

# **NEATH PORT TALBOT COUNTY BOROUGH COUNCIL**

Education, Skills and Culture

**25<sup>th</sup> January 2018**

## **Report of the Head of Participation – Chris Millis**

### **Matter for Decision**

#### **Wards Affected:**

All wards

### **Welsh in Education Strategic Plan (2017 – 2020)**

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

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

#### **Executive Summary**

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

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

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

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

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

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

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

## **Background**

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

## **Consultation**

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

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

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

### **Financial Impact**

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

### **Equality Impact Assessment**

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

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

### **Workforce Impacts**

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

### **Legal Impacts**

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

### **Risk Management**

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

## **Welsh Language Impact**

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

## **Recommendations**

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

## **Reasons for Proposed Decision**

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

## Implementation of Decision

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

## Appendices

Appendix A - List of Respondents to the Consultation Document

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

Appendix C - Equality Impact Assessment Report

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

## List of Background Papers

- a) Rewriting the Future - <http://gov.wales/topics/educationandskills/schoolshome/deprivation/rewriting-the-future-schools/?lang=en;>
- b) Successful Futures - <http://gov.wales/topics/educationandskills/schoolshome/curriculum-for-wales-curriculum-for-life/why-we-are-changing/successful-futures/?lang=en;>
- c) Future Generations – <http://gov.wales/topics/people-and-communities/people/future-generations-act/?lang=en;>
- d) School Standards and Organisation (Wales) Act 2013
  - [http://www.legislation.gov.uk/wsi/2013/3048/pdfs/wsi\\_2013\\_3048\\_mi.pdf](http://www.legislation.gov.uk/wsi/2013/3048/pdfs/wsi_2013_3048_mi.pdf)
  - Welsh-medium Education Strategy - <http://gov.wales/docs/dcells/publications/100420welshmediumstrategyen.pdf>
  - Welsh-medium Education Strategy: next steps - <http://gov.wales/docs/dcells/publications/160309-next-steps-en-v2.pdf>
  - One Language for All - <http://gov.wales/docs/dcells/publications/130926-review-of-welsh-second-lan-en.pdf>

## **Officer Contact**

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

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

## APPENDIX A:

### List of Respondents to the Re-consultation Document

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



# WESP 2017 - 20

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

### Section 1.

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

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

### Objectives:

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

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

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

Statement:

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

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

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

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

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

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

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

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

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

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

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

*List your four main objectives to achieving this outcome;*

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

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

### **Supporting Statement:**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

No significant survey collaboration has been conducted with other LAs.

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

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

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

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

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

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

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

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

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

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

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

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

**Supporting Statement:**

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

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

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

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

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

#### *School Council work*

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

### *Cluster Rugby Team / Girls Cluster Netball Team*

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

### *Radio Workshops*

Radio Training Workshops

Program Resources

Ordering resources to share programs / good practice (audacity)

Pupils trained how to produce programs

### *Primary Secondary Links Program*

Annual cross sector teaching provision

KS2 / KS3 teacher CPD

Literacy / Number Skills between Year 6 > Year 7

Question Time

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

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

### *Year 4 & 5 3 day skills day*

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

### *Year 6 Challenge Days*

Every Y6 within cluster invited to YG Ystalyfera

- Entrepreneurship day

### *Cluster Sports*

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

### Tanio'r Ddraig Gig

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

### *Musicals (e.g. Chicago)*

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

### *Cluster Choir*

Cluster schools rehearse list of songs.

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

### Pentan Conference

Joint INSET days

- Reinforcing teaching skills across the primary and secondary sectors.

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

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

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

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

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

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

## Outcome 5: More students with advanced skills in Welsh

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

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

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

### **Supporting Statement:**

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

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

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

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

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

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

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

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

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

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

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

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

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

### **Outcome 7: Workforce planning and continuing professional development.**

Objectives:

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

#### **Supporting Statement:**

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

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

development of effective and consistent classroom practice in language learning.

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

Signed: 

Date: .....

