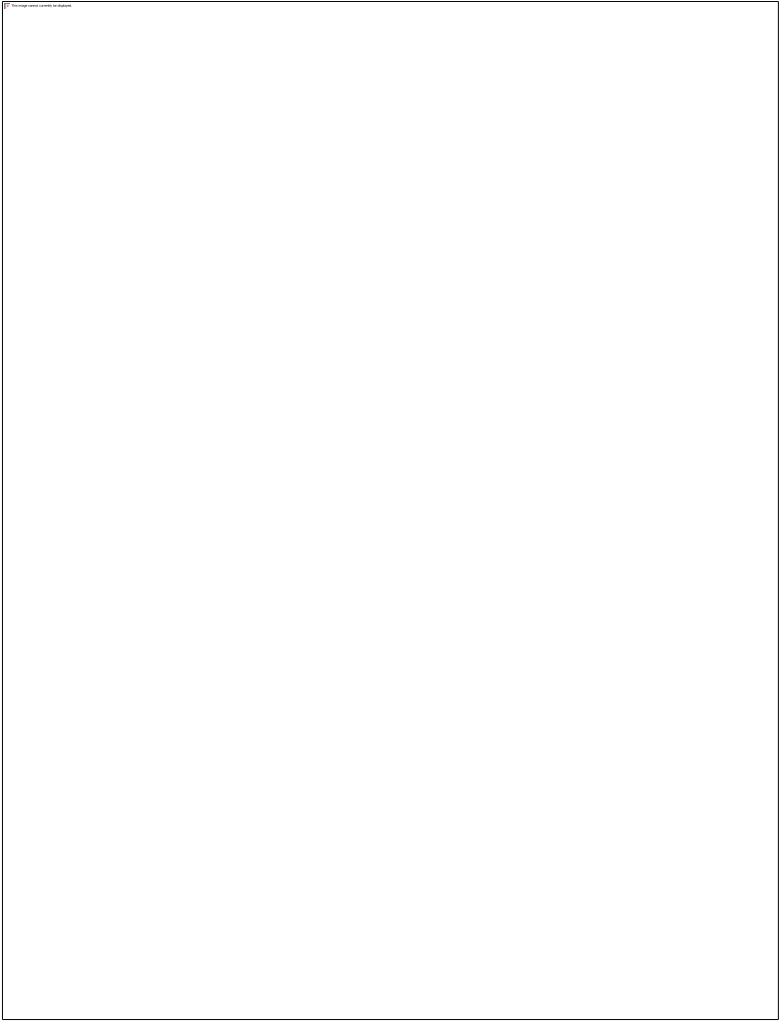
### Key Stage 2

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

### Key Stage 3

	Number of pupils	Percentage of pupils	Percentage achieving Level 5
<b>Teacher assessment in Welsh Second Language at the end of Key Stage 3</b>	1507 (May 2012)	89.7%	70.6%
		89.7%	72.6%
	1389 (May		

	2013)	90.0%	75.5%
	1350 (May 2014)	88.4%	76.7%
	1318 (May 2015)		



