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For all enquiries relating to this agenda please contact Kim Houghton
(Tel: 01443 864267 Email: houghk@caerphilly.gov.uk)

Date: 12th February 2019

Dear Sir/Madam,

A meeting of the **Education for Life Scrutiny Committee** will be held in the **Sirhowy Room - Penallta House, Tredomen, Ystrad Mynach** on **Tuesday, 19th February, 2019** at **5.30 pm** to consider the matters contained in the following agenda. Councillors and the public wishing to speak on any item can do so by making a request to the Chair. You are also welcome to use Welsh at the meeting, both these requests require a minimum notice period of 3 working days, and a simultaneous translation will be provided if requested.

All Committee meetings are open to the Press and Public, observers and participants are asked to conduct themselves with respect and consideration for others. Please note that failure to do so will result in you being asked to leave the meetings and you may be escorted from the premises.

Yours faithfully,

A handwritten signature in black ink, appearing to read 'Chrissy'.

Christina Harrhy
INTERIM CHIEF EXECUTIVE

A G E N D A

	Pages
1 To receive apologies for absence.	
2 Declarations of Interest.	

A greener place Man gwyrddach



Councillors and Officers are reminded of their personal responsibility to declare any personal and/or prejudicial interest(s) in respect of any item of business on this agenda in accordance with the Local Government Act 2000, the Council's Constitution and the Code of Conduct for both Councillors and Officers.

To approve and sign the following minutes: -

- | | | |
|---|--|---------|
| 3 | Special Education for Life Scrutiny Committee held on 17th December 2018. | 1 - 4 |
| 4 | Education for Life Scrutiny Committee held on 8th January 2019. | 5 - 10 |
| 5 | Consideration of any matter referred to this Committee in accordance with the call-in procedure. | |
| 6 | To receive a verbal report by the Cabinet Member(s). | |
| 7 | Education for Life Scrutiny Committee Forward Work Programme. | 11 - 22 |
| 8 | To receive and consider the following Cabinet Reports*: -

1. Self-Evaluation Process and Its Impact on the Education Directorate's Service Improvement Plan – 16th January 2019 | |

**If a member of the Scrutiny Committee wishes for any of the above Cabinet reports to be brought forward for review at the meeting please contact Kim Houghton, 01443 864267, by 10.00 a.m. on Monday, 18th February 2019.*

To receive and consider the following Scrutiny reports: -

- | | | |
|----|---|-----------|
| 9 | Welsh Education Strategic Plan - Performance Update 2018. | 23 - 170 |
| 10 | Education Capital 2019/20. | 171 - 176 |
| 11 | Caerphilly County Borough Library Services Annual Welsh Government Standards Assessments 2017-18. | 177 - 214 |

Circulation:

Councillors C. Andrews (Vice Chair), P.J. Bevan, A. Collis, S. Cook, W. David, A. Farina-Childs, D.T. Hardacre, D. Havard (Chair), M.P. James, B. Miles, Mrs G.D. Oliver, Mrs T. Parry, J.E. Roberts, R. Saralis, J. Simmonds and R. Whiting

Co-opted Members:

Cardiff ROC Archdiocesan Commission for Education Representative (with voting rights on educational matters)
Mr M. Western

Parent Governor Representatives (with voting rights on educational matters) Mr M Barry and Mr R Morgan

Outside Body Representatives (without voting rights)
Mrs J. Havard (NEU) and Mrs P. Ireland (NEU)

Caerphilly Governors Association (without voting rights)
Mr D Davies

And Appropriate Officers

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Agenda Item 3



SPECIAL EDUCATION FOR LIFE SCRUTINY COMMITTEE

**MINUTES OF THE MEETING HELD AT PENALLTA HOUSE, YSTRAD MYNACH
ON MONDAY, 17TH DECEMBER 2018 AT 5.30PM.**

PRESENT:

Councillor D. Havard - Chair
Councillor C. Andrews - Vice-Chair

Councillors:

A. Collis, S. Cook, W. David, A. Farina-Childs, D.T. Hardacre, M.P. James, B. Miles, J.E. Roberts, R. Saralis, J. Simmonds and R. Whiting

P. Marsden (Cabinet Member for Education and Achievement)

Together with:

R. Edmunds (Corporate Director for Education and Corporate Services), K. Cole (Chief Education Officer), S. Richards (Head of Education Planning and Strategy), N. Scammell (Head of Corporate Finance and Section 151 Officer), J. Southcombe (Financial Services Manager), P. O'Neil (Senior Youth Service Manager), E. Sullivan (Senior Committee Services Officer) and K. Houghton (Committee Services Officer).

Also Present:

Co-opted Members: Mr D. Davies (Caerphilly Governors Association), Mr M. Barry and Mr R. Morgan (Parent Governors)

1. APOLOGIES FOR ABSENCE

Apologies for absence were received from Councillors P.J. Bevan, Mrs G.D. Oliver and Mrs T. Parry and co-opted Members Mr M. Western (Cardiff ROC Archdiocesan Commission for Education Representative) and Mrs P.J. Ireland (NUT)

2. DECLARATIONS OF INTEREST

There were no declarations of interest received at the commencement or during the course of the meeting.

3. DRAFT BUDGET PROPOSALS FOR 2019/20

The Head of Corporate Finance and Section 151 Officer introduced the report, which had been presented to Cabinet on the 14th November 2018. The report provided details of the

draft budget proposals for the 2019/20 financial year and to allow for a period of consultation (19th November 2018 to the 11th January 2019) prior to a final approval by Full Council on 21st February 2019. The proposals are based on the Welsh Government (WG) Provisional 2019/20 Local Government Financial Settlement and a higher than forecast council tax rise by 6.95%, which will reduce the savings target from £15.6m to £14.6m, to enable the Authority to set a balanced budget. A Members' Seminar was held on the 15th November 2018 to consider the proposals and a further Seminar is proposed for January 2019 ahead of the final report being presented to Cabinet on the 13th February 2019 and Full Council on the 21st February 2019. The Officer emphasised that the Authority is entering unprecedented times and moving forward there would be difficult decisions to be made.

Members were advised of the whole Authority cost pressures as set out in paragraphs 4.2.3. to 4.2.9. in the report and of the service pressures being faced by the Authority. It was highlighted to Members that Teachers and Fire Service superannuation was a particular cost pressure which could potentially be addressed via funding from the Revenue Support Grant (RSG) despite an overall net cash decrease in the RSG.

Members were advised that there had been some indications from WG that Treasury reserves could be made available to fund liability in 2019/20. This would not be confirmed until early January and would be one off funding. The Chair thanked the Officer for their report and welcomed Member's questions and comments.

A Member raised concerns regarding the additional pressure cuts in schools would place on staff and how the wellbeing of staff was being managed going forward. The Director for Education and Corporate Services acknowledged that there would be additional pressure placed on schools but this was similar to services across the Council. He advised Members that measures were being taken as part of the development of the Education Attainment Strategy which will see an increased focus on staff wellbeing and building resilience within school senior management teams which will be filtered down to staff at all levels. The draft of this Strategy will be presented to the Committee on the 8th January 2019.

Members discussed the overall net cash decrease in the RSG and potential additional funding from Treasury Reserves. The Head of Corporate Finance and Section 151 Officer advised Members that if they were minded, they could recommend that any savings or additional funding could be directed to reducing cuts in school budgets. A Member put forward a recommendation that any savings gained, particularly from teacher superannuation or additional funding received, should be put towards reducing cuts in school budgets. This recommendation was agreed by the majority of Members present.

Having fully considered the report, Members unanimously agreed that details of the draft budget proposals for 2019/20 be noted and it be recommended to Cabinet that any savings gained, particularly from teacher superannuation or additional funding received, should be put towards reducing cuts in school budgets.

RECOMMENDATION to Cabinet that any savings gained, particularly from teacher superannuation or additional funding received, should be put towards reducing cuts in school budgets.

4. MEDIUM TERM FINANCIAL PLAN – SAVINGS PROPOSALS 2019/20

The Director for Education and Corporate Services introduced the report which sought the views of Members regarding the 2019/20 savings proposals for the Education Directorate, prior to final 2019/20 budget proposals being presented to the Cabinet on 13th February 2019 and Full Council on the 21st February 2019. As part of the consultation process on the draft budget proposals, Members were asked to consider and comment upon the content of the report.

Members were also referred to the report appendices which contained equality impact assessments for each of the 2019/20 savings proposals that are expected to impact on the public.

Members referred to the proposed saving detailed in 4.3.4 of the Officer's report, Education Welfare Service and commented that the creation of an administrative post to counter a reduction in Education Welfare Officer (EWO) FTE would result in a reduction in 'frontline' service delivery. Members raised concerns that a change in the service provisions delivered by the Education Welfare Service and the increased expectation that schools would become more self-sufficient with managing attendance and welfare would place additional pressure on schools and increase their workload. The Chief Education Officer explained to Members that it had been found that schools were more effective at managing attendance levels when a whole staff approach was taken as a result the EWO's role in this aspect of delivery was decreasing. The role has not ceased however it has changed with a greater focus on administrative work. Members were assured that this change would not impact on teachers as there is strict legislation in place which dictates what roles teachers can and cannot take on.

With regard to the proposed saving detailed in 4.3.5 of the Officer's report, Music Service, Members questioned the use of agency staff within the Music Service in lieu of employed staff and whether this represented an unknown cost. The Finance Manager (Education Lifelong Learning & Schools) informed Members that the use of agency staff was to fill gaps in the teaching of specific instruments and therefore costs had been appropriately budgeted.

In relation to the savings proposal detailed in 4.3.6 of the Officer's report, for Libraries, Members raised concerns that there were elements of the 'Staffing Model in Libraries' proposal that were yet to be determined, which made it difficult to comment on. The Head of Education Planning and Strategy clarified to Members that a review of staffing numbers would take place with consideration given to promoting self-service and potentially reducing staff hours. It is anticipated that there will be no impact on the services available to the public.

Members sought reassurance regarding library closure and provision was in place to cover staff absences. The Officer confirmed that there would be no changes to Library opening or closing times as a result of this proposal. She also confirmed that there is a supply service which could be used in the event of staff absences.

With regard to the proposed savings detailed in 4.3.8 of the Officer's report, School Improvement Initiatives, Budget Removal, Members commented that the School improvement budget had been used extensively in the past and questioned whether the use of reserves if 'emergency' fund were required was sustainable, adequate and flexible enough to respond to unpredictable circumstance that may arise over the year. The Chief Education Officer reassured Members that there were a number of provisions in place to prevent schools reaching the point where financial support was needed. She explained that schools can need support for a number of reasons not necessarily financial ones and provisions such as peer support and head mentoring opportunities were in place and the Service worked closely with the EAS to identify Schools that need additional support at the early stages. The reserves are there simply for unpredicted emergencies. Taking this approach ensures better protection for statutory services.

In relation to the saving proposal detailed in section 4.3.10 of the Officer's report, Libraries Book Stock, Budget Reduction, Members suggested that a closer look at Library book stocks could generate alternative savings to those proposed by identifying those titles in libraries that are not used and selling these on. Members also suggested as an alternative saving that central reserves for particular book types be formed in nominated libraries which would reduce duplication of rarely used books in libraries across the Authority. The Head of Education Planning and Strategy clarified that there was a mixture of types of books in libraries across the County Borough. There is already a system of inter-lending between libraries so that a particular book can be obtained, if in stock, from any library across the

County Borough and sent to the library requesting it. The Officer informed Members that the budget reduction was targeting lesser used library materials such as DVDs and it is not anticipated that this will impact on the types of subject matter available. The Officer also confirmed to Members that there is an established book disposal policy.

With regard to the saving proposals detailed in section 4.3.11 of the Officer's report, Members discussed the removal of the Council's contribution to the Gwent Association for Voluntary Organisations (GAVO) for a Holiday Scheme Co-ordinator and the impact the removal of the Authority's contribution would have on the Youth Services. The Senior Youth Service Manager provided Members with background information relating to this contribution. The contribution originally funded an advisory post to provide support to Community Groups wanting to or running holiday schemes in order to ensure that health and safety, and safeguarding regulation requirements were met and followed. Since this post was formed, legislation has changed and it has become a more onerous process for local groups to run these schemes and so there has been a drop in the numbers of groups requiring advice and support therefore the decision was made to phase out the post. The proposal in the report is the final stage of this. In addition the Youth Service has and continues to develop these schemes in house along with support and advice mechanisms for frontline youth service staff.

Following consideration and discussion, it was moved and seconded that the report be noted. By a show of hands this was unanimously agreed

RESOLVED that the contents of the report be noted.

The meeting closed at 6.56pm

Approved as a correct record and subject to any amendments or corrections agreed and recorded in the minutes of the meeting held on 19th February 2019 they were signed by the Chair.

CHAIR



EDUCATION FOR LIFE SCRUTINY COMMITTEE

MINUTES OF THE MEETING HELD AT PENALLTA HOUSE, YSTRAD MYNACH
ON TUESDAY, 8TH JANUARY 2019 AT 5.30PM.

PRESENT:

Councillor D. Havard - Chair
Councillor C. Andrews - Vice-Chair

Councillors:

P.J. Bevan, A. Collis, S. Cook, W. David, A. Farina-Childs, Mrs T. Parry, J.E. Roberts, R. Saralis and J. Simmonds

Together with:

R. Edmunds (Corporate Director for Education and Corporate Services), S. Richards (Head of Education Planning and Strategy), P. Warren (Strategic Lead for School Improvement), C. Evans (Interim Scrutiny Officer) and K. Houghton (Committee Services Officer).

Also Present:

Co-opted Members: D. Davies (Caerphilly Governors Association), M. Barry and R. Morgan (Parent Governors), P.J. Ireland (NUT) and M. Western (Cardiff ROC Archdiocesan Commission for Education Representative)

E. Pryce (EAS), J. Wood (EAS), S.Davies (EAS) and J. Kendall (Headteacher – Risca Community Comprehensive School)

1. APOLOGIES FOR ABSENCE

Apologies for absence were received from Councillors D.T. Hardacre, M.P. James, B. Miles, Mrs G.D. Oliver and R. Whiting.

2. DECLARATIONS OF INTEREST

There were no declarations of interest received at the commencement or during the course of the meeting.

3. MINUTES – 6TH NOVEMBER 2018

RESOLVED that the minutes of the Education for Life Scrutiny Committee meeting held on Tuesday the 6th November 2018 (minute nos 1- 10) be approved as a correct record and signed by the Chair.

4. CONSIDERATION OF ANY MATTER REFERRED TO THE SCRUTINY COMMITTEE IN ACCORDANCE WITH THE CALL-IN PROCEDURE

There had been no matters referred to the Scrutiny Committee in accordance with the call-in procedure.

5. REPORT OF THE CABINET MEMBER

The Chair drew Members attention to the report previously circulated and it was noted without comment. Members were asked to provide any feedback directly to Councillor and the Chair thanked the Cabinet Member for her report.

6. EDUCATION FOR LIFE SCRUTINY COMMITTEE FORWARD WORK PROGRAMME

The Interim Scrutiny Officer presented the report which outlined the draft Education for Life Scrutiny Committee Forward Work Programme from January 2019 to June 2019. She outlined proposed changes to the FWP and Members were asked to consider the work programme and agree the proposed changes, make any amendments or propose any additional items to be included for future meetings.

A Member requested an update on progress made in the review of the following three areas; post-16 education, Single sex education and surplus places in schools. The Head of Education Planning and Strategy assured Members that the review was progressing and the name of who will be conducting the review will be released next week with the review anticipated to take 3-6months with the findings to be reported to Scrutiny during the summer term.

Following consideration and discussion, it was moved and seconded that the recommendation in the report be approved. By a show of hands this was unanimously agreed.

RESOLVED that the work programme appended to the report be approved.

7. CABINET REPORTS

None of the Cabinet reports listed on the agenda had been called forward for discussion at the meeting.

REPORTS OF OFFICERS

Consideration was given to the following reports.

8. DRAFT EDUCATION ATTAINMENT STRATEGY

The Corporate Director for Education and Corporate Services introduced the report which updated Members on the work being undertaken to develop the draft Attainment Strategy for Caerphilly. He shared the progress to date and sought their views on the draft strategy prior to presentation to Cabinet.

He informed Members that the draft Strategy was before them and the Action Plan detailing the delivery of the plan would be reported to the Committee on 19th February 2019. Members were advised that although the Strategy focuses on Key stages 4 and 5, it will impact across the whole education system.

He referred Members to the vision detailed in the draft Strategy and provided Members with an outline of the Strategy's corporate context in being part of the developing #TeamCaerphilly narrative and tied into the Welsh Government's vision for education locally, regionally and nationally.

Members attention was drawn to section 6 of the draft Attainment Strategy which detailed the findings produced from a series of summit meetings held with each secondary school in the County Borough. It was highlighted that these findings have been key to formulating the Strategy and Action Plan along with the recently conducted self-evaluation process. The following Action Plan would detail the key areas of activity undertaken by individual schools, the local authority and the EAS.

Members enquired as to what would be the reporting process on the progress of the Strategy. The Corporate Director for Education and Corporate Services advised Members that this would be detailed in the Action Plan which will be presented to the Committee and reassured Members that the Education Directorate would continue to engage with the Scrutiny Committee throughout the Strategy's implementation.

A lengthy discussion was had regarding the 19 priorities as set out in the draft strategy. Members raised concerns that there were too many priorities to realistically address. The Corporate Director for Education and Corporate Services informed Members that this was the initial stages of the Strategy and the Action Plan would refine these priorities. There would also be adjustments to the ranking of the priorities as the implementation of the Strategy develops. Officers also highlighted that the priorities emphasised the scale of change required and some had been progressed already. It was also stated that the priorities would have different emphasises in individual schools according to their differing pressures.

A Member noted that there did not seem much consideration of raising aspirations within the draft Strategy. The Strategic Lead for School Improvement advised Members that raising aspirations was an important element of school improvement and there are a variety of projects being run with the EAS such as STEM and the introduction of the new curriculum and therefore opportunities to support and raise aspirations continue to be provided.

Following discussion on the draft Attainment Strategy a further presentation was made by the head teacher for Risca Community Comprehensive School providing Members with an overview of the Caerphilly Learning Partnership's (CLP) role in forming the draft Strategy. Members were referred to Section 4 of the draft Attainment Strategy which details the guiding principles formed by a CLP working group. These guiding principles represented the underpinning values and vision of the CLP.

A Member enquired as to what work was currently being undertaken to encourage vocational training in the County Borough. The Head Teacher for Risca Community Comprehensive School responded that vocational training is playing an increasing role in the future vision for education in the County Borough. Education provider's accountability to WG is changing and moving away from being solely based on L2 English and Maths. The emphasise is shifting towards the offering of a wider range of courses in schools and colleges. The CLP is working in partnership with colleges to address this shift.

Members discussed whether there exists an unfair comparison between performance in secondary schools and performance in Primary schools. Officers responded that this was not necessarily the case but it was difficult to conduct Primary to Secondary school comparisons.

The Chair thanked Officers, the head teacher for Risca Community Comprehensive School and Members for their contributions to the discussion.

Following consideration and discussion, it was moved and seconded that the recommendation in the report be approved. By a show of hands this was agreed by the majority present.

RESOLVED that the Cabinet consider the comments made by the Education for Life Scrutiny Committee.

9. PERFORMANCE KEY STAGE 4 / KEY STAGE 5 – DECEMBER 2018

The Education Achievement Service (EAS) representatives introduced the report which presented Members with the final published 2018 performance data for Key Stages 4 and 5. He referred Members to the data contained within the report and highlighted to Members particular areas to note including data on L2 threshold, gender difference, Free School Meals (FSM) and individual school rankings. Members were asked to note that there would be a broader sweep of indicators next year which will better measure performance.

The Chair thanked the EAS representatives for their presentation and Members questions were welcomed.

Members expressed concerns regarding the performance of secondary schools in the County Borough. The Corporate Director for Education and Corporate Services advised Members that performance at Key Stages 4 and 5 was based on fine margins with pupils that sit on the borderlines of achieving a D or C grade having a significant impact on the end performance data. This is where the focus needs to be directed in terms of raising those pupils in the upper margins of a D grade band in to the C grade band. The improved performance measures means that the data can be drilled down to individual pupil level in order to identify the best approaches and interventions to raise attainment particularly where pupils sit on the borderlines of grade boundaries. He stated that fine tuning improvement measures in this way would potentially have a significant impact on the final performance outcomes. The EAS representatives confirmed the complexity of the measures in place and that one small change can have a high impact on overall performance. They also emphasised to Members that this was the first year of data produced by these measures and so comparison with previous years is not necessarily valuable in assessing the current performance of secondary schools in the County Borough.

A Member enquired as to the timelines for improvements at Key Stages 4 and 5 as pupils continues to move through the system and whether this would be in time to have an impact on children entering into the secondary school system this year and onwards. An EAS representative advised Members that the rate of improvement can be dependent on individual schools and how they both build up their performance level and then importantly, how they sustain that level of performance overtime.

Further to the discussion on timelines of improvement and in reference to the draft attainment strategy, Members sought clarity on when measures would begin to produce data that would provide reassurance that the strategy is effective and having a positive impact on attainment. The Corporate Director for Education and Corporate Services informed Members that the strategy was long term and interventions made at years 7 and 8 would take a few years to fully indicate the impact of the Strategy as pupils move through the system. Results are measured on a medium and long term basis. He anticipates it will become easier to provide assurances on the strategy's effectiveness as work on it progresses and the Committee will be engaged with throughout this time. He is also confident that the approach to forming the Strategy has resulted in the Authority having a clear set of actions for the first time and as various actions are tested in schools then provisions are in place to share best practices across the County Borough therefore any parts of the strategy that aren't working as well as others will be identified quickly and those that are working well will be shared across the system.

A Member questioned the difference between Primary and Secondary school overall performance and whether Primary schools were being overrated. An EAS representative advised Members that Primary schools were not overrated and that focus in previous years

has been on the Foundation through to Key Stage 3 phases and this is reflected in the performance data. There is still work to be done at Key Stage 3 but the focus has now shifted to Key Stages 4 and 5 however some focus also needs to be on sustaining the learning momentum gained at Primary school through to Secondary.

The Cabinet Member for Education and Achievement informed Members that the Strategy was focused on building sustained resilience for learners and although progress has been slow, she is confident in the measures in place to improve the learning experience for individual pupils.

Following consideration and discussion, it was moved and seconded that the report be noted. By a show of hands this was unanimously agreed.

RESOLVED that the contents of the report be noted.

The meeting closed at 18:55pm

Approved as a correct record and subject to any amendments or corrections agreed and recorded in the minutes of the meeting held on 19th February 2019 they were signed by the Chair.

CHAIR

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EDUCATION FOR LIFE SCRUTINY COMMITTEE - 19TH FEBRUARY 2019

SUBJECT: EDUCATION FOR LIFE SCRUTINY COMMITTEE FORWARD WORK PROGRAMME

REPORT BY: CORPORATE DIRECTOR FOR EDUCATION AND CORPORATE SERVICES

1. PURPOSE OF REPORT

1.1 To report the Education for Life Scrutiny Committee Forward Work Programme.

2. SUMMARY

2.1 Forward Work Programmes are essential to ensure that Scrutiny Committee agendas reflect the strategic issues facing the Council and other priorities raised by Members, the public or stakeholders.

3. LINKS TO STRATEGY

3.1 The operation of scrutiny is required by the Local Government Act 2000 and subsequent Assembly legislation. The Forward Work Programmes contribute to the following Well-being Goals within the Well-being of Future Generations Act (Wales) 2016 by ensuring there is an effective scrutiny function and that council policies are scrutinised against the following goals:

- A prosperous Wales
- A resilient Wales
- A healthier Wales
- A more equal Wales
- A Wales of cohesive communities
- A Wales of vibrant culture and thriving Welsh language
- A globally responsible Wales

4. THE REPORT

4.1 The Education for Life Scrutiny Committee forward work programme includes all reports that were identified at the scrutiny committee meeting on 8th January 2019. The work programme outlines the reports planned for the period February 2019 to June 2019.

4.2 The forward work programme is made up of reports identified by officers and members and has been prioritised into three priority areas, priority 1, 2 or 3. Members are asked to consider the work programme alongside the cabinet work programme and suggest any changes before it is published on the council website. Scrutiny committee will review this work programme at every meeting going forward alongside any changes to the cabinet work programme or report requests.

4.3 The Education for Life Scrutiny Committee Forward Work Programme is attached at Appendix 1. The Cabinet Forward Work Programme is attached at Appendix 2.

5. WELL-BEING OF FUTURE GENERATIONS

5.1 This report contributes to the well-being goals as set out in links to strategy above. It is consistent with the five ways of working as defined within the sustainable development principle in that by ensuring the scrutiny function is effective when reviewing services and policies and ensure it considers the wellbeing goals.

6. EQUALITIES IMPLICATIONS

6.1 There are no specific equalities implications arising as a result of this report.

7. FINANCIAL IMPLICATIONS

7.1 There are no specific financial implications arising as a result of this report.

8. PERSONNEL IMPLICATIONS

8.1 There are no specific personnel implications arising as a result of this report.

9. CONSULTATIONS

9.1 There are no consultation responses that have not been included in this report.

10. RECOMMENDATIONS

10.1 That Members consider any changes and agree the final forward work programme prior to publication.

11. REASONS FOR THE RECOMMENDATIONS

11.1 To improve the operation of scrutiny.

12. STATUTORY POWER

12.1 The Local Government Act 2000.

Author: Kim Houghton, Committee Services Officer
Consultees: Richard Edmunds, Corporate Director for Education and Corporate Services
Keri Cole, Chief Education Officer
Rob Tranter, Head of Legal Services and Monitoring Officer
Catherine Forbes-Thompson Interim Head of Democratic Services

Appendices:
Appendix 1 Education for Life Scrutiny Committee Forward Work Programme.
Appendix 2 Cabinet Work Programme.

Education for Life Scrutiny Committee Forward Work Programme – May 2018 – April 2019			
Meeting Date: 19th February 2019			
Subject	Purpose	Key Issues	Witnesses
WESP	Provide an update of the work completed in 2018 contributing to the WESP outcomes.	<ul style="list-style-type: none"> • Qualitative annual update from all delivery partners • Future delivery actions highlighted for work in 2019 	Sarah Mutch
Capital Programme	Consider recommendations for the allocation of resources for the 2019/20 financial year. To be considered by Cabinet.	Members to consider the school bids and recommendations for the allocation of funds against the different component parts of the 2019/20 Education Capital Programme	S. Richards
Library Standards			

Education for Life Scrutiny Committee Forward Work Programme – May 2018 – April 2019			
Meeting Date: 7th March 2019			
Subject	Purpose	Key Issues	Witnesses
EAS Business Plan			EAS
Education Attainment Strategy and Strategic Action Plan			R. Edmunds
Post 16/ Single Sex Review Terms of Reference			

Education for Life Scrutiny Committee Forward Work Programme – May 2018 – April 2019			
Meeting Date: 2nd April 2019			
Subject	Purpose	Key Issues	Witnesses
Youth Forum Priorities			P. O’Neil Youth Forum Representatives
Consultation response report – Federation of Schools (to be requested at Committee)	To provide members with details of the responses to the formal consultation process	Scrutiny members to consider the responses received as part of the formal consultation process prior to determination by Cabinet	S. Richards

Education for Life Scrutiny Committee Forward Work Programme – May 2018 – April 2019			
Meeting Date: 21st May 2019			
Subject	Purpose	Key Issues	Witnesses
			Youth Forum Representatives

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Education for Life Scrutiny Committee Forward Work Programme – May 2018 – April 2019			
Meeting Date: June 2019 – Performance Management			
Subject	Purpose	Key Issues	Witnesses
Performance Management			
Wellbeing Objectives	Provide an update of annual performance against the Wellbeing Objective to Improve Education Outcomes for All	<ul style="list-style-type: none"> • Annual data analysis • Annual qualitative update for impact on the first year of implementation of the 5 year corporate plan 	SM
Progress Towards Targets - EAS			EAS

Meeting Date: to be confirmed			
Subject	Purpose	Key Issues	Witnesses
Pontllanfraith Primary/Ildris Davies SRB			
21st Century Schools Programme	To consult Members on the delivery plan for the 21 st Century Schools Band B programme prior to consideration by Cabinet	<ul style="list-style-type: none"> • Affordability • Timelines • Consultation Requirements • Business Case • Resources 	
Review of Provision for Most Vulnerable Learners	To consult with Members on the outcome of the recent review and the options.	<ul style="list-style-type: none"> • Quality provision • Value for money • Exclusions • Outcomes 	Head Teacher Keri Cole – Chief Education Officer
Youth Service Update <i>Diweddariad y Gwasanaeth Ieuencid</i>	To consult with Members on the outcome of the recent review and options within the proposed consultation.	<ul style="list-style-type: none"> • Current provision • Reconfiguration of Youth provision • Views of young people 	Youth Service User
Additional Support Delegation <i>Dirprwyo Cymorth Ychwanegol</i>	To consult with Members on the outcome of the recent review and options within the proposed consultation.	<ul style="list-style-type: none"> • Current provision • Options identified by stakeholder group 	Keri Cole – Chief Education Officer Heather Duncan, Headteacher, Lewis Girls

SRB Funding	To consult with members of the proposed changes and staffing implications	<ul style="list-style-type: none"> • Ensuring provision is appropriate staffed • Funding and staffing implications 	
Safeguarding – Member Request	To provide an update of relevant issues.		
Attendance and Exclusions	To provide information regarding exclusions	<ul style="list-style-type: none"> • Trends in Exclusions • Intervention with EAS • Next steps 	
Performance Measures 2019 onwards			
Sanitary Products- Period Poverty			
Regional Groups – Request by Chair			

Cabinet - Forward Work Programme

Wednesday - 13/02/2019
Cabinet & PDM

Title	Key Issues	Author	Cabinet Member	Time	Attendees
Budget Proposals 2019/20 and Medium Term Financial Strategy 2019/24	To seek Cabinet endorsement of the 19/20 budget proposals prior to final determination at Council on the 21st February 2019.	N Scammell	Cllr. Barbara Jones		
Wales Stalled Sites Fund and Self Build Fund (Plot shop)	To seek approval to progress work in consultation with the Interim Head of Property Services and the Chief Housing Officer on sites that have the potential to attract funding through the Self Build Fund. To agree the extent to which the Council will intervene in the market to de-risk such plots to make them attractive to SMEs and residents seeking to build their own home.	R Kyte/ D Lucas	Councillors S. Morgan/L. Phipps		
Bar Brithdir, Oakdale Business Park - Renewal of CCBC and WG Joint Venture Agreement	To seek Cabinet approval to progress the agreement for a revised term of 5 years.	R Kyte	Councillor S. Morgan		
Review of CCBC Regeneration Grants	To make recommendations to Cabinet following a review undertaken on the revenue and capital grant schemes currently administered by the Council's Regeneration Division. The report outlines proposals to amalgamate the grants into a combined "Caerphilly Enterprise Fund" and to focus their delivery to areas where they will have the biggest impact.	R. Kyte	Cllr. Sean Morgan		
Workforce Remodelling in Schools	Seek Cabinet Approval to commence the annual process to seek volunteers to end employment via early access to pension and now we will be adding voluntary severance, to avoid compulsory redundancies in schools and to retain Teachers and support staff who wish to remain in the profession and who can deliver the curriculum in the best interest of the schools.	L Donovan	Cllr. Colin Gordan		

Wednesday - 27/02/2019
Cabinet & PDM

Bedwellty School Playing Fields	To seek the views of Cabinet on the disposal of two football fields situated within the grounds of the former Bedwellty Comprehensive School, Aberbargoed following the completion of the consultation process outlined within the Playing Fields (Community Involvement in Disposal Decisions) (Wales) Regulations 2015	M Headington	Cllr. Lisa Phipps		
Welsh Church Fund	To provide an update on the revised grant levels and criteria approved by Cabinet on	Stephen Harris	Cllr. Barbara Jones		
Flexible Retirement	Formal agreement for the period of flexible retirement to be changed	L Donovan	Cllr. Colin Gordan		
To adopt WG 'High Street and Retail Rate Relief' Scheme 2019/20	To seek Cabinet adoption of the WG 'High Street and Retail Rate Relief' Scheme 2019/20 in order to obtain the WG grant funding, which will reduce the amount of business rates payable by those rate payers eligible for this rate relief for the financial year 2019/20.	John Carpenter	Cllr. Barbara Jones		
Cabinet Forward Work Programme	For discussion and update	Catherine Forbes-Thompson			
Wednesday - 13/03/2019 Cabinet & PDM					
Childcare Solicitor - Future Models		R Tranter	Cllr. Barbara Jones		
Hafoddyrnys Air Quality Feasibility Study	To present for approval for public consultation the draft Final Plan prepared in response to the Air Quality Direction issued by Welsh	Rob Hartshorn	Cllr. Eluned Stenner		
Education Attainment Strategy		Richard Edmunds	Cllr. Phillipa Marsden		
EAS Business Plan		EAS	Cllr. Phillipa Marsden		
Post 16/ Single Sex Review Terms of Reference		Richard Edmunds	Cllr. Phillipa Marsden		
Wednesday - 27/03/2019 Cabinet & PDM					
Community Asset Transfer Principles	To seek the views of Cabinet on the adoption of a set of principles in relation to the transfer of playing fields and sporting organisations	Mike Headington	Cllr. Lisa Phipps		
New Community Resource Centre at Ty Sign	To seek Cabinet support in principle for the development of a new Community Resource Centre in Ty Sign, Risca	Rob Hartshorn	Cllr. Nigel George		
Publication of the Gender Pay Gap Data 2018	To meet the statutory obligation to publish CCBC data by the 30th March each year in accordance with the Equality Act 2010	Lynne Donovan	Cllr. Colin Gordan		
Non- Residential Social Services Charging	To propose changes to the current non-residential charging model to ensure equity for all service users.	Jo Williams	Cllr. Carl Cuss		
Caerphilly 2022		Steve Harris	Cllr. Colin Gordan		
Wednesday - 10/04/2019 Cabinet & PDM					

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EDUCATION FOR LIFE SCRUTINY COMMITTEE - 19TH FEBRUARY 2019

**SUBJECT: WELSH EDUCATION STRATEGIC PLAN – PERFORMANCE UPDATE
2018**

**REPORT BY: CORPORATE DIRECTOR FOR EDUCATION AND CORPORATE
SERVICES**

1. PURPOSE OF REPORT

1.1 This report presents an annual update on the work completed under the Welsh Education Strategic Plan (WESP) in 2018.

2. SUMMARY

2.1 The WESP was developed locally but with a collaborative strategic approach through the Caerphilly Welsh Education Forum (WEF), allowing for local authority development and accountability. The forum monitors the implementation of actions required for strategic delivery and expansion of Welsh medium provision in line with the Welsh Government's commitment to 1 million Welsh speakers by 2050.