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

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

Year 2 Cohorts		Plasc Actuals					Proj (Jan) - based on Jan 14		
No.	School	2011	2012	2013	2014	2015	2016	2017	2018
2213	YGG Y Wern	19	16	15	11	28	19	23	24
2202	YGG Blaendulais	19	13	11	12	12	14	12	13
2168	YGG Castell-nedd	36	46	34	47	55	49	43	50
2205	YGG Cwm Nedd	24	31	26	38	16	24	23	21
2149	YGG Gwaun Cae Gurwen	9	23	17	15	13	21	18	18
2218	YGG Pontardawe	37	36	47	44	59	41	35	45
2158	YGG Rhosafan	41	46	55	50	41	47	42	45
2231	YGG Tyle'r Ynn	25	29	29	34	25	20	33	27
2125	YGG Cwmgors	8	6	6	5	9	7	6	7
2128	YGG Cwmllynfell	8	18	10	13	14	18	14	16
2198	YGG Rhiwfawr	2							
2208	YGG Trebannws	12	17	16	9	10	16	17	16
2139	YGG Y Glyn	5							
	<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 1 a WM primary school places with less than 10% capacity**

Neath Port Talbot  
PRIMARY SCHOOL PLACES DATA 2017

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

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

## Appendix 1 b

### Transfer rates from WM pre-school settings

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

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

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

## Appendix 1c

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

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

## APPENDIX 2

Year 9 Cohorts		Plasc Actuals					Proj (Jan) - based on Jan 14			
No.	School	2011	2012	2013	2014	2015	2015	2016	2017	2018
4064	Cefn Saeson	181	158	137	120	134	135	137	109	136
4065	Cwmtawe	248	275	271	263	214	213	257	248	222
4068	Cwrt Sart	98	112	87	97	86	85	76	75	80
4047	Cymer Afan	69	60	48	50	39	39	49	33	31
4067	Dwr-y-Felin	242	202	245	170	229	222	213	224	215
4059	Dyffryn	153	172	149	151	172	177	134	156	179
4052	Glanafan	92	88	78	72	53	61	60	68	76
4066	Llangatwg	140	148	141	153	153	149	126	121	134
4056	Sandfields	110	139	123	128	109	111	108	105	130
4601	St Joseph's	112	121	91	117	104	94	94	105	84
4060	Ystalyfera	158	176	158	151	175	178	195	166	202
	<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	Number Transferred to Welsh Language Education	% Transferred to Welsh Language Education	Notes
		Number transferred to Welsh Language Education	% Transferred to Welsh Language Education			
NPT	ABERAVON	5	71%			Cylch re-established as a nursery session in a day nursery
NPT	SEVEN SISTERS	18	100%			No information available. This will be available for 2013-14
NPT	NEATH	17	100%	11	92%	
NPT	CWM-NEDD	23	96%	23	100%	
NPT	PONTARDAWE	21	81%	13	100%	
NPT	TIDDLYWINKS	24	73%			No longer operating as a cylch meithrin. Provision has changed to day nursery
NPT	TREBANOS	10	67%			No longer operating as a Cylch Meithrin, Welsh language progression is low
NPT	WAUNCEIRCH	6	75%	22	67%	
NPT	Y WAUN	19	83%	16	94%	

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

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

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

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

## Appendix 5: Attainment and performance in Welsh Second Language

*(This information should be provided at LA level)*

### Key Stage 2

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

### Key Stage 3

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

<b>Key Stage 3 - Welsh 2nd Lang Level 5+</b>					
	<b>2012</b>	<b>2013</b>	<b>2014</b>	<b>2015</b>	<b>2016</b>
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%
<b>Key Stage 4 - Welsh 2nd Lang GCSE A*-C</b>					
	<b>2012</b>	<b>2013</b>	<b>2014</b>	<b>2015</b>	<b>2016</b>
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%
<b>Key Stage 4 - Welsh 2nd Lang GCSE A*-C SC</b>					
	<b>2012</b>	<b>2013</b>	<b>2014</b>	<b>2015</b>	<b>2016</b>
No. A*-C	405	350	307	310	268
Entries	556	620	621	575	529
% Entries A*-C	72.8%	56.5%	49.4%	53.9%	50.7%
Wales			50.5%	50.9%	
Y11 Cohort	1705	1619	1667	1542	1508
% A*-C Cohort	23.8%	21.6%	18.4%	20.1%	17.8%

## Appendix 6

<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															

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

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

		2014				
% Scoring 85+		Benchmark Quartiles				
		Literacy - Cymraeg				
No.	School	Y2	Y3	Y4	Y5	Y6
1		4	2	3	2	
4		4	4	4	4	
2		3	3	3	3	
2		2	2	3	2	
2		2	2	4	2	
1		4	3	3	4	
3		2	3	2	2	
3		3	2	2	3	
4		4	4	4	4	
3		2	4	2	3	
3		4	3	2	2	
3		4	3	2	2	
No.	School	Y7	Y8	Y9		
		2	2	2		

		2015				
% Scoring 85+		Benchmark Quartiles				
		Literacy - Cymraeg				
No.	School	Y2	Y3	Y4	Y5	Y6
2		1	2	1	1	
3		3	4	3	4	
3		4	4	1	2	
2		2	1	1	2	
2		2	3	2	2	
2		2	1	3	4	
4		2	2	2	1	
3		3	1	2	3	
3		3	2	4	3	
3		3	3	2	3	
2		2	3	2	2	
2		2	3	2	2	
No.	School	Y7	Y8	Y9		
		2	2	2		