**Appendix 6**

<b>School:</b>	<b>Neath Port Talbot</b>
<b>National Test:</b>	<b>Cym RDG</b>

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%						

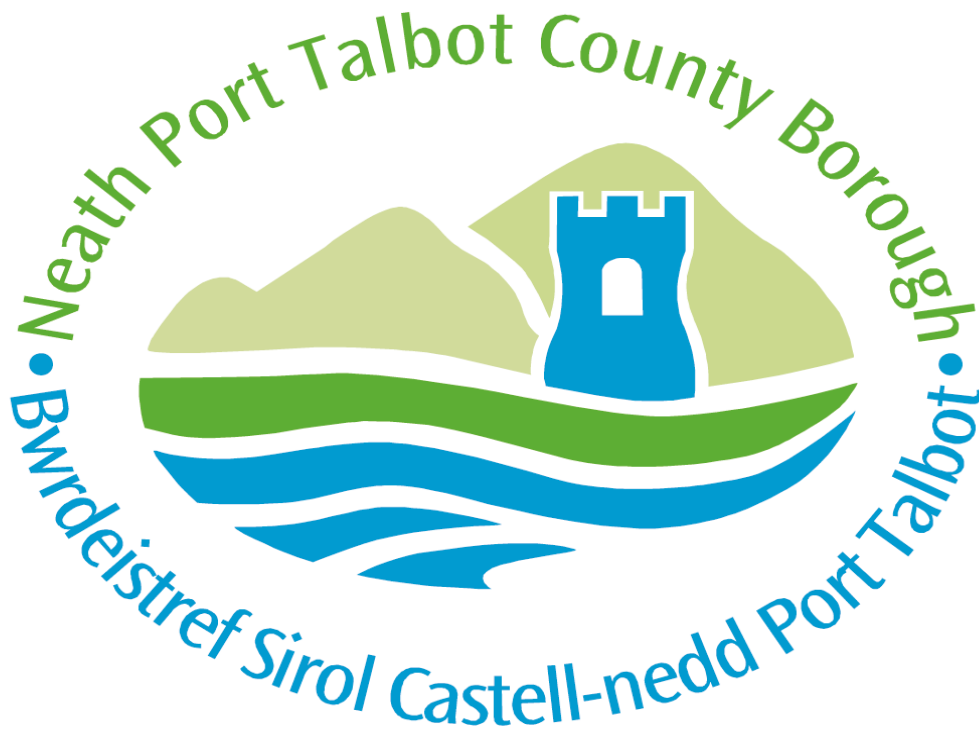
FSMs	Cohort			>84 (%)			>115 (%)			>84 (Quartile)			>115 (Quartile)		
	2013	2014	2015	2013	2014	2015	2013	2014	2015	2013	2014	2015	2013	2014	2015
School FSM	253	225	224	68%	68%	76%	4%	5%	7%						
NPT FSM	253	225	224	68%	68%	76%	4%	5%	7%						
Wales FSM															
School NFSM	1414	1506	1575	83%	87%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

	2013				2014				2015					2013				2014				2015			
Cym RDG	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%
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%
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%
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%
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%
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%
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%
Yr 9	0%	0%	100%	0%	0%	100%	0%	0%	0%	100%	0%	0%		0%	0%	100%	0%	0%	0%	100%	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%

		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	4	3	3	4	3	4
2149	YGG GCG	1	1	4	3	3	2	3	3	3	3	3	4	4	1	2
2158	YGG Rhosafan	3	3	4	3	2	2	2	2	3	2	2	2	1	1	2
2168	YGG Castell Nedd	1	4	3	3	2	2	2	2	4	2	2	2	3	2	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			Y7	Y8	Y9
4060	Ystalyfera			2	2	3			2	2	2			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	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
4060	Ystalyfera			3	3	3			3	3	4			3	3	2



CSGA2017-20

## Cynllun Strategol y Gymraeg mewn Addysg 2017-2020

### Adran 1.

Nodwch weledigaeth, nod ac amcanion eich awdurdod lleol ar gyfer addysg cyfrwng Cymraeg dros y tair blynedd nesaf.

Mae addysg cyfrwng Cymraeg 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 ar gyfer cynyddu addysg cyfrwng Cymraeg yn CNPT
- 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.
- Cynyddu nifer y disgyblion sy'n cyflawni A\*-C mewn TGAU Cymraeg fel ail iaith.
- Sicrhau bod y cwricwlwm ôl-16 sy'n cael ei gynnig drwy gyfrwng y Gymraeg, neu'n sy'n cael ei hwyluso drwy gyfrwng y Gymraeg, yn eang a'i fod yn diwallu holl ddyheadau'r disgyblion.
- Cynnal trefniadau priodol ar gyfer argaeledd cludiant, yn unol â'r polisi cludiant a gymeradwywyd gan y cyngor.