2.2 The WESP fulfils the local authority's duty to monitor and improve standards of Welsh language, educational attainment, and it directs the appropriate use of the Welsh Education Grant funding, which is regionally administered.

2.3 The WESP contains an analysis of the current provision, highlights best practice and includes targets for continuing improvement and provision. The local authority remains committed to supporting parental choice through equitable support in both Welsh and English medium schools.

2.4 There are many developments to report on within 2018 contained within the main body of this report including successful capital bids to further develop Welsh medium provision over the next 3-7 years. The full WESP update report is attached in appendix 1 and 2.

2.5 The Welsh Education Forum (WEF) has membership from Cabinet Member for Education, Local Authority departments, Ysgol Gyfun Cwm Rhymni, Rhag, Menter Iaith, Mudiad Meithrin, Parent Network, Coleg y Cymoedd, Urdd, and the WESP is also supported by the Education Achievement Service (EAS).

3. LINKS TO STRATEGY

3.1 The Caerphilly WESP contributes to the following Well-being Goals within the Well-being of Future Generations Act (Wales) 2016:

- *A prosperous Wales* – The WESP aims to support children and young people to develop their Welsh language skills and improve standards of achievement, which will create a bilingual population able to support and grow our economy.
- *A resilient Wales* – Although schools will build eco schools into their curriculum, this is not specifically mentioned in the WESP which is the strategic overview.
- *A healthier Wales* – The Healthy Early Years scheme and the Healthy Schools scheme are both embedded into practice across Flying Start, childcare settings, Primary and Secondary schools.
- *A more equal Wales* – The WESP has an objective to reduce the impact of poverty on children and young people through various closing the gap initiatives throughout the age ranges from Flying Start Welsh medium provision to Cylchoedd Meithrin to Primary school and Secondary school attainment. Outcome 6 focuses on the needs of learners with Additional Needs and how we will meet those needs in Welsh medium provision.
- *A Wales of cohesive communities* – Outcome 5 aims to support the use of Welsh and increase the standards in Welsh language delivering social activities and meeting spaces in communities.
- *A Wales of vibrant culture and thriving Welsh language* – Improving use of Welsh language and supporting the development of a bilingual workforce in the future is a key aim of the WESP. Arts and recreation activities also feature in Outcome 5 through the work of Urdd Gobaith Cymru and Menter Iaith. This is further embedded through actions in Caerphilly County Borough's Five Year Welsh Language Strategy 2017-2022 with particular reference to Strategic Area 1 – The Family, Strategic Area 2 – Children and Young People, Strategic Area 3 – Communities and Strategic Area 6 – Infrastructure (Policies and Practices).
- *A globally responsible Wales* – Although not specifically mentioned in the WESP, wellbeing is embedded through practice across Flying Start, childcare settings, Primary and Secondary schools.

4. THE REPORT

- 4.1 The WESP 2017-20 is aspirational and clearly depends on Welsh Government funding to deliver the First Minister's programme for Government 2016-2021 Taking Wales Forward, working towards one million people speaking the Welsh language by 2050. Funding will enable delivery towards the aspirations for the Wellbeing of Future Generations Act for a vibrant culture and thriving Welsh language, and the The Welsh Language (Wales) Measure 2011 from which we must now comply with a set of national Welsh Language Standards. One of the key standards was a requirement to develop a 5 year Welsh language strategy, with the aim of increasing the number of Welsh speakers and which will enable us to facilitate the use of the Welsh Language within the Caerphilly county borough.
- 4.2 Our aim is to secure equality of access by promoting and supporting the development of inclusive education and giving a commitment to providing the best possible quality of education and services within available resources.
- 4.3 We work strategically together as a region with South East Wales Education Achievement Service to equip schools and education providers across age ranges and linguistic sectors with the capacity and sustainability to increase standards in Welsh and promote the use of the Welsh language within families, communities and workplaces.
- 4.4 We aim to stimulate and provide local, accessible, sustainable, community-focused provision to meet the growing demand for Welsh medium education.
- 4.5 Highlights for 2018:
- 4.6 All capital projects have been planned strategically to ensure plans are linked across plans, funding bids and enable maximising of resources available.

- We have been successful in securing Welsh Government approval of the Band B 21st Century Schools proposals which include 2 Welsh medium schools, which are now subject to member approval of the funding mechanism proposed.
 - We have been successful in securing more than £6million for developing Welsh medium provision on school sites (which were not included in the Band B proposals) securing the expansion of places required in both school and childcare provision.
 - We are awaiting the outcome of the Childcare Capital submission (due January 2019) which includes Welsh medium childcare development.
- 4.7 The multi agency partnership in both the WEF and the Welsh Language Forum have developed a leaflet to promote the benefits of becoming bilingual, which we aim to have online as well as around the borough in a range of public places (see appendix 3).
- 4.8 The Clwb Cwtsh which is an 8 week programme aimed to support parents to focus on speaking Welsh with their children has successfully been delivered in 2018.
- 4.9 Croes I'r Bont is a scheme delivered by Mudiad Meithrin to support Welsh language acquisition skills in Cylch Meithrin and has successfully run in one Cylch in Caerphilly improving staff and children's use of language. Gwyl Feithrin facilitated by Mudiad Meithrin was well attended by all Cylchoedd across the borough.
- 4.10 Cylch Meithrin Rhymni has developed a satellite provision 'Mwy Rhymni' to deliver wraparound in Ysgol Y Lawnt.
- 4.11 Cymraeg I'r Blant has delivered session in various parent / baby groups across Caerphilly to promote the benefits of bilingualism.
- 4.12 The Parent Network has worked with two groups of children / parents to develop bilingual children's books: Partners in Time was written by children in Ysgol Gynradd Penalltau funded through the Gelligaer Community Council; Fistful of Feathers was written by parents and children of Graig Y Rhacca Primary to address the issue of loan sharks.
- 4.13 The Urdd continues to deliver a range of language enrichment activities across the borough at both secondary and primary school age ranges, including trips both in Wales and abroad. The Urdd has also developed a Welsh Youth Forum with 2 representatives sitting at the national forum.
- 4.14 Ysgol Gyfun Cwm Rhymni (YGCRh) continues to work collaboratively with Coleg y Cymoedd as well as Ysgol Gyfun Gwynlliw and Ysgol Gyfun Gwent Is Coed to deliver a broad Welsh medium curriculum for 14-18 year olds. YGCRh is collaborating with the EAS in order that its in-house, on-line, personalised language course will be available across the region.
- 4.15 Ysgol Gyfun Cwm Rhymni are collaborating within the Hexad of schools (Cwm Rhymni, Gwent Is Coed, Gwynllyw, Risca, John Frost and Lliswerry) in establishing collaborative Welsh language Professional Development in line with the Successful Futures Strategy for developing Welsh medium hub schools.
- 4.16 Coleg Y Cymoedd have extended their Iath Ar Waith (IAW) provision and now includes learners from Construction and Engineering, Childcare, Health and Social Care, Catering, Business, Travel and Tourism, and the Creative Industries. 364 learners successfully completed the IAW unit to level 2 in 2017-18.
- 4.17 Menter Iaith continue to deliver Welsh medium childcare provision which includes 2 Clwb Brecwast, 3 Clwb Gwyliau, 3 Clwb Meithrin, and 7 Clwb Carco. Menter Iaith also deliver the Road to Bilingualism scheme which supports 25 English medium childcare provision per year to improve the Welsh used within the setting.

- 4.18 Menter Iaith supports 11 Welsh medium Primary schools in the delivery of Y Siarter Iath, especially through the video clubs and have linked children and young people across the borough through an online platform.
- 4.19 Ysgol Gyfun Cwm Rhymni is proactively working with its feeder primary schools to ensure processes for supporting children and young people with additional needs have a good transition. The ALN department in collaboration with the South East Wales Welsh medium Partnership led the South Wales Welsh medium secondary training day (23/11/18) for Classroom Assistants with over 50 Classroom Assistants for 10 schools attending the conference.
- 4.20 There is a regional ALN Early Years leads group to develop resources, training packages and support for childcare settings across the region which will include all of our Cylchoedd to ensure children with ALN are supported with suitably skilled childcare staff teams who implement strategies to support access childcare provision, as well as enable early identification of additional needs.
- 4.21 There is a significant amount of workforce development developed and delivered through Ysgol Gyfun Cwm Rhymni, Caerphilly CBC, Early Years, and the Education Achievement Service.
- 4.22 The Parent Survey was completed in Autumn 2018 and the results will be analysed and added to the report in Spring 2019.

5. WELL-BEING OF FUTURE GENERATIONS

- 5.1 This report contributes to the Well-being Goals as set out in Links to Strategy above. The WESP aims over the long term to raise standards and increase the number of Welsh speakers through increasing the numbers accessing Welsh medium education, thereby developing the bilingual workforce as well as contributing to the Welsh Government 1 million Welsh speakers by 2050 pledge.
- 5.2 It is consistent with the five ways of working as defined within the sustainable development principle in the Act in that school places are planned in the long term and capital bids submitted to increase provision in line with parental demand increases.
- 5.3 A focus on closing the gap in communities and improving educational attainment standards aims to prevent the cycle of poverty being repeated.
- 5.4 The WESP has a regional approach where integration of provision where reasonable and feasible is endorsed. Integrating Flying Start provision or Cylchoedd Meithrin with their local Primary School and clustering Primary school provision with the Secondary school as well as linking with the voluntary sector through Mudiad Meithrin, Menter Iaith and Urdd Gobaith Cymru, aids integration of provision and maximises resources available.
- 5.5 The WESP encourages a collaborative approach across services as well as regional collaboration through task groups which include development of a regional Welsh Language ALN Professional Forum to enable improved support to our most vulnerable learners.
- 5.6 Involvement is intrinsic to the WESP development and delivery as the stakeholders are diverse and seek opinions across the borough from families, children, young people, professionals, both public bodies and voluntary sector. Stakeholders inform the content of the WESP and bring a range of views across the sector which is monitored for delivery through the local WESP forum.

6. EQUALITIES IMPLICATIONS

- 6.1 The WESP has positive equality implications linked to provision of sufficient places, access to resources and sharing of best practice to deliver the vision outlined in 4.1. The focus is on the development of Welsh language and improving standards across Welsh provision both in Welsh medium and where it is delivered as Welsh second language. Outcome 1 and 2 focuses on supporting and encouraging development of the Welsh language in early years and improving positive transition to Foundation Phase and throughout transition periods to KS4. Outcome 3, 4, and 5 focuses on improving standards in KS4 and KS5 as well as access to social contextual use of Welsh language to improve their language skills. Outcome 6 specifically focusses on support for children with Additional Needs including provision for specialist provision and a range of interventions. Outcome 7 focuses on the need for training and development of the workforce to ensure good quality language acquisition skills.
- 6.2 The Council's Equalities and Welsh Language Team, together with Mudiad Meithrin, Menter Iaith and Urdd Gobaith Cymru (voluntary sector Welsh Language organisations) are members of the Caerphilly WESP forum and have contributed to its production. Caerphilly's 5 year Welsh Language Strategy is inextricably linked to the WESP as a key delivery method, and is referenced throughout the WESP to the relevant action.

7. FINANCIAL IMPLICATIONS

- 7.1 This plan will be implemented through the Regional Welsh Education Grant, Pupil Deprivation Grant (PDG) and Early Years PDG, Flying Start grant as well as additional funding to support across the sector Early Years childcare settings to improve Welsh language provision delivered currently through Menter Iaith £25,000.

8. PERSONNEL IMPLICATIONS

- 8.1 There are no personnel implications in this report.

9. CONSULTATIONS

- 9.1 All responses from consultations have been incorporated in the report.

10. RECOMMENDATIONS

- 10.1 The recommendation is to note the contents of the report and the implementation to date.

11. REASONS FOR THE RECOMMENDATIONS

- 11.1 To note the strategic direction and amended targets in the Welsh in Education Strategic Plan.

12. STATUTORY POWER

- 12.1 Schools Standards and Organisation (Wales) Act 2013
Government of Wales Act 2006 (Section 78)
Welsh Language (Wales) Measure 2011
Welsh-medium Education Strategy 2016

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Christina Harray, Interim Chief Executive
Keri Cole, Chief Education Officer
Councillor Philippa Marsden, Cabinet Member, Education and Achievement
Councillor Derek Havard, Chair Education for Life Scrutiny Committee
Councillor Carol Andrews, Vice Chair Education for Life Scrutiny Committee
Lynne Donovan, Head of People Services
Anwen Cullinane, Senior Policy Officer (Equalities and Welsh Language)
Sue Richards, Head of Education Planning and Strategy
Sarah Ellis, Lead for Inclusion and ALN
Paul Warren, Strategic Lead for School Improvement
Jane Southcombe, Finance Manager (Education, Lifelong Learning & Schools)
Ros Roberts, Performance Manager
Rob Tranter, Head of Legal Services and Monitoring Officer
Nicole Scammell, Head of Corporate Finance and Section 151

Appendices:

Appendix 1 – Welsh Education Strategic Plan updated 2018 (Cymraeg)
Appendix 2 – Welsh Education Strategic Plan updated 2018 (English)
Appendix 3 – Benefits of being Bilingual booklet

Cynllun Strategol Cymraeg mewn Addysg Caerffili 2017-2020

Y cefndir yng Nghaerffili – yr hanes y tu ôl i'r llinell sylfaen

Bu cynnydd sylweddol yn y ddarpariaeth cyfrwng Cymraeg yn ardal Cyngor Bwrdeistref Sirol Caerffili ers iddo ddod i fod yn 1996.

Mae nifer y disgyblion mewn ysgolion cynradd wedi cynyddu mwy na 60% i'r lefel bresennol, sef mwy na 2900. Yn ystod y cyfnod hwn o 20 mlynedd, sefydlwyd 3 ysgol ychwanegol a chafodd 7 o'r 8 ysgol wreiddiol adeiladau newydd neu addasiadau / estyniadau er mwyn cynyddu nifer y lleoedd.

Mae nifer y disgyblion yn Ysgol Gyfun Cwm Rhymni wedi cynyddu oddeutu 75% o 900 i 1600. Symudodd yr ysgol i safle newydd yn 2002 a chafodd ei datblygu ymhellach i ail safle (Y Gwyndy) yn 2013. 2,348 yw nifer fwyaf y lleoedd ar y ddau safle gyda'i gilydd a disgwylir eu llenwi tua 2025.

Ceir tystiolaeth o ymrwymiad y Cyngor i ddatblygu addysg cyfrwng Cymraeg uchod ac mae'n dal i fod yn flaenoriaeth iddo fel y dangosir ym Mand A o raglen Llywodraeth Cymru, Ysgolion ar gyfer yr 21ain Ganrif.

1. Y weledigaeth:

Mae'r cynllun hwn yn llawn dyheadau ond mae'n amlwg ei fod yn dibynnu ar gyllid Llywodraeth Cymru i gyflawni Rhaglen Lywodraethu 2016-2021 Prif Weinidog Cymru, Symud Cymru Ymlaen, gan weithio tuag at filiwn o siaradwyr Cymraeg erbyn 2050. Bydd cyllid yn galluogi gwaith tuag at ddyheadau Deddf Llesiant Cenedlaethau'r Dyfodol o ran diwylliant bywiog lle mae'r Gymraeg yn ffynnu, a Mesur y Gymraeg (Cymru) 2011, sy'n golygu bod yn rhaid inni erbyn hyn gydymffurfio â set o Safonau'r Gymraeg. Un o'r safonau allweddol yw gofyniad i lunio strategaeth 5 mlynedd y Gymraeg, gyda'r nod o gynyddu nifer y siaradwyr Cymraeg ac a fydd yn ein galluogi i hwyluso defnyddio'r Gymraeg yn y fwrdeistref sirol.

Ein nod yw sicrhau cydraddoldeb mynediad trwy hyrwyddo a chynorthwyo â'r gwaith o ddatblygu addysg gynhwysol ac ymrwymo i ddarparu addysg a gwasanaethau o'r ansawdd gorau posibl gyda'r adnoddau sydd ar gael.

Byddwn yn gweithio'n strategol gyda'n gilydd fel rhanbarth gyda Gwasanaeth Cyrhaeddiad Addysg De-ddwyrain Cymru i roi i ysgolion a darparwyr addysg ar draws ystodau oedran a sectorau ieithyddol y gallu a'r cynaliadwyedd i godi safonau yn y Gymraeg ac i hybu defnyddio'r Gymraeg mewn teuluoedd, cymunedau a gweithleoedd.

Ein nod bydd ysgogi a chyflenwi darpariaeth leol, hygyrch, gynaliadwy sy'n canolbwyntio ar y gymuned er mwyn ateb y galw cynyddol am addysg cyfrwng Cymraeg.

Amcanion:

Erbyn 2020 byddwn yn:

- Gwella safonau cyrhaeddiad yn arbennig yng Nghyfnod Allweddol 4 ar drothwy Lefel 2+

- Codi lefelau presenoldeb
- Lleihau effaith tlodi ar blant a phobl ifanc
- Dal i fynd ati i hybu'r ddarpariaeth blynyddoedd cynnar er mwyn ysgogi galw gan rieni
- Cynyddu nifer y plant sy'n cael addysg cyfrwng Cymraeg yn unol ag arolygon o'r galw gan rieni sef 18% yn y sector cynradd erbyn 2018 (cynnydd o 9.19% yn 1996) ac 20% yn y sector uwchradd erbyn 2023 (cynnydd o 7.30% yn 1996).
- Mynd ati i reoli lleoedd cyfrwng Cymraeg er mwyn sicrhau nad oes gormod o leoedd gwag.
- Cydweithio â thîm ysgolion yr 21ain ganrif yn Llywodraeth Cymru i ganfod cyllid ym Mand B o raglen Ysgolion ar gyfer yr 21ain Ganrif, ar gyfer datblygu digon o leoedd cyfrwng Cymraeg mewn ardaloedd lle maent yn dod o dan bwysau, yn enwedig ardal Bedwas Tretomos Machen, ac ardal Dwyrain Islwyn.

Datganiad o gysylltiadau â strategaethau ehangach:

Mae gweithio amlasiantaethol yn ganolog i'r ffordd ymlaen er mwyn sicrhau bod gan bob dysgwr, ni waeth beth fo ei gefndir economaidd cymdeithasol, gyfle cyfartal i wireddu disgwyliadau uchel.

Mae 'Ailysgrifennu'r Dyfodol' yn rhoi pwyslais ar awdurdodau lleol, consortia ac ysgolion yn cydweithio â phartneriaid amlasiantaethol ar draws y pedair thema allweddol: ymgysylltu â'r teulu a'r gymuned; y blynyddoedd cynnar (0-7); addysgu a dysgu o safon uchel; disgwyliadau a dyheadau. Rhoddwyd blaenoriaeth uchel i hyn fel un o'r Amcanion Gwella ar draws Addysg.

Mae YGCRh yn Ysgol Arloesi Dysgu Proffesiynol ac felly mae dyletswydd gofal arni i sicrhau bod yr holl ymarferwyr yn gallu cael profiad dysgu proffesiynol effeithiol, gan hwyluso datblygiad parhaus, gwella eu harweinyddiaeth, eu dealltwriaeth o addysgeg ymarferol ac yn benodol i helpu i ddatblygu'r cwricwlwm newydd.

Mae Deddf Llesiant Cenedlaethau'r Dyfodol yn gosod dyletswydd ar wasanaethau cyhoeddus i gyhoeddi Asesiad o Lesiant erbyn mis Mawrth 2017 a Chynllun Llesiant i fwrdeistref Caerffili erbyn mis Mawrth 2018. Er ei fod yn ei gamau drafft, mae gwaith ymgynghori â'r cyhoedd wedi pwysleisio pwysigrwydd addysg o ansawdd da i bawb ac ategu pob un o'r saith nod llesiant. Gwelir pwysigrwydd gwella safonau a galluogi pontio i gyfleoedd addysg, hyfforddiant a chyflogaeth gadarnhaol yn thema gyffredin i wella llesiant cenedlaethau'r dyfodol. Hefyd mae cysylltiadau cryf iawn o'r cynllun hwn i'r adrannau ar gyfer Caerffili Fwy Cyfartal, mewn perthynas â gwella cyfleoedd mewn cymunedau economaidd cymdeithasol, Caerffili Fwy Ffyniannus a Chaerffili â Diwylliant Bywiog lle mae'r Gymraeg yn Ffynnu.

Er mwyn cyfrannu at darged Llywodraeth Cymru i gyrraedd miliwn o siaradwyr Cymraeg erbyn 2050, mae'n bwysig iawn gwella darpariaeth mewn gofal iechyd ac addysg cyfrwng Cymraeg, yn ogystal â gweithio mewn partneriaeth â grwpiau neu sefydliadau yn y gymuned i barhau i ddefnyddio Cymraeg llafar yn gymdeithasol neu yn y gweithle ar ôl gorffen addysg ffurfiol. Oni bai y parheir i ddefnyddio'r Gymraeg mae risg y gallai pobl ifanc o gartrefi Saesneg golli hyder yn eu sgiliau Cymraeg.

Mae Fforwm Lleol Cynllun Strategol y Gymraeg mewn Addysg Caerffili yn cyfarfod bob tymor. Ei brif ddibenion yw:

- Monitro amcanion a chynlluniau gweithredol partneriaid tuag at gyflawni'r amcanion yng Nghynllun Strategol y Gymraeg mewn Addysg Caerffili
- Darparu diweddariadau ynghylch yr amcanion yng nghylch gwaith eu sefydliadau
- Datblygu cyfleoedd ar gyfer cydweithredu a phartneriaethau wrth iddynt godi er mwyn cynyddu'r ddarpariaeth a chyfleoedd cyfrwng Cymraeg sydd ar gael yng Nghaerffili
- Rhannu arferion gorau ac arloesedd
- Cyfrannu at fforwm rhanbarthol Cynllun Strategol y Gymraeg mewn Addysg

2. Cludiant

Mae dyletswydd statudol ar awdurdodau lleol o dan Adran 10 o Fesur Teithio gan Ddysgwyr (Cymru) 2008 i hybu mynediad i addysg a hyfforddiant drwy gyfrwng y Gymraeg. Darparwch ddatganiad ynghylch hygyrchedd y ddarpariaeth cyfrwng Cymraeg yn eich awdurdod lleol mewn perthynas â chludiant rhwng y cartref a'r ysgol. Nodwch unrhyw heriau a/neu feysydd lle ceir arferion da trwy gydweithredu.

Mae Caerffili yn cydymffurfio â gofynion Mesur Teithio gan Ddysgwyr (Cymru) 2008 gan ddarparu cludiant i ysgolion cyfrwng Cymraeg i ddisgyblion o oedran ysgol statudol yn unol â'n polisi cludiant unigol. Mae polisi cludiant Caerffili yn fwy hael na'r gofynion deddfwriaethol gan ei fod yn darparu cludiant i'r ysgol 'berthnasol' (h.y. ysgol dalgylch neu agosaf) sef 1.5 milltir yn y sector cynradd a 2 filltir yn y sector uwchradd. Hefyd darperir cludiant ôl-16 i fyfyrwyr mewn ysgolion a cholegau heb gost i'r myfyrwyr a rhieni / gwarcheidwaid.

Deilliant 1: Mwy o blant saith oed yn cael eu haddysgu drwy gyfrwng y Gymraeg

Y sefyllfa bresennol o ran nifer y plant saith oed sy'n cael eu haddysgu drwy gyfrwng y Gymraeg a'n targedau ar gyfer y tair blynedd nesaf yw tua 20% y flwyddyn. Mae'r niferoedd a addysgir trwy gyfrwng y Gymraeg yn rhagamcaniadau yn seiliedig ar ein derbyniad presennol o blant 3 oed i'r Cyfnod Sylfaen. Gyda datblygiad Cylchoedd Meithrin a chynyddu ymwybyddiaeth rhieni, rhagwelwn y bydd y nifer sy'n mynd i mewn i'r Cyfnod Sylfaen yn codi ond ni fydd hynny'n effeithio ar nifer y plant saith oed sy'n cael eu haddysgu drwy gyfrwng y Gymraeg hyd nes y bydd y cylch cynllunio nesaf yn cael ei weithredu.

Sefyllfa Bresennol	2017/2018	2018/2019	2019/2020
384	371	374	391

Ein pum amcan er mwyn cyflawni'r canlyniad hwn yw:

1. Datblygu darpariaeth o fewn Band B rhaglen ysgolion yr 21^{ain} ganrif er mwyn mynd i'r afael â chynyddu anghenion cynhwysedd yn yr ardaloedd a nodwyd (yn berthnasol i weithred 6.3 yn Strategaeth Cymraeg Pum Mlynedd Bwrdeistref Sirol Caerffili)
2. Datblygu ymagwedd ranbarthol at gynyddu'r ddarpariaeth ar draws y blynyddoedd cynnar ac wrth wneud hynny ysgogi'r galw. Bydd hyn yn cynnwys

gweithio gyda Swyddogion Mudiad Meithrin i wella cyfraddau pontio mewn cylchoedd Meithrin gyda chyfradd drosglwyddo o dan 75%

3. Gweithio'n rhanbarthol gydag ystod eang o randdeiliaid i ddatblygu darpariaeth ddigonol a chynyddol drwy gyfrwng y Gymraeg i ddiwallu anghenion rhieni sy'n gweithio ar gyfer y Cynnig Gofal Plant erbyn 2020/2021 (yn berthnasol i weithred 6.3 yn Strategaeth Cymraeg Pum Mlynedd Bwrdeistref Sirol Caerffili)
4. Cynnal arolwg blynyddol o alw rhieni ac ymgorffori'r canlyniadau wrth gynllunio ar gyfer lleoedd ysgolion.
5. Gweithio'n rhanbarthol i gynllunio'n strategol ar gyfer creu darpariaeth gynyddol gan gynnwys datblygu deunyddiau gwybodaeth i deuluoedd, er enghraifft, gan archwilio datblygu llyfryn i rieni drwy grant Cronfa Glyndŵr.

Ar hyn o bryd mae 11 ysgol gynradd cyfrwng Cymraeg ar draws y fwrdeistref sirol sydd gyda'i gilydd â bron 3000 o leoedd. Ar hyn o bryd mae gan Ysgol Gyfun Cwm Rhymni 2 safle (Gelli Haf a'r Gwyndy) sy'n darparu 2,348 o leoedd.

Cytunodd y Cyngor ar ei gynllun blaenoriaethol cyntaf ym Mand A o raglen Llywodraeth Cymru, Ysgolion ar gyfer yr 21ain Ganrif, fel buddsoddiad gwerth £20 miliwn ar safle Y Gwyndy. Roedd y buddsoddiad yn cynnwys ysgol newydd yn lle hen Ysgol Gynradd Gymraeg Caerffili gyda lle i oddeutu 450 o ddisgyblion a darpariaeth uwchradd â 900 o leoedd fel ail safle ar gyfer Ysgol Gyfun Cwm Rhymni. Hefyd, cafodd hen adeilad Ysgol Gynradd Gymraeg Caerffili ei ddatblygu i fod yn gyfleuster blynyddoedd cynnar cyfrwng Cymraeg cyn-ysgol, gan greu campws 0-19. Mae'r safle hefyd wedi cael gwell meysydd chwarae awyr agored, gan gynnwys maes 3G maint llawn.

Mae'r rhaglen gyfalaf addysg wedi cael ei defnyddio i ddatblygu rhagor o leoedd yn y blynyddoedd diwethaf, gan gael ei hategu gan arian lles cynllunio a106. Mae'r cyllid adran 106 hwn wedi galluogi capasiti i gynyddu drwy ychwanegu ystafelloedd dosbarth ychwanegol at safleoedd ysgol presennol. Byddwn yn parhau i weithio gyda chydweithwyr ar draws yr awdurdod lleol i wneud y gorau o'r defnydd o gyllid adran 106.

O ran y sector cynradd, mae'r nifer fwyaf sylweddol o leoedd gwag yng nghanol a rhan uchaf ardal Cwm Rhymni. Ar hyn o bryd mae galw am bron yr holl leoedd yn ardaloedd Basn Caerffili a dwyrain Islwyn, ac ystyriwyd buddsoddi yn yr ardaloedd hyn fel rhan o gais y Cyngor o dan Fand B (2019-2024) o'r rhaglen Ysgolion ar gyfer yr 21ain Ganrif. Mae'r galw am Addysg Cyfrwng Cymraeg wedi cynyddu ers sefydlu CBSC ac yn arbennig felly yn y blynyddoedd diwethaf. Mae canran y disgyblion mewn Ysgolion Cyfrwng Cymraeg fel a ganlyn: Sector Cynradd: 1997 (8.9%), 2007 (12.1%), 2010 (14.4%), 2016 (16.8%). Sector Uwchradd: 1997 (6.9%), 2007 (9.0%), 2010 (10.6%), 2016 (12.3%). Bydd y rhaglen Band B yn parhau i gefnogi'r ddarpariaeth Gymraeg sy'n ffynnu yng Nghaerffili drwy sicrhau bod digon o leoedd cyfrwng Cymraeg yn cael eu datblygu mewn ardaloedd lle maent dan bwysau, fel y nodwyd yng Nghynllun Strategol y Gymraeg mewn Addysg 2017 - 2020. Mae datblygiad o dan Fand B yn cydnabod yr angen i gynyddu'r ddarpariaeth cyfrwng Cymraeg ac mae cynigion yn cynnwys potensial ar gyfer datblygu darpariaeth gofal plant ar yr holl safleoedd y gwnaed cynigion ar eu cyfer, ond bydd yn ddibynnol ar sicrhau arian gan Lywodraeth Cymru yng nghynnig Ysgolion yr 21^{ain} Ganrif a chynigion dilynol ar gyfer rhaglen gyfalaf Cynnig Gofal Plant.

Cafodd yr asesiad addysg cyfrwng Cymraeg yn unol â rheoliadau 2013 ei gynnal yn 2015, ac mae wedi'i atodi yn Atodiad 2. Caiff asesiad arall ei gynnal yn 2018 yn unol â'r gofyniad o ran cylch 3 blynedd. Hefyd cynhelir arolwg o'r galw gan rieni bob blwyddyn. Y rhain yw'r sail ar gyfer yr holl amcanestyniadau o dueddiadau'r galw yn y dyfodol ac maent yn darparu tystiolaeth o'r angen am leoedd ychwanegol a'u lleoliad yn y fwrdeistref. Yn flaenorol, mae arolygon rhieni wedi dylanwadu ar ddarpariaeth ieithyddol ysgolion newydd, er enghraifft, agorwyd Ysgol Penalltau fel ysgol gynradd cyfrwng Cymraeg i ddiwallu'r galw cynyddol a'r angen am ddarpariaeth cyfrwng Cymraeg yn yr ardal leol.

Mae'r Asesiad llawn o Ddigonolrwydd Gofal Plant yn cael ei gynnal yn 2016 gyda golwg ar ei gyflwyno i Lywodraeth Cymru a'i gyhoeddi ym mis Mawrth 2017. Bydd yr arolygon o'r galw gan rieni'n adlewyrchu'r galw am ofal plant ac iaith y ddarpariaeth a byddant yn sail i'r Cynllun Gweithredu Gofal Plant blynyddol er mwyn datblygu darpariaeth newydd a chynnal neu ehangu'r ddarpariaeth bresennol. Rhagwelwn gynnydd yn nifer y lleoedd gofal plant y bydd eu hangen yn ystod oes Cynllun Strategol y Gymraeg mewn Addysg 2017-2020 ar draws y sector i gefnogi'r gofal plant i'r holl blant 3 a 4 oed y mae eu rhieni'n gweithio.

Ardal cynllunio gymunedol	Cylchoedd Meithrin gan gynnwys Cylchoedd heb eu cofrestru	Cylchoedd Meithrin a lleoliadau a gynhelir sy'n cynnig Dechrau'n Deg	Cylchoedd Meithrin sy'n cynnig Addysg y Blynyddoedd Cynnar	Gofal cofleidiol	Clybiau ar ôl ysgol	Clwb Brecwast	Darpariaeth gwyliau	Ti A Fi	Darpariaeth 11-14	% o blant hŷn na 3 oed sy'n cael rhywfaint o ddefnydd o'r Gymraeg yn ôl adroddiad y Fenter Iaith 2016
Basn Caerffili	3	2	1	3	3	1	2	2	1	13.21%
Cwm Sirhywi Isaf	3	1	1	3	1	0	0	1	0	10.08%
Gorllewin Canol y Cymoedd	3	2	2	2	2	0	1	2	0	12.04%
Dwyrain Canol y Cymoedd	3	1	3	1	2	1	0	2	1	10.36%
Cwm Rhymni Uchaf	3	2	0	2	0	0	0	0	0	9.6%

Mae 2 Gylch Meithrin yn cynnig Lleoedd â Chymorth sef cynllun i gynorthwyo plant ag oediad datblygiad sy'n byw y tu allan i ardaloedd Dechrau'n Deg i gael darpariaeth gofal plant i gynorthwyo â'u datblygiad.

Hefyd mae 6 gwarchodwr plant sy'n siarad Cymraeg a 3 meithrinfa ddydd sydd wedi'u cofrestru gydag AGGCC fel rhai dwyieithog.

Mae'r Fenter Iaith yn gweithio mewn partneriaeth â swyddogion yr awdurdod lleol a'r

Mudiad Meithrin i gynorthwyo Cylchoedd Meithrin a lleoliadau gofal plant i wella'r ddarpariaeth Gymraeg ar draws y fwrdeistref. Mae'r contract presennol ar waith tan 31 Mawrth 2017 gydag opsiwn i'w ymestyn ymhellach tan 31 Mawrth 2018.

Mae Ffordd i Ddwyieithrwydd yn gynllun sicrhau ansawdd i gynorthwyo i ddatblygu'r Gymraeg mewn lleoliadau cyfrwng Saesneg a chynorthwyo lleoliadau cyfrwng Cymraeg lle mae yna ymarferwyr sy'n dysgu Cymraeg. Ar hyn o bryd mae 6 meithrinfa ddydd, 3 gwarchodwr plant, 6 grŵp chwarae, 7 lleoliad Dechrau'n Deg a gynhelir, a 6 lleoliad yn aros i ddechrau.