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

		2014				
% Scoring over 115		Benchmark Quartiles				
		Literacy - Cymraeg				
No.	School	Y2	Y3	Y4	Y5	Y6
4		4	4	4	1	2
4		4	3	3	3	
3		3	2	3	3	
1		1	2	4	3	
2		2	3	2	2	
4		2	3	1	4	
3		2	2	3	4	
4		3	4	1	1	
2		4	4	1	4	
3		3	2	2	3	
3		3	2	3	2	
No.	School	Y7	Y8	Y9		
		3	3	4		

		2015				
% Scoring over 115		Benchmark Quartiles				
		Literacy - Cymraeg				
No.	School	Y2	Y3	Y4	Y5	Y6
2		2	2	1	1	2
4		3	4	3	3	
3		3	2	1	3	
1		1	1	2	2	
1		1	2	2	2	
1		3	2	4	3	
3		3	2	2	2	
1		3	3	3	1	
3		3	3	3	3	
3		3	1	3	2	3
3		3	2	2	3	3
No.	School	Y7	Y8	Y9		
		3	3	2		



# CSGA 2017-20

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

### Adran 1.

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

### Amcanion:

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

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

#### Datganiad:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

### **Datganiad Cefnogol:**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

### Datganiad Cefnogol:

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

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

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

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

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

- Ceir manylion trefniadau pontio presennol y clwstwr isod.

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#### *Gwaith y Cynghorau Ysgol*

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

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

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

### Gweithdai radio

Gweithdai hyfforddiant radio

Adnoddau rhaglenni

Archebu adnoddau i rannu rhaglenni/arfer da (beiddgarwch)

Disgyblion yn cael eu hyfforddi i lunio rhaglenni

### Rhaglen Cysylltiadau Cynradd Uwchradd

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

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

### Tri diwrnod sgiliau i Flwyddyn 4 a 5

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

### Diwrnodau Her Blwyddyn 6

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

### Chwaraeon clwstwr

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

### Cyngerdd Tanio'r Ddraig

- Adnoddau marchnata

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

### *Sioeau cerdd (e.e. Chicago)*

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

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

Cynnal Proms gyda'r hwyr i rieni a rhanddeiliaid.

### Côr y Clwstwr

Ysgolion clwstwr yn ymarfer rhestr o ganeuon

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

### Cynhadledd Pentan

Diwrnodau mewn swydd ar y cyd

- Atgyfnerthu sgiliau addysgu ar draws y sectorau cynradd ac uwchradd

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

**a**

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

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

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

## Canlyniad 5: Mwy o ddysgwyr gyda sgiliau uwch yn Gymraeg

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

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

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

### **Datganiad Cefnogol:**

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

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

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

Bydd pob ysgol gynradd Gymraeg yn dilyn targedau'r wobwr 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 Siarter Iaith ac yn annog mwy o ysgolion/clystyrau i gymryd rhan.

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

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

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

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

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

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

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

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

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

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

Amcanion:

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

### **Datganiad Cefnogol:**

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

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

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

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

Llofnod: 

Dyddiad: .....

(Rhaid cael llofnod Prif Swyddog Addysg yr awdurdod lleol)

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

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

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

## Atodiad 1b

### Cyfraddau trosglwyddo o leoliadau cyn ysgol cyfrwng Cymraeg

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

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

## Atodiad 1c

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

## ATODIAD 2

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

### Atodiad 3:

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

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

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

## Atodiad 4:

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

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

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

### Cyfnod Allweddol 2

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

### Cyfnod Allweddol 3

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

<b>Key Stage 3 - Welsh 2nd Lang Level 5+</b>					
	<b>2012</b>	<b>2013</b>	<b>2014</b>	<b>2015</b>	<b>2016</b>
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%
<b>Key Stage 4 - Welsh 2nd Lang GCSE A*-C</b>					
	<b>2012</b>	<b>2013</b>	<b>2014</b>	<b>2015</b>	<b>2016</b>
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%
<b>Key Stage 4 - Welsh 2nd Lang GCSE A*-C SC</b>					
	<b>2012</b>	<b>2013</b>	<b>2014</b>	<b>2015</b>	<b>2016</b>
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															

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

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

**Equality Impact Assessment (EIA) Report Form**

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

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

<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 Council's broad strategy for the Welsh Language and contains an action plan for the development of Welsh education in Neath Port Talbot.

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

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

## Section 2 - Information

### (a) Service Users

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

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

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

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

## Age/Gender

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