- 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:

Cyflwynir y cynllun hwn i'r Cabinet ar gyfer cymeradwyaeth ar 24 Ionawr 2017

- 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 yr awdurdod a'r ddarpariaeth cyn-ysgol, gan gynnwys 'Dechrau'n Deg', yn cyfrannu at y cynllun a'r fforwm.
- Yng Nghastell-nedd Port Talbot, rydym yn cydweithio â Llywodraeth Cymru er mwyn sicrhau bod ein blaenoriaethau yn glynu wrth y polisiau 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 holl athrawon i fod yn athrawon Cymraeg effeithiol, yn ddibynnol ar gyd-destun ac anghenion eu disgyblion.
- 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.

2. O dan Adran 10 Mesur Teithio gan Ddysgwyr (Cymru) 2008, mae gan awdurdodau lleol ddyletswydd statudol i hyrwyddo mynediad i addysg a hyfforddiant drwy gyfrwng y Gymraeg. Rhwch ddatganiad ynghylch hygyrchedd darpariaeth cyfrwng Gymraeg yn eich awdurdod lleol mewn perthynas â chludiant o'r cartref i'r ysgol. Amlygwch unrhyw heriau a/neu feysydd o arfer da drwy gydweithio.

Bodlonir mynediad i addysg Gymraeg drwy ddarpariaeth bresennol ysgolion cynradd ac uwchradd yn yr awdurdod lleol yn bennaf, er mwyn 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 Gyfun Ystalyfera. 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.

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 Gyfun Ystalyfera yn cydweithio ag ysgolion cyfagos i gyfoethogi'r ddarpariaeth.

Mae'r holl gludiant dewisol a ddarperir yn cael ei adolygu.

## 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%	19%	20%

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

- 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 gofalmwr sy'n hyrwyddo manteision addysg ddwyieithog, gan chwilio am gyngor ar arferion da gan awdurdodau eraill.
- Gwellu'r gefnogaeth sydd ar gael i rieni/disgyblion, ac ysgolion er mwyn iddynt symud ar hyd y continwwm ieithyddol.

### Datganiad Cefnogol:

Adolygu'r galw am ddarpariaeth addysg Gymraeg yn flynyddol. Dadansoddicanlyniadau einholiaduron i rieni a llunio cynlluniau gweithredu priodoli fynd i'r afael â galw nad yw'n cael ei fodlonierbyn mis Gorffennaf 2017.

Yng Nghastell-nedd Port Talbot, mae yna 11 ysgol Gymraeg, sef 10 o'r 54 ysgol gynradd ac un o'r wyth ysgol uwchradd. Mae yna hefyd un ysgol Saesneg i 3-16 oed a dwy Ysgol Arbennig Saesneg.

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 Ystalyfera 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 i gymryd lle YG Ystalyfera ac YGG y Wern, dan enw dros dro sef Ysgol Newydd Gymunedol Gymraeg, 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 i gampws y gogledd a thua £17m i gampws y de drwy'r Rhaglen Cyllido Cyfalaf Ysgolion yr 21ain Ganrif.

Ar ben hynny, dros y pedair blynedd diweddaf 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 106 o gytundebau sy'n ymwneud â darpariaeth addysg mewn categori niwtral ei iaith. Bydd nodi'r angen am ddatblygiad â chymeriad ieithyddol penodol iddo yn pennu natur y cynllun a gefnogir gan y Cytundeb Adran 106 a chyfraniad gan ddatblygwr o ganlyniad.

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 disgwyledig am leoedd. Aethpwyd i'r afael â'r angen am ysgolion Cymraeg drwy ymagwedd strategol at gynllunio gwasanaethau a'u cyflwyno.

Cwblhawyd yr Asesiad diweddaraf o Ddigonolrwydd Gofal Plant yn 2013/14. Llywiodd canlyniadau ac argymhellion yr asesiad ddatblygiad, cyflwyniad a chynllun gweithredu gofal plant tair blynedd. Mae asesiad

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. Mae'r awdurdod yn cydnabod yr angen i weithio gyda Mudiad Ysgolion Meithrin a darparwyr eraill i adnabod cyfleoedd i ehangu darpariaeth cyn-ysgol trwy gyfrwng y Gymraeg. Fe fydd hyn yn un o brif strategaethau Canlyniad 1.