Mae pob rhiant yn cael gwybodaeth am addysg cyfrwng Cymraeg o *lyfryn Dechrau Ysgol Caerffili* sy'n cael ei ddsbarthu gyda ffurflenni cais am le mewn ysgol yn ogystal â bod ar gael ar wefan Cyngor Bwrdeistref Sirol Caerffili. Gall rhieni gael gwybodaeth am ofal plant a darpariaeth Addysg y Blynyddoedd Cynnar cyfrwng Cymraeg trwy'r Gwasanaeth Gwybodaeth i Deuluoedd. (yn berthnasol i weithred 1.2 yn Strategaeth Cymraeg Pum Mlynedd Bwrdeistref Sirol Caerffili)

Mae gweithio gyda rhieni ar y cyfle cyntaf posibl yn galluogi'r rhieni i wneud dewisiadau gwybodus ynghylch iaith y ddarpariaeth y bydd eu plant yn ei mynychu. Bydd y Rhwydwaith Rhieni, y Fenter Iaith trwy'r rhaglen Lleisiau a Chymraeg i blant yn cydweithio i hyrwyddo gwybodaeth i rieni, ac i godi ymwybyddiaeth gyda staff rheng flaen o fuddion dwyieithrwydd. (yn berthnasol i weithred 1.1&1.3 yn Strategaeth Cymraeg Pum Mlynedd Bwrdeistref Sirol Caerffili)

Mae 'Cymraeg i Blant' yn brosiect sy'n cael ei redeg gan y Mudiad Meithrin ar draws Caerffili ac sy'n canolbwyntio ar gynyddu nifer y plant oedran meithrin a all siarad Cymraeg. Mae'n rhoi gwybodaeth, cyngor a chymorth i rieni ar fuddion bod yn ddwyieithog, pwysigrwydd cyflwyno'r Gymraeg i blant mor gynnar ag sy'n bosibl, a manteision dewis gofal plant ac addysg cyfrwng Cymraeg.

Mae'r swyddog Cymraeg i Blant lleol yn cynnal sesiynau tyliino babi, ioga babi ac amser stori a chân dwyieithog wythnosol i rieni a phlant ifanc drwy'r sir gan weithio ochr yn ochr â'r timau Bydwagedd ac Ymwelwyr lechyd lleol i sicrhau bod rhieni'n derbyn y negeseuon cynnar allweddol hyn yn ystod y cyfnod cyn ac ar ôl geni a'u bod yn ymwybodol o'r llwybr dwyieithog sydd ar gael ar gyfer eu plentyn.

Hefyd caiff rhieni eu cyfeirio at grwpiau Ti a Fi y Mudiad Meithrin ac at Gylchoedd Meithrin y grwpiau chwarae Cymraeg yn ogystal â derbyn gwybodaeth am ddigwyddiadau rheolaidd ar gyfer rhieni a gynhelir mewn partneriaeth â'r Mentrau Iaith a phartneriaid blynyddoedd cynnar lleol eraill.

Mae Cymraeg i Blant yn ceisio cyfrannu tuag at darged Llywodraeth Cymru i gyrraedd miliwn o siaradwyr Cymraeg erbyn 2050.

Ymgyrch gan y Mudiad Meithrin i hyrwyddo manteision addysg cyfrwng Cymraeg yw

Cychwyngorau / Beststart.

Mae Swyddogion Cefnogi'r Mudiad Meithrin yn darparu cymorth ac adnoddau i staff

Cylch Meithrin i hyrwyddo buddion addysg cyfrwng Cymraeg i rieni'r plant sy'n ei fynychu. Mae Cylchoedd Meithrin lle mae'r cyfraddau pontio'n is na 50% yn cael eu targedu fel rhan o fenter Cychwyn Gorau sy'n rhan o'n targedau yr adroddir amdanynt i'r Uned Addysg Gymraeg.

Bwriad y cylch cynllunio nesaf ar gyfer y Fforwm Addysg Gymraeg Rhanbarthol yw cael pedwar grŵp gorchwyl a gorffen i symud ymlaen â rhaglenni gwaith arwyddocaol. Mae un is-grŵp yn canolbwyntio ar ddatblygiadau o fewn y Blynyddoedd Cynnar (yn berthnasol yn Strategaeth Cymraeg Pum Mlynedd Bwrdeistref Sirol Caerffili). Bydd gan yr is-grŵp hwn swyddogion perthnasol o bob awdurdod lleol yng Ngwent, Mudiad Meithrin a'r tri sefydliad Menter Iaith yn y rhanbarth, yn ogystal â chynrychiolaeth gan y RhAG neu sefydliadau eraill mewn cyfarfodydd perthnasol. Bydd y meysydd ffocws cychwynol yn cynnwys:

- Cynyddu'r nifer o leoedd gofal plant cyfrwng Cymraeg ar draws y rhanbarth gan gynnwys datblygu darpariaeth newydd yn ogystal ag ehangu'r ddarpariaeth bresennol drwy wneud newidiadau i adeiladau neu wasanaethau ychwanegol a gynigir.
- Hyfforddi a recriwtio staff a gwella sgiliau iaith Gymraeg ar draws y rhanbarth i ddatblygu cysondeb mewn defnydd iaith gan staff lleoliadau gofal plant i hyrwyddo caffael iaith, gan gynnwys cysylltu â'r ysgol gynradd sy'n bwydo ar gyfer cysondeb wrth ddefnyddio iaith a chefnogi pontio positif.
- Cynaliadwyedd a chymorth busnes i sicrhau bod gan bob gofal plant gynllun busnes cadarn i sicrhau ei fod yn cael ei gynnal a'i alluogi i gynyddu yn ystod y cynllun hwn. Bydd y ffocws hwn hefyd yn edrych ar sut y gall lleoliadau gofal plant dderbyn lleoedd a ariennir drwy'r Cynnig Gofal Plant, Dechrau'n Deg ac Addysg Blynyddoedd Cynnar i wneud y gorau o unrhyw arian a dderbynnir yn ogystal â darparu gwasanaeth ehangach i rieni sy'n talu ffioedd a darparu darpariaeth gymunedol.
- Gwella cyfraddau pontio rhwng Cylchoedd ac Ysgolion Cynradd.

Bydd y Cynnig Gofal Plant angen nifer sylweddol o leoedd gofal plant a gall lleoliad fod yn hanfodol i'w cynaladwyedd, felly bydd y grŵp hwn yn cysylltu drwy'r Fforwm Addysg Gymraeg i sicrhau bod yr is-grŵp sy'n edrych ar gynllunio lleoedd mewn ysgolion yn gysylltiedig â gwaith datblygu gyda'r grŵp blynyddoedd cynnar sy'n datblygu darpariaeth gofal plant. Mae Caerffili wedi cynnwys y datblygiad hwn o adeiladau o fewn ei gynigion Band B Ysgolion yr 21^{ain} Ganrif, yn amodol ar sicrhau cyllid cyfalaf Cynnig Gofal Plant. Bydd y ceisiadau yn cael eu cyflwyno unwaith y'u hagarir ar gyfer rhaglen gyfalaf Cynnig Gofal Plant, a ragwelir yn 2018-2021.

Yng Nghaerffili mae ein poblogaeth, er ei bod yn symud rhwng ardaloedd cymunedol, yn weddol sefydlog o ran symud i mewn i'r fwrdeistref ac allan ohoni, ac felly caiff rhieni eu hannog i wneud eu penderfyniadau ar ddarpariaeth addysg yn y blynyddoedd cynnar, gan leihau'r galw am bolisi ar hwyrddyfodiaid. Fodd bynnag, trafodwyd datblygiad polisi Hwyrddyfodiaid ar gyfer datblygiad lleol a rhanbarthol posibl o dan is-grŵp Fforwm Addysg Gymraeg Rhanbarthol ar gyfer cynllunio lleoedd a hyrwyddo galw.

Cynigion Ysgolion yr 21ain Ganrif Band B.

Cytunwyd ar y cynigion mewn egwyddor gan Lywodraeth Cymru, yn amodol ar achos busnes. Hefyd mae gweithgor trawsbleidiol wedi adolygu'r cynigion. Trafodir

adroddiad yn y Tîm Rheoli Corfforaethol cyn cyflwyno'r cynigion terfynol i Aelodau'r Cyngor.

Blynyddoedd Cynnar

Mae Swyddogion Blynyddoedd Cynnar yr Awdurdod Lleol yn cyfarfod yn rheolaidd gyda swyddogion y Mudiad Meithrin i drafod lleoliadau lleol a sicrhau bod dull cyson yn cael ei ddefnyddio i gefnogi unrhyw faterion sy'n codi. Mae un Cylch Meithrin wedi cau yn ardal Llanbradach oherwydd problemau cynaliadwyedd. Byddwn yn gweithio'n agos gyda swyddogion yn y Mudiad Meithrin i ddatblygu darpariaeth newydd mewn ardaloedd a nodwyd yn Asesiadau Digonolrwydd Gofal Plant (CSA) 2017, sef ardaloedd Bedwas Tretomas a Machen yn ogystal â chofrestru darpariaeth bresennol yn ardal Crosskeys.

Gweithredwyd y Cynnig Gofal Plant i Gymru o Fedi 2017. Hyd yma mae 83 o ddarparwyr gofal plant wedi ymrwmo i'r Cytundeb Ariannu o leoliadau Cymraeg a Saesneg. Derbyniwyd 96 o geisiadau erbyn canol Tachwedd ar gyfer tymor yr Hydref ac 20 cais ar gyfer Gwanwyn 2018. Mae llwyddiant prosesau ar gyfer dechrau gweithredu wedi golygu estyniad i ddwy ardal arall o'r fwrdeistref fel y bydd rhieni sy'n gweithio gyda phlant rhwng 3 a 4 oed yn y Cyfnod Sylfaen yn rhan amser o 3/5 o'r fwrdeistref bellach yn elwa ar gymorth gofal plant. Bellach mae'r ffocws ar ddatblygu digon o leoliadau gwyliau a chofleidiol mewn lleoliadau gofal plant Cymraeg a Saesneg.

Mae'r tîm Blynyddoedd Cynnar yn gweithio'n agos gyda'r Mudiad Meithrin a chydweithwyr o'r Fenter laith i gynyddu a chynnal niferoedd lleoedd cyfrwng Cymraeg sydd ar gael ar gyfer y Cynnig Gofal Plant i Gymru mewn ardaloedd peilot ac ardaloedd yr ehangir iddynt. Bydd hyn yn cynnwys datblygu lleoedd darparu newydd a chreu lleoedd ychwanegol mewn darpariaeth bresennol, yn ogystal â chynnwys gweithio gydag ysgolion cyfrwng Cymraeg er mwyn i blant cymwys allu cael mynediad at y ddarpariaeth naill ai ar y safle neu'n lleol. Mae Cynnig Ysgolion yr 21ain Ganrif Band B yn uchelgeisiol ac mae'n cynnwys gweithio ar y cyd â chyllid cyfalaf y Cynnig Gofal Plant i ddatblygu gofal plant ar neu ger safleoedd ysgol lle y bo'n bosibl er mwyn sicrhau cysondeb i rieni a phlant a sicrhau lleoliad hirdymor i ddarparwyr gofal plant. Rydym yn gweithio gyda'n cydweithwyr mewn awdurdodau cyfagos i sicrhau bod darparwyr gofal plant trawsffiniol hefyd yn cael eu cynnwys yn y cynnig.

Mudiad Meithrin

Gŵyl Feithrin - gwahoddwyd rhieni / gofalwyr plant mewn Cylchoedd Meithrin a Ti a Fi yn y De Ddwyrain i ddigwyddiad blynyddol y Mudiad Meithrin yn Sain Ffagan. Roedd yn gyfle i rieni a phlant fod yn rhan o ddigwyddiad Cymraeg y tu allan i'r Cylch Meithrin.

Mae'r Mudiad Meithrin eisoes yn gweithio ar wella'r broses drosglwyddo ond mae rhai ffactorau sydd y tu hwnt i'n gallu i ymyrryd â nhw, e.e. cludiant, lleoliadau daearyddol, cost cludiant cyn ysgol.

Mae staff y Mudiad Meithrin a Chylchoedd Meithrin yn trafod manteision bod yn ddwyieithog gyda rhieni mewn:

- Cyngherddau Nadolig y Cylchoedd Meithrin (Gwahoddwyd Penaethiaid Ysgolion Cymraeg iddynt)

- Cylchoedd Ti a Fi wrth ddsbarthu pecynnau gwybodaeth
- Digwyddiadau'r Fenter Iaith
- Ffair Nadolig
- Boreau Coffi
- Sesiynau Cymraeg i Blant

Croesi'r Bont – cynllun peilot y Mudiad Meithrin yn y De Ddwyrain. Mae Cylch Meithrin Dewi Sant a Chylch Meithrin Coed Duon yn cymryd rhan,

- Cyflwyno patrymau iaith i staff a phlant y Cylch
- Meithrin perthynas agos gyda'r Ysgol Gymraeg leol, cytuno ar iaith benodol

Ysgolion yr 21ain Ganrif Band B

Mae'r Awdurdod ar hyn o bryd yn paratoi cynllun ariannol i'r Cyngor ei ystyried fydd yn amlinellu'r cynigion ariannol ar gyfer cyfraniad yr Awdurdod at brosiect Ysgolion yr 21ain Ganrif Band B.

Yn amodol ar sêl bendith aelodau ar gyfer y dull ariannu, yn dilyn hyn yn gynnar yn nhymor y Gwanwyn bydd cynllun prosiect ar gyfer rhaglen Band B lawn i aelodau ei ystyried.

Gobeithio y caiff yr achosion busnes cyntaf eu cyflwyno'n fuan ar ôl i raglen LIC ddechrau yn Ebrill 2019.

Un cynnig yw ar gyfer datblygu ac ymestyn Ysgol Gynradd Cwm Gwyddon gan gynnwys datblygu darpariaeth gofal plant ar y safle os bydd y cais i raglen gyfalaf y Cynnig Gofal Plant yn llwyddiannus.

Yr ail gynnig yw datblygu ysgol gynradd cyfrwng Cymraeg yn ardal Bedwas Tretomas ac eto yn cynnwys darpariaeth gofal plant ar y safle os bydd y cais i raglen gyfalaf y Cynnig Gofal Plant yn llwyddiannus.

Ceisiadau rhaglen gyfalaf cyfrwng Cymraeg

Cyflwynwyd cais ar gyfer y rhaglen gyfalaf cyfrwng Cymraeg ym Mehefin 2018 a chawsom wybod am y ceisiadau llwyddiannus ym Medi 2018. Rydym wedi llwyddo i sicrhau cyllid i ddatblygu ac ehangu ar leoedd yn cynnwys ar gyfer darpariaeth gofal plant yn Ysgol Ifor Bach, Ysgol Penalltau, Ysgol Cwm Derwen, Ysgol Y Castell ac Ysgol Bro Allta.

Ceisiadau rhaglen gyfalaf gofal plant

Cyflwynwyd ceisiadau i gyd-fynd â cheisiadau ysgol yr 21ain ganrif Band B yn ogystal â datblygu yn ardal Pengam Fleur i sicrhau lleoliad ar gyfer Cylch Meithrin Coed Duon ac o bosibl i ehangu darpariaeth i ofal dydd llawn, gan gysylltu â chyfleoedd myfyrwyr a staff yng Nghwm Rhymni. Rydym hefyd wedi cynnig 2 bot arian mwy hyblyg i gefnogi darpariaeth Meithrinfa Ddydd a grwpiau sesiynol sydd heb gyflwyno cynigion hyd yma.

Blynyddoedd Cynnar

Gyda'r cynigion cyfalaf a restrir uchod, y nod yw y bydd proses drosglwyddo well o

ddarpariaeth cyn-ysgol mewn Cylch Meithrin, os yw'r lleoliadau ar safle'r ysgol neu gerllaw. Bydd hefyd yn sicrhau mwy o hyblygrwydd ar gyfer y sector gofal plant os yw'r darparwyr yn gallu cynnig lleoedd Dechrau'n Deg, y Cynnig Gofal Plant a lleoedd eraill a ariennir, ynghyd â lleoedd gofal plant y telir amdanynt / di-dreth.

Mae Swyddogion Datblygu Gofal Plant yn CBSC yn gweithio gyda'r Mudiad Meithrin a'r Fenter Iaith yn ogystal â'r holl leoliadau gofal plant i ystyried ehangu darpariaeth ymhellach i gwrdd â'r galw cynyddol a ysgogir gan y Cynnig Gofal Pant. Datblygwyd darpariaeth gofleidiol fel man ategol i Gylch Meithrin Rhymni yn Ysgol y Lawnt i ddiwallu anghenion teuluoedd sy'n gweithio, a datblygwyd Darpariaeth Ar Ôl Ysgol newydd yn Ysgol Cwm Derwen yn lle'r ddarpariaeth a gaewyd yn gynharach eleni.

Llenyddiaeth hyrwyddo

Mae'r tasglu dan arweiniad y Fenter Iaith wedi datblygu taflen i hyrwyddo manteision addysg Gymraeg a dwyieithrwydd i helpu rhieni i wneud dewisiadau ar sail gwybodaeth cyn dechrau'r ysgol. Mae'r daflen hon wrthi'n cael ei chwblhau a bydd yn cael ei rhannu erbyn diwedd 2018. Bydd y pdf hefyd ar Wasanaeth Gwybodaeth i Deuluoedd a gwefannau partneriaid i sicrhau ei bod yn cyrraedd nifer ddigonol o rieni wrth ddewis iaith Addysg.



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Mudiad Meithrin

Mae **ClwbCwtsh** yn rhaglen flasu wyth wythnos sy'n canolbwyntio ar siarad Cymraeg gyda phlant ifanc. Mae wedi'i hanelu at ddarpar rieni, rhieni/gofalwyr ac aelodau estynedig y teulu. Gall plant ddod i'r sesiynau hefyd a chael eu difyrru tra bod yr oedolion yn dysgu. Roedd nifer dda'n bresennol yn sesiynau cyntaf ac roedd cyfleoedd i drafod gofal plant ac addysg Cyfrwng Cymraeg.

Mae Croesi'r Bont yn gynllun sy'n cyflwyno dull trochi plant yn yr iaith Gymraeg o fewn Cylchoedd Meithrin a sicrhau proses bontio ieithyddol o'r Cylch i'r ysgolion cyfrwng Cymraeg. Cyflwynwyd y cynllun mewn 2 Gylch Meithrin yn cynnwys Ysgol Cwm Derwen a gafodd eu canmol yn yr arolwg diweddar gan ESTYN. Dyma a ddywedwyd am y plant 'Mae ganddynt ddealltwriaeth dda o'r Gymraeg ac maent yn ymateb yn effeithiol i gyfarwyddiadau gan oedolion. Gydag anogaeth, mae nifer o blant yn dechrau defnyddio geirfa gyfarwydd â phatrymau iaith yn llwyddiannus yn ystod gweithgareddau ac amser egwyl'.

Mae staff Cylchoedd Meithrin yn parhau i siarad gyda rhieni am fanteision bod yn ddwyieithog i annog rhieni i drosglwyddo eu plant i ysgolion cyfrwng Cymraeg, mae ffactorau cludiant a lleoliadau daearyddol yn dal i fod yn broblem.

Mae staff hefyd yn annog teuluoedd i chwilio am gyfleoedd y tu allan i'r Cylch Meithrin i glywed/ddefnyddio'r Gymraeg e.e. mynychu'r ŵyl Feithrin, digwyddiadau'r Fenter Iaith ayb. Dywed y rhan fwyaf o Gylchoedd Meithrin bod nifer fawr o blant yn bresennol ynddynt.

Mae Cylch Meithrin Rhymni wedi ehangu trwy agor safle ategol yn Ysgol Y Lawnt ar gyfer gofal cofleidiol 'Cylch Meithrin Mwy Rhymni'. Ar hyn o bryd maent yn disgwyl i gael eu cofrestru gan AGC.

Mae Cylch Meithrin Parc Waunfawr, lleoliad heb ei gofrestru, roedd nifer y plant yn parhau i fod yn isel a theimlid y byddai AGC yn annhebygol o'i gofrestru.



Diweddariad SAS
11.18 Update.pdf

Cymraeg i blant

Mae gweithio gyda phlant mor gynnar â phosibl yn galluogi i rieni wneud dewisiadau gwybodus ynglŷn ag iaith y ddarpariaeth y byddant yn ei mynychu. Bydd Cymraeg i blant, Rhwydwaith Rhieni, Menter Iaith Caerffili drwy'r rhaglen Lleisiau, yn gweithio gyda'i gilydd i hyrwyddo gwybodaeth i rieni, a chodi ymwybyddiaeth gyda staff rheng flaen o fanteision dwyieithrwydd (yn gysylltiedig â cham 1.1 a 1.3 yn Strategaeth Iaith Gymraeg blwyddyn 5 CBSC).

Mae Cymraeg i blant yn brosiect Cymru Gyfan sy'n cael ei reoli gan y Mudiad Meithrin a'i ariannu gan Lywodraeth Cymru. Mae'n canolbwyntio ar gynyddu nifer y plant o oedran meithrin sy'n gallu siarad Cymraeg yn unol â tharged Llywodraeth Cymru i gyrraedd miliwn o siaradwyr Cymraeg erbyn 2050.

Mae'n rhannu gwybodaeth, cyngor a chefnogaeth i rieni ar fanteision bod yn ddwyieithog, pwysigrwydd cyflwyno'r Gymraeg i blant mor gynnar â phosibl a manteision gofal plant ac addysg cyfrwng Cymraeg. Noddir y ffolder nodiadau mamolaeth Cymru gyfan, cerdyn sgan a'r llyfr cofnodi lechyd Plentyn gan Cymraeg i blant ac mae'n cynnwys negeseuon dwyieithog allweddol wedi'u hanelu at rieni newydd.

Rhennir y taflenni canlynol gyda rhieni: 'Eich Canllaw i Addysg Cyfrwng Cymraeg (Llywodraeth Cymru/Cymraeg i blant) llyfryn Bod yn Ddwyieithog Caerffili (mynd i'r wasg) yn ogystal ag adnoddau ychwanegol.

Cynhelir grwpiau cymorth wythnosol ar lefel leol: cyfeirir y grwpiau at sesiynau tyllino babi, ioga babi ac amser stori a chân dwyieithog wythnosol gan y Bydwragedd yn y gymuned a'r timau Ymwelwyr lechyd. Mae hyn yn galluogi i rieni fod yn ymwybodol yn gynnar o'r llwybr dwyieithog sydd ar gael i'w plentyn. Mae adnoddau ychwanegol hefyd yn cael eu cynnwys yn rheolaidd ar ein tudalennau cyfryngau cymdeithasol i rieni eu gweld. Hefyd, mae Cymraeg i blant yn cefnogi digwyddiadau i deuluoedd a gynhelir mewn partneriaeth â Menter Iaith Caerffili a phartneriaid blynyddoedd cynnar eraill i hybu addysg cyfrwng Cymraeg.

Rhwydwaith Rhieni

Mae'r Rhwydwaith Rhieni wedi gweithio gyda dau grŵp o blant / rhieni i ddatblygu llyfrau plant dwyieithog: Ysgirfennwyd Partners in Time gan blant Ysgol Gynradd Penalltau gyda nawdd gan Gyngor Cymuned Gelligaer; ysgrifennwyd Fistful of Feathers gan rieni a phlant Ysgol Gynradd Graig Y Rhacca i ddelio â phroblem benthycwyr arian didrwydded.

Deilliant 2: Mwy o ddysgwyr yn parhau i wella eu sgiliau iaith wrth bontio o'r ysgol gynradd i'r ysgol uwchradd.

Y sefyllfa bresennol a'n targedau ar gyfer y tair blynedd nesaf mewn perthynas â nifer y disgyblion ym mlwyddyn naw a asesir mewn Cymraeg (iaith gyntaf)

Y sefyllfa bresennol	2017/2018	2018/2019	2019/2020
232	308	302	320

Ein tri amcan er mwyn cyflawni'r deilliant hwn yw:

1. Cydweithio â Swyddogion y Mudiad Meithrin i wella cyfraddau pontio mewn Cylchoedd Meithrin sydd â chyfradd pontio o dan 75%
2. Cynnal cyfraddau pontio uchel o ysgolion cynradd i'r ysgol uwchradd.
3. Cynnal ansawdd pontio o gofio heriau rheoli ysgol uwchradd sydd wedi'i rhannu rhwng dau safle – Gelli Haf a'r Gwyndy.

Mae nifer y plant sy'n trosglwyddo o leoliadau gofal plant nas cynhelir sy'n cynnig lleoedd a ariennir dan y Cyfnod Sylfaen i blant sy'n codi'n dair oed, lleoedd nas ariennir a lleoedd Dechrau'n Deg i'w gweld yn y data yn Atodiad 1, data sydd wedi'u cyflenwi gan y Mudiad Meithrin ym mis Tachwedd 2016. Mae pryderon ynghylch cyfraddau pontio mewn 3 lleoliad gofal plant cofrestredig ac 1 ddarpariaeth anghofrestredig. Mae Mudiad Meithrin a swyddogion awdurdodau lleol yn cwrdd bob mis i adolygu unrhyw bryderon ynglŷn â lleoliadau, gan gynnwys pontio, cefnogaeth ieithyddol, anghenion cymorth busnes ac ati. Fodd bynnag, mae hyn bellach yn flaenoriaeth uchel a gaiff ei symud ymlaen mewn is-grŵp o'r Fforwm Addysg Gymraeg Rhanbarthol sy'n canolbwyntio'n benodol ar y Blynnyddoedd Cynnar. Yn ogystal, mae cynigion Band B Ysgolion yr 21^{ain} Ganrif yn cynnwys datblygu darpariaeth gofal plant penodol fel rhan o raglen adeiladu / adnewyddu ysgolion ond mae'n parhau i fod yn ddarostyngedig i geisiadau cyllido llwyddiannus ar gyfer rhaglen gyfalaf y Cynnig Gofal Plant. Bydd hyn yn cynorthwyo i symud Cylchoedd a Chlybiau i safleoedd ysgol a gwella lles plant, cyfraddau pontio i Gynradd, cysondeb mewn caffael iaith yn ogystal ag effeithiolrwydd i rieni.

Mae'r holl leoliadau'n cael cymorth i gynnig pontio da i deuluoedd symud ymlaen o Ddechrau'n Deg i Addysg y Blynnyddoedd Cynnar neu o leoliadau nas cynhelir i ddarpariaeth feithrin Cyfnod Sylfaen a gynhelir mewn ysgolion. Rydym yn annog lleoliadau i ddefnyddio gwaith papur tebyg er mwyn caniatáu ar gyfer symud rhwng lleoliadau ac atal dryswch yn ogystal ag annog lleoliadau i weithio gyda theuluoedd i sicrhau eu bod yn cwblhau ffurflenni cais am leoedd o fewn y terfynau amser, gan enwi'r ddarpariaeth sy'n ddewis cyntaf ganddynt. Un o'r pethau mae'r Mudiad Meithrin wedi canolbwyntio arno yw cydweithio â Chylchoedd Meithrin i wella cyfraddau pontio. Yn nhymor yr haf 2016 roedd 70 o blant mewn lleoedd Addysg y Blynnyddoedd Cynnar yn y 7 Cylch Meithrin.

Cylch Meithrin Tonyfelin	16
Cylch Meithrin Nelson	9
Cylch Meithrin Pontllanfraith	9
Cylch Meithrin Dewi Sant	9

Cylch Meithrin Coed Duon	3
Cylch Meithrin Cwm Derwen	12
Cylch Meithrin yr Enfys	12

Nid oes unrhyw wahaniaeth sylweddol rhwng y plant a aseswyd yn Gymraeg fel mamiaith ym mlwyddyn 6 ac yna ym mlwyddyn 9 o fewn Caerffili. Mae 100% o ddysgwyr blwyddyn 9 mewn addysg cyfrwng Cymraeg yn Ysgol Gyfun Cwm Rhymni (YGCRh) yn cael eu hasesu yn Gymraeg (mamiaith). Mae cyfraddau Cynnydd o'r 11 ysgol gynradd yn y dalgylch yn cyfrannu at y cydweithio o fewn clwstwr ysgolion YGCRh. Mae cyfraddau trosglwyddo o'r Cyfnod Sylfaen i CA2, CA2 i CA3 a CA3 i CA4 oll yn parhau i fod yn uchel - 100%.

Safle'r Gwyndy	Safle Gelli Haf	
<ul style="list-style-type: none"> • Ysgol Gymraeg Caerffili • Ysgol Gymraeg y Castell • Ysgol Gymraeg Ifor Bach 	<ul style="list-style-type: none"> • Ysgol Gymraeg Penalltau • Ysgol Gymraeg Cwm Gwyddon • Ysgol Gymraeg Cwm Derwen • Ysgol Gymraeg Bro Allta 	<ul style="list-style-type: none"> • Ysgol Gymraeg y Lawnt • Ysgol Gymraeg Bro Sannan • Ysgol Gymraeg Gilfach • Ysgol Gymraeg Trelyn

Mae'r cydweithredu rhwng yr ysgolion yn gryfder sylweddol sy'n cyfrannu at y llwyddiant a'r safonau uchel iawn a gyflawnir gan yr ysgolion hyn. Cydnabyddir clwstwr Ysgol Gyfun Cwm Rhymni yn bartneriaeth arloesi lwyddiannus iawn lle mae arferion da'n cael eu rhannu'n gyson ar bob lefel ar draws y clwstwr. Nod y cydweithredu yw sicrhau bod pob disgybl sy'n mynychu ysgol cyfrwng Cymraeg ym mwrdeistref Caerffili'n cael cyfleoedd addysgol a fydd yn ei alluogi i wireddu ei botensial.

CYNNYDD Y DISGYBLION YW GWRAIDD POPETH

Oherwydd y cydweithredu hwn mae modd cynnig amrywiaeth o gyfleoedd a gweithgareddau yn yr ysgolion cynradd neu yn Ysgol Gyfun Cwm Rhymni er mwyn hybu datblygiad disgyblion unigol neu grwpiau o ddisgyblion.

Cynllun Pontio Ysgol Gyfun Cwm Rhymni:

Mae Ysgol Gyfun Cwm Rhymni yn sicrhau bod pob disgybl sy'n dechrau yn yr Ysgol yn awyddus i ddatblygu ymhellach ac adeiladu ar y cynnydd a wnaed yn ystod ei gyfnod yn yr ysgol gynradd. Mae Ysgol Gyfun Cwm Rhymni a'r ysgolion cynradd yn cydweithio'n agos trwy rannu gwybodaeth a datblygu cynlluniau er mwyn sicrhau bod cyfnod cychwynnol y disgyblion yn Ysgol Gyfun Cwm Rhymni yn un hapus a llwyddiannus.

Cynllun cyd-fentora:

Mae Ysgol Gyfun Cwm Rhymni yn arwain cynllun mentora ar draws holl ysgolion cynradd clwstwr Ysgol Gyfun Cwm Rhymni. Mae gan bob ysgol gynlluniau gwahanol i gynorthwyo ac arwain disgyblion sydd angen cymorth ychwanegol neu o wahanol fathau er mwyn datblygu eu galluoedd, yn benodol ym meysydd llythrennedd a rhifedd. Mae cynlluniau ymyrraeth disgyblion unigol yn amrywio yn ôl yr ysgol ac anghenion y disgyblion, ac maent wedi profi'n effeithiol dros gyfnod o amser. Mae yna gydweithredu effeithiol ar draws y clwstwr fel bod arferion da'n cael eu rhannu er mwyn sicrhau cynnydd y disgyblion.

Mae dau o athrawon Ysgol Gyfun Cwm Rhymni yn cael amser digyswllt ychwanegol i ganiatáu iddynt ymweld â phob ysgol gynradd yn rheolaidd i drafod cynlluniau ymyrraeth ac i drafod disgyblion unigol a grwpiau o ddisgyblion ym mlynnyddoedd 5 a 6. Drwy ddarparu system mentora effeithiol ar draws y clwstwr, mae disgyblion unigol a grwpiau o ddisgyblion yn cael budd o weithgareddau cynlluniedig ar draws y clwstwr er mwyn datblygu yn unol â'u talent, gallu neu anghenion personol.

Bydd yr holl ddisgyblion ym Mlwyddyn 6 yn cael cyfle i gymryd rhan mewn Diwrnodau Gweithgareddau:

Diwrnodau Gweithgareddau Estynedig:

Trefnir ar gyfer disgyblion Mwy Abl a Thalentog yn canolbwyntio ar ieithoedd a chyfathrebu a gwyddoniaeth, mathemateg a rhifedd. Cynhelir cyfres o ddiwrnodau yn Ysgol Gyfun Cwm Rhymni sy'n rhoi cyfle i'r disgyblion blwyddyn 6 ddatblygu eu dealltwriaeth neu allu estynedig mewn maes neu feysydd penodol.

Diwrnodau Gweithgareddau Ychwanegol:

Trefnir ar gyfer y disgyblion hynny yr ymddengys na allant fanteisio ar yr holl gyfleoedd sydd ar gael yn yr ysgol oherwydd amddifadedd neu broblemau cymdeithasol ac emosiynol. Mae'r disgyblion hyn yn cael budd o gynlluniau'r ysgol i gynorthwyo ac arwain disgyblion sydd angen cymorth ychwanegol. Mae'r cynllun cydfentora'n atgyfnerthu'r gwaith hwn ac yn galluogi Ysgol Gyfun Cwm Rhymni i ddatblygu cyfleoedd ychwanegol ar draws y clwstwr er mwyn meithrin uchelgais a hyder y plant.

Cynhelir cyfres o ddiwrnodau yn Ysgol Gyfun Cwm Rhymni ac mewn lleoliadau eraill sy'n rhoi i'r disgyblion ym mlynnyddoedd 5 a 6 gyfle i ddatblygu eu huchelgais a'u hyder ac ar yr un pryd gwella dealltwriaeth o dopigau nad ydynt o angenrheidrwydd ar gael yn yr ysgol gynradd.

Diwrnodau Gweithgareddau Arbennig:

Trefnir ar gyfer disgyblion nad ydynt wedi cymryd rhan yn y diwrnodau gweithgareddau estynedig neu'r diwrnodau gweithgareddau ychwanegol. Mae'r plant yn mwynhau gweithgareddau tebyg i'r rhai mae eu cyfoedion wedi'u cyflawni yn ystod y diwrnodau gweithgareddau eraill. Mae'r diwrnodau hyn wedi'u bwriadu i wella dealltwriaeth y plant o'r hyn y gallant ei ddisgwyl pan fyddant yn dechrau yn Ysgol Gyfun Cwm Rhymni ac i'w paratoi'n fwy effeithiol ar gyfer y cyfnod pontio hynod bwysig hwn.

Gwyddoniaeth ym mlwyddyn 6

Mae adran gwyddoniaeth Ysgol Gyfun Cwm Rhymni yn cydweithredu gydag athrawon blwyddyn 6 i gyflwyno uned o waith gwyddoniaeth ym mlwyddyn 6. Mae athrawon o Ysgol Gyfun Cwm Rhymni yn ymweld â'r ysgol gynradd i gynnal gwersi gwyddoniaeth ac mae disgyblion blwyddyn 6 yn ymweld ag Ysgol Gyfun Cwm Rhymni i gael profiad o wneud arbrofion mewn labordy.

Diwrnodau Chwil Chwarae

Cynhelir diwrnodau cerddorol yn Ysgol Gyfun Cwm Rhymni lle mae disgyblion sydd â thalent gerddorol benodol yn cael cyfle i gwrdd â'r athrawon cerddoriaeth a disgyblion talentog eraill ac i berfformio o flaen cynulleidfa.

Diwrnod Pontio

Mae'r disgyblion yn cael amserlen ar gyfer y diwrnod sy'n eu galluogi i brofi gweithgareddau fel dosbarthiadau blwyddyn 7. Mae'r gweithgareddau'n cael eu cynllunio fel bod y disgyblion yn cael profiadau na fyddent yn eu cael fel arfer yn yr ysgol gynradd ond a fydd ar gael iddynt ym mlwyddyn 7 yn Ysgol Gyfun Cwm Rhymni.

Nosweithiau Pontio

Cynhelir dwy noson i ddarparu rieni yn ystod cyfnod disgybl ym mlwyddyn 6:

- Noson gyflwyniad i'r ysgol a'r adeiladau a chyfle i'r rhieni gwrdd ag arweinwyr yr ysgol.
- Noson weithgareddau seiliedig ar bynciau fel y gall y rhieni gael blas ar y math o bynciau y bydd y disgyblion yn eu hastudio ym mlwyddyn 7. Mae cyfle hefyd i brynu gwisg ysgol.

Ymweliadau unigol

Yn aml bydd gan blant mwy bregus bryderon ychwanegol wrth ystyried dechrau ym Mlwyddyn 7. Mae croeso i rieni a phlant unigol ymweld â'r ysgol ar adegau cyfleus er mwyn sicrhau cyflwyniad effeithiol i'r ysgol. Cyfres o ymweliadau fydd y rhain yn aml, yn dechrau ar ôl yr ysgol pan gânt eu tywys o gwmpas y safle pan mae'n dawl gan aelod o'r staff, gan symud ymlaen i ymweliadau hirach i gael profiad o weithgareddau'r ysgol.

Blynyddoedd Cynnar

Cynhelir cyfarfodydd rheolaidd bob mis gyda Swyddogion ALL a'r Mudiad Meithrin i ddelio ag unrhyw bryderon ynglŷn â darpariaeth. Cynhelir cyfarfodydd gofal plant ehangach bob tymor a chynhelir cyfarfodydd monitro bob chwarter gyda'r Fenter Iaith.

Gyda'r cynigion cyfalaf a restrir uchod, y nod yw gwella'r broses drosglwyddo o ddarpariaeth cyn-ysgol mewn Cylchoedd Meithrin is yw'r lleoliadau ar safle'r ysgol neu'n nes ato.

Cyfraddau Trosglwyddo o Ysgolion Cynradd i Ysgolion Uwchradd

Mae cyfraddau trosglwyddo'n dal i fod yn rhagorol gyda chyfradd o 100% ar gyfer disgyblion, yn cynnwys cefnogaeth ehangach i'r dysgwyr mwyaf bregus.

Yr Urdd

Mae gweithgareddau'r Urdd yn helpu i wella sgiliau iaith wrth drosglwyddo o'r ysgol Gynradd a'r ysgol Uwchradd. Mae plant a phobl ifanc yn gallu mynd i ddigwyddiadau Cymraeg yn y gymuned, sy'n cynnwys Clwb Ieuenctid Cymraeg ym Margoed. Mae'r clwb yn bartneriaeth rhwng yr Urdd, Gwasanaeth Ieuenctid Caerffili a'r Fenter Iaith.

Mae plant a phobl ifanc hefyd yn gallu mynd i weithgareddau'r Urdd, sy'n cynnwys ymweliadau â chanolfannau preswyl, gweithgareddau chwaraeon, yr Eisteddfod, teithiau tramor, a theithiau undydd. Mae'r holl weithgareddau hyn yn helpu i wella sgiliau iaith mewn amgylchedd anffurfiol. Mae pob ysgol gynradd Gymraeg yng Nghaerffili'n cymryd rhan yng ngweithgareddau'r Urdd.

Mae ein Swyddog Ieuenctid wedi gweithio gyda'r tîm Lles o fewn yr ysgol, gan gynnig cefnogaeth i blant gyda'u sgiliau iaith.

Deilliant 3: Mwy o fyfyrwyr 14-16 oed yn astudio ar gyfer cymwysterau drwy gyfrwng y Gymraeg

Deilliant 4: Mwy o fyfyrwyr 14-19 oed yn astudio pynciau drwy gyfrwng y Gymraeg mewn ysgolion, colegau a dysgu seiliedig ar waith.

Ein sefyllfa bresennol a'n targedau mewn perthynas â chanran y dysgwyr sy'n cael eu cofrestru ar gyfer TGAU Cymraeg (iaith gyntaf) sy'n cael eu cofrestru ar gyfer o leiaf dau gymhwyster Lefel 1 neu Lefel 2 arall drwy gyfrwng y Gymraeg.

Y sefyllfa bresennol	2017/2018	2018/2019	2019/2020
100%	100%	100%	100%

Ein sefyllfa bresennol a'n targedau mewn perthynas â chanran y dysgwyr sy'n cael eu cofrestru ar gyfer TGAU Cymraeg (iaith gyntaf) sy'n cael eu cofrestru ar gyfer o leiaf pum cymhwyster Lefel 1 neu Lefel 2 arall drwy gyfrwng y Gymraeg.

Y sefyllfa bresennol	2017/2018	2018/2019	2019/2020
100%	100%	100%	100%

Ein pedwar amcan er mwyn cyflawni'r deilliant hwn yw:

1. Sicrhau bod y ddarpariaeth i ddysgwyr 14-16 oed yn Ysgol Gyfun Cwm Rhymni yn cydymffurfio â Mesur Dysgu a Sgiliau (Cymru) 2009
2. Cynnal adolygiad o drefniadaeth y ddarpariaeth uwchradd cyfrwng Cymraeg ym mwrdeistref Caerffili gan gynnwys y ddarpariaeth 14-19. Bydd hyn yn cydfynd ag adolygiad o'r 6^{ed} dosbarth mewn ysgolion ac addysg drydyddol.
3. Parhau i ddatblygu llwybr dysgu cyfrwng Cymraeg i ddisgyblion sydd mewn perygl o beidio â bod mewn addysg, cyflogaeth neu hyfforddiant ar ôl gadael yr ysgol yn 16 oed, a hybu cwricwlwm ôl-16 Lefel 2 i'r rheini nad ydynt yn cyrraedd y trothwy Lefel 2 ar gyfer Cymraeg / Saesneg a Mathemateg.
4. Ystyried ymagwedd ranbarthol at y ddarpariaeth ôl-16 cyfrwng Cymraeg (Ysgol Gyfun Cwm Rhymni, Y Gwyndy, Ysgol Gyfun Gwynllyw (Torfaen) ac Ysgol Gyfun Gwent Is Coed (Casnewydd) wrth ddatblygu, hybu a chynnal llwybrau dysgu 14-19 cyfrwng Cymraeg effeithiol. Caiff hyn ei ddatblygu drwy is-grŵp Fforwm Addysg Gymraeg Rhanbarthol ar gyfer llwybrau 14-19 sy'n cysylltu'r tair ysgol uwchradd, 2 goleg a'r brifysgol. (yn berthnasol i weithred 2.3, 5.7&6.3 yn Strategaeth Cymraeg Pum Mlynedd Bwrdeistref Sirol Caerffili)

Mae disgyblion Caerffili sydd mewn addysg gynradd cyfrwng Cymraeg yn trosglwyddo i Ysgol Gyfun Cwm Rhymni. Ychydig iawn o eithriadau sydd. Mae disgyblion Caerffili yn Ysgol Gyfun Cwm Rhymni yn cael eu cofrestru ar gyfer dau TGAU Mathemateg, dau TGAU Gwyddoniaeth, tri TGAU dewisol a Bagloriaeth Cymru drwy gyfrwng y Gymraeg. Mae hyn yn ogystal â Chymraeg / Llenyddiaeth Gymraeg.

Canran y dysgwyr sy'n cael eu cofrestru ar gyfer TGAU Cymraeg (iaith gyntaf) sy'n cael eu cofrestru ar gyfer o leiaf **pum** cymhwyster Lefel 1 neu Lefel 2 **arall** drwy gyfrwng y Gymraeg.

Ysgol Gyfun Cwm Rhymni yw'r unig sefydliad yn yr awdurdod lleol a all ddarparu Llwybr Dysgu 14-19 cyfrwng Cymraeg. Ar hyn o bryd mae Ysgol Gyfun Cwm Rhymni ar ddau safle 7 milltir oddi wrth ei gilydd. Ym mis Medi 2016, dechreuodd 82 o ddisgyblion blwyddyn 10 ar eu cwricwlwm 14-16. Erbyn mis Medi 2018 bydd angen darparu cwricwlwm ôl-16 i'r disgyblion hynny ar safle'r Gwyndy sydd eisiau parhau mewn addysg cyfrwng Cymraeg.

Mae'r holl fyfyrwyr 14-16 oed sy'n astudio ar gyfer TGAU neu bynciau galwedigaethol Lefel 1 neu 2 yn Ysgol Gyfun Cwm Rhymni yn gwneud hynny drwy gyfrwng y Gymraeg. Mae sicrhau cynnydd yn argaeledd cyrsiau TGAU a chysiau galwedigaethol Lefel 1 a 2 cyfrwng Cymraeg ar draws ein hawdurdod lleol yn gryn her i'r awdurdod gan fod y ddarpariaeth eisoes yn rhagori ar y disgwyliadau statudol (mae Ysgol Gyfun Cwm Rhymni yn cynnig 30 o gyrsiau Lefel 2 gan gynnwys 5 cwrs galwedigaethol). Mae Ysgol Gyfun Cwm Rhymni yn gweithredu nifer o strategaethau gyda'r nod o gynyddu nifer y myfyrwyr sy'n parhau i fanteisio ar ddarpariaeth 14-19 cyfrwng Cymraeg:

Mae gan Ysgol Gyfun Cwm Rhymni strategaeth ar gyfer cymorth bugeiliol cyfrwng Cymraeg sy'n galluogi pob plentyn i gael cymorth priodol pan fo ei angen. Mae'r cymorth hwn yn hanfodol er mwyn sicrhau bod pob plentyn yn gwbl ymwybodol o'r ddarpariaeth 14-16 cyfrwng Cymraeg sydd ar gael, gan sicrhau bod bron 100% o'r disgyblion CA3 yn trosglwyddo i CA4.

Mae Ysgol Gyfun Cwm Rhymni yn nodi'r disgyblion hynny ym mlwyddyn 9 sydd mewn perygl o beidio â bod mewn addysg, cyflogaeth neu hyfforddiant. Mae'r disgyblion hyn yn dod yn aelodau o'r Ganolfan Llwybrau Dysgu Cyfrwng Cymraeg ac yn dilyn cwricwlwm sydd wedi'i gynllunio'n arbennig i apelio atynt ac sydd â'r nod o sicrhau na fyddant yn peidio â bod mewn addysg, cyflogaeth neu hyfforddiant.

Mae strategaeth y Ganolfan Llwybrau Dysgu Cyfrwng Cymraeg yn dal i fod yn ffordd effeithiol o wella disgwyliadau'r disgyblion. Mae'r strategaeth hon wedi sicrhau bod y disgyblion hyn wedi parhau mewn addysg cyfrwng Cymraeg nes eu bod yn 16 oed a bod pob disgybl wedi cael lle mewn hyfforddiant, cyflogaeth neu addysg ar ôl gadael yr ysgol.

Mae Ysgol Gyfun Cwm Rhymni yn darparu Llwybr Pontio Blwyddyn 12. Y nod yw galluogi myfyrwyr uchelgeisiol sydd ag ysgogiad da i barhau â'u hastudiaethau drwy gyfrwng y Gymraeg. Mae Llwybr Pontio Blwyddyn 12 yn addas i'r myfyrwyr hynny a hoffai ddilyn cyrsiau Lefel 3 ond nad ydynt, yn anffodus, wedi cyrraedd lefel cyflawniad addas eto i'w galluogi i astudio cyrsiau Lefel 3 ym mlwyddyn 12.

Mae Astudiaethau Galwedigaethol wrth wraidd y cwrs ac mae datblygu mwy o ddealltwriaeth o amrywiaeth o feysydd Busnes yn ganolog i'r cwricwlwm. Drwy barhau i astudio'r pynciau craidd allweddol (*Cymraeg/Saesneg/Mathemateg*) mae disgyblion yn gallu ailsefyll arholiadau TGAU er mwyn gwella eu graddau TGAU os oes angen neu i barhau i wella eu sgiliau llythrennedd a rhifedd os ydynt wedi cael TGAU graddau A*-C.

Disgwylir y bydd y myfyrwyr hynny sy'n dewis dilyn Llwybr Pontio Blwyddyn 12 yn dymuno parhau â'u hastudiaethau cyfrwng Cymraeg yn Ysgol Gyfun Cwm Rhymni ar

ddiwedd blwyddyn 12 trwy ddechrau cyrsiau Lefel 3 ym Mlwyddyn 13.

Mae Ysgol Gyfun Cwm Rhymni wedi datblygu cwricwlwm ôl-16 i ddisgyblion sydd ag Anghenion Dysgu Ychwanegol gan eu galluogi i barhau mewn addysg cyfrwng Cymraeg ac ar yr un pryd cael eu paratoi'n effeithiol ar gyfer byd gwaith a bywyd ar ôl addysg ffurfiol. Mae'r cwricwlwm yn cael ei deilwra i anghenion yr unigolyn ac fel arfer bydd yn cynnwys cwrs galwedigaethol a pharhad i ddatblygiad llythrennedd a rhifedd. Rhoddir pwyslais penodol ar feithrin mwy o ddealltwriaeth o sgiliau byw a chyfathrebu effeithiol.

O'r blaen roedd y cydweithredu rhanbarthol 14-19 cyfrwng Cymraeg yn manteisio ar gyllid ychwanegol trwy'r Cynllun Datblygu Rhwydwaith Blyneddol, y Cynllun Datblygu Rhwydwaith Rhanbarthol a'r grant oedd yn gysylltiedig â'r Fforwm Cyfrwng Cymraeg Rhanbarthol 14-19. Roedd y cyllid hwn yn ein galluogi i gynnal y Llwybrau Dysgu 14-19 cyfrwng Cymraeg mewn modd effeithiol ar draws y rhanbarth. Mae'n amlwg bod angen parhau â chyllid ychwanegol i lwybrau dysgu 14-19 cyfrwng Cymraeg er mwyn inni gynnal y sefyllfa bresennol yn y De-ddwyrain lle mae baich y ddarpariaeth ar ysgwyddau grŵp mor fach o sefydliadau.

Er na chafwyd unrhyw gyllid grant ychwanegol mae Fforwm 14-19 De-ddwyrain Cymru wedi penderfynu parhau i gwrdd er mwyn sicrhau y gall ysgolion cyfrwng Cymraeg a sefydliadau Addysg Bellach gydweithredu yn y dyfodol a bydd hyn yn ffurfio sail yr is-grŵp o dan y Fforwm Addysg Gymraeg .

Mae cynnal a chynyddu'r ystod o ddarpariaeth cyfrwng Cymraeg i ddisgyblion 14-19 oed yn gryn her i'r awdurdod gan fod y llwybrau 14-16 yn cael eu darparu erbyn hyn ar ddau safle ysgol 7 milltir oddi wrth ei gilydd. Rhaid gwarantu bod y ddarpariaeth yn gyfartal ar y ddau safle gan arwain at ddoosbarthiadau bach ychwanegol a chostau staffio ychwanegol sylweddol.

Mae 1.68 athro ychwanegol wedi cael eu cyflogi i ddarparu ar gyfer y cwricwlwm digraidd 14-16 ar ddau safle 7 milltir oddi wrth ei gilydd ar gyfer 2016-17 gan ddisgwyl y bydd o leiaf 3 athro ychwanegol ar gyfer 2017-18.

Ar hyn o bryd mae'n rhaid i Ysgol Gyfun Cwm Rhymni gynnig a darparu 30 o gyrsiau Lefel 3 cyfrwng Cymraeg yn unol â'r Mesur Sgiliau. Gan mai hi yw unig ddarparwr posibl addysg ôl-16 cyfrwng Cymraeg rhaid iddi barhau i ddarparu cyrsiau hyd yn oed pan fo nifer y myfyrwyr sy'n dewis y cwrs yn gwneud y cwrs yn anghynladwy.

Bydd angen llwybr 14-19 cynaliadwy i'r holl ddisgyblion cyfrwng Cymraeg yn yr awdurdod (ar ddau safle 7 milltir oddi wrth ei gilydd) erbyn mis Medi 2018. Hyn fydd sail yr adolygiad sy'n ofynnol. Bydd yr awdurdod ac Ysgol Gyfun Cwm Rhymni yn cydweithredu er mwyn sicrhau y gellir cynnal darpariaeth ôl-16 cyfrwng Cymraeg cynaliadwy erbyn mis Medi 2018. Mae Ysgol Gyfun Cwm Rhymni ac Ysgol Gyfun Gwynllyw wedi bod yn greadigol yn eu partneriaeth wrth i aelodau o'r staff deithio i addysgu cyrsiau amgen neu gyrsiau sydd â nifer fach o fyfyrwyr ond ar ôl i'r grant gael ei dynnu'n ôl, nid yw hyn yn ariannol hyfyw ac ni fydd byth oherwydd y niferoedd bach. Erbyn mis Medi 2019 bydd angen Llwybr Dysgu 14-19 cynaliadwy yn Ysgol Gyfun Gwent Is Coed (Casnewydd) ac erbyn mis Medi 2021 bydd angen Llwybr Dysgu 14-19 cynaliadwy. Nid yw'n ymarferol disgwyl i'r ysgol allu cynnig cwricwlwm cynaliadwy i'w disgyblion heb gydweithredu â ddarparwyr cyfrwng Cymraeg eraill. O

gofio bod cwricwlwm Dyfodol Llwyddiannus i gael ei weithredu erbyn mis Medi 2018 ni allwn fod yn sicr beth fydd y gofynion ar gyfer Llwybr Dysgu 14-19 cynaliadwy erbyn 2020. Mae'n amlwg ei bod yn hanfodol i unrhyw gynllunio yn y dyfodol ar gyfer strategaeth Llwybrau Dysgu 14-19 cyfrwng Cymraeg yn y De-ddwyrain ystyried ymagwedd gydweithredol er mwyn inni barhau i ddarparu llwybr cynaliadwy o ansawdd da.

Yn adolygiad yr awdurdod lleol o'r ddarpariaeth 14-19 caiff ymagwedd ranbarthol ei hystyried, lle gallai Ysgol Gyfun Cwm Rhymni gydweithredu ag Ysgol Gyfun Gwynllyw (Torfaen) ac Ysgol Gyfun Gwent Is Coed (Casnewydd) wrth ddatblygu a hyrwyddo Llwybrau Dysgu 14-19 cyfrwng Cymraeg effeithiol, yn ogystal â chydweithio gyda Choleg y Cymoedd a Coleg Gwent. Hwn fydd blaenoriaeth y Fforwm Addysg Gymraeg Rhanbarthol drwy'r ia-grŵp ar gyfer darpariaeth 14-19.

Mae Ysgol Gyfun Cwm Rhymni yn ganolog i drefniadaeth a gweithrediad rhwydwaith ysgolion uwchradd cyfrwng Cymraeg y De-ddwyrain (CYDAG De-ddwyrain Cymru). Mae CYDAG De-ddwyrain Cymru yn cynnwys 17 ysgol uwchradd cyfrwng Cymraeg ar draws tri rhanbarth (Canolbarth y De, EAS ac ERW). Mae'r rhwydwaith yn trefnu diwrnodau HMS ar y cyd â CBAC i gefnogi a hybu cymwysterau 14-19 cyfrwng Cymraeg. Bydd y rhwydwaith yn parhau i gydweithredu â CBAC a bydd yn cyfathrebu â Cymwysterau Cymru er mwyn sicrhau bod y ddarpariaeth cymwysterau cyfrwng Cymraeg 14-19 yn cael ei chefnogi a'i gwella. Mae'r Fforymau 14-19 wedi dod i ben yn swyddogol, ond mae CYDAG De-ddwyrain Cymru yn dal i gwrdd i edrych ar y posibilrwydd o barhau ag arferion fel trefnu cynadleddau a chyfarfodydd cydweithredu i'r staff oedd yn bodoli hyd at fis Mawrth 2016. Bydd angen creadigrwydd ac ymroddiad i'w gwneud yn bosibl i'r fforwm llwyddiannus hwn barhau.

Mae Ysgol Gyfun Cwm Rhymni yn arwain y Rhwydwaith Dyfodol Llwyddiannus cyfrwng Cymraeg lle mae hyd at 40 o ysgolion ar draws Cymru'n cydweithredu o fewn y fframwaith rhanbarthol a chenedlaethol wrth ddatblygu cwricwlwm newydd i Gymru. Nod y rhwydwaith yw sicrhau y bydd gan yr holl aelodau ddealltwriaeth ddigonol o'r cwricwlwm newydd ac y byddant wedi cael digon o brofiadau datblygiadol i'w galluogi i gyflawni'r cwricwlwm newydd ym mis Medi 2018.

Cysylltiadau â Choleg y Cymoedd

Mae cydweithredu hirsefydlog ac effeithiol rhwng Ysgol Gyfun Cwm Rhymni a Choleg y Cymoedd. Mae Coleg y Cymoedd yn darparu hyfforddiant seiliedig ar waith mewn mecaneg ceir i ddisgyblion y Ganolfan Llwybrau Dysgu Cyfrwng Cymraeg ar gampws y Coleg yn Ystrad Mynach. Mae'r coleg wedi sicrhau cyllid Ewropeaidd i'r prosiect hyd 2020.

Mae trafodaethau'n cael eu cynnal ar sut i ddatblygu rhagor o weithio mewn partneriaeth rhwng Ysgol Gyfun Cwm Rhymni a staff o Goleg y Cymoedd. Mae'r Hyrwyddwr Dwyieithrwydd yn aelod o Fforwm Llwybrau Dysgu 14-19 De-ddwyrain Cymru ac mae'n cwrdd â'r pennaeth a'r hwylusydd yn rheolaidd.

Mae'r Hyrwyddwr Dwyieithrwydd yn cysylltu â'r ysgol i alluogi'r disgyblion hynny sydd eisiau dilyn cyrsiau ôl-16 yn y coleg i bontio'n rhwydd a deall yr amrywiaeth o gyfleoedd sydd ar gael iddynt barhau i ddefnyddio'r Gymraeg yn y coleg. I'r disgyblion hynny sy'n dewis mynychu'r coleg, mae geirfaoedd dwyieithog ar gael yn arbennig yn y pynciau STEM, i wneud y cyfnod pontio'n haws.

Yn y sector Addysg Bellach, nid yw'r broses gynllunio'r un peth ag mewn ysgolion/cynghorau. Mae'n rhaid i'r Coleg fynd trwy broses gynllunio strategol gyda'r AdAS a chael cymeradwyaeth yr AdAS am bopeth a wneir.

Un o'r blaenoriaethau presennol yw ymestyn ystod, math a lefelau'r cwrs Gofal Cwsmeriaid cyfrwng Cymraeg *Yr Iaith ar Waith* fel y gellir cynnig y cymhwyster ychwanegol hwn ar draws mwy o feysydd pwnc y mae Llywodraeth Cymru wedi'u nodi'n feysydd i'w datblygu â blaenoriaeth, ar lefelau gwahanol ac mewn sgiliau gwahanol – siarad/darllen ac ysgrifennu.

Manylion ychwanegol o waith cydweithredol arfaethedig mewn perthynas â TGAU a datblygu darpariaeth brif ffrwd ddwyieithog o fewn meysydd Busnes, Iechyd a Gofal Cymdeithasol a Gofal Plant yng Ngholeg y Cymoedd yn ystod 2017-2019.

Ymateb Coleg y Cymoedd

Targedau ar gyfer 2017-18

- Cynnig dosbarth ail-sefyll TGAU Mathemateg cyfrwng Cymraeg (yn amodol ar niferoedd digonol)
- Cynllunio a pharatoi 2 uned ddwyieithog o fewn cyrsiau Ysgol Busnes prif ffrwd er mwyn cynnig dewis i'n myfyrwyr sy'n siarad Cymraeg.
- I lansio cydweithrediad arloesol rhwng Coleg y Cymoedd ac ysgolion cyfrwng Cymraeg RhCT a Chaerffili mewn partneriaeth draws-sectoraidd, drawsffiniol i ddarparu Iechyd a Gofal Cymdeithasol a Gofal Plant cyfrwng Cymraeg ar Lefelau 2 a 3 erbyn 2018-19 . Mae'r bartneriaeth wedi gwneud cais am gyllid prosiect gan y Coleg Cymraeg Cenedlaethol i gefnogi elfennau o'r gwaith hwn. Gweler isod am bwyntiau Gweithredu a chyfnod amser y prosiect hwn;

Partneriaeth 6:

Cafodd y bartneriaeth rhwng Ysgol Gyfun Cwm Rhymni ac Ysgol Gyfun Gwynllyw (Partneriaeth 6) ei chyflwyno fel y bartneriaeth strategol 14-19 cyfrwng Cymraeg rhwng Caerffili, Blaenau Gwent a Thorfaen yn 2006. Mae wedi bod yn bartneriaeth arloesi ddyfeisgar gan sicrhau Llwybrau Dysgu 14-19 cyfrwng Cymraeg effeithiol iawn. Roedd Partneriaeth 6 yn ddibynnol ar gyllid trwy'r Cynllun Datblygu Rhwydwaith Blynyddol, y Cynllun Datblygu Rhwydwaith Rhanbarthol a grantiau 14-19 cyfrwng Cymraeg nad ydynt ar gael mwyach. Mae angen i Bartneriaeth 6 ganolbwyntio yn awr ar hybu a datblygu'r cwricwlwm ehangach yn unol â Dyfodol Llwyddiannus a datblygiadau pellach mewn Llwybrau Dysgu 14-19.

Byddwn yn ail-lansio Partneriaeth 6 ym mis Ionawr 2017 gyda'r nod o barhau i arwain strwythur cyfrwng Cymraeg arloesol rhagorol ar draws y De-ddwyrain.

Bydd y bartneriaeth rhwng Ysgol Gyfun Cwm Rhymni ac Ysgol Gyfun Gwynllyw yn cael ei hatgyfnerthu trwy wahodd Ysgol Gyfun Gwent Is Coed i gydweithredu fel aelod o'r bartneriaeth. Bydd yr ysgolion cynradd sy'n bwydo pob un o'r ysgolion uwchradd yn aelodau cyswllt o'r bartneriaeth. Hefyd caiff Ysgol Gyfun Gwent Is Coed ei gwahodd i ymaelodi â Chydbwyllgor Llywodraethwyr Partneriaeth 6.

Mae Ysgol Gyfun Cwm Rhymni wedi cael ei chydabod fel ysgol Arloesi ar gyfer Dyfodol Llwyddiannus ac mae'n arwain Rhwydwaith Dyfodol Llwyddiannus Cyfrwng

Cymraeg Cymru Gyfan. Wrth gyflwyno'r cais i fod yn ysgol arloesi pwysleisiodd gryfder y bartneriaeth cyfrwng Cymraeg a gallu'r bartneriaeth i gydweithio mewn modd effeithiol wrth ddatblygu a chynllunio'r cwricwlwm. Bydd y bartneriaeth yn meithrin dealltwriaeth ehangach o anghenion y cwricwlwm yng Nghymru ar gyfer y dyfodol trwy gydweithredu ar draws yr ysgolion uwchradd a'u clystyrau.

Bydd Partneriaeth 6 yn cytuno ar dargedau ar gyfer cynyddu niferoedd disgyblion 14-19 cyfrwng Cymraeg trwy sicrhau bod y ddarpariaeth drwy gyfrwng y Gymraeg o'r safon uchaf a bod y myfyrwyr yn cael cymwysterau ar y lefel uchaf posibl.

Bydd Partneriaeth 6 yn parhau i arwain strategaethau cyfrwng Cymraeg ar draws y rhanbarth mewn cydweithrediad â'r awdurdodau lleol a'r Gwasanaeth Cyflawni Addysg (EAS):

- ✚ Y system addysg cyfrwng Cymraeg yn y De-ddwyrain i gael ei chydabod yn genedlaethol fel enghraifft arloesol / ardderchog o arferion da.
- ✚ Disgwylir i ddisgyblion yn y bartneriaeth gael canlyniadau sy'n gymaradwy â'r gorau yng Nghymru.

Ysgol Gyfun Cwm Rhymni

Mae Ysgol Gyfun Cwm Rhymni wedi cydweithio â Choleg y Cymoedd i gyflwyno unedau iaith Gymraeg yn Lefel 3 BTEC gyda staff Cwm Rhymni'n darparu'r cwrs yn y coleg. Gwaetha'r modd, 7 o ymgeiswyr oedd yn dymuno cofrestru ar y cwrs ac nid oedd y nifer hwnnw'n cael ei ystyried yn ddigon i barhau â'r cwrs. Mae'r cydweithio'n parhau gyda'r nod o ddarparu cyrsiau cyfrwng Cymraeg addas yn y coleg o Fedi 2019.

Ail-lansiwyd partneriaeth cyfrwng Cymraeg De Ddwyrain Cymru oedd yn cael ei hadnabod yn flaenorol fel Partneriaeth 6 ym Medi 2018 gyda'r nod o barhau i arwain strwythur cyfrwng Cymraeg arloesol ac arbennig ar draws De Ddwyrain Cymru. Bydd y Bartneriaeth yn cynnwys Ysgol Gyfun Cwm Rhymni, Ysgol Gyfun Gwynllyw ac Ysgol Gyfun Gwent Is Coed.

Cyfeirir at y bartneriaeth fel partneriaeth cyfrwng Cymraeg De Ddwyrain Cymru.

Bydd partneriaeth cyfrwng Cymraeg De Ddwyrain Cymru'n parhau i arwain strategaethau cyfrwng Cymraeg ar draws y rhanbarth ar y cyd â'r awdurdodau lleol a'r Gwasanaeth Cyflawni Addysg (GCA).

Bydd Ysgol Gyfun Cwm Rhymni'n cydweithio ag Ysgol Gyfun Gwent Is Coed wrth iddynt baratoi i gyflwyno eu cwricwlwm 14-16 oed ar gyfer Medi 2019.

Coleg y Cymoedd

Diweddariad ar gyfer targedau a osodwyd ar gyfer 2017-18

- Cynnig dosbarth ail-sefyll Mathemateg TGAU cyfrwng Cymraeg (yn amodol ar niferoedd digonol) – Cyflawnwyd. Cynhelir hwn yng nghampws Nantgarw ac mae 7 wedi cofrestru.
- Cynllunio a pharatoi 2 uned ddwyieithog o fewn prif gyrsiau'r Ysgol Fusnes er mwyn cynnig dewis i'n myfyrwyr Cymraeg – Cyflawnwyd ond nid oedd unrhyw

ddysgwyr Cymraeg wedi cofrestru.

- Lansio cynllun cydweithio arloesol rhwng Coleg y Cymoedd ac ysgolion cyfrwng Cymraeg RhCT a Chaerffili mewn partneriaeth traws sector, trawsffiniol i ddarparu lechyd a Gofal Cymdeithasol a Gofal Plant cyfrwng Cymraeg ar Lefel 2 a 3 erbyn 2018-19. Mae'r bartneriaeth wedi gwneud cais am gyllid gan y Coleg Cymraeg Cenedlaethol tuag at rai elfennau o'r gwaith hwn. Bu'r Coleg ac Ysgol Gyfun Cwm Rhymni yn cydweithio/hyfforddi staff/creu adnoddau a chynigiwyd lechyd a Gofal Cymdeithasol L3 gydag opsiwn i ddilyn 3 o'r 9 uned drwy gyfrwng y Gymraeg. Gwaetha'r modd nid oedd nifer ddigonol wedi cofrestru (5 o ddysgwyr) ond bydd y gwaith cynllunio'n parhau i gynnig y cymwysterau newydd ar y cyd.
- Ehangu'r ddarpariaeth laith ar Waith i gynnwys dysgwyr o gyrsiau Adeiladu a Pheirianeg (yn gystal â'r ddarpariaeth a gynigir o fewn Gofal Pant, lechyd a Gofal Cymdeithasol, Arlwy, Busnes, Teithio a Thwristiaeth a Diwydiannau Creadigol) – Cyflawnwyd. Ehangwyd ar y ddarpariaeth i gynnwys meysydd newydd Adeiladu a Pheirianeg yn ogystal â'r holl feysydd allweddol eraill y nodir uchod. Llwyddodd 364 o ddysgwyr i gwblhau uned IAW o E3 i L2. Y targed ar gyfer 2018-19 yw ehangu'r ddarpariaeth i 10 maes dysgu yn cynnwys Trin Gwallt a Harddwch.

Mae Coleg y Cymoedd wedi diweddarau ac ymestyn eu targedau yn 2018 i gynyddu'r ddarpariaeth sydd ar gael yn y Gymraeg.

- Cynnig cymhwyster y Fagloriaeth Gymraeg drwy gyfrwng y Gymraeg i fyfyrwyr yng Nghanolfan Lefel A y Coleg. Diweddariad :Ym Medi 2018, recriwtiodd y Coleg 12 o fyfyrwyr i flwyddyn AS ddwyieithog y Fagloriaeth Gymraeg a 6 o fyfyrwyr i flwyddyn A2 ddwyieithog y Fagloriaeth Gymraeg. Gwneir y gwaith yn yr ystafell ddosbarth yn Gymraeg gyda rhai o heriau'r grŵp yn ymwneud â gweithio gyda grwpiau allanol, yn cael eu cynnal yn Saesneg.
- Mae'r Coleg yn cynnal dosbarth ail-sefyll TGAU Mathemateg Cyfrwng Cymraeg yn ei gampws Nantgarw.

Bu'r Coleg yn gweithio'n ddwyieithog gydag Ysgol Gyfun Cwm Rhymni i baratoi ar gyfer cyflwyno opsiwn dwyieithog o'r cwrs lechyd a Gofal Cymdeithasol Lefel 3 ym Medi 2018. Nid oedd y niferoedd a gafodd eu recriwtio'n ddigonol ac felly ni chafodd yr opsiwn dwyieithog ei gynnal. Fodd bynnag, mae'r Coleg yn awyddus iawn i gydweithio gyda'r ysgol eto i gynnig y cymwysterau gofal newydd o dan Gorff Dyfarnnu City and Guilds a CBAC fydd ar gael o fis Medi 2019.