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-neddPort Talbot yn darparu gwybodaeth i blant,teuluoedda gweithwyr proffesiynolsy'n gweithio gyda theuluoedd ar fathau o ddarpariaeth gofal plant a'r gwasanaethau sydd ar gael. Caiff gwybodaeth am ddarpariaeth Gymraegym mhob cyfnod ei chynnwys mewn llyfryn/fideo dwyieithog'Gwybodaeth i Rien' a fydd ar gael ar wefan y cyngor . Hyrwyddir gwybodaeth ac ymgyrchoedd i annog rhieni i anfon eu plant i ysgolion Cymraeg ar-lein (gwefannau, 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 thadcu / mamgu 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 ymgynghoriad ag ysgolion Cymraeg, nid oes unrhyw ddarpariaeth yn yr awdurdod ar hyn o bryd i blant a phobl ifanc sy'n hwyr-ddyfodiaid i addysg cyfrwng Cymraeg gael mynediad i ganolfan trochi iaith, yn hytrach fe ddarperir ar gyfer eu hanghenion o fewn

ysgolion unigol.

## **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	2017/201 8	2018/201 9	2019/202 0
<b>13%</b>  (192 o ddisgyblion yn Ystalyfera o 1454 yn CNPT)	11.1%	13.6%	13.8%

Rhestrwch eich pedwar prif amcan er mwyn cyflawni'r canlyniad hwn (rhestrwch eich amcanion ar ffurf pwyntiau bwled).

- 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 YG Ystalyfera.
- Datblygu'r Siarter Gymraeg 'Tanio'r Ddraig' a'i thargedau yn y sector uwchradd.

### **Datganiad Cefnogol:**

Oes gwahaniaeth sylweddol rhwng plant sy'n cael eu hasesu yn y Gymraeg pan fydd yn iaith gyntaf iddynt ym mlwyddyn 6 ac yna ym mlwyddyn 9?

### **Amlinelliad:**

Ar hyn o bryd, mae un ysgol uwchradd Gymraeg yn yr awdurdod a deg ysgol gynradd Gymraeg. Mae gwahaniaeth o oddeutu -20% rhwng nifer y plant sy'n cael eu hasesu yn y Gymraeg pan fydd yn iaith gyntaf iddynt ym mlwyddyn 6 ac yna ym mlwyddyn 9. Yn bennaf, penderfyniadau rhieni o ystyried 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. Mae strategaeth ddeublyg er mwyn ymdrin â hyn. Yn gyntaf, bydd datblygu campws y de Ystalyfera yn mynd i'r afael â phroblemau pellterau teithio i raddau yn ne'r sir. Yn ail, mae YG Ystalyfera yn cydweithio'n agos ar ystod o fentrau gyda phob ysgol gynradd Gymraeg er mwyn denu ac annog disgyblion i aros yn y sector Cymraeg. Yn ddiweddar, mae disgyblion ysgolion cynradd wedi profi amrywiaeth helaeth o weithgareddau allgyrsiol yn Ysgol Gyfun Ystalyfera fel rhan o'r rhaglen bontio. Unwaith y maent yn mynychu Ystalyfera, mae bron yr holl ddisgyblion yn aros tan flwyddyn 11.

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

### **Canlyniad 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 (fel iaith gyntaf) ac yna a gofrestrwyd am o leiaf ddau gymhwyster lefel 1 neu lefel 2 drwy gyfrwng y Gymraeg.

<b>Y Sefyllfa Bresennol</b>	<b>2017-2018</b>	<b>2018-2019</b>	<b>2019-2020</b>
97%	99%	99%	99%

Ar hyn o bryd, cyflwynir cwricwlwm CA3 yn YG Ystalyfera 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 Chyrfiadura. 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**

	<b>Y Sefyllfa Bresennol</b>
% 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 ddisgyblion 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)

Rhestrwch eich pedwar prif amcan er mwyn cyflawni'r canlyniad hwn (rhestrwch eich amcanion ar ffurf pwyntiau bwled a chyfeiriwch at atodiad 1 ar gyfer y data y mae angen ei gynnwys ar gyfer y canlyniad hwn).

- 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.
- 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 Gyfun Ystalyfera.