Deilliant 5: Mwy o fyfyrwyr â sgiliau uwch yn y Gymraeg

Y sefyllfa bresennol	2017/2018	2018/2019	2019/2020
Cymraeg: 1 myfyriwr wedi'i gofrestru ar gwrs Lefel UG yn CA5 yn 2015 3 myfyriwr wedi'u cofrestru ar gyrsiau Lefel A yn CA5 yn 2015	4	5	6
Cymraeg Ail Iaith:			

4 myfyriwr wedi'u cofrestru ar gyrsiau Lefel UG yn CA5 yn 2015 19 myfyriwr wedi'u cofrestru ar gyrsiau Lefel A yn CA5 yn 2015			
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Bydd targedau ystyrion ar gyfer disgyblion yn cyflawni TGAU Cymraeg ail iaith yn cael eu cynnwys yn y diweddariad ym mis Rhagfyr 2017. Cafwyd oedi oherwydd newidiadau mewn cymwysterau a gyflwynwyd a'r angen am osod targedau ystyrion gydag ysgolion yn ystod y cyfnod pontio hwn. Mae gan y Gwasanaeth Cyflawni Addysg rôl a chyfrifoldeb wrth gyflwyno'r Grant Gwella Addysg a darparu her ddigonol i ysgolion. Felly eu cyfrifoldeb yw gosod targedau priodol gydag ysgolion i sicrhau ein bod yn gweithio tuag at y targed o 1 miliwn o siaradwyr Cymraeg erbyn 2050.

Ein pum amcan er mwyn cyflawni'r deilliant hwn yw:

1. Gwella safonau llythrennedd ar y +1 disgwylidig ym mhob Cyfnod Allweddol ar gyfer Cymraeg iaith gyntaf i gael effaith ar y perfformiad TGAU A*-A gan arwain at niferoedd uwch ar gyfer Lefel A.
2. Cynyddu niferoedd Lefel UG/A mewn ysgolion cyfrwng Saesneg a mynd ati i gydweithredu i sicrhau y gall disgyblion ddilyn cwrs Cymraeg Ail Iaith Lefel UG/A.
3. Annog ysgolion cyfrwng Saesneg i gynyddu'r ddarpariaeth ffurfiol ac anffurfiol ar gyfer Cymraeg Ail Iaith yn CA3 a CA4 fel bod y ganran sy'n dilyn Cwrs Llawn TGAU yn codi o 42% (llinell sylfaen 2015) a bod y ddwy iaith yn cael eu defnyddio'n helaeth fel cyfryngau cyfathrebu
4. Annog ysgolion cyfrwng Saesneg i gofrestru bron pob disgybl ar Gwrs Cymraeg Llawn TGAU pan gaiff y Cwrs Byr presennol ei dynnu'n ôl yn 2018 (ar hyn o bryd nid oes yn rhaid i ddisgyblion gael eu cofrestru ar gyfer unrhyw arholiad Cymraeg Ail Iaith) a chynllunio ar gyfer gweithredu Dyfodol Llwyddiannus i sicrhau cymhwysedd rhyngweithredol i bob disgybl 16 oed.
5. Annog Cymwysterau Cymru a CBAC gyda chymorth Llywodraeth Cymru i ddarparu ystod addas o gymwysterau Cymraeg iaith Gyntaf Lefel 3.

Mae'r perfformiad mewn Cymraeg iaith Gyntaf / llythrennedd yn gryf yn y Cyfnod Sylfaen a CA2; mae'r perfformiad yn well na pherfformiad Cymru ar y lefel ddisgwylidig yn y ddau gyfnod allweddol. Er mwyn cynnal a pharhau i wella, yn enwedig deilliannau ar y +1 disgwylidig, gall ysgolion fanteisio ar amrywiaeth o raglenni llythrennedd a DPP Cymraeg trwy eu hymwneud â rhwydwaith llythrennedd rhanbarthol EAS a chymorth uniongyrchol gan gynghorydd llythrennedd Cymraeg (CS-CA4). Mae'r rhaglenni sydd ar gael ar hyn o bryd yn cynnwys menter '*Cyfathrebu'n Gyntaf*' ar gyfer llythrennedd yn y Cyfnod Sylfaen a rhaglenni '*Ar Lafar*', '*Y Darllenwr Dygn*', '*Ditectifs Darllen*' a '*Seiliau Sgrifennu*' sydd i gyd wedi'u bwriadu i ddatblygu llythrennedd ym mhob un o'r targedau cyrhaeddiad ar draws yr holl gyfnodau. Mae cymorth ysgol i ysgol strwythuredig ar gael i'r ysgolion cyfrwng Cymraeg ar draws y rhanbarth trwy drefniadau cymorth llythrennedd consortiwm y De-ddwyrain gydag ysgolion arweiniol ar gyfer llythrennedd yn arwain agweddau ar y rhaglenni DPP cynlluniedig a nodir. Mae Ysgol Gyfun Cwm Rhymni yn ysgol Arloesi'r Cwricwlwm a'r Fargen Newydd a fydd hefyd yn arwain a chefnogi'r gwaith o ddatblygu llythrennedd ar draws y rhanbarth.

Yn ogystal â dull trylwyr o asesu ar gyfer dysgu ac asesu dysgu, gan gynnwys cymedroli mewnol ac ar lefel clystyrau, bydd mabwysiadu menter y *Siarter laith* o fis Medi 2016 ymlaen yn cynorthwyo ysgolion i wella hyder a chymhwysedd disgyblion wrth ddefnyddio'r Gymraeg yn yr ystafell ddosbarth a'r tu allan iddi, gan alluogi ysgolion i gynnal eu deilliannau da. Bydd ysgolion cynradd yn cyflawni safon aur y *Siarter* erbyn mis Gorffennaf 2019 a bydd ysgolion uwchradd yn cymryd rhan yn y prosiect Cefnogi Arferion Pobl Ifanc o hydref 2016 ymlaen.

Mae'r perfformiad mewn Cymraeg Ail laith yn CA2 yn gryf ond mae'r perfformiad yn CA3 yn waeth na pherfformiad Cymru. Bydd yr EAS yn monitro'r ddarpariaeth yn CA3 a CA4 ac yn adrodd i'r Cynghorwyr Herio a'r ALI ar ddyrannu amser a statws niferoedd grwpiau opsiynau bob blwyddyn.

Bydd ysgolion uwchradd yn cael eu hannog i ddarparu digon o amser i astudio'r Gymraeg fel ail iaith yn unol â'r TGAU Cymraeg newydd a gaiff ei haddysgu o fis Medi 2017 ymlaen ac â gofynion y cwricwlwm newydd i sicrhau cymhwysedd rhyngweithredol ar ddiwedd CA4 i bob disgybl ym mhob agwedd ar fywyd yr ysgol. Cymraeg Cwrs Byr fydd yr unig TGAU a gynigir o 2018 ymlaen wedi i Gymraeg Cwrs Byr gael ei dynnu'n ôl, a fydd yn darparu sylfaen gadarnach ar gyfer symud ymlaen i Lefel UG a Lefel A. Fodd bynnag, bydd statws di-graidd presennol y Gymraeg mewn ysgolion cyfrwng Saesneg yn parhau tan 2021. Rhaid i ddisgyblion astudio'r Gymraeg hyd nes eu bod yn 16 oed ond nid oes gofyniad iddynt sefyll arholiad allanol yn Gymraeg. Bydd hyn yn parhau i fod yn rhwystr mawr i dwf astudio'r Gymraeg i Lefel A.

Mae llawer yn dweud bod yr arholiadau presennol sydd ar gael i fyfyrwyr 16-19 oed, yn arbennig ar gyfer y Gymraeg, yn fwyaf priodol i'r myfyrwyr mwy academiaidd. Mae hyn wedi cael effaith ar y nifer sy'n eu sefyll. Mae Caerffili'n croesawu'r cyfle i ofyn i Cwricwlwm Cymru adolygu'r ystod o gymwysterau ar gyfer y Gymraeg er mwyn sicrhau apêl ehangach a gwneud cyrsiau Cymraeg yn berthnasol i fyd gwaith heddiw. Er enghraifft, byddai gan gwrs galwedigaethol Lefel 3 mewn Cymraeg Proffesiynol apêl eang a byddai nifer fawr yn ei ddilyn.

Nid yw'r targed i gynyddu nifer yr ymgeiswyr sy'n cael Lefel A Cymraeg yn darged perthnasol neu gyflawnadwy i'w ystyried yng nghyd-destun ein hangen lleol o gofio'r cymhwyster presennol sydd ar gael. Cydnabyddir mai'r cwrs Lefel A Cymraeg laith Gyntaf yw un o'r pynciau Lefel A mwyaf academiaidd sy'n cael eu hastudio, ac felly mae'n anodd annog myfyrwyr abl i astudio'r cwrs pan maent yn ymwybodol o'r gofynion academiaidd o gymharu â'r pynciau Lefel A eraill.

Mae'r Gymraeg yn boblogaidd iawn gyda'r disgyblion yn Ysgol Gyfun Cwm Rhymni a byddai twf sylweddol yn y nifer yn astudio cwrs Cymraeg Lefel 3 pe bai ystod o gyrsiau addas ar gael. Gall ysgolion gynnig cyrsiau Lefel A mewn Saesneg laith, Saesneg laith a Llenyddiaeth a Llenyddiaeth Saesneg, ond dim ond un cwrs Lefel A Cymraeg laith Gyntaf y gall ysgolion cyfrwng Cymraeg ei gynnig. Mae'n amlwg bod diffyg cydraddoldeb sylfaenol yn y ddarpariaeth cymwysterau Lefel A i'r Gymraeg yng Nghymru o gymharu â'r Saesneg.

Wrth ystyried sut mae dysgwyr yn cael eu paratoi ar gyfer y gweithle yng Nghaerffili a rhanbarth y De-ddwyrain mae angen inni ystyried mwy o gyfleoedd i'n pobl ifanc 16-19 oed fanteisio ar gyrsiau perthnasol a fydd yn eu paratoi ar gyfer byd gwaith ac i

ddefnyddio'r Gymraeg yn yr amgylchedd gweithio. Credwn fod angen inni ddatblygu ystod o gyrsiau Lefel 3 addas i fyfyrwyr sydd eisiau parhau i astudio'r Gymraeg a gallu defnyddio'r iaith yn y gweithle ond na allant ymdopi â gofynion academaidd iawn y cwrs Lefel A Cymraeg iaith Gyntaf presennol. Gallai'r cyrsiau hyn fod yn rhai galwedigaethol gydag unedau penodol ar ddefnyddio'r Gymraeg wrth gyfathrebu'n effeithiol yn y gwaith.

Mae Ysgol Gyfun Cwm Rhymni yn parhau i ddarparu cwrs iaith mewnol, ar-lein wedi'i bersonoli i wella ymhellach safonau llythrennedd Cymraeg y staff ar bob lefel yn yr ysgol. Mae Ysgol y Gymraeg ym Mhrifysgol Caerdydd yn defnyddio hyn i adnabod anghenion y staff am ragor o hyfforddiant, gan sicrhau bod y disgyblion yn cael eu haddysgu gan athrawon sy'n fodolau iaith da. Mae'r strategaeth ar gyfer gwella sgiliau llythrennedd y staff wedi profi'n effeithiol iawn. Mae unigolyn â gradd yn y Gymraeg wedi cael ei benodi i hwyluso'r strategaeth trwy gynorthwyo i fentora'r staff a chynorthwyo'r staff trwy fonitro safon ieithyddol taflenni gwaith a chyflwyniadau. Mae'r ysgolion cynradd sy'n ei bwydo hefyd yn manteisio ar y cyfleuster hwn.

Mae Ysgol Gyfun Cwm Rhymni yn parhau i fod yn ysgol rhwydwaith arweiniol ar gyfer leithoedd Tramor Modern yn rhanbarth y De-ddwyrain (gydag Ysgol Gyfun Coed Duon) ac yn cael buddsoddiad sylweddol i hybu astudio ieithoedd. Mae datblygu llythrennedd triphlyg yn ganolog i'w gwaith.

Bydd grwpiau lleol Urdd Gobaith Cymru a'r Fenter iaith yn cydweithio ag ysgolion a'r gymuned i ddarparu cyfleoedd i arfer eu sgiliau Cymraeg mewn sefyllfaoedd llai ffurfiol. Bydd disgyblion o ysgolion cyfrwng Cymraeg a Saesneg yn gallu achub ar amrywiaeth o gyfleoedd i arfer eu sgiliau Cymraeg mewn lleoliadau ffurfiol a heb fod yn ffurfiol.

Mae Urdd Gobaith Cymru'n cynnig amrywiaeth o ddigwyddiadau chwaraeon â chysylltiadau ag ysgolion cynradd cyfrwng Cymraeg a Saesneg, gan gynnwys rygbi, pêl-droed, pêl-rwyd, nofio, gymnasteg, rygbi tag a chriced. Mae Eisteddfod Genedlaethol yr Urdd yn cynnig cyfle i gystadlu mewn amrywiaeth o gystadlaethau gan gynnwys canu, dawnsio ac adrodd. Ceir teithiau preswyl i'r tair canolfan yn Llangrannog, Glan-llyn a Chaerdydd.

I ysgolion uwchradd mae Swyddog Ieuenctid Cymraeg yn gweithio yn yr ardal gyda swyddfa yn Ysgol Gyfun Cwm Rhymni, a gyd-ariennir trwy'r Urdd, y Fenter iaith a Chyngor Bwrdeistref Sirol Caerffili. Mae'n cynorthwyo â'r clybiau wythnosol yn Ysgol Gyfun Cwm Rhymni yn ogystal â digwyddiadau chwaraeon ar draws ysgolion cyfrwng Cymraeg a Saesneg. Ynghyd ag Eisteddfod Genedlaethol yr Urdd a theithiau preswyl cafwyd teithiau i wledydd tramor gyda disgyblion Ysgol Gyfun Cwm Rhymni i Disneyland Paris a Sbaen a Fforwm Ieuenctid Cymraeg. Bwriedir cynnal amrywiaeth o deithiau dydd ar draws ysgolion cyfrwng Cymraeg a Saesneg yn ogystal â chyfleoedd i wirfoddoli ac achrediad i gynorthwyo pobl ifanc i ddefnyddio ac arfer y Gymraeg y tu allan i'r ystafell ddosbarth. Hefyd mae'r Swyddog Ieuenctid yn cefnogi clwb wythnosol yn YMCA Bargod a gwaith ymgynghori.

Urdd

Mae gweithgareddau'r Urdd yn cefnogi ysgolion cyfrwng Cymraeg a Saesneg. Ar hyn

o bryd rydym yn cynnal Clwb Cymraeg yn Ysgol Uwchradd Islwyn, sy'n canolbwyntio ar ddatblygu system cyfeillio gyda nhw.

Fel y soniwyd uchod, mae holl weithgareddau'r Urdd ar gael i ysgolion cyfrwng Cymraeg a Saesneg.

Mae Ysgolion Cynradd ac Uwchradd o Gaerffili yn mynd ar deithiau preswyl i Langrannog, Glan-Ilyn a Chaerdydd.

Hefyd mae nifer dda o ysgolion cyfrwng Cymraeg a Saesneg yn mynychu ein gweithgareddau chwaraeon a'r Eisteddfod.

Mae ein teithiau i Disney a Sbaen hefyd yn boblogaidd iawn ymysg pobl ifanc o Gaerffili.

Mae grŵp o ddisgyblion 6^{ed} dosbarth o Ysgol Gyfun Cwm Rhymni wedi gwirfoddoli i'n helpu ar deithiau preswyl, gweithgareddau dydd ac maent wedi arwain ein clybiau chwaraeon drwy'r sir.

Mae ein swyddog leuenctid hefyd wedi gweithio gyda Choleg Gwent - Campws Cross Keys

Gwasanaeth Cyflawni Addysg (consortia rhanbarthol ar gyfer gwella ysgolion) Ffocws ar Gymraeg Ail Iaith 2017-2018

- Mae cefnogaeth gan ymgynghorwyr Cymraeg arbenigol ar gael i ysgolion cynradd ac ysgolion uwchradd penodol.
Blaenau Gwent: 5 ysgol gynradd, 2 ysgol uwchradd
Caerffili: 9 ysgol gynradd, 1 ysgol uwchradd
Sir Fynwy: 3 ysgol gynradd
Casnewydd: 5 ysgol gynradd, 5 ysgol uwchradd
Torfaen: 7 ysgol gynradd, 1 ysgol uwchradd
Caiff effaith y gefnogaeth a'r ymyrraeth ym mhob ysgol ei monitro a'i hadrodd i'r holl ALLau bob tymor.
- Mae cefnogaeth ymgynghorydd her ym mhob ysgol yn cefnogi'r broses fonitro a gosod targedau.
- Mae cefnogaeth ysgol-i-ysgol ar gael i bob ysgol drwy Rwydwaith Dysgu Ysgolion ar gyfer Cymraeg Ail Iaith (**Cynradd:** Ysgol Gynradd Machen, Caerffili; Ysgol Gynradd Clytha, Casnewydd; **Uwchradd:** Ysgol Caldicot, Sir Fynwy; Ysgolion King Henry, Sir Fynwy)
- Mae GCA yn monitro a dilysu cymedroli clwstwr ar ran yr ALLau. Ar draws y GCA, ar gyfer Cymraeg Ail Iaith, ni chytunwyd ar 29 proffil o 20 ysgol yn y broses cymedroli clwstwr. Cynhaliwyd gwaith dilynol gan Ymgynghorwyr Her, fel yr amlinellir ym mhroses gymedroli clwstwr y GCA a gan Swyddogion Cymraeg mewn Addysg y GCA fel y bo'n briodol.
- Mae 5 Swyddog Addysg ALL wedi cefnogi neges ranbarthol i bob ysgol uwchradd, sef bod disgwyl i ysgolion baratoi a chofrestru disgyblion ar gyfer y Cwrs Llawn yn unol â newidiadau i'r fanyleb TGAU. Mae targedau ar gyfer Cymraeg Ail Iaith yn cael eu casglu (hydref 2017) a byddant ar lefel disgybl unigol o hydref 2018. Datblygwyd a rhannwyd adnoddau a hyfforddiant ar gyfer y TGAU newydd (mewn partneriaeth ag Ysgolion Rhwydwaith Arweiniol a chonsortia eraill. Llwyfan HWB y GCA ar gyfer ysgolion uwchradd.
- Siarter Iaith Campws Cymraeg. Mae cefnogaeth ymgynghorwyr Cymraeg

arbenigol ar gael i nifer o ysgolion ym mhob ALI. Mae'r GCA yn bwriadu cyflwyno hyn yn ehangach yn y tair blynedd nesaf.

Greenhill	Caerffili
Trinant	Caerffili
Penllwyn	Caerffili
Aberbargod	Caerffili
Machen	Caerffili
Y Twyn	Caerffili
Hendredenny	Caerffili
Cefn-y-pant	Caerffili
Pengam	Caerffili
Trelyn	Caerffili
Rhiw Syr Dafydd	Caerffili
Ysgol Iau Hendre	Caerffili
Abercarn	Caerffili
Cwmaber	Caerffili
Crymlyn	Caerffili
Maesycwmer	Caerffili
Bryn	Caerffili

- Mae'r GCA wedi comisiynu pob ysgol gynradd cyfrwng Cymraeg i weithredu hybiau iaith Gymraeg, gan gysylltu gwaith y Siarter a'r Campws Cymraeg a darparu cefnogaeth ar gyfer iaith a diwylliant. Y targed ar gyfer 2016-17 yw 33% o ysgolion cyfrwng Saesneg, gyda chynnydd o draean bob blwyddyn wedi hynny.
- Mae fframwaith dwyieithog ar gyfer defnydd anffurfiol o'r Gymraeg yn cael ei ddatblygu gan ysgolion uwchradd LNS i'w rannu gyda phob ysgol yn 2018-19.

Menter Iaith Sir Caerffili

Mae Menter Iaith Caerffili'n ceisio cynyddu'r defnydd o'r Gymraeg yng Nghaerffili i bob oed a'i gwneud yn iaith sy'n rhan o wead cymdeithasol y sir trwy alluogi pobl i fyw a gweithio yn Gymraeg.

Mae'r Mentrau Iaith yn sefydliadau dynamig, gwirfoddol, cymunedol sy'n hybu'r defnydd o Gymraeg drwy Gymru. Mae Menter Iaith Caerffili'n gweithio ar draws cymunedau Caerffili i gynyddu'r defnydd o Gymraeg gan bob oed trwy drefnu digwyddiadau cymdeithasol, gweithio mewn partneriaeth â busnesau a chyrrff lleol i wneud Cymraeg yn fwy hygyrch i bawb yn y sir, darparu gofal plant cyfrwng Cymraeg cyfleoedd chwarae cyfrwng Cymraeg, darpariaeth i bobl ifanc, dosbarthiadau Addysg i oedolion, gweithgareddau Gwyliau i blant a phobl ifanc, cefnogaeth Gymraeg i ddarparwyr gofal plant, ymgynghoriaeth a hyfforddiant. Ceir crynodeb isod o'r ddarpariaeth bresennol:

- Mae'r Fenter Iaith yn gweithio mewn partneriaeth gyda swyddogion ALI mewn nifer o leoliadau gofal plant i wella darpariaeth Gymraeg ar draws y fwrdeistref. Mae trefniadau cytundebol presennol yn eu lle hyd at 31 Mawrth 2020.
- Hefyd comisiynwyd y Fenter Iaith (92014-17) i archwilio a chynnig cymorth pellach i ddatblygu adnoddau Cymraeg a sgiliau Cymraeg ar draws y sector.

Yn y cytundeb presennol mae pwyslais ar ddatblygu'r Llwybr i Ddwyeithrwydd, fydd yn nodi lefel y Gymraeg, anghenion cymorth ac yn datblygu cynllun gweithredu i wella'r Gymraeg ar draws pob lleoliad.

- Parhau i gefnogi'r Awdurdod Lleol i ymgynghori â rhieni/gofalwyr lleol o ran y CSA a phenderfynu ynghylch y galw am ofal plant cyfrwng Cymraeg drwy'r fwrdeistref.
- Parhau i gefnogi a datblygu ei darpariaeth gofal plant cyfrwng Cymraeg:
 - 2 Glwb Brecwast
 - 3 Glwb Gwyliau
 - 6 Clwb Meithrin (gofal cofleidiol)
 - 7 Clwb Carco

Mae Menter Caerffili hefyd yn darparu rhaglen amrywiol o gyfleoedd a gwasanaeth ar gyfer ystod o oedrannau yn cynnwys y canlynol:

- Amrywiaeth o ddigwyddiadau cymdeithasol, gweithdai, hyfforddiant a gweithgareddau i blant a phobl ifanc gyda phartneriaid lleol, yn dibynnu ar adnoddau a chyllid digonol a'r gwahanol gyfleoedd sy'n codi yn ystod cyfnod y cynllun.
- Parhau i gynnal asesiad anghenion gyda phlant, pobl ifanc a'u teuluoedd i fapio cyfleoedd Cymraeg cymdeithasol presennol yn y ddinas a chreu strategaeth ar y cyd â phartneriaid lleol i geisio llenwi'r bylchau a pharhau i ysgogi darpariaeth gymdeithasol. Cydlynu'r strategaeth hon drwy'r Fforwm Iaith Gymraeg a fforymau lleol perthnasol eraill ac fel rhan o strategaeth 5 mlynedd Bwrdeistref Caerffili i hybu'r Gymraeg ar draws y fwrdeistref.
- Ymateb i ymgynghoriadau lleol a chenedlaethol ar faterion yn ymwneud â'n gwaith fel Menter iaith leol yng Nghaerffili sy'n cael effaith uniongyrchol ac anuniongyrchol ar ddefnyddio'r Gymraeg yn y gymuned.
- Darparu cefnogaeth ac arweiniad i unrhyw un sy'n awyddus i gael mwy o wybodaeth am yr iaith Gymraeg a sut i gael mynediad at yr iaith yng Nghaerffili.
- O Fedi 2018, sesiwn Gymraeg Sblash a Chân yng Nghanolfan Hamdden Caerffili mewn partneriaeth â Chyngor Bwrdeistref Sirol Caerffili.
- O Fedi 2018, sesiwn ymarfer i rieni a babanod gyda phramiau yn y parc.

Y Siarter Iaith

Yn ystod 2018-19, bydd staff Menter Caerffili yn parhau i gefnogi'r 11 ysgol gynradd Gymraeg yn eu hymrwymiad i'r Siarter Iaith sy'n ceisio cynyddu'r defnydd o'r Gymraeg ymysg disgyblion yn ystod y diwrnod ysgol ond hefyd o fewn y gymuned. Yn ogystal â chefnogi ysgolion gyda phrosiectau o fewn yr ysgol, mae Menter Caerffili wedi bod yn gweithio gydag ysgolion a theuluoedd er mwyn hybu cyfleoedd o fewn y gymuned i ddefnyddio'r Gymraeg yn ogystal ag ymateb i anghenion penodol o fewn ysgolion unigol.

Un prosiect allweddol sydd wedi cefnogi'r Siarter Iaith yn ystod y flwyddyn yw ein clybiau gemau fideo a gweithdai o fewn ysgolion cynradd, Ysgol Gyfun Cwm Rhymni ac yn ystod y gwyliau o fewn cymunedau lleol. Mae'r prosiect hwn wedi ymateb i ddiddordebau plant a phobl ifanc ac wedi darparu llwyfan ar-lein cyfrwng Cymraeg i ddod i gysylltiad â phlant a phobl ifanc eraill sy'n siarad Cymraeg ar draws y

fwrdeistref.

Bydd y Fenter Iaith yn parhau i chwilio am ffynonellau ariannol pellach i gynnal y gwahanol ddarpariaethau a nodwyd.

Mae Menter Iaith Sir Caerffili yn darparu nifer o gyfleoedd i blant a phobl ifanc i ddefnyddio'r Gymraeg y tu allan i'r ysgol o fewn nifer o weithdai a chlybiau yn ystod tymhorau a gwyliau ysgol. Mae'r ddarpariaeth hon yn cynnwys y cyfleoedd canlynol a ddarperir gan y Fenter Iaith:

- Sgwad Sgwennu bob tymor
- Gweithdai Celf a Chrefft, coginio yn ystod pob gwyliau ysgol
- Sesiynau Miri Meithrin yn ystod pob gwyliau ysgol - sesiynau chwarae gydag amryw o weithgareddau a stondinau gwybodaeth i rieni a phlant.
- Gweithgareddau yn yr awyr agored mewn parciau lleol
- Gweithdai mewn partneriaeth â'r Tŷ Weindio, Tredegar Newydd
- Grŵp perfformiad wythnosol, Canadram ar gyfer plant oed cynradd

Mae'r ddarpariaeth a'r bartneriaeth hon yn barhaus ac mae'r rhaglen yn dal i ddatblygu. Fodd bynnag mae cyllid ar gyfer y cyfleoedd hyn wedi'i gyfyngu ac mae'n dibynnu ar allu'r Fenter Iaith i sicrhau ffynonellau ariannol. Bydd y Fenter Iaith yn parhau i chwilio am ffynonellau ariannol pellach i gynnal y ddarpariaeth.

Ysgol Gyfun Cwm Rhymni

Mae YGCRh yn cydweithio â'r GCA er mwyn i'w chwrs personol, mewnol, ar-lein fod ar gael drwy'r rhanbarth.

Mae Ysgol Gyfun Cwm Rhymni yn cydweithio gyda chwech o ysgolion (Cwm Rhymni, Gwent Is Coed, Gwynllyw, Risca, John Frost a Lliswerry) i sefydlu Datblygiad Proffesiynol Cymraeg cydweithredol yn unol â'r Strategaeth Dyfodol Llwyddiannus ar gyfer datblygu ysgolion hwb cyfrwng Cymraeg.

Yr Urdd

Mae gweithgareddau'r Urdd yn cefnogi ysgolion cyfrwng Cymraeg a Saesneg. Ar hyn o bryd rydym yn cynnal Clwb Cymraeg yn Ysgol Uwchradd Islwyn, sy'n canolbwyntio ar ddatblygu system cyfeillio gyda nhw.

Fel y soniwyd uchod, mae holl weithgareddau'r Urdd ar gael i ysgolion cyfrwng Cymraeg a Saesneg - mae Ysgolion Cynradd ac Uwchradd o Gaerffili yn mynd ar deithiau preswyl i Langrannog, Glan-Ilyn a Chaerdydd. Hefyd mae nifer dda o ysgolion cyfrwng Cymraeg a Saesneg yn mynychu ein gweithgareddau chwaraeon a'r Eisteddfod.

Mae ein teithiau i Baris a Chatalunya hefyd yn boblogaidd iawn ymysg pobl ifanc o Gaerffili (bu dros 100 ar y ddwy daith yn ystod 2018).

Mae pobl ifanc o Flynyddoedd 12 a 13 yn Ysgol Gyfun Cwm Rhymni yn gwirfoddoli i'n helpu ar deithiau preswyl, gweithgareddau dydd ac maent wedi arwain ein clybiau chwaraeon drwy'r sir.

Roedd un person ifanc o Ysgol Gyfun Cwm Rhymni yn rhan o'n prosiect gwirfoddoli Cymraeg rhyngwladol ym Mhatagonia.

Mae gan yr Urdd fforwm ieuenctid Cymraeg, gyda 2 yn mynychu'r fforwm ieuenctid cenedlaethol, Bwrdd Syr Ifanc.

Deilliant 6: Darpariaeth cyfrwng Cymraeg i ddisgyblion ag anghenion dysgu ychwanegol (ADY)

Ein hamcanion er mwyn cyflawni'r deilliant hwn yw:

1. Datblygu fforwm ADY arbenigol Cymraeg rhanbarthol fel is-grŵp i Fforwm rhanbarthol y Cynllun Strategol Cymraeg mewn Addysg i gefnogi arferion gorau a dymchwel rhwystrau i ddisgyblion ag anghenion dysgu ychwanegol fynychu ysgolion cynradd ac uwchradd cyfrwng Cymraeg.
2. Cynnal archwiliad o weithwyr proffesiynol Cymraeg eu hiaith ar draws y rhanbarth er mwyn paratoi ar gyfer y fforwm arbenigol rhanbarthol.
3. Gwerthuso effaith Diwygio ADY a'r Cod Ymarfer newydd.

Mae **darpariaeth arbenigol Ysgolion Cynradd** wedi bod yn darparu gwasanaeth llwyddiannus am gyfnod hir. Yn unol â Pholisi AAA Caerffili mae'r rhan fwyaf o'r disgyblion mewn addysg cyfrwng Cymraeg sydd ag anghenion dysgu ychwanegol yn cael eu haddysgu mewn lleoliadau prif-ffrwd. Gall disgyblion oedran cynradd mewn ysgolion cyfrwng Cymraeg sydd ag anghenion dysgu ychwanegol gael cyngor a chymorth gan amrywiaeth o wasanaethau arbenigol. Mae Athro Ymgynghorol, Seicolegydd Addysg a thri Athro Arbenigol yn siarad Cymraeg. I ddisgyblion oedran cynradd sydd ag anghenion mwy cymhleth mae canolfan adnoddau arbenigol yn Ysgol Cwm Derwen.

Datblygwyd a darparwyd **darpariaeth arbenigol Ysgolion Uwchradd** yn ystod 2016/17 i fynd i'r afael â'r bwlch a nodwyd yn flaenorol.

Mae gan Ysgol Gyfun Cwm Rhymni Adran Anghenion Dysgu Ychwanegol (ADY) y cydnabyddir ei bod yn effeithiol iawn wrth ddeall anghenion yr holl ddisgyblion ag ADY cyn iddynt ddefnyddio cyfleusterau'r ysgol. Mae disgyblion sydd ag ADY yn manteisio ar drefniadau pontio hirsefydlog ardderchog rhwng yr ysgolion cynradd sy'n bwydo â'r adran gan sicrhau pontio didrafferth i'r plant mwyaf bregus.

Gall yr ysgol fanteisio ar asesiadau a chymorth seicoleg addysg, cymorth ymddygiad, athro ymgynghorol, athro anawsterau dysgu penodol, therapydd iaith a lleferydd a gwasanaethau eraill. Ar hyn o bryd mae'r athro ymgynghorol a Seicolegydd Addysg sydd newydd ei benodi yn siarad Cymraeg. Fodd bynnag, maent i gyd yn cynorthwyo ac yn hyfforddi'r staff cyfrwng Cymraeg gan alluogi'r staff cyfrwng Cymraeg i gynorthwyo a meithrin ein plant mwyaf bregus mewn modd effeithiol.

Mae'r cyfleusterau yn yr Adran ADY yn Ysgol Gyfun Cwm Rhymni (safle Gelli Haf) yn cynnwys amrywiaeth o ystafelloedd, un ohonynt wedi'i dynodi'n ystafell ystyriol o Anhwylder ar y Sbectrwm Awtistig.

Mae tair elfen wahanol i'r Adran ADY yn Ysgol Gyfun Cwm Rhymni:

Anghenion Cymhleth

- Y Ganolfan
- Hafan
- Anghenion Dysgu Ychwanegol Cyffredinol

Mae gan yr adran uned anghenion cymhleth hirsefydlog (Y Ganolfan). Diben y Ganolfan yw cynnig cymorth gwahaniaethol ac unigoledig i ddisgyblion fanteisio ar gymaint o'r cwricwlwm ag sy'n bosibl. Mae'r Ganolfan yn rhoi iddynt amgylchedd diogel, hapus a meithringar lle mae'r cymorth yn canolbwyntio ar ddatblygu sgiliau annibynnol a sgiliau cymdeithasol a gwella hunan-dyb y disgyblion. Mae'r Ganolfan yn fan dawel, ac mae'r pwyslais ar wobrwyo disgyblion am eu cyflawniadau. Mae'r Ganolfan yn rhedeg 'Rhaglen Defnyddio Iaith yn Gymdeithasol' lwyddiannus iawn i'r disgyblion hynny sydd angen gwella eu sgiliau cyfathrebu.

Mae'r adran wedi sefydlu darpariaeth i gynorthwyo ein plant y canfuwyd bod ganddynt anawsterau cymdeithasol, emosiynol ac ymddygiadol cymhleth. Mae'r Hafan yn cynnwys ystafell sydd wedi'i chynllunio'n arbennig ac yn cael ei staffio gan athrawon a chynorthwywyr cymorth dysgu hyfforddedig a phrofiadol. Mae'r ddarpariaeth yn unigoledig iawn a'i nod yw nodi a gwella datblygiad emosiynol y dysgwyr trwy addysgu ymddygiadau sy'n fwy derbyniol yn gymdeithasol. Mae'r dysgwyr yn mynd i'r Hafan am ran o'r dydd ac yn treulio gweddill y dydd yn eu dosbarth 'arferol'. Mae hyd yr amser maent allan o'u dosbarthiadau'n dibynnu ar y dysgwr unigol a'i anghenion.