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 Tanybwllch, 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 Gyfun Ystalyfera 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 Siartr Iaith ac yn annog mwy o ysgolion/clystyrau i gymryd rhan.

Bydd yr awdurdod yn gweithio mewn partneriaeth a'i ysgolion i ddatblygu strategaeth tymor hir ar gyfer addysgu Cymraeg mewn ysgolion Saesneg eu cyfrwng a sicrhau un continwrm dysgu Cymraeg. Mae hyn yn gyson â datganiad polisi diweddar gan Lywodraeth Cymru ar y camau nesaf parthed y Strategaeth Addysg Gymraeg genedlaethol. Fe fydd y strategaeth yn sicrhau bod yr awdurdod yn ymateb i argymhellion perthnasol yr adolygiad o Gymraeg Ail-iaith yn CA3 a 4, Un Iaith I Bawb.

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

Rhestrwch eich pedwar prif amcan er mwyn cyflawni'r canlyniad hwn (rhestrwch eich amcanion ar ffurf pwyntiau bwled).

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.

#### **Datganiad Cefnogol:**

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 Gyfun Ystalyfera 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 Ystalyfera. Canlyniad hyn yw staff sy'n fwy gwybodys 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

Gellir darparu gwasanaeth Cymraeg ar gyfer pob maes, ac eithrio ASD.

Mae gwaith cydweithredol rhwng Ysgol Gyfun Ystalyfera 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 sectorau cynradd ac uwchradd drwy gyfrwng y Gymraeg. Darparwyd yr holl ysgolion â phecynnau asesu, adnoddau a hyfforddiant.

Mae'r adran wedi gweithio gyda swyddog TG er mwyn datblygu adnodd cofnodi data ar SIMS. Gwnaethpwyd llawer o waith yn y maes hwn a derbyniwyd grant er mwyn secondio athrawon o'r sector Cymraeg. Daeth swyddogion o Lywodraeth Cymru i weld y gwaith a gofynnwyd i gynrychiolwyr gyflwyno seminar yng Nghaerdydd.

O ganlyniad i'r cyfarfod Adolygu Cynhwysiad ar 3/02/15, gofynnwyd i swyddog o'r awdurdod lleol gasglu gwybodaeth ar nifer y disgyblion sy'n trosglwyddo o ddarpariaeth Gymraeg Iaith Gyntaf i ddarpariaeth Uned yr Awdurdod Lleol. Mae cyswllt wedi'i sefydlu gyda TCADY a'r Swyddog Derbyn ynghylch y data hwn ond maent yn teimlo y byddai'n well casglu'r wybodaeth hon o'r ysgolion eu hunain. Anfonwyd tabl casglu data i bob ysgol.

Penodwyd CCD i weithio gyda'r plant hyn. Rhoddwyd hyfforddiant penodol iddi gan TCADY a bydd yn gweithio'n agos gyda nhw er mwyn sicrhau y bydd y ddarpariaeth briodol yn cael ei rhoi i'r plant. Nodwyd pryderon clwstwr ynghylch darpariaeth ADY drwy gyfrwng y Gymraeg.

Darperir cefnogaeth a hyfforddiant trwy gyfrwng y Gymraeg i'r holl gydlynwyr anghenion addysgol arbennig, a rhoddwyd hyfforddiant ysgol gyfan o ran ADY i holl staff YG Ystalyfera. 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.

## **Canlyniad 7: Cynllunio'r gweithlu a datblygiad proffesiynol parhaus.**

Rhestrwch eich pedwar prif amcan er mwyn cyflawni'r canlyniad hwn (rhestrwch eich amcanion ar ffurf pwyntiau bwled).

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.

### **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 gyrff 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

(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%

## 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:

**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			Notes
		Number transferred to Welsh Language Education	% Transferred to Welsh Language Education	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.

#### Atodiad 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	?

#### Atodiad 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
<b>Teacher assessment in Welsh Second Language at the end of Key Stage 2</b>	1196 (May 2012)	83.4%	71.2%
		83.2%	75.7%
	1134 (May 2013)	85.0%	73.6%
	1156 (May 2014)	81.9%	74.1%
	1173 (May 2015)		

##### Key Stage 3

	Number of pupils	Percentage of pupils	Percentage achieving Level 5
<b>Teacher assessment in Welsh Second Language at the end of Key Stage 3</b>	1507 (May 2012)	89.7%	70.6%
	1389 (May 2013)	89.7%	72.6%

	2013)	90.0%	75.5%
	1350 (May 2014)	88.4%	76.7%
	1318 (May 2015)		

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

<b>School:</b>	<b>Neath Port Talbot</b>
<b>National Test:</b>	<b>Cym RDG</b>

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															

	2013				2014				2015					2013				2014				2015			
Cym RDG	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%
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%
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%
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%
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%
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%
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%
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%
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	4	3	3	4	3	4
2149	YGG GCG	1	1	4	3	3	2	3	3	3	3	3	4	4	1	2
2158	YGG Rhosafan	3	3	4	3	2	2	2	2	3	2	2	2	1	1	2
2168	YGG Castell Nedd	1	4	3	3	2	2	2	2	4	2	2	2	3	2	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			Y7	Y8	Y9
4060	Ystalyfera			2	2	3			2	2	2			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	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
4060	Ystalyfera			3	3	3			3	3	4			3	3	2

## **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.**

<b>Where do you work?</b>
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 20<sup>th</sup> 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 Councils 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 20<sup>th</sup> 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](http://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
<b>investigation</b>				
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](http://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 10<sup>th</sup> 2016 and closed on 6<sup>th</sup> 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:

<b>Objective</b> <b>What are we going to do and why?</b>	<b>Who will be responsible for seeing it is done?</b>	<b>When will it be done by?</b>	<b>Outcome - How will we know we have achieved our objective?</b>	<b>Progress</b>
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	

## **Appendix G – Consultation Questionnaire**

### **CYNLLUN STRATEGOL Y GYMRAEG MEWN ADDYSG**

#### **Castell-nedd Port Talbot 2017-2020**

Ffurflen Ymateb - Ymgynghoriad

#### **Neath Port Talbot's**

#### **WELSH IN EDUCATION STRATEGIC PLAN**

**2017 – 2020**

#### **Consultation – Response Form**

#### **Cwestiwn 1/Question 1**

Mae gan yr Awdurdod Lleol weledigaeth glir er mwyn sicrhau bod yr holl ddisgyblion yn gallu cael mynediad i addysg cyfrwng Cymraeg o'r safon uchaf

ar draws yr awdurdod.

A yw'r nodau a'r amcanion a nodir yn y Cynllun Strategol drafft, yn ddigonol i'n galluogi i wireddu'r weledigaeth hon? Rhowch resymau.

*The Local Authority has a clear vision to ensure that all pupils are able to access*

*Welsh-medium education of the highest standard across the authority.*

*Are the aims and objectives set out in the draft Strategic Plan sufficient to enable us to realise this vision? Please give reasons.*

--

## **Cwestiwn 2/Question 2**

I ba raddau ydych chi'n cytuno gyda'r ffyrdd y bydd yr Awdurdod Lleol yn cyflawni ei ddyletswydd o ran trafnidiaeth (ticiwch un yn unig)?

---

*To what extent do you agree with the ways in which the Local Authority will fulfil its duty in terms of transport (please tick only one)?*

<input type="checkbox"/>	Cytuno'n gryf
<input type="checkbox"/>	Cytuno
<input type="checkbox"/>	Peidiwch â chytuno neu anghytuno
<input type="checkbox"/>	Anghytuno
<input type="checkbox"/>	Anghytuno'n gryf

---



Rhowch resymau os gwelwch yn dda <i>/Please give your reasons</i>	<input type="checkbox"/>	Agree strongly
	<input type="checkbox"/>	Agree
	<input type="checkbox"/>	Do not agree or disagree
	<input type="checkbox"/>	Disagree
	<input type="checkbox"/>	Disagree strongly
<div style="border: 1px solid black; height: 60px; width: 100%;"></div>		

### Cwestiwn 3/ Question 3

I ba raddau ydych chi'n cytuno â'r ffyrdd y bydd yr Awdurdod Lleol yn ymateb i'r canlyniadau canlynol? (ticiwch y blychau perthnasol)