Mae dysgwyr â datganiadau anghenion addysgol arbennig yn cael cymorth yn y dosbarth ac mewn gweithgareddau cymorth ychwanegol. Mae'r myfyrwyr hyn hefyd yn cael eu monitro, adolygu a chymorth rheolaidd a gosodir targedau ar gyfer gwella trwy Gynlluniau Addysg Unigol a Chynllunio sy'n Canolbwyntio ar yr Unigolyn. Mae myfyrwyr eraill sydd ag anghenion ychwanegol wedi'u nodi'n cael eu cynorthwyo a'u monitro'n rheolaidd trwy Gynlluniau Addysg Unigol a Chynlluniau sy'n Canolbwyntio ar yr Unigolyn.

Mae gan yr ysgol strategaeth sgiliau sylfaenol sydd â'r nod o hyrwyddo a datblygu sgiliau llythrennedd y disgybl. Mae'n gwneud hyn trwy gynnig cwricwlwm ehangach o weithgareddau sy'n cynnwys y cwricwlwm hanes, daearyddiaeth ac astudiaethau crefyddol a chanolbwyntio ar fireinio eu sgiliau iaith. Yn ddiau mae'r cwrs yn cryfhau sgiliau cyfathrebu llafar ac ysgrifenedig y disgybl. Mae'r disgyblion yn dod yn ymwybodol o bwysigrwydd nodweddion penodol iaith fel atalnodi a pharagraffau, nid yn unig mewn perthynas â'r Gymraeg a'r Saesneg, ond hefyd mewn perthynas â'r pynciau unigol. Mae'r disgyblion yn sylweddoli bod pob pwnc yn galw am sgiliau iaith o'r un lefel. Mae'r adran ADY yn cynorthwyo â gwaith Sgiliau Sylfaenol Cyfnod Allweddol 3, gan gysylltu â'r strategaeth Cyfnod Allweddol 3 gyffredinol sydd wedi canolbwyntio ar amrywiaeth fawr o ddatblygiadau. Roedd y rhain yn cynnwys tynnu myfyrwyr Blynnyddoedd 7, 8 a 9 allan o'r dosbarth ar gyfer gwaith llythrennedd a/neu rifedd ychwanegol.

Mae disgyblion ADY yng Nghyfnod Allweddol 4 yn dilyn amrywiaeth o gyrsiau galwedigaethol, gan eu galluogi i gymryd rhan yn y fframwaith cymwysterau cenedlaethol. Cynhelir cysylltiadau clos gyda Gyrfa Cymru a darparwyr addysg ôl-16.

Mae'r ysgol wedi datblygu cwricwlwm ôl-16 i ddisgyblion ADY gan eu galluogi i barhau mewn addysg cyfrwng Cymraeg ac ar yr un pryd cael eu paratoi'n effeithiol ar gyfer byd gwaith a bywyd ar ôl addysg ffurfiol. Mae'r cwricwlwm wedi'i deilwra i anghenion yr unigolyn ac fel arfer bydd yn cynnwys dilyn cwrs galwedigaethol a pharhau i ddatblygu llythrennedd a rhifedd.

Rhoddir pwyslais penodol ar feithrin mwy o ddealltwriaeth o sgiliau byw a chyfathrebu effeithiol.

Mae'r rhwydwaith ysgolion cyfrwng Cymraeg wedi sefydlu cymuned dysgu broffesiynol drawsranbarthol o amgylch y ddarpariaeth ADY cyfrwng Cymraeg, dan arweiniad Ysgol Gyfun Cwm Rhymni.

Mae'r Adran ADY ac yn arbennig y ddarpariaeth anghenion cymhleth yn Ysgol Gyfun Cwm Rhymni ac Ysgol Gynradd Cwm Derwen yn fodel o'r arferion gorau a gellid ei datblygu'n rhanbarthol gyda chydweithrediad oddi wrth yr awdurdodau eraill.

Mae gweithwyr ADY proffesiynol profiadol ac effeithiol iawn weddi'u dosbarthu ar draws y rhanbarth, mae hyn yn cynnwys y Gwasanaeth Synhwyrdd a Chyfathrebu rhanbarthol. Mae'r grŵp ADY rhanbarthol o arbenigwyr awdurdodau lleol a'r Gwasanaeth Cyflawni Addysg eisoes wedi cyfarfod i ddechrau archwilio arbenigedd ac ymagweddau rhanbarthol. Caiff hyn ei ffurfioli a'i wella i ffurfio is-grŵp y Fforwm Addysg Gymraeg rhanbarthol gyda'r ffocws ar adeiladu ar yr arferion gorau presennol ac ymarferwyr arbenigol i ddatblygu ateb rhanbarthol ar y cyd i sicrhau bod pob plentyn ag ADY yn cael ei gefnogi yn eu darpariaeth cyfrwng Cymraeg.

Mae **Ysgol Gyfun Cwm Rhymni** yn arwain y cydweithio ar draws y Clwstwr i gefnogi Anghenion Dysgu Ychwanegol. Nod y cydweithio yw sicrhau bod y clwstwr wedi paratoi'n llawn ar gyfer gweithredu'r ddeddfwriaeth newydd.

Ysgol Gyfun Cwm Rhymni

Mae'r cydlynnydd anghenion addysgol arbennig yn parhau i gydlynu'r gwaith cydweithredol ar draws ysgolion y dalgylch i baratoi ar gyfer cyflwyno'r ddeddfwriaeth newydd.

Mae Partneriaeth Cyfrwng Cymraeg De Ddwyrain Cymru (Cwm Rhymni, Gwynllyw a Gwent Is Coed) yn cydweithio i ddatblygu gwell dealltwriaeth o'r gofynion ar gyfer datblygu cymorth cyfrwng Cymraeg effeithiol yn unol â'r ddeddfwriaeth newydd.

Mewn partneriaeth â Phartneriaeth Cyfrwng Cymraeg De Ddwyrain Cymru cynhaliodd yr adran ADY ddiwrnod hyfforddiant uwchradd cyfrwng Cymraeg De Ddwyrain Cymru (23/11/18) ar gyfer Cymorthyddion Ystafell Dosbarth. Bu 50 o Gymorthyddion Ystafell Ddosbarth ar gyfer 10 ysgol yn y gynhadledd.

Blynyddoedd Cynnar

Mae grŵp arweiniol Blynyddoedd Cynnar ADY rhanbarthol sy'n datblygu adnoddau, pecynnau hyfforddi a chefnogaeth ar gyfer lleoliadau gofal plant drwy'r rhanbarth fydd yn cynnwys ein holl Gylchoedd i sicrhau bod plant ag ADY yn cael eu cefnogi gan dimau staff gofal plant sydd â sgiliau addas ac sy'n gweithredu strategaethau i gefnogi mynediad at ddarpariaeth gofal plant, yn ogystal â gallu adnabod anghenion ychwanegol yn gynnar.

Deilliant 7: Cynllunio'r gweithlu a datblygiad proffesiynol parhaus.

Ein hamcanion er mwyn cyflawni'r deilliant hwn yw:

1. Bydd EAS yn cynnal archwiliad o sgiliau Cymraeg ymarferwyr (athrawon a chynorthwywyr addysgu) mewn ysgolion cyfrwng Cymraeg a Saesneg a Chylchoedd Meithrin bob blwyddyn er mwyn asesu'r anghenion hyfforddiant.
 2. Bydd EAS yn llunio cynllun systematig i ryddhau aelodau o'r staff ar gyfer hyfforddiant y Cynllun Sabothol mewn cydweithrediad ag ysgolion a chlystyrau.
 3. Bydd cynlluniau gwella ysgolion yn dangos ymrwymiad i wella sgiliau ieithyddol ymarferwyr, gan gydweithio â Swyddogion Cymraeg mewn Addysg (ysgolion cyfrwng Saesneg) a thrwy gynllunio i ryddhau aelodau o'r staff mewn modd systematig i ddilyn hyfforddiant y Cynllun Sabothol (ysgolion cyfrwng Cymraeg a Saesneg) yn unol â dadansoddiad o'r anghenion.
 4. Gwella sgiliau methodolegol ymarferwyr trwy waith Swyddogion Cymraeg mewn Addysg a thrwy fentrau ysgol i ysgol wedi'u cynllunio.
 5. Datblygu strategaeth cynllunio ar gyfer olyniaeth i dimau arwain ysgolion gan ddefnyddio ymagwedd ranbarthol at y ddarpariaeth cyfrwng Cymraeg.
 6. Parhau i ddefnyddio'r Ffordd i Ddwyieithrwydd a darparu hyfforddiant i ymarferwyr y Blynyddoedd Cynnar er mwyn gwella sgiliau Cymraeg y sector gofal plant.
- (yn berthnasol i weithred 2.3, 2.4&6.3 yn Strategaeth Cymraeg Pum Mlynedd Bwrdeistref Sirol Caerffili)

Cynhelir cwrs Cymraeg i Ymarferwyr y Blynyddoedd Cynnar ddwywaith y flwyddyn am 6 wythnos i wella eu sgiliau Cymraeg a chynorthwyo plant mewn lleoliadau gofal plant i gaffael y Gymraeg. Mae hwn yn gwrs poblogaidd ac yn haf 2016 roedd 20 o bobl arno.

Bach yw'r niferoedd sy'n manteisio ar hyfforddiant y Cynllun Sabothol yn y rhanbarth ar hyn o bryd (ysgolion cyfrwng Cymraeg a Saesneg) ac nid yw hyn yn cael ei gynllunio'n strategol. Felly bydd Caerffili yn gweithio gyda'r EAS ac ysgolion i gynllunio ar gyfer rhyddhau aelodau o'r staff a chynorthwywyr addysgu mewn modd systematig i ddilyn hyfforddiant Cynllun Sabothol Llywodraeth Cymru er mwyn ymateb i'r anghenion a nodir yn yr archwiliadau o sgiliau Cymraeg a gynhaliwyd. Mae'n bosibl y mabwysiadir ymagwedd clwstwr wrth glwstwr. Bydd gwella sgiliau iaith y staff, yn arbennig mewn ysgolion cyfrwng Saesneg yng Nghaerffili, yn hanfodol i wireddu gweledigaeth Dyfodol Llwyddiannus a symud ymlaen gydag agenda Miliwn o Siaradwyr 2015. Mae gan Ysgol Gyfun Cwm Rhymni raglen o gymorth i'w staff, a ddefnyddir ochr yn ochr â'r Cynllun Sabothol i gynorthwyo â datblygiad ieithyddol.

Mae cydweithredu iach ar draws ysgolion yng Nghaerffili a thrwy'r model gweithio ranbarthol. Mae rhaglen DPP Cymraeg gynyddol (llythrennedd) ar gael i ysgolion cyfrwng Cymraeg oddi wrth yr EAS ac mae ysgolion cyfrwng Cymraeg arweiniol yn rhannu arferion da mewn rhaglen ar y cyd a drefnir yn ganolog o gymorth ymgynghorol ac mewn ysgolion (methodoleg). Hefyd mae rhaglen ysgol i ysgol ranbarthol i gynorthwyo athrawon i anelu at ragoriaeth mewn ysgolion cyfrwng Cymraeg o'r enw '*Anelu at Ragoriaeth*'. Gall ysgolion cynradd cyfrwng Saesneg fanteisio ar raglen DPP eang ac amrywiol trwy raglen yr EAS o hyfforddiant iaith a methodoleg. Mae rhaglen ymyrraeth dargededig yn bodoli hefyd ar gyfer ysgolion cynradd ac uwchradd penodol i wella ethos Cymreig ysgolion ac iaith / methodoleg ymarferwyr. Mae Cynghorwyr Herio'r Gwasanaeth Cyflawni Addysg yn annog ysgolion i fanteisio ar yr ystod eang o gyfleoedd hyfforddi y mae'n eu cynnig. Bydd angen i bob is-grŵp Rhanbarthol y Fforwm Addysg Gymraeg ystyried gofynion hyfforddiant a sgiliau iaith Gymraeg staff o fewn eu ffocws penodol. Yn yr is-grŵp Blynyddoedd Cynnar bydd ffocws ar gysylltu â'r is-grŵp 14-19 o ran datblygu digon o ymarferwyr gofal plant i lenwi'r galw cynyddol yn y sector ar gyfer staff cymwys sy'n siarad Cymraeg. Gyda chyfrifoldeb am y Grant Gwella Addysg a chodi safonau ysgolion, mae gan y Gwasanaeth Cyflawni Addysg rôl a chyfrifoldeb dros sicrhau bod digon o

siaradwyr Cymraeg ym mhob ysgol i ddarparu cymwysterau cyfrwng Cymraeg a chymwysterau Cymraeg ail iaith ac felly'n gweithio i gynyddu nifer y siaradwyr Cymraeg erbyn 2050.

Gall pob ysgol fanteisio ar raglenni arweinyddiaeth yr EAS (Paratoi at Brifathrawiaeth, CPCP). Mae cymorth ar gyfer arweinyddiaeth cyfrwng Cymraeg trwy raglenni partneriaeth cymheiriaid rhanbarthol a hwylusir secondiadau rhanbarthol lle bo'n briodol. Mae ysgolion uwchradd cyfrwng Cymraeg y rhanbarth yn gweithio mewn partneriaeth gref, gan drafod recriwtio yn rheolaidd. Er mwyn recriwtio cynorthwywyr addysgu Cymraeg, mae angen i ysgolion uwchradd y rhanbarth drafod darparu cyrsiau addas (e.e. CACHE) i ddisgyblion, yn enwedig yng ngoleuni ymgynghoriad diweddar gan Lywodraeth Cymru ar gyllid yn y dyfodol yn ogystal â defnyddio Lefelau 2 a 3 Gofal, Dysgu a Datblygiad Plant y FfCCh, a ddefnyddir yn helaethach. Mae'r cwrs hwn yn ddefnyddiol i gynorthwywyr addysgu mewn ysgolion ac i ymarferwyr gofal plant y mae eu hangen i weithredu Cynnig Gofal Plant Llywodraeth Cymru erbyn 2020. Ar hyn o bryd mae'r cyrsiau hyn yn cael eu cyllido trwy'r llwybr prentisiaethau i bobl ifanc 16-24 oed a'r prosiect Cynnydd ar gyfer Llwyddiant a ariennir gan Gronfa Gymdeithasol Ewrop, er mai cyfyngedig yw'r cyrsiau a ddarperir trwy gyfrwng y Gymraeg ac eithrio yn Ysgol Gyfun Cwm Rhymni, Cam Wrth Gam a Choleg Gwent.

Er mwyn inni allu sicrhau bod gennym weithlu digonol sy'n siarad Cymraeg ar draws yr ystod o gyfrifoldebau yn ein holl ysgolion cyfrwng Cymraeg, byddwn yn datblygu strategaeth effeithiol ar ddatblygu staff lle gallwn ganfod darpar ymarferwyr addas sydd â'r gallu i ddatblygu fel gweithwyr addysg proffesiynol ac ymarferwyr effeithiol a all ddatblygu cyfrifoldebau arweinyddiaeth ar bob lefel.

Mae Ysgol Gyfun Cwm Rhymni yn un o Ysgolion Arloesi y Fargen Newydd ac o'r herwydd mae dyletswydd arni i sicrhau y gall pob ymarferydd proffesiynol gael profiad o ddysgu proffesiynol effeithiol. Rhaid iddi eu galluogi i ddatblygu'n barhaus, gwella eu harweinyddiaeth a'u dealltwriaeth o addysgeg ymarferol ac yn arbennig cynorthwyo â datblygu'r cwricwlwm newydd. Fel un o Ysgolion Arloesi y Fargen Newydd mae Ysgol Gyfun Cwm Rhymni yn cael budd o gydweithredu â'r EAS wrth ddatblygu, hybu a darparu cyfleoedd datblygiad proffesiynol trwy gyfrwng y Gymraeg yn y rhanbarth ac ar draws rhanbarthau eraill.

Mae Ysgol Gyfun Cwm Rhymni yn arwain y Rhwydwaith cyfrwng Cymraeg Dyfodol Llwyddiannus lle mae hyd at 40 o ysgolion ar draws Cymru'n cydweithredu o fewn y fframwaith rhanbarthol a chenedlaethol wrth ddatblygu cwricwlwm newydd i Gymru. Nod y rhwydwaith yw sicrhau y bydd gan yr holl aelodau ddealltwriaeth ddigonol o'r cwricwlwm newydd ac y byddant wedi cael digon o brofiadau datblygiadol i'w galluogi i gyflawni'r cwricwlwm newydd ym mis Medi 2018.

Mae Ysgol Gyfun Cwm Rhymni yn ganolog i drefniadaeth a gweithrediad rhwydwaith ysgolion uwchradd cyfrwng Cymraeg y De-ddwyrain (CYDAG De-ddwyrain Cymru). Mae CYDAG De-ddwyrain Cymru yn cynnwys 17 ysgol uwchradd cyfrwng Cymraeg ar draws tri rhanbarth (Canolbarth y De, EAS ac ERW). Mae'r rhwydwaith yn cydweithredu wrth drefnu amrywiaeth o ddigwyddiadau gan gynnwys diwrnodau HMS ar y cyd.

Mae Ysgol Gyfun Cwm Rhymni yn cydweithredu ag ysgolion uwchradd Arloesi cyfrwng Cymraeg eraill y Fargen Newydd yn y De, fel aelod o rwydwaith cyfrwng Cymraeg y Fargen Newydd (Ysgol Gyfun Bro Morgannwg (y Barri), Ysgol Gyfun Gŵyr (Abertawe), Ysgol Gyfun Strade (Llanelli), Ysgol Gyfun Bro Pedr (Llanbedr Pont Steffan) ac Ysgol Gyfun Preseli (Sir Benfro)). Mae'r cyfleoedd pellgyrhaeddol hyn i rwydweithio ar draws ysgolion cyfrwng

Cymraeg y De yn galluogi Ysgol Gyfun Cwm Rhymni i gydweithredu â'r mwyafrif helaeth o weithwyr proffesiynol a darpar weithwyr proffesiynol Cymraeg eu hiaith wrth ddatblygu arferion proffesiynol effeithiol a chanfod arweinwyr y dyfodol. Felly gall Ysgol Gyfun Cwm Rhymni gael budd o gydweithredu ar draws y sector cyfrwng Cymraeg a gyda'r EAS i sicrhau bod y cyfleoedd datblygiad proffesiynol mwyaf effeithiol ar gael i'r staff yn y rhanbarth ac ar draws rhanbarthau eraill.

Bydd Ysgol Gyfun Cwm Rhymni yn arwain y strategaeth datblygiad proffesiynol cyfrwng Cymraeg ar draws Partneriaeth 6 (partneriaeth gydweithredol rhwng Ysgol Gyfun Cwm Rhymni, Ysgol Gyfun Gwynllyw ac Ysgol Gyfun Gwent Is Coed). Felly bydd y bartneriaeth yn cael budd o ddatblygiadau a strategaethau arloesol sydd â'r nod o annog pob aelod o'r staff i gyflawni ei botensial a bydd hefyd yn ein galluogi i ddatblygu cynllunio effeithiol ar gyfer olyniaeth ar bob lefel.

Bydd y bartneriaeth yn datblygu cyfleoedd i alluogi ein holl staff i gyflawni eu potensial:

- ✚ Arwain a chynllunio'r strwythurau hyfforddi staff yn y rhanbarth ac ar draws rhanbarthau eraill yn unol â'r Fargen Newydd.
- ✚ Parhau i arwain strategaethau addysgol arloesol
- ✚ Gwneud defnydd effeithiol o'r arbenigedd addysgol sydd ar gael yn y rhanbarth ac ar draws rhanbarthau eraill
- ✚ Sicrhau cyfleoedd i athrawon arsylwi ar gymheiriaid
- ✚ Parhau i arwain Cymunedau Dysgu Proffesiynol
- ✚ Cynnal diwrnodau hyfforddiant mewn swydd ar y cyd o fewn y bartneriaeth ac ar draws rhanbarthau eraill
- ✚ Datblygu Cymunedau Dysgu Proffesiynol perthnasol o fewn y bartneriaeth ac ar draws rhanbarthau eraill
- ✚ Cydweithredu ar strategaeth i atgyfnerthu safonau llythrennedd athrawon a staff cymorth

Mae Ysgol Gyfun Cwm Rhymni yn datblygu Cynllun Strategol i'r tîm Cefnogi Addysg. Mae'r gwaith o ddatblygu ein tîm Cymorth Addysgol Ychwanegol Estynedig yn ganolog i'r cynllun strategol hirdymor i gynnwys yr holl staff fel cyfranwyr i ddatblygiad addysgol ein disgyblion. Rydym yn derbyn bod gan bob aelod o staff yr ysgol gyfraniad i'w wneud tuag at ddatblygiad addysgol ein disgyblion ac felly mae angen inni gydnabod y cyfraniad hwnnw ar lefel briodol. Bydd Ysgol Gyfun Cwm Rhymni yn arwain y Cynllun Strategol Cymraeg mewn Addysg ar gyfer y tîm Cefnogi Addysg ar draws Partneriaeth 6. Mae'r strategaeth hon yn sicrhau y bydd pobl sydd ag uchelgais i ddatblygu'n cael cyfleoedd i barhau i ddatblygu trwy wneud cyfraniad sylweddol i'n disgyblion wrth iddynt gyflawni eu potensial.

Mae Ysgol Gyfun Cwm Rhymni yn hyfforddi darpar gynorthwywyr ystafell ddosbarth. Mae nifer sylweddol o'r ymarferwyr sy'n cael eu cyflogi ar hyn o bryd yn ysgolion cynradd cyfrwng Cymraeg Caerffili a'r rhanbarth wedi cael eu hyfforddi gan Ysgol Gyfun Cwm Rhymni. Mae'r ysgol hefyd yn cynorthwyo â hyfforddi ymarferwyr dan hyfforddiant yn y gweithle. Mae'r ysgol yn hyfforddi darpar gynorthwywyr gweinyddu ysgolion ac yn annog ei holl staff gweinyddol i ddilyn cyrsiau datblygu hyd at a chan gynnwys lefel gradd. Mae'n bwriadu hybu'r strategaeth hon er mwyn cynorthwyo â datblygu ymhellach staff gweinyddu ysgolion Cymraeg eu hiaith ar draws yr holl ysgolion cyfrwng Cymraeg yn y rhanbarth.

Nid yw pawb sydd â gradd yn addas i fod yn athro gyda'r hyder i gefnogi gwersi i nifer sylweddol o ddisgyblion. Fodd bynnag mae gan amrywiaeth fawr o unigolion gyfraniad sylweddol i'w wneud i addysgu disgyblion ac i feithrin dealltwriaeth ehangach ymysg addysgwyr o anghenion pobl ifanc o ran datblygiad. Mae Ysgol Gyfun Cwm Rhymni wedi

datblygu strategaethau sydd â'r nod o feithrin dealltwriaeth addysgeg lefel uwch ymysg rhai nad ydynt yn athrawon mewn amgylchedd addysgol. Gallai'r strategaethau hyn fod yn elfennau allweddol yng Nghynllun Strategol Partneriaeth 6 i'r tîm Cefnogi Addysg:

Cynorthwywyr Dysgu Graddedig

Rydym yn datblygu ymarferwyr proffesiynol o ansawdd da trwy ddatblygu ac ymestyn eu profiadau yn y gweithle. Maent yn dangos hyblygrwydd a gwybodaeth trwy ymateb i anghenion pobl ifanc ar draws ystod o gyd-destunau addysgol. Mae'r Cynorthwywyr Dysgu Graddedig yn cyfleu gwybodaeth a dealltwriaeth am yr ystod o gyfyngiadau mae disgyblion yn eu hwynebu a'r strategaethau a ddefnyddir i'w rheoli. Mae'r Cynorthwywyr Dysgu Graddedig wedi ymrwmo i weithio gyda'r ysgol wrth astudio a dilyn Cynllun Datblygiad Proffesiynol Personol ac yn gweithredu fel cynorthwywyr dysgu ac addysgu yn yr ysgol.

Cynllun Cynorthwywyr Addysgu Graddedig dan Hyfforddiant (*Interniaeth flwyddyn i ddarpar athrawon*)

Mae'r ysgol wedi datblygu strategaeth i hyfforddi Cynorthwywyr Addysgu Graddedig. Mae wedi'i bwriadu i alluogi unigolion i feithrin gallu a mwy o sgiliau proffesiynol yn y gweithle. Disgwylir y bydd y Cynorthwywyr Addysgu Graddedig dan Hyfforddiant yn cyfrannu'n effeithiol at strategaethau addysgol yr ysgol. Yn ystod eu cyfnod o hyfforddiant byddant yn adeiladu ar eu profiadau blaenorol trwy ddatblygu sgiliau addysgol ac arweinyddiaeth fwyfwy er budd ein disgyblion. Disgwylir y byddant yn ystyried dilyn cwrs hyfforddi athrawon yn dilyn eu profiad yn Ysgol Gyfun Cwm Rhymni.

Darpar Gynorthwywyr Dysgu Graddedig

Mae Ysgol Gyfun Cwm Rhymni yn cydweithredu â Choleg y Cymoedd wrth ddatblygu cynllun hyfforddiant i Ddarpar Gynorthwywyr Dysgu Graddedig. Disgwylir y bydd y Darpar Gynorthwywyr Dysgu Graddedig yn meithrin sgiliau a galluoedd proffesiynol cynyddol yn y gweithle.

Hyfforddiant Corfforaethol Cyngor Bwrdeistref Sirol Caerffili

Mae gan Gyngor Bwrdeistref Sirol Caerffili raglen hyfforddiant i gynorthwyo aelodau o'r staff i ddod yn rhugl eu Cymraeg. Mae'r rhaglen yn rhedeg ers 2001 ac yn rhoi i'r staff hyblygrwydd i ddysgu Cymraeg trwy nifer o wahanol ddulliau, o e-ddysgu i restr o wahanol ddsbarthiadau.

Mae cyflwyno Safonau'r Gymraeg ym mis Medi 2015 wedi rhoi gwerth i'r Gymraeg ac wedi codi ymwybyddiaeth o'r Gymraeg yn fewnol ymysg y gweithlu.

Yn y flwyddyn academaidd 2016-2017, mae 37 aelod o'r staff wedi cofrestru i ddilyn cyrsiau blwyddyn ar lefelau amrywiol o Fynediad 1 (Blwyddyn 1 Dechreuwyr) i Uwch 4 (Blwyddyn 4 Uwch).

Yn y flwyddyn academaidd ddiwethaf roedd gennym 86 o ddysgwyr. Isod mae dadansoddiad fesul cyfadran a rhywedd;

	Gwasanaethau Corfforaethol	Addysg	Amgylchedd	Gwasanaethau Cymdeithasol	Awdurdodau Allanol
Gwryw	2	2	4	3	6
Benyw	9	10	11	21	18

Mudiad Meithrin

Ar hyn o bryd mae Cam wrth Gam (is-gwmni hyfforddiant y Mudiad Meithrin) yn cynnig cyfleoedd prentisiaeth trwy Gynnydd ar gyfer Llwyddiant. Hefyd, bydd y Mudiad Meithrin yn

ystyried cyfleoedd i farchnata gyrfaoedd ym maes gofal plant gyda disgyblion blynyddoedd 10 ac 11. Cadarnhawyd fod gan Cam Wrth Gam 100 o leoedd led led Cymru yn y flwyddyn i ddod er mwyn datblygu staff gofal plant sy'n siarad Cymraeg.

Yn ogystal, cynigir cefnogaeth drwy beilot 6 mis ym Mudiad Meithrin i gefnogi cysondeb caffaeliad Cymraeg yn Cylchoedd (2 yng Nghaerffili o 5 ar draws rhanbarth Gwent).

Mae'r Ffordd i Ddwyieithrwydd, a ddarperir gan Menter Iaith a ariennir drwy CBSC, yn cefnogi caffaeliad Cymraeg mewn lleoliadau cyfrwng Saesneg ac yn annog y defnydd cynyddol o'r iaith Gymraeg ac adnoddau i ddarparu amgylchedd ieithyddol gyfoethog. Mae'r gwahanol lefelau (Arian, Aur ac Efydd) yn dangos faint o ddarpariaeth iaith Gymraeg y mae'r lleoliad yn gweithio tuag at ei chynnig. Mae'r holl lleoliadau yn cael eu gwneud yn ymwybodol o'r Cynnig Gweithredol ac yn cael eu cefnogi i gyflawni hyn.

Blynyddoedd Cynnar:

Caiff sgiliau Cymraeg eu harchwilio fel rhan o fanyleb y tendr ar gyfer Lleoliadau Gofal Plant blynyddoedd cynnar, fydd yn cael ei hysbysebu yn Rhagfyr 2017, a chaiff lefelau hyfforddiant priodol eu cynnig o ganlyniad i hyn. Eleni darparwyd un cwrs Cymraeg ar gyfer y Blynyddoedd Cynnar gan staff y Fenter Iaith a chofrestrodd 23 ar y cwrs.

Mae'r llwybr i ddwyieithrwydd yn parhau i gael ei ddefnyddio gan leoliadau a gynhelir a nas cynhelir. Ar hyn o bryd mae 7 meithrinfa ddydd, 2 o warchodwyr plant, 6 grŵp chwarae, 7 lleoliad Dechrau'n Deg a gynhelir, a 6 lleoliad arall yn disgwyl ei ddechrau.

Ar hyn o bryd mae'r Mudiad Meithrin yn treialu prosiect Croesi'r Bont i wella'r Gymraeg mewn 2 Gylch Meithrin (Coed Duon a Dewi Sant) a disgwyli'r canlyniadau'r cynllun peilot 6 mis hwn ym Mawrth 2018.

Mae Blynyddoedd Cynnar ar fin tendro ar gyfer cymorth Cymraeg i leoliadau gofal plant drwy'r fwrdeistref ar gyfer darparu o Ebrill 2018. Bydd y sefydliad llwyddiannus yn gyfrifol am wella lefel y Gymraeg a ddefnyddir gan staff mewn lleoliadau cyfrwng Cymraeg a Saesneg.

Coleg y Cymoedd:

Mae gan Goleg y Cymoedd **Strategaeth Sgiliau Ieithyddol** sy'n cynnwys dwy elfen.

Y gyntaf yw **Arolwg Sgiliau Ieithyddol Staff** a gynhelir bob dwy flynedd. Cynhaliwyd y ddiwethaf yn Ionawr 2017 gyda 723 o staff (100%) yn ymateb i holiadur yn gofyn iddynt hunanasesu eu sgiliau siarad, deall, ysgrifennu a darllen Cymraeg. Mae canlyniadau'r arolwg yn dangos staff sy'n siarad Cymraeg a lefel eu sgiliau ac mae'r canlyniadau'n dangos pa staff a allai elwa ar gyfleoedd hyfforddi wedi'u targedu e.e. sesiynau methodoleg Sgiliaith, Cynllun Sabothol y Gymraeg, cyrsiau mewnol Cymraeg yn y Gweithle ayb.

Ail elfen y Strategaeth Sgiliau Ieithyddol yw **Archwiliad Sgiliau** o bob rôl yn y Coleg lle gofynnir i Reolwyr werthuso pob rôl wrth recriwtio aelodau newydd o staff er mwyn penderfynu a yw'r Gymraeg yn hanfodol neu'n ddymunol ar gyfer y rôl benodol honno.

Mudiad Meithrin

Mae Llywodraeth Cymru wedi gofyn i'r Mudiad Meithrin dreialu cynllun newydd ar gyfer De

Ddwyrain Cymru, Croesi'r Bont. Mae ein swyddog Cross Crossing yn gweithio gyda staff yng Nghylch Meithrin Dewi Sant a Chylch Meithrin Coed Duon. Y bwriad yw

- Cyflwyno patrymau iaith i staff a phlant y Cylch
- Meithrin perthynas agos gyda'r Ysgol Gymraeg leol, cytuno ar iaith benodol

Cynllun Hyfforddi Sabothol

Cymorthyddion dysgu cyfrwng Cymraeg De Ddwyrain Cymru: Haf 2017

Laura	Miller	Y Castell	Caerffili
Cerian	Williams	Gilfach Fargoed	Caerffili
Andrea	Thompson	Gilfach Fargoed	Caerffili
Kayleigh	Roberts	Y Castell	Caerffili
Victoria	O'Leary-Knapper	Penalltau	Caerffili
Wendy	Davies	Bro Alltau	Caerffili
Angela	Davies	Trelyn	Caerffili
Louise	Rees	Ysgol Gymraeg Caerffili	Caerffili
Sarah	Bradnock	Bro Helyg	Blaenau Gwent
Hayley	Booth	Cwmbran	Torfaen
Julie	Carpenter	Ysgol Gymraeg Cwmbran	Torfaen

- Cynllun Sabothol peilot (cynllun peilot blwyddyn ar gyfer ymarferwyr cynradd mewn ysgolion cyfrwng Saesneg)
Ysgolion sy'n cymryd rhan ar hyn o bryd yw:
Glyncoed, Blaenau Gwent
Y Iau Llancaeath, Caerffili
Tynewydd, Caerffili,
Kymin View, Sir Fynwy
Magor, Sir Fynwy
I'w cefnogi gan y GCA ac ysgolion cyfrwng Cymraeg sy'n bartneriaid (secondiad yn nhymor 3, haf 2018):
Bro Helyg, Blaenau Gwent
Bro Alltau, Caerffili
Cwm Gwyddon, Caerffili
Y Fenni, Sir Fynwy
Ifor Hael, Casnewydd
- Mae'r GCA wedi ymrwymo i sicrhau bod o leiaf un aelod o staff o bob clwstwr cyfrwng Saesneg yn cael ei hyfforddi drwy'r cynllun sabothol blwyddyn dros y tair blynedd nesaf ac mae'n helpu LIC i recriwtio. Bydd y dull clwstwr yn helpu i rannu arfer gorau ar draws y clwstwr.

Archwiliad Iaith Gymraeg Rhanbarthol. Hydref 2017

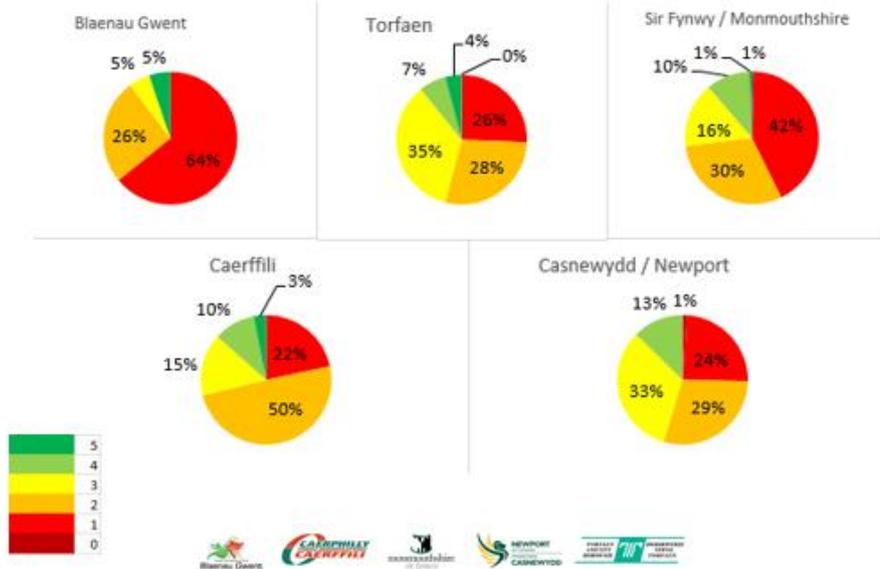
Sector cyfrwng Cymraeg

- Gydag ychydig iawn o eithriadau, mae gan athrawon sy'n gweithio mewn ysgolion cyfrwng Cymraeg ar draws y rhanbarth lefel uchel o sgiliau Cymraeg (Lefel 5)
- Mae gan fwyafrif y cymorthyddion dysgu (62%) sgiliau iaith (L5) yn ôl disgrifiadau lefel LIC gyda lleiafrif (36% L4, 2% L3%) yn gweithio'n bennaf ar L4.
- Mae'r GCA yn gweithio gyda LIC ac ysgolion i helpu i ddewis a rhyddhau staff i gael hyfforddiant ar y cynllun sabothol ac mae sesiwn hyfforddi pellach i ranbarth De Ddwyrain

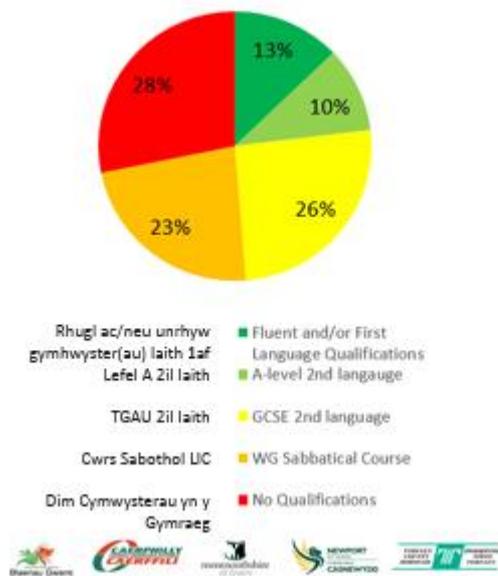
Cymru ar gyfer cymorthyddion dysgu'n cael ei gynllunio ar gyfer haf 2018. Hyd yma mae tri o ymarferwyr o Gaerffili (Trellyn a Penalltau) ac un o Gasnewydd (Bro Teyrnion) ac un o Dorfaen (Panteg) wedi mynegi diddordeb yn yr hyfforddiant.

Sector cyfrwng Saesneg

**Athrawon Cynradd Cyfrwng Saesneg
English Medium Primary Teachers**



Cydlynwyr / Coordinators



Swyddogion Dysgu Proffesiynol GCA (Cyfleoedd hyfforddi - Cymraeg): 2017-18



FINAL LLC CYMRAEG

FINAL LLC W2L

Service area offer 2017 Service area offer 2018

Mae pob cwrs Cymraeg Ail laith wedi bod yn arbennig o lawn ac wedi'u hail-gynnal er mwyn cwrdd â'r galw. Caiff effaith yr hyfforddiant ei adrodd i bob ALI bob tymor.

Ysgol Gyfun Cwm Rhymni

Mae Ysgol Gyfun Cwm Rhymni wedi mynegi diddordeb ar ran Partneriaeth Cyfrwng Cymraeg De Ddwyrain Cymru (Cwm Rhymni, Gwent Is Coed a Gwynllyw) yn y rhaglen arfaethedig Llwybrau Amgen i Addysgu. Mae Cwm Rhymni yn bwriadu adeiladu ar eu profiad sylweddol gyda'r RhAG a'u rhaglen Cymorthyddion Dysgu Gradedig sy'n galluogi graddedigion i gael profiad mewn ysgol cyn cael mynediad i'r cyrsiau RhAG neu TAR. Mae'r bartneriaeth yn credu, trwy gydweithio effeithiol y bydd ganddynt y capasiti i gefnogi'r rhaglen Llwybrau Amgen i Addysgu gan sicrhau y bydd Darpar Athrawon yn cael profiad dysgu o ansawdd uchel iawn.

Hyfforddiant Corfforaethol Cyngor Bwrdeistref Sirol Caerffili – Diweddarwyd 17/12/18

Mae gan Gyngor Bwrdeistref Sirol Caerffili raglen hyfforddi yn ei lle i helpu staff i ddod yn siaradwyr Cymraeg rhugl. Mae'r rhaglen wedi cael ei chynnal ers 2001 ac mae'n cynnig hyblygrwydd i staff ddysgu'r Gymraeg drwy nifer o wahanol ddulliau o e-ddysgu i restr o wahanol opsiynau dosbarth.

Yn sgil cyflwyno Safonau'r Gymraeg ym Mawrth 2016, rhoddwyd gwerth i'r Gymraeg a chodwyd ymwybyddiaeth ohoni'n fewnol o fewn y gweithlu.

Blwyddyn Academaidd	Cyrsiau 30 Wythnos				Cyrsiau Blasu	Cyrsiau Ar-lein	Cyfanswm
	Mynediad	Sylfaen	Canolradd	Uwch+			
2016-2017	23	10	7	3	73	1	118
2017-2018	25	12	5	3	34	56	135
2018-2019	26	11	11	2	-	17	67*

* Dyma'r nifer hyd yma, dechreuodd y flwyddyn academaidd ym Medi 2018 a bydd yn mynd tan fis Gorffennaf 2019, felly mae disgwyl i'r nifer hwn godi.

Blynyddoedd Cynnar

Mae'r Fenter Iaith wedi darparu cwrs ar gyfer ymarferwyr i ddatblygu eu sgiliau Cymraeg a helpu i weithredu'r Llwybr i Ddwyieithrwydd. Yn 2018 roedd un cwrs iaith Meithrin gyda 9 o gyfranogwyr o 3 lleoliad yn bresennol ac yn gwella eu sgiliau.

Gwasanaeth Cyflawni Addysg

Datblygwyd amrywiaeth o gefnogaeth gan y GCA rhwng ysgolion a thimau Ymgynghorol. Mae'r manylion yn yr adroddiad sydd ynghlwm isod i gael gwybodaeth am y model cymorth cymheiriaid rhanbarthol, Siarter y Gymraeg, Campws Cymraeg, Cynllun Sabothol Cymraeg, archwiliad Cymraeg a'r rhaglen hyfforddi ranbarthol.



EAS Caerphilly
Update Dec 2018 - w

Llofnodwyd: Dyddiad:

Keri Cole, Prif Swyddog Addysg, Cyngor Bwrdeistref Sirol Caerffili

Data (Atodiad 1)**Deiliant 1: Mwy o blant saith oed yn cael eu haddysgu drwy gyfrwng y Gymraeg****Ehangu'r ddarpariaeth**

Pa ganran o blant saith oed sy'n cael eu haddysgu drwy gyfrwng y Gymraeg ar hyn o bryd?
Aeth 20% o ddisgyblion BI 2 yng Nghaerffili i ysgolion cyfrwng Cymraeg yn 2016.

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

Pa ganran o ddysgwyr Blwyddyn 9 a asesir yn y Gymraeg (Iaith Gyntaf) ar hyn o bryd?
Aseswyd 12.72% o ddisgyblion Caerffili yn y Gymraeg yn YGCRh yn 2016.

Sut mae'r ffigur hwn yn cymharu â chanran dysgwyr Blwyddyn 6 a aseswyd yn y Gymraeg (Iaith Gyntaf) dair blynedd ynghynt?

Roedd 12.9% o'r disgyblion yn mynd i ysgolion cynradd cyfrwng Cymraeg yn 2013.

Trosglwyddo effeithiol a dilyniant ieithyddol

Bydd y Mudiad Meithrin yn anfon data at yr ALL ym mis Tachwedd 2016.

Beth yw'r cyfraddau dilyniant rhwng:

- lleoliadau gofal plant cyfrwng Cymraeg nas cynhelir ar gyfer plant o dan 3 oed ac ysgolion cyfrwng Cymraeg/dwyieithog a gynhelir sy'n darparu'r Cyfnod Sylfaen? Gweler y tabl data gan Fudiad Meithrin
- lleoliadau gofal plant cyfrwng Cymraeg nas cynhelir i blant o dan 3 oed a lleoliadau cyfrwng Cymraeg nas cynhelir a ariennir sy'n darparu'r Cyfnod Sylfaen? Gweler y tabl data gan Fudiad Meithrin
- lleoliadau cyfrwng Cymraeg nas cynhelir a ariennir ac ysgolion cyfrwng Cymraeg/dwyieithog a gynhelir? Gweler y tabl data gan Fudiad Meithrin
- lleoliadau gofal plant cyfrwng Cymraeg nas cynhelir i blant o dan 3 oed a lleoliadau cyfrwng Cymraeg nas cynhelir a ariennir sy'n darparu'r Cyfnod Sylfaen, ac wedyn ysgolion cyfrwng Cymraeg/dwyieithog a gynhelir? Gweler y tabl data gan Fudiad Meithrin
- y Cyfnod Sylfaen a Chyfnod Allweddol 2? 100%
- Cyfnodau Allweddol 2 a 3? 100%
- Cyfnodau Allweddol 3 a 4? 100%

Nid oes gan Gaerffili unrhyw ysgolion uwchradd dwyieithog (categoriâu 2A, 2B, 2C a 2CH).

Deiliant 3: Mwy o ddysgwyr 14-16 oed yn astudio ar gyfer cymwysterau drwy gyfrwng y Gymraeg**Deiliant 4: Mwy o ddysgwyr 16–19 oed yn astudio pynciau drwy gyfrwng y Gymraeg mewn ysgolion, colegau a dysgu seiliedig ar waith**

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Cynyddu canran y dysgwyr 14-16 oed sy'n astudio ar gyfer cymwysterau drwy gyfrwng y Gymraeg

Beth yw canran gyfredol y dysgwyr Blwyddyn 11 sydd wedi'u cofrestru i sefyll arholiad TGAU Cymraeg Iaith Gyntaf sy'n astudio ar gyfer 5 neu fwy o gymwysterau Lefel 1 neu Lefel 2 arall drwy gyfrwng y Gymraeg?

(NI ddylech gynnwys Llenyddiaeth Gymraeg. Mae pynciau TGAU cymhwysol a gwyddoniaeth ddwy'radd cyfwerth â dau bwnc; mae cyrsiau byr cyfwerth ag un pwnc. Mae'n bosibl na fydd modd cynnwys pynciau BTEC gan nad yw'r corff dyfarnu'n gwahaniaethu rhwng cyfrwng Cymraeg a chyfrwng Saesneg)

Mae 100% o ddisgyblion YGCRh, Caerffili, yn astudio 5 pwnc o leiaf drwy gyfrwng y Gymraeg, yn ogystal â Chymraeg Iaith Gyntaf. Mae disgyblion Caerffili sydd yn YGCRh ar hyn o bryd wedi'u cofrestru i sefyll dau arholiad Mathemateg, dau arholiad Gwyddoniaeth, tri TGAU dewisol a Bagloriaeth Cymru drwy gyfrwng y Gymraeg. Mae hyn yn ychwanegol at Gymraeg / Llenyddiaeth Gymraeg.

Beth yw targedau'r awdurdod ar gyfer cynyddu'r ganran hon? Amherthnasol
Gellir mynegi hyn naill ai fel targedau blynyddol neu fel un targed diwedd cynllun

Beth yw canran gyfredol y dysgwyr Blwyddyn 11 sydd wedi'u cofrestru i sefyll arholiad TGAU Cymraeg Iaith Gyntaf sy'n astudio ar gyfer 2 neu fwy o gymwysterau Lefel 1 neu Lefel 2 arall drwy gyfrwng y Gymraeg?
Gweler uchod. 100%

(NI ddylech gynnwys Llenyddiaeth Gymraeg. Mae pynciau TGAU cymhwysol a gwyddoniaeth ddwy'radd cyfwerth â dau bwnc; mae cyrsiau byr cyfwerth ag un pwnc. Mae'n bosibl na fydd modd cynnwys pynciau BTEC gan nad yw'r corff dyfarnu'n gwahaniaethu rhwng cyfrwng Cymraeg a chyfrwng Saesneg)

Beth yw targedau'r awdurdod ar gyfer cynyddu'r ganran hon? Amherthnasol
Gellir mynegi hyn naill ai fel targedau blynyddol neu fel un targed diwedd cynllun

Cynyddu canran y dysgwyr 16-19 oed sy'n astudio pynciau drwy gyfrwng y Gymraeg mewn ysgolion

Pa ganran o ddysgwyr 16-19 oed sy'n astudio 2 bwnc neu fwy a) drwy gyfrwng y Gymraeg b) yn ddwyieithog (e.e. elfennau o gymwysterau/modiwlau)?
Mae 100% o ddisgyblion YGCRh, Caerffili, yn astudio 2 bwnc neu fwy drwy gyfrwng y Gymraeg.

Deilliant 5: Mwy o ddysgwyr â sgiliau uwch yn y Gymraeg

Gwella darpariaeth a safonau Cymraeg Iaith Gyntaf

Pa ganran o ddysgwyr ar ddiwedd y Cyfnod Sylfaen sy'n cyrraedd Deilliant 5 y Cyfnod Sylfaen o leiaf mewn Sgiliau Iaith, Llythrennedd a Chyfathrebu mewn ysgolion cyfrwng Cymraeg/dwyieithog?

1. Data Rhanbarthol / Regional Data - Mamiaith / Welsh 1st Language

Cyfnod Sylfaen / Foundation Phase

Deilliant 5 / Outcome 5

ALI/LA	2017 Cymraeg	2018 Cymraeg	FSM Gap 17	FSM Gap 18	Rhyw Gap 17	Rhyw Gap 18
BG	96.8	81.6	-3.4	52.4	-4.8	31.8
Caerffili	93.8	91.7	8.9	13.1	4.6	7.8
Mynwy	98.1	85.7	-2.2	6.4	-3.3	12.9
Casnewydd	94.5	94.4	7.7	1.8	2.6	7.2
Torfaen	83.8	94.5	24.2	-0.3	3.4	12.0
GCA/EAS	92.4	91.5	9.4	8.6	3.2	10.7
Cymru	90.9	86.1	-	-	6.0	8.9

Deilliant 6 / Outcome 6

All/LA	2017 Cymraeg	2018 Cymraeg	FSM Gap 17	FSM Gap 18	Rhyw Gap 17	Rhyw Gap 18
BG	32.3	26.3	-19.0	28.6	3.3	19.3
Caerffili	38.0	38.8	16.5	26.7	9.8	15.8
Mynwy	50.0	40.8	20.0	45.5	7.5	18.6
Casnewydd	47.3	54.4	36.4	23.0	25.5	10.7
Torfaen	33.1	43.6	23.3	-4.0	9.3	28.7
GCA/EAS	38.9	41.2	19.3	19.0	11.3	17.8
Cymru	38.1	33.2	-	-	13.7	13.6

Pa ganran o ddysgwyr ar ddiwedd Cyfnod Allweddol 2 sy'n cyrraedd Lefel 4 o leiaf yn yr asesiad athro yn y Gymraeg?

Cyfnod Allweddol 2 / Key Stage 2

Lefel 4

ALI/LA	2017 Cymraeg	2018 Cymraeg	FSM Gap 17	FSM Gap 18	Rhyw Gap 17	Rhyw Gap 18
BG	88.6	96.7	15.3	-3.4	-13.5	-7.1
Caerffili	94.7	93.8	10.0	9.1	-5.6	-6.3
Mynwy	86.8	96.1	38.9	22.9	-20.5	-8.0
Casnewydd	90.1	97.3	25.6	18.5	-8.7	-1.2
Torfaen	88.9	92.2	14.1	18.9	-14.5	-5.9
GCA/EAS	92.3	94.3	13.6	13.1	-8.5	-5.9
Cymru	91.6	89.7	-	-	-6.0	-6.5

Lefel 5+

ALI/LA	2017 Cymraeg	2018 Cymraeg	FSM Gap 17	FSM Gap 18	Rhyw Gap 17	Rhyw Gap 18
BG	17.1	26.7	-8.9	27.6	-20.1	3.6
Caerffili	40.5	41.0	24.8	32.8	-22.7	-13.4
Mynwy	44.7	47.1	47.2	23.9	-1.7	-37.4
Casnewydd	49.3	60.3	3.8	21.8	-11.0	-2.7
Torfaen	39.5	43.7	9.5	17.1	-10.9	-18.4
GCA/EAS	40.3	43.5	17.6	27.7	-18.2	-14.7
Cymru	41.5	40.4	-	-	-17.3	-14.3

Cyfnod Allweddol 2 / Key Stage 2

Sgiliau / Skills

ALI / LA	Llafaredd/Oracy		Darllen/Reading		Ysgri./Writing	
	2017	2018	2017	2018	2017	2018
BG	85.7	93.3	77.1	86.7	68.6	90.0
Caerffili	94.7	95.5	95.0	92.7	92.8	89.0
Mynwy	89.5	94.1	92.1	96.1	65.8	88.2
Casnewydd	95.8	97.3	90.1	97.3	90.1	91.8
Torfaen	88.9	95.1	88.9	90.3	79.0	86.4
GCA	93.0	95.4	92.1	92.8	87.0	88.9
Cymru	92.3	90.8	90.8	88.9	86.8	84.9

ALI / LA	Llafaredd/Oracy		Darllen/Reading		Ysgri./Writing	
	2017	2018	2017	2018	2017	2018
BG	34.3	40.0	14.3	20.0	8.6	20.0
Caerffili	41.1	43.2	41.4	44.4	35.5	34.2
Mynwy	47.4	51.0	47.4	51.0	23.7	35.3
Casnewydd	49.3	64.4	50.7	60.3	35.2	43.8
Torfaen	40.7	45.6	39.5	48.5	27.2	24.3
GCA	42.1	46.6	41.0	46.3	31.7	33.1
Cymru	43.6	42.5	42.5	42.5	33.6	31.6

Pa ganran o ddysgwyr ar ddiwedd Cyfnod Allweddol 3 sy'n cyrraedd Lefel 5 o leiaf yn yr asesiad athro yn y Gymraeg?

Cyfnod Allweddol 3 / Key Stage 3

Lefel 5

ALI/LA	2017	2018	FSM	FSM	Rhyw	Rhyw
	Cymraeg	Cymraeg	Gap 17	Gap 18	Gap 17	Gap 18

BG	-	-	-	-	-	-
Caerffili	86.6	94.4	22.9	13.7	11.6	3.6
Mynwy	-	-	-	-	-	-
Casnewydd	-	-	-	-	-	-
Torfaen	89.9	94.0	10.0	8.0	15.7	7.9
GCA/EAS	88.0	94.3	16.7	12.0	13.4	5.1
Cymru	93.5	93.8			4.8	5.6

Lefel 6+

ALI/LA	2017	2018	FSM	FSM	Rhyw	Rhyw
	Cymraeg	Cymraeg	Gap 17	Gap 18	Gap 17	Gap 18
BG	-	-	-	-	-	-
Caerffili	54.7	67.9	36.1	26.2	16.9	20.3
Mynwy	-	-	-	-	-	-
Casnewydd	-	-	-	-	-	-
Torfaen	54.2	64.9	29.2	34.9	26.1	22.1
GCA/EAS	54.5	66.8	32.9	28.3	20.7	20.9
Cymru	62.9	63.8			19.1	20.3

CA3 / KS3

Sgiliau / Skills

ALI / LA	Llafaredd/Oracy		Darllen/Reading		Ysgri./Writing	
	2017	2018	2017	2018	2017	2018
BG	-	-	-	-	-	-
Caerffili	84.5	93.1	87.9	89.8	77.2	92.1

Mynwy	-	-	-	-	-	-
Casnewydd	-	-	-	-	-	-
Torfaen	89.3	91.7	89.9	92.9	88.1	89.9
GCA	86.5	92.6	88.8	90.9	81.8	91.3
Cymru	93.8	94.2	92.2	92.8	88.2	89.2

ALI / LA	Llafaredd/Oracy		Darllen/Reading		Ysgri./Writing	
L6	2017	2018	2017	2018	2017	2018
BG	-	-	-	-	-	-
Caerffili	52.6	67.9	59.1	67.9	39.2	60.3
Mynwy	-	-	-	-	-	-
Casnewydd	-	-	-	-	-	-
Torfaen	53.0	62.5	51.8	62.5	53.0	60.7
GCA	52.8	66.0	56.0	66.0	45.0	60.5
Cymru	65.4	64.6	61.9	63.3	51.2	55.6

Pa ganran o ddysgwyr ar ddiwedd Cyfnod Allweddol 4 sy'n cyflawni graddau A*-C mewn TGAU Cymraeg Iaith Gyntaf?

Cyfnod Allweddol 4 / Key Stage 4

ALI / LA	GCSE A*-C Cymraeg Language		
	Canlyniad Terfynol SSSP 2017	Diwrnod Canlyniadau 2018	Targed
-	-	-	-
Caerffili	66.2	70.0	73.7
-	-	-	-

-	-	-	-
Torfaen	73.6	68.8	79.0
GCA / EAS	68.9	69.5	75.8
Cymru	74.2	74.0	

Gwella darpariaeth a safonau Cymraeg Ail iaith

Pan ganran o ddysgwyr ar ddiwedd Cyfnod Allweddol 2 sy'n cyrraedd Lefel 4 o leiaf yn yr asesiad athro o Gymraeg Ail iaith?

Data Rhanbarthol / Regional Data - Ail iaith / Welsh 2nd Language

CA2/KS2: Lefel 4

ALI/LA	L4 2017 CAI	L4 2018 CAI	FSM Gap 17	FSM Gap 18	Rhyw Gap 17	Rhyw Gap 18
BG	85.0	84.0	10.4	16.8	-15.4	-10.0
Caerffili	84.4	85.9	22.3	17.9	-6.8	-9.7
Mynwy	88.4	90.9	7.0	13.3	-6.5	-3.2
Casnewydd	86.3	87.7	18.1	11.2	-9.5	-7.0
Torfaen	85.1	89.9	24.1	16.1	-12.8	-7.2
GCA	85.7	87.6	18.6	15.5	-9.5	-7.5
Cymru	80.9	81.3	-	-	-9.4	-10.4

CA2/KS2:Lefel 5+

ALI/LA	2017 CAI	2018 CAI	FSM Gap 17	FSM Gap 18	Rhyw Gap 17	Rhyw Gap 18
BG	27.8	34.5	16.4	14.2	-23.7	-23.2
Caerffili	33.9	35.5	23.1	23.8	-17.5	-16.9

Mynwy	38.5	42.3	23.2	26.0	-17.8	-13.5
Casnewydd	38.9	38.0	26.1	21.3	-14.3	-11.7
Torfaen	28.8	35.1	21.4	16.6	-13.3	-14.3
GCA	34.3	37.0	22.9	21.2	-16.6	-15.1
Cymru	26.3	27.7	-	-	-12.6	-12.8

CA2 / KS2: Sgiliau / Skills

ALI / LA	Llafaredd/Oracy		Darllen/Reading		Ysgri./Writing	
	2017	2018	2017	2018	2017	2018
BG	85.0	84.0	77.6	81.3	74.5	75.8
Caerffili	84.4	86.0	80.1	81.8	76.1	78.7
Mynwy	88.4	90.9	84.6	86.0	81.1	82.5
Casnewydd	86.3	87.7	81.8	82.7	79.0	79.7
Torfaen	85.1	89.9	77.7	85.8	76.6	82.3
GCA	85.7	87.6	80.5	83.3	77.5	79.8
Cymru	-	-	-	-	-	-

ALI / LA	Llafaredd/Oracy		Darllen/Reading		Ysgri./Writing	
	2017	2018	2017	2018	2017	2018
BG	27.8	34.5	22.4	29.4	20.8	22.9
Caerffili	33.9	35.5	28.4	32.5	24.9	27.5
Mynwy	38.5	42.3	30.5	35.3	29.8	30.2
Casnewydd	38.9	38.0	30.0	27.7	26.9	25.5
Torfaen	28.8	35.1	22.7	29.1	20.2	27.7
GCA	34.3	37.0	27.4	30.6	24.8	26.8

Cymru	-	-	-	-	-	-
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Pa ganran o ddysgwyr ar ddiwedd Cyfnod Allweddol 3 sy'n cyrraedd Lefel 5 o leiaf yn yr asesiad athro o Gymraeg Ail Iaith?

CA3 / KS3: Lefel 5

Sir	L5 2017 CAI	L5 2018 CAI	FSM Gap 17	FSM Gap 18	Rhyw Gap 17	Rhyw Gap 18
BG	79.6	87.5	17.1	8.8	11.9	12.1
Caerffili	83.4	86.3	22.7	18.6	13.1	14.0
Mynwy	88.8	90.2	20.5	20.4	6.6	8.5
Casnewydd	83.4	87.5	24.3	14.9	13.4	10.7
Torfaen	86.1	88.1	17.3	12.3	11.0	7.9
GCA	84.2	87.6	21.9	15.7	11.9	11.1
Cymru	83.8	84.6	-	-	12.0	11.9

CA2 / KS3 :Lefel 6+

Sir	L6 2017 CAI	L6 2018 CAI	FSM Gap 17	FSM Gap 18	Rhyw Gap 17	Rhyw Gap 18
BG	46.1	38.6	22.7	21.4	9.8	20.9
Caerffili	41.8	40.6	29.4	29.7	20.1	21.6
Mynwy	56.1	60.7	44.3	27.4	23.5	16.3
Casnewydd	43.2	52.3	29.5	34.5	18.3	20.4
Torfaen	52.3	45.8	31.0	21.2	24.2	20.7
GCA	46.3	47.0	31.2	29.4	19.9	20.3
Cymru	48.4	49.6	-	-	22.0	20.5

Pa ganran o ddysgwyr ar ddiwedd Cyfnod Allweddol 4 sy'n cyflawni graddau A*-C mewn TGAU Cymraeg Ail Iaith Gwrs Llawn? Pa ganran o ddysgwyr ar ddiwedd Cyfnod Allweddol 4 sy'n cyflawni graddau A*-C mewn TGAU Cymraeg Ail Iaith Cwrs Byr?

Yn aros am ddata CA4 / 5 ar gyfer Cymraeg Ail Iaith.

Ar gael ym mis Rhagfyr 2018

Beth yw eich targedau ar gyfer gwella ym mhob un o'r uchod – naill ai'n flynyddol neu ar ddiwedd cyfnod y cynllun 3-blynedd?

Gosodir targedau ar gyfer gwelliant ym mherfformiad disgyblion gan ysgolion yn seiliedig ar ddata lefelau disgyblion unigol. Caiff y targedau hyn eu hadolygu bob tymor, a'u herio a'u monitro gan Ymgynghorwyr Her y GCA. Defnyddir y rhain bellach gan yr ysgolion yn benodol ar gyfer mesurau perfformiad unigol. Mae LIC bellach yn disgwyl y dylai targedau ysgolion gael eu defnyddio'n unig i gefnogi hunan werthusiad ac na ddylid eu cyfuno â mesur perfformiad awdurdod lleol neu ranbarthol. (Llythyr LIC dyddiedig 25 Hydref 2018).

Cymedroli Clwstwr CA2-3 / 2018

Mae'r GCA yn dilysu'r broses cymedroli clwstwr ar gyfer Cymraeg a Chymraeg Ail Iaith ar ran ALI bob blwyddyn. Mae'r GCA yn dilysu gwahanol bynciau craidd mewn gwahanol ALI bob blwyddyn.

Yn 2017-18 cafwyd presenoldeb ym mhob cyfarfod cymedroli clwstwr ar gyfer Cymraeg Ail Iaith ym Mlaenau Gwent, Sir Fynwy, Casnewydd a Thorfaen.

Dilyswyd y broses gymedroli ar gyfer Cymraeg iaith gyntaf yng Nghaerffili.

Mewn ALI lle'r oedd ymgynghorwyr yn bresennol mewn cyfarfod cymedroli clwstwr, ysgrifennwyd adroddiadau pwrpasol a'u rhannu gyda phob clwstwr unigol. Darparwyd adroddiad cryno y GCA ar gyfer pob Awdurdod Lleol ar y GCA a chanfyddiadau clwstwr, Haf 2018.

Pa ganran o'r cohort sydd wedi'i chofrestru i sefyll (i) TGAU Cymraeg Ail Iaith Cwrs Llawn; (ii) TGAU Cymraeg Ail Iaith Cwrs Byr; a (iii) nad yw wedi'i chofrestru am y naill na'r llall?

Mae hyn bellach mewn cyfnod o newid

Mwy o ddysgwyr â sgiliau uwch yn y Gymraeg

Beth yw cyfanswm cyfredol nifer y disgyblion sydd wedi'u cofrestru i sefyll Lefel A Cymraeg iaith Gyntaf, fel canran o nifer y disgyblion a gofrestrwyd i sefyll TGAU Cymraeg iaith Gyntaf ddwy flynedd yn gynharach?

Beth yw cyfanswm cyfredol nifer y disgyblion sydd wedi'u cofrestru i sefyll Lefel A Cymraeg Ail laith fel canran o nifer y disgyblion a gofrestrwyd i sefyll TGAU Cymraeg Ail laith, Cwrs Llawn a Chwrs Byr, ddwy flynedd yn gynharach?

Deilliant 6: Darpariaeth Anghenion Dysgu Ychwanegol cyfrwng Cymraeg

Dim angen data

Deilliant 7: Cynllunio'r gweithlu a Datblygiad Proffesiynol Parhaus

Dim angen data

Enw'r Cylch Meithrin / Cylch Ti a Fi /lleoliad gofal plant Cyfrwng Cymraeg nas cynhelir	Nifer y plant sy'n trosglwyddo i ysgolion Cyfrwng Cymraeg ym Medi 2014	Canran y disgyblion sy'n trosglwyddo i ysgolion Cyfrwng Cymraeg ym Medi 2014	Nifer y plant sy'n trosglwyddo i ysgolion Cyfrwng Cymraeg ym Medi 2015	Canran y disgyblion sy'n trosglwyddo i ysgolion Cyfrwng Cymraeg ym Medi 2015	Nifer y plant sy'n trosglwyddo i ysgolion Cyfrwng Cymraeg ym Medi 2016	Canran y disgyblion sy'n trosglwyddo i ysgolion Cyfrwng Cymraeg ym Medi 2016	Nifer y plant sy'n trosglwyddo i ysgolion Cyfrwng Cymraeg ym Medi 2017	Canran y disgyblion sy'n trosglwyddo i ysgolion Cyfrwng Cymraeg ym Medi 2017	Nodiadau
Aberbargod 123	9	75%	13	62%	15	71%	24	88.89%	Nid yw'r lleoliad hwn yn cynnig lleoedd Cyfnod Sylfaen na Dechrau'n Deg.
Coed Duon	12	71%	11	69%	7	58%	7	70%	Mae'r lleoliad yn cynnig lleoedd Cyfnod Sylfaen. Wedi'i leoli ar safle uwchradd cyfrwng Saesneg.
Cwm Derwen	14	93%	18	100%	22	96%	12	100%	Mae'r lleoliad yn cynnig lleoedd Cyfnod Sylfaen. Wedi'i leoli ar safle cynradd cyfrwng Cymraeg.
Cwm Gwyddon	36	77%	24	100%	30	81%	20	71.43%	Nid yw'r lleoliad hwn yn cynnig lleoedd Cyfnod Sylfaen na Dechrau'n Deg. Wedi'i leoli ar safle cynradd cyfrwng Cymraeg.
Pewi Sant	3	9%	1	3%	2	5%	3	4.35%	Mae'r lleoliad hwn yn cynnig lleoedd Cyfnod Sylfaen a Dechrau'n Deg. Mae'r Mudiad Meithrin, y Fenter Iaith a'r ALL yn parhau i weithio gyda'r lleoliad hwn i wella safonau'r Gymraeg drwy'r cynllun Croesi'r Bont ac yn fwy diweddar drwy'r cynllun Llwybr i Ddwyieithrwydd. Mae'n ymddangos bod rhieni'n pryderu mwy am gyfleustra nag Addysg cyfrwng Cymraeg mewn ysgol er y gallai hynny newid yn y tymor hir pan ddatblygir yr ysgol yn nes at yr ardal.
Ifor Bach	41	89%	32	100%	50	100%	35	97.22%	Mae'r lleoliad hwn yn cynnig lleoedd Dechrau'n Deg ond nid yw'n cynnig lleoedd Cyfnod Sylfaen. Wedi'i leoli ar safle cynradd cyfrwng Cymraeg
Llanbradach	11	65%	8	58%	14	70%	N/A	N/A	Caeodd y lleoliad hwn ar 24/7/17
Nelson	20	95%	14	88%	20	91%	15	88.24%	Mae'r lleoliad yn cynnig lleoedd Cyfnod Sylfaen ac mae cytundeb ganddynt i ddarparu lleoedd Dechrau'n Deg yn y dyfodol ond nid yw'n gwneud hynny eto. Heb ei leoli ar safle cynradd cyfrwng Cymraeg.
Parc Waunfawr	5	38%	0	0%	0	0%	0	0%	Mae hwn yn dal yn lleoliad rhan amser heb ei gofrestru ac felly nid yw'n cynnig lleoedd Cyfnod Sylfaen na Dechrau'n Deg. Nid yw wedi'i leoli ar safle cynradd cyfrwng Cymraeg
Penalltau	22	100%	22	100%	25	100%			Nid yw'r lleoliad hwn yn cynnig lleoedd Cyfnod Sylfaen na Dechrau'n Deg. Wedi'i leoli ar safle cynradd cyfrwng Cymraeg
Penpedairheol	14	78%	8	62%	1	11%	5	45.45%	Nid yw'r lleoliad hwn yn cynnig lleoedd Cyfnod Sylfaen na Dechrau'n Deg. Rhaid i ddisgyblion deithio i fynd i ysgolion cyfrwng Cymraeg lleol.