*To what extent do you agree with the ways in which the Local Authority will respond to the following outcomes? (please tick the relevant boxes)*

<b>Deilliant/Outcome</b>	<b>Cytuno'n gryf/Agree Strongly</b>	<b>Cytuno/Agree</b>	<b>Ddim yn cytuno neu anghytuno/ Do not agree or disagree</b>	<b>Anghytuno/Disagree</b>	<b>Anghytuno'n gryf/Disagree strongly</b>
<ul style="list-style-type: none"> <li>• Mwy o blant saith oed yn cael eu haddysgu drwy gyfrwng y Gymraeg</li> <li>• More seven-year-old children being taught through the medium of</li> </ul>					

Welsh					
<ul style="list-style-type: none"> <li>• Mwy o ddysgwyr yn parhau i wella eu sgiliau iaith wrth drosglwyddo o'r ysgol gynradd i'r ysgol uwchradd</li> <li>• More learners continuing to improve their language skills on transfer from primary school to secondary school</li> </ul>					

<ul style="list-style-type: none"> <li>• Mwy o fyfyrwyr</li> <li>• 14-16 oed yn astudio ar gyfer cymwysterau drwy gyfrwng y Gymraeg.</li> <li>• More 14-16 year old students studying for qualifications through the medium of Welsh</li> </ul>					
<ul style="list-style-type: none"> <li>• Mwy o fyfyrwyr 16–19 oed yn astudio pynciau drwy gyfrwng y Gymraeg,</li> </ul>					

<p>mewn ysgolion, colegau a dysgu seiliedig</p> <ul style="list-style-type: none"> <li>• More 16-19 year old students studying subjects through the medium of Welsh in schools, colleges and work based learning</li> </ul>					
<ul style="list-style-type: none"> <li>• Mwy o fyfyrwyr ag uwch sgiliau iaith yn y Gymraeg</li> <li>• More</li> </ul>					

learners with higher skills in Welsh  •					
• Gwella Darpariaeth Anghenion Dysgu Ychwanegol cyfrwng Cymraeg <i>Welsh- medium provision for Additional Learning Needs</i>					
• Cynllunio'r gweithlu a chefnogi datblygiad proffesiynol parhaus					

<i>Workforce planning and continuous professional development</i>					
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Rhowch resymau os gwelwch yn dda /Please give your reasons

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#### **Cwestiwn 4/Question 4**

Yn eich barn chi, pa effaith bydd y cynllun yn ei gael ar gyfleoedd pobl i ddefnyddio'r Gymraeg?

*What effect do you think the plan would have on people's opportunities to use the Welsh language?*

### **Cwestiwn 5/Question 5**

Yn eich barn chi, pa effaith bydd y cynllun yn ei gael ar gyfleoedd cyfartal i'r Gymraeg a'r Saesneg?

*What effect do you think the plan would have on treating the Welsh and English languages equally?*

### **Cwestiwn 6/Question 6**

I ba raddau ydych chi'n meddwl y gallai'r cynllun gael ei ddatblygu neu ei ddiwygio fel y byddai'n cael effeithiau cadarnhaol a hefyd sut y gallai'r cynllun gael ei ddiwygio neu ei ddatblygu fel na fyddai'n cael effeithiau negyddol?



*To what extent do you think the plan could be developed or revised so that it would have positive effects and also how could the plan be revised or developed so that it would not have negative effects?*

**Cwestiwn 7/Question 7**

*Sut y bydd y cynllun hwn yn effeithio arnoch chi?/How would this plan impact on you?*

Diolch i chi am eich ymateb i'r ymgynghoriad ar y Cynllun Strategol Cymraeg mewn Addysg Castell-nedd Port Talbot. Bydd eich barn yn cael ei ystyried a bydd Dogfen Ymateb i'r Ymgynghoriad yn datblygu a'i thywys drwy'r broses wleidyddol.

*Thank you for your response to the consultation on Neath Port Talbot's Welsh in Education Strategic Plan. Your views will be considered and a Consultation Response Document will be developed and taken through the political process.*