Enw'r Cylch Meithrin / Cylch Ti a Fi /lleoliad gofal plant Cyfrwng Cymraeg nas cynhelir	Nifer y plant sy'n trosglwyddo i ysgolion Cyfrwng Cymraeg ym Medi 2014	Canran y disgyblion sy'n trosglwyddo i ysgolion Cyfrwng Cymraeg ym Medi 2014	Nifer y plant sy'n trosglwyddo i ysgolion Cyfrwng Cymraeg ym Medi 2015	Canran y disgyblion sy'n trosglwyddo i ysgolion Cyfrwng Cymraeg ym Medi 2015	Nifer y plant sy'n trosglwyddo i ysgolion Cyfrwng Cymraeg ym Medi 2016	Canran y disgyblion sy'n trosglwyddo i ysgolion Cyfrwng Cymraeg ym Medi 2016	Nifer y plant sy'n trosglwyddo i ysgolion Cyfrwng Cymraeg ym Medi 2017	Canran y disgyblion sy'n trosglwyddo i ysgolion Cyfrwng Cymraeg ym Medi 2017	Nodiadau
									Mae staff y Mudiad Meithrin yn gweithio'n agos gyda staff y Cylch i wella cyfathrebu gyda'r ddwy ysgol fwyaf lleol.
Pontllan-ffraith	6	43%	5	36%	8	44%	8	40%	Mae'r lleoliad hwn yn cynnig lleoedd Cyfnod Sylfaen a Dechrau'n Deg. Y lleoliad yw'r unig ddarpariaeth cyn-ysgol yn yr ardal sy'n bwydo 8 gwahanol ysgol; 4 ysgol Gymraeg a 4 cyfrwng Saesneg. Nid oes cludiant am ddim ar gyfer plant 3 oed i'r ysgol agosaf YGG Trelyn a allai wneud dewisiadau'n fwy o her.
Rhymni	21	81%	24	83%	19	86%	19	86.36%	Mae'r lleoliad hwn yn cynnig lleoedd Dechrau'n Deg ond nid yw'n cynnig lleoedd Cyfnod Sylfaen. Nid yw wedi'i leoli ar safle cynradd cyfrwng Cymraeg
Page 84 Llodi Twt	18	100%	9	100%	10	91%	24	100%	Mae'r lleoliad hwn yn cynnig lleoedd Dechrau'n Deg ond nid yw'n cynnig lleoedd Cyfnod Sylfaen. Wedi'i leoli ar hyn o bryd ar safle cynradd cyfrwng Cymraeg
Tonyfelin	21	91%	27	100%	30	100%	35	94.59%	Mae'r lleoliad hwn yn cynnig lleoedd Cyfnod Sylfaen. Nid yw wedi'i leoli ar safle cynradd cyfrwng Cymraeg. Dyma'r unig Gylch Meithrin yn nhref Caerffili sy'n bwydo 2 ysgol gynradd cyfrwng Cymraeg.
Yr Enfys	15	88%	16	89%	25	86%	12	85.71%	Mae'r lleoliad hwn yn cynnig lleoedd Cyfnod Sylfaen ac mae wedi'i gofrestru i gynnig lleoedd Dechrau'n Deg yn y dyfodol pan fydd wedi cyrraedd y meini prawf cymhwysedd. Wedi'i leoli ar safle cynradd cyfrwng Cymraeg
Caerffili	268	75%	232	76%	278	68%	216	69%	Mae data 2017 yn dangos cynnydd bach mewn cyfraddau trosglwyddo

Atodiad 2 Arolwg Rhieni:

Mae arolwg 2018 ar-lein ar hyn o bryd a'r dyddiad cau ar gyfer ymateb yw 21 Rhagfyr 2018. Caiff ei ddadansoddi a'i ddiweddarau yn y rhan hon yn ystod Gwanwyn 2019.

Arolwg Cyn-Ysgol 2014/2015 Dadansoddiad o'r Ymatebion i Arolwg 1 Medi 2014 - 31 Awst 2015

Crynodeb

Rhwng 2004 a 2013 cynhaliwyd deg arolwg gan Gyngor Bwrdeistref Sirol Caerffili. Pwrpas yr arolygon oedd casglu gwybodaeth am leoedd ysgol a ddewiswyd gan rieni i 20,614 o fabanod a aned rhwng 1 Medi 2004 a 31 Awst 2014 (100% o gyfanswm y genedigaethau yn y cyfnod hwn). Bwriad yr arolygon oedd asesu lefelau cymharol y galw am addysg cyfrwng Cymraeg, Saesneg neu Ffydd.

Dull

Ar gyfer arolwg 2014/15 rhoddwyd gwybodaeth am fabanod a aned rhwng 1 Medi 2014 a 31 Awst 2015 gan Fwrdd Iechyd Aneurin Bevan. Roedd yr wybodaeth a roddwyd yn cynnwys enw'r babi, dyddiad geni, cyfeiriad a chod post. Defnyddiwyd y codau post i allu mapio'r dalgylch.

Lluniwyd holiadur a llythyr pennawd i gyd-fynd ag ef, oedd yn rhoi gwybodaeth am yr arolwg. Anfonwyd yr holiadur a'r llythyr yn Saesneg ac yn Gymraeg at y ddau Riant / Warcheidwad. Er mwyn annog ymateb, rhoddwyd amlen Rhadbost i'w ddychwelyd. Roedd y llythyr yn cyfeirio ar y Llyfryn Dechrau Ysgol sy'n disgrifio'r ddarpariaeth addysg ym Mwrdeistref Sirol Caerffili, a baratowyd gan yr Awdurdod Lleol.

Roedd dwy ran i'r holiadur

Rhan A. Gwybodaeth am y Plentyn – gofynnwyd am nifer y plant o dan 2 oed ar 31 Awst 2015, dyddiad(au) geni y plentyn/plant a chod post y cartref.

Rhan B. Ysgol ddewisol - roedd hon yn gwahodd y rhiant i ddewis ysgol o restr o holl ysgolion Bwrdeistref Sirol Caerffili. Roedd y rhan hon hefyd yn cynnwys tri chwestiwn pellach yn gofyn a fyddent wedi dewis ysgol Gymraeg os byddai un ar gael o fewn 2 filltir i'r cartref, dros 2 filltir i'w cartref a'r uchafswm pellter i deithio i'r ysgol

Anfonwyd cyfanswm o 2037 o holiaduron. Rhoddwyd mis i rieni ymateb.

Ymatebion

Tabl 1 – mae'n dangos y gyfradd ymateb gyffredinol i'r holiadur

Tabl 1: Cyfradd Ymateb

Nifer a anfonwyd	2037
Nifer a ddychwelwyd	518
Canran ymateb	25.4%

Mae'r gyfradd ymateb gyffredinol o 25.4% yn dda i arolwg drwy'r post, er 4.6% yn is na'r arolwg blaenorol. Ni chysylltwyd â'r rhai na wnaeth ymateb oherwydd cyfyngiadau amser a chost.

Tabl 2: Dewis Cyfrwng Iaith

Gofynnwyd i rieni ddewis eu hysgol. Mae Tabl 2 yn crynhoi'r dewisiadau o ran cyfrwng iaith. O'r 406 a ddewisodd ddarpariaeth cyfrwng Saesneg, dewisodd 6 o'r rhain ysgol ffydd.

Dewis	Cyfanswm	Canran
Ysgol Gymraeg yn y dalgyllch	82	15.8%
Ysgol Gymraeg y tu allan i'r dalgyllch	30	5.8%
Ysgol Saesneg yn y dalgyllch	276	53.3%
Ysgol Saesneg y tu allan i'r dalgyllch	124	23.9%
Ysgol Ffydd	6	1.2%
Cyfanswm	518	100.0%
Ysgol cyfrwng Cymraeg	112	21.6%
Ysgol cyfrwng Saesneg	400	77.2%
Ysgol Ffydd	6	1.2%
Cyfanswm	518	100.0%

Tablau 3a, 3b a 3c: Dewis Cyfrwng Iaith yn Seiliedig ar Bellter i'r Ysgol

Gofynnwyd i rieni a fyddent wedi dewis ysgol cyfrwng Cymraeg yn seiliedig ar y pellter o'u cartref. Dangosir y canlyniadau isod.

Tabl 3a: Dadansoddiad o'r rhai a fyddai'n dewis ysgol cyfrwng Cymraeg pe bai un ar gael o fewn 2 filltir i'w cartref.

Atebodd 536 alla o 541 o ymatebwyr y cwestiwn hwn (99.1%)

Dewis	Tebygol iawn	Tebygol	Eithaf tebygol	Eithaf annhebygol	Annhebygol	Annhebygol iawn	Cyfanswm
Cymraeg	109	7	5	0	0	0	121
Saesneg	26	25	21	38	75	224	409
Ffydd	0	0	1	1	2	2	6
Cyfanswm	135	32	27	39	77	226	536
Cymraeg	90.1%	5.8%	4.1%	0.0%	0.0%	0.0%	100.0%
Saesneg	6.4%	6.1%	5.1%	9.3%	18.3%	54.8%	100.0%
Ffydd	0.0%	0.0%	16.7%	16.7%	33.3%	33.3%	100.0%
Cyfanswm	25.2%	5.9%	5.0%	7.3%	14.4%	42.2%	100.0%

Fel y disgwyliid, byddai mwyafrif y rhai sy'n dewis ysgol cyfrwng Cymraeg wedi dewis un pe bai ar gael o fewn 2 filltir i'w cartref. Fodd bynnag, ni fyddai mwyafrif (73.1%) y rhai sy'n dewis ysgol cyfrwng Saesneg wedi dewis cyfrwng Cymraeg hyd yn oed pe bai ysgol Gymraeg o fewn 2 filltir i ffwrdd.

Tabl 3b: Dadansoddiad o'r rhai a fyddai'n dewis ysgol cyfrwng Cymraeg pe bai un ar gael fwy na 2 filltir o'u cartref.

Atebodd 519 allan o 541 o ymatebwyr y cwestiwn hwn (95.9%)

Dewis	Tebygol iawn	Tebygol	Eithaf tebygol	Eithaf annhebygol	Annhebygol	Annhebygol iawn	Cyfanswm
Cymraeg	76	12	11	9	10	3	121
Saesneg	17	6	16	34	74	266	413
Ffydd	0	0	1	0	2	3	6
Cyfanswm	93	18	28	43	86	272	540
Cymraeg	62.8%	9.9%	9.1%	7.4%	8.3%	2.5%	100.0%
Saesneg	4.1%	1.5%	3.9%	8.2%	17.9%	64.4%	100.0%
Ffydd	0.0%	0.0%	16.7%	0.0%	33.3%	50.0%	100.0%
Cyfanswm	17.2%	3.3%	5.2%	8.0%	15.9%	50.4%	100.0%

Byddai dros 81% o'r rhai sy'n dewis ysgol cyfrwng Cymraeg yn dal i ddewis y cyfrwng hwn hyd yn oed pe bai'r ysgol yn fwy na 2 filltir i ffwrdd. Byddai dros 90% o'r rhai sy'n dewis ysgol cyfrwng Saesneg yn cadw at y dewis hwn pe bai ysgol cyfrwng Cymraeg yn fwy na 2 filltir i ffwrdd.

Tabl 3c: Dadansoddiad o uchafswm pellter teithio i'r ysgol yn ôl y cyfrwng dewisol.

Atebodd 519 allan o 541 o ymatebwyr y cwestiwn hwn (95.9%)

Dewis	Llai na 10 munud	Rhwng 10 munud ac 20 munud	Rhwng 20 munud ac 30 munud	Rhwng 30 munud ac 45 munud	Rhwng 45 munud a 50 munud	Mwy na 60 munud	Cyfanswm
Cymraeg	31	69	17	4	0	0	121
Saesneg	145	215	29	4	0	0	393
Ffydd	1	2	2	0	0	0	5
Cyfanswm	177	286	48	8	0	0	519
Cymraeg	25.6%	57.0%	14.1%	3.3%	0.0%	0.0%	100.0%
Saesneg	36.9%	54.7%	7.4%	1.0%	0.0%	0.0%	100.0%
Ffydd	20.0%	40.0%	40.0%	0.0%	0.0%	0.0%	100.0%
Cyfanswm	34.1%	55.1%	9.2%	1.6%	0.0%	0.0%	100.0%

Byddai 96.7% o'r rhai sy'n dewis ysgolion cyfrwng Cymraeg yn fodlon teithio hyd at 30 munud i'r ysgol, tra byddai 99.0% o'r rhai sy'n dewis ysgolion cyfrwng Saesneg yn teithio hyd at 30 munud (felly dim gwahaniaeth gwirioneddol). Fodd bynnag, mae'r ganran sy'n fodlon teithio 20-30 munud i'r ysgol yn uwch ar gyfer cyfrwng Cymraeg na chyfrwng Saesneg (14.1% o'i gymharu â 7.4%), felly ar gyfartaledd mae rhieni'n fodlon teithio ychydig pellach i gael ysgol Gymraeg. Dim ond 1.6% o'r rhai wnaeth ymateb i'r cwestiwn hwn fyddai'n fodlon teithio dros 30 munud.

Caerphilly Welsh in Education Strategic Plan 2017-2020

Background for Caerphilly – the story behind the baseline

There has been a significant increase in Welsh medium provision within CCBC since its inception in 1996.

Pupil numbers in Primary schools have increased by over 60% to a current level in excess of 2900. During this 20 year period, 3 additional schools were established, with 7 of the 8 original schools either being replaced or receiving adaptations / extensions to increase capacity.

The pupil numbers at Ysgol Gyfun Cwm Rhymni (YGCRh) have increased by circa 75% from 900 to 1600 pupils. The school moved to a new site in 2002 and further developed onto a 2nd site (Y Gwyndy) in 2013. The present capacity of both sites in combination is 2,348 which is expected to be reached around 2025.

The Council's commitment to Welsh medium education development is evidenced above and continues to be a priority as evidenced in Band A of the Welsh Government's 21st Century Schools programme.

1. Vision:

This plan is aspirational but clearly depends on Welsh Government funding to deliver the First Minister's programme for Government 2016-2021 Taking Wales Forward, working towards one million people speaking the Welsh language by 2050. Funding will enable delivery towards the aspirations for the Wellbeing of Future Generations Act for a vibrant culture and thriving Welsh language, and the The Welsh Language (Wales) Measure 2011 from which we must now comply with a set of national Welsh Language Standards. One of the key standards is a requirement to develop a 5 year Welsh language strategy, with the aim of increasing the number of Welsh speakers and which will enable us to facilitate the use of the Welsh Language within the county borough.

Our aim is to secure equality of access by promoting and supporting the development of inclusive education and giving a commitment to providing the best possible quality of education and services within available resources.

We will work strategically together as a region with South East Wales Education Achievement Service to equip schools and education providers across age ranges and linguistic sectors with the capacity and sustainability to increase standards in Welsh and promote the use of the Welsh language within families, communities and workplaces.

We will aim to stimulate and provide local, accessible, sustainable, community-focused provision to meet the growing demand for Welsh medium education.

Objectives:

By 2020 we will:

- Improve standards of attainment particularly in Key Stage 4 at the Level 2+ threshold
- Raise levels of attendance
- Reduce the impact of poverty on children and young people
- Continue to proactively promote early years provision to stimulate parental demand
- Increase the number of children accessing Welsh medium education, in line with parental

demand identified in surveys, equating to 18% in primary by 2018 (an increase from 9.19% in 1996) and 20% in secondary by 2023 (an increase from 7.30% in 1996).

- Proactively manage Welsh medium places to ensure excess surplus places are minimised.
- Work with 21st Century Schools team in Welsh Government to identify funding in Band B of 21st Century Schools programme, for the development of sufficient Welsh medium places in areas where they are coming under pressure, in particular Bedwas Trethomas Machen area, and the Islwyn East area.

Statement of links to wider strategies:

Multi agency working is at the heart of the way forward to ensure all learners regardless of their socio-economic background, have equal chances of achieving high expectations.

'Rewriting the Future' places an emphasis on local authority, consortia and schools to work with multi agency partners across the four key themes: family and community engagement; early years (0-7); quality learning and teaching; expectations and aspirations. This has been given high priority as an Improvement Objective across the Education Directorate.

YGCRh is a Professional Learning Pioneer School and as such has a duty to ensure that all practitioners can experience effective professional learning, enabling continual development, improve their leadership, their understanding of practical pedagogy and in particular to support the development of the new curriculum.

Wellbeing of Future Generations Act places a duty on public services to deliver a Wellbeing Assessment by March 2017 and a Wellbeing Plan for Caerphilly borough by March 2018. Although in its draft stages, public consultation has emphasised the importance of quality education for all and underpinning all seven wellbeing goals. The importance of improving standards and enabling transition to positive education, training and employment opportunities is seen as a common theme to improving the wellbeing of future generations. In addition there are very strong connections from this plan to the sections for A More Equal Caerphilly, regarding improving opportunities in socio-economic communities, A More Prosperous Caerphilly and A Caerphilly of Vibrant Culture and Thriving Welsh Language.

In order to contribute to the Welsh Government target of one million Welsh speakers by 2050, there is significant importance in improving provision in Welsh medium childcare and education, as well as working in partnership with community based groups or organisations to continue the use of conversational Welsh socially or in the workplace following the end of formal education. Without the continued use of Welsh there is a risk young people from English speaking households may lose confidence in their Welsh language skills.

Caerphilly WESP Local Forum meets termly with the main purpose to:

- Monitor the objectives and partner operational plans towards meeting the objectives in the Caerphilly WESP
- Provide updates in relation to objectives within their organisational remit
- Progress collaboration and partnership opportunities as they arise to increase the Welsh medium provision and opportunities available in Caerphilly
- Share best practice and innovation
- Contribute to the regional WESP forum

2. Transport

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.

Caerphilly complies with the requirements of the Learner Travel Measure (Wales) 2008 through providing transport to Welsh medium schools for pupils of statutory school age in accordance with our individual transport policy. Caerphilly's transport policy is more generous than the legislative requirement by providing transport to the 'relevant' school (i.e. catchment or nearest school) of 1.5 miles primary and 2 miles secondary. Post-16 transport is also provided to students in schools and colleges at a nil cost basis to students and parents / guardians.

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

The current position relating to the number of seven year olds taught through the medium of Welsh and our targets for the next three years which is circa 20% annually. The numbers taught through the medium of Welsh are projections based on our current intake of 3 year olds into Foundation Phase. With the development of Cylchoedd Meithrin and increasing parental awareness we anticipate the number entering Foundation Phase will rise but that will not impact the number of seven year olds being taught through the medium of Welsh until the implementation of the next planning cycle.

Current Position	2017/2018	2018/2019	2019/2020
384	371	374	391

Our five objectives to achieving this outcome are:

1. Development of provision within Band B of the 21st century schools programme to address increasing capacity needs in the identified areas (related to action 6.3 in the CCBC 5 year Welsh Language Strategy).
2. Develop a regional approach to increasing provision across early years and in so doing stimulate demand. This will include working with Mudiad Meithrin Officers to improve transition rates in Cylchoedd Meithrin with a transition rate below 75%
3. Work regionally with a wide range of stakeholders to develop sufficient and increased provision in Welsh medium to meet the needs of working parents for the Childcare Offer by 2020/2021 (related to action 6.3 in the CCBC 5 year Welsh Language Strategy).
4. Conduct an annual parental demand survey and incorporate the results in planning for schools spaces.
5. Work regionally to strategically plan for creation of increased provision including development of information materials for families for example, exploring development of a booklet for parents through the Cronfa Glyndwr grant.

There are presently 11 Welsh medium Primary schools across the County Borough with a combined capacity of approaching 3000 places. YGCRh is presently located over 2 sites (Gellihaf and Y Gwyndy) with a combined capacity of 2,348.

Council agreed its 1st priority scheme within Band A of the Welsh Government's 21st Century Schools programme as a £20 million investment at Y Gwyndy site. The investment comprised a new replacement YGG Caerffili to accommodate circa 450 pupils plus a 900 place secondary provision as a 2nd site for YGCRh. In addition, the former YGG Caerffili school building was

developed as a pre-school Welsh Medium early years facility resulting in a 0-19 campus. The site has also benefitted from improved outdoor play areas, including a full sized 3G pitch.

The Education capital programme has been used to further develop places in recent years, supplemented by s106 planning gain monies. This section 106 funding has enabled increased capacity through additional classrooms being added to existing school sites. We will continue to work with colleagues across the local authority to maximise the use of section 106 funding.

As regards Primary schools, the most significant surplus places are in the mid and upper Rhymney Valley area. Demand is presently near to full capacity in the Caerphilly basin and Islwyn East areas which have been considered for investment as part of the Council's Band B (2019-2024) 21st Century Schools bid. The demand for Welsh Medium Education has been on the increase since the formation of CCBC and particularly so in recent years. The percentage of pupils in Welsh Medium Schools is as follows: Primary Sector: 1997 (8.9%), 2007 (12.1%), 2010 (14.4%), 2016 (16.8%). Secondary Sector: 1997 (6.9%), 2007 (9.0%), 2010 (10.6%), 2016 (12.3%). The Band B programme will continue to support a thriving Welsh Language provision within Caerphilly by ensuring the development of sufficient Welsh medium places in areas where they are coming under pressure, as identified in the Authorities 2017 - 2020 WESP. Development under the Band B recognises the need to increase Welsh medium provision and proposals include potential for development of childcare provision on the sites of all proposals, but will be dependant on successfully securing the funding from Welsh Government in both 21st Century Schools bid and subsequent bids for the Childcare Offer capital programme.

The Welsh medium education assessment in accordance with 2013 regulations was conducted in 2015, and is attached in the Annex 2. This will be repeated in 2018 in accordance with the 3 year cycle requirement. A parental demand survey is also undertaken annually. These are the basis for all trend future projections of demand and provide evidence of need for additional places and location in the borough. Previously the parental surveys have influenced the language provision of new build schools, for example, Ysgol Penalltau was opened as a Welsh medium primary school to meet the increasing demand and local area need for Welsh medium provision.

The full Childcare Sufficiency Assessment is being undertaken in 2016 with a view to submit to Welsh Government and publish in March 2017. The parental surveys will reflect demand for childcare and language of provision and will form the basis of the annual Childcare Action Plan for developing new provision and sustaining or expanding existing provision. We anticipate an increase in the number of childcare places required during the duration of this WESP 2017-2020 across the sector to support the universal 3 and 4 year old childcare offer for working parents.

Community Planning Area	Cylchoedd Meithrin including unregistered Cylch	Cylch Meithrin and maintained settings offering Flying Start	Cylch Meithrin offering Early Years Education	Wraparound	After School Club	Breakfast Club	Holiday provision	Ti A Fi	11-14 provision	% over 3's having some use of Welsh according to Menter Iaith report 2016
Caerphilly Basin	3	2	1	3	3	1	2	2	1	13.21%

Lower Sirhowy Valley	3	1	1	3	1	0	0	1	0	10.08%
Mid Valleys West	3	2	2	2	2	0	1	2	0	12.04%
Mid Valleys East	3	1	3	1	2	1	0	2	1	10.36%
Upper Rhymney Valley	3	2	0	2	0	0	0	0	0	9.6%

2 Cylchoedd Meithrin offer placements for Supported and Assisted Places, which is a scheme to support children with developmental delays living outside Flying Start areas to access time limited childcare provision to support their development.

In addition there are 6 Welsh speaking childminders, and 3 day nurseries who have registered with CSSIW as bilingual.

Menter Iaith Caerffili works in partnership with local authority officers and Mudiad Meithrin to support Cylchoedd Meithrin and childcare settings to improve Welsh language delivery across the borough. Current contract arrangements are in place until March 31st 2017 with an option for a further extension until March 31st 2018.

Road to Bilingualism is a quality assurance scheme to support the development of Welsh language in English medium settings and supporting Welsh medium settings where there are practitioners who are Welsh learners. Currently there are 6 day nurseries, 3 childminders, 6 playgroups, 7 maintained Flying Start settings, and 6 settings waiting to start.

All parents receive information on Welsh medium education from *Caerphilly Starting School booklet* which is distributed with school application forms as well as available on the Caerphilly CBC website. Parents are able to access information on Welsh medium childcare and Early Years Education provision through Family Information Services (related to action 1.2 in the CCBC 5 year Welsh Language Strategy).

Working with parents at the earliest opportunity enables parents to make informed choices of the language of provision their children will attend. Parent Network, Menter Iaith Caerffili through the Voices programme and Cymraeg i Blant will work together to promote information for parents, and raise awareness with frontline staff of the benefits of bilingualism (related to action 1.1&1.3 in the CCBC 5 year Welsh Language Strategy).

Cymraeg I Blant is a new project managed by Mudiad Meithrin and funded by Welsh Government that focuses on increasing the number of nursery age children that are able to speak Welsh. It shares information, advice and support to parents on the benefits of being bilingual, the importance of introducing Welsh to children as early as possible and the advantages of Welsh medium childcare and education.

The local Cymraeg I Blant officer runs weekly bilingual baby massage, baby yoga and Welsh rhymetime sessions for parents and young children across the county working alongside the local Midwifery and Health Visiting teams to ensure that parents receive these key early messages during the ante-natal and post-natal period and are made aware of the bilingual pathway available for their child.

In addition parents are signposted to Mudiad Meithrin's Ti & Fi groups and to the 'Cylchoedd Meithrin' the Welsh medium playgroups as well as receiving information about regular family events that are held in partnership with the Mentrau Iaith and other local early years partners.

Cymraeg I Blant / Cymraeg For Kids aims to contribute towards the Welsh Government's target of achieving a million Welsh speakers by 2050.

Cychwyngorau/ Beststart is a Mudiad Meithrin campaign to promote the advantages of Welsh medium education.

Mudiad Meithrin's Support Officers (Swyddogion Cefnogi) provide support and resources for Cylch Meithrin staff to promote the benefits of Welsh medium education to the parents of the children attending. Cylchoedd Meithrin where the transition rates are less than 50% are targeted as part of the Cychwyn Gorau initiative which forms part of our targets which are reported to the Welsh Language Education Unit.

The intention of the next planning cycle for the Regional Welsh in Education Forum is to have four task and finish groups to take forward significant work programmes. One sub group is focussed on developments within Early Years (related to the CCBC 5 year Welsh Language Strategy). This sub group will have relevant officers from each local authority in Gwent, Mudiad Meithrin and the three Menter Iaith organisations in the region, as well as representation from RhAG or other organisations at relevant pertinent meetings. Initial focus areas will include

- Increasing the number of Welsh medium childcare places across the region including the development of new provision as well as expanding existing provision through change in premises or additional services offered.
- Training and staff recruitment and improving Welsh language skills across the region to develop consistency in language usage by childcare setting staff to promote language acquisition, including linking with the feeder primary school for consistency in language usage and supporting positive transition.
- Sustainability and business support to ensure all childcare has a robust business plan to ensure it is maintained and able to increase over the course of this plan. This focus will also look at how childcare settings are able to receive funded places through the Childcare Offer, Flying Start and Early Years Education to maximise any funding received as well as provide a wider service to fee paying parents and delivering a community provision.
- Improving transition rates between Cylchoedd and Primary Schools.

The Childcare Offer will require significant additional childcare places and location may be critical to their sustainability so this group will link through the Regional WEF to ensure the sub group looking at planning school places is linked in development work with the early years group developing childcare provision. Caerphilly has included this development of buildings within its 21st Century Schools Band B proposals, subject to securing the Childcare Offer capital funding. The bids will be submitted once opened for the Childcare Offer capital programme, anticipated in 2018-2021.

Within Caerphilly our population while transient between community areas is reasonably static for movement into / out of the borough, and as such parents are encouraged to make their decisions for education provision in the early years, reducing the demand for a latecomers policy. However, development of a Latecomers policy is has been discussed for potential local and regional development under Regional Welsh Education Forum sub group for planning places and promoting demand.

Updates December 2017

Band B 21st Century Schools proposals.

The proposals have been agreed in principle by Welsh Government, subject to business case. A cross-party working group of members have also reviewed the proposals. A report will now be discussed at Corporate Management Team in January before final proposals are presented to Council Members.

Early Years

The Local Authority Early Years Officers meet regularly with Mudiad Meithrin officers to discuss locally based settings and to ensure a consistent approach is used to support any issues that arise. One Cylch Meithrin has closed in the Llanbradach area because of sustainability issues. We will be working closely with officers in the Mudiad Meithrin to develop new provision in areas identified in the CSA 2017, namely the Bedwas Trethomas and Machen areas in addition to registration of existing provision in the Crosskeys area.

The Childcare Offer for Wales has been implemented from September 2017. To date 83 childcare providers have signed up to the Funding Agreement from both Welsh and English medium settings. 96 applications have received to the middle of November for the Autumn term and 20 applications for Spring 2018. The success of processes for initial implementation has meant an extension to a further 2 areas of the borough so that working parents of 3-4 year olds in part time Foundation Phase from 3/5 of the borough will now benefit with the childcare support. The focus is now on developing sufficient holiday and wraparound places in both Welsh and English medium childcare settings.

Early Years team are working closely with Mudiad Meithrin and Menter Iaith colleagues to increase and sustain the numbers of Welsh medium places available for the Childcare Offer for Wales in both pilot areas and expansion areas. This will include developing both new provision places and expanding additional places in existing provision, as well as including working with Welsh medium schools so that eligible children can access the provision either on site or locally. The 21st Century Schools Band B proposal is ambitious and includes working in conjunction with the Childcare Offer capital funding to develop childcare on or near school sites where possible for consistency for parents and children and long term security of venue for childcare providers. We are working with our colleagues in neighbouring authorities to ensure that cross border childcare providers are also included in the offer.

Mudiad Meithrin

Gŵyl Feithrin – parents / carers of children in Cylchoedd Meithrin and Ti a Fi in the South East were invited to the Mudiad Meithrin annual event at St Fagans. An opportunity for parents and children to be part of a Welsh event outside the Cylch Meithrin.

Mudiad Meithrin is already working on improving transition but there are some factors beyond our ability to intervene, e.g. transportation, geographical properties, cost of pre-school transport.

Mudiad Meithrin and Cylchoedd Meithrin staff discuss with parents the benefits of being bilingual in:

- Cylchoedd Meithrin Christmas concerts (Welsh School Head teachers invited to come along)
- Ti a Fi circles when distributing information packs
- Menter Iaith events
- Christmas Fair
- Coffee mornings
- Welsh for Children sessions

Croes l'r Bont - the Mudiad Meithrin pilot in the South East. Cylch Meithrin Dewi Sant and Cylch Meithrin Coed Duon are taking part,

- Introduce language patterns for the staff and children of the Cylch
- Foster a close relationship with the local Welsh School, agree a specific language

Updates December 2018

Band B 21st century schools

The Authority are currently preparing a financial plan for Council to consider which will outline the funding proposals for the Authority's contribution to the 21st Century Band B project.

Subject to member approval of the funding mechanism this will be followed early in the Spring term with a project plan for the full Band B programme for members to consider.

It is hoped that the submission of the first business cases will quickly follow the commencement of the WG programme of April 2019.

One of the proposals is for development and expansion of Ysgol Gynradd Cwm Gwyddon including development of childcare provision on site if the bid to the Childcare Offer capital programme is successful.

A second proposal is to develop a new Welsh medium primary school provision in the Bedwas Trethomas area and again including childcare provision on site if the bid to the Childcare Offer capital programme is successful.

Welsh medium capital programme bids

A bid was submitted to the Welsh medium capital programme in June 2018 and we had notification of successful bids in September 2018. We have been successful in securing funding to develop and expand places including for childcare provision at Ysgol Ifor Bach, Ysgol Penalltau, Ysgol Cwm Derwen, Ysgol Y Castell and Ysgol Bro Allta.

Childcare capital programme bids

Bids have been submitted to match the 21st century school Band B proposals as well as development in Pengam Fleur area to secure a base for Cylch Meithrin Coed Duon and potentially to extend provision to full day care, linking with staff and student opportunities in Cwm Rhymni. We have also proposed 2 more flexible pots to support Day Nursery provision and sessional groups who are yet to come forward with proposals.

Early Years

It is aimed with the capital proposals listed above that transition from pre school provision in Cylch Meithrin will be improved if the settings are on or nearer to school site. It will also give greater sustainability for the childcare sector if the providers are able to offer Flying Start, Childcare Offer and other funded places, along with fee paying / tax free childcare places.

Childcare Development Officers in CCBC are working with Mudiad Meithrin and Menter Iaith as well as all childcare settings to consider further expansion of provision to meet the increasing demand stimulated by the Childcare Offer. A new wraparound provision has been developed as satellite to Cylch Meithrin Rhymni in Ysgol y Lawnt to meet the needs of working families, and a new After School Provision has been developed at Ysgol Cwm Derwen to replace the provision that closed earlier this year.

Promotional literature

The task group led by Menter Iaith have developed a leaflet to promote the benefits of Welsh

medium education and bilingualism to support parents to make informed choices before starting school. This leaflet is being finalised and will be in circulation by end of 2018. The pdf will also be on Family Information Service and partner websites to ensure sufficient reach when making choices for language of Education.



Bod yn Ddwyieithog
Becoming Bilingual FI

Mudiad Meithrin

ClwbCwtsh is a eight-week taster programme focusing on speaking Welsh with young children. It's aimed at parents to be, parents/carers and extended family members. Children can attend and are entertained whilst the adult learns. The first sessions were well attended giving opportunities for discussion around Welsh Medium childcare and education.

Croesi'r Bont is a scheme introducing Welsh language immersion methodology within Cylchoedd Meithrin and securing linguistic transition from the Cylch to Welsh-medium schools. This has been introduced in 2 Cylchoedd Meithrin including CM Cwm Derwen who were praised at the recent ESTYN inspection. This is what was said about the children 'They have a sound understanding of the Welsh language and respond effectively to instructions from adults. With encouragement, many children begin to use familiar vocabulary and language patterns successfully during activities and snack time'.

Cylchoedd Meithrin staff continue to speak to parents about the benefits of being bilingual to encourage the transition to Welsh Medium schools, factors such as transportation and geographical properties continue to be a problem.

Staff also encourage families to seek out opportunities outside of the Cylch Meithrin to hear/use the Welsh Language such as attending our Gŵyl Feithrin, Menter Iaith events etc. Most Cylchoedd Meithrin are experiencing high numbers of children attending.

Cylch Meithrin Rhymni have expanded by opening a satellite site at Ysgol Y Lawnt for wraparound care 'Cylch Meithrin Mwy Rhymni'. They are currently waiting on CIW registration.

The unregistered setting Cylch Meithrin Parc Waunfawr has closed, the number of children continued to be low and it was felt that registration with CIW would be unlikely.



Diweddariad SAS
11.18 Update.pdf

Cymraeg i blant / Cymraeg for kids

Working with parents at the earliest opportunity enables parents to make informed choices of the language of provision their children will attend. Cymraeg i blant/Cymraeg for kids, Parent Network, Menter Iaith Caerffili through the Voices programme will work together to promote information for parents, and raise awareness with frontline staff of the benefits of bilingualism (related to action 1.1&1.3 in the CCBC 5 year Welsh Language Strategy).

Cymraeg i blant/Cymraeg for kids is an all Wales project managed by Mudiad Meithrin and funded by Welsh Government that focuses on increasing the number of nursery age children that are able

to speak Welsh in line with the Welsh Government's target of achieving a million Welsh speakers by 2050.

It shares information, advice and support to parents on the benefits of being bilingual, the importance of introducing Welsh to children as early as possible and the advantages of Welsh medium childcare and education. The all Wales maternity notes folder, scan card and Child Health record book are sponsored by Cymraeg i blant/Cymraeg for kids and include key bilingual messages which are aimed at new parents.

The following leaflets are shared with parents: 'Your Guide to Welsh Medium Education (Welsh Government/Cymraeg i blant) the Caerphilly Being Bilingual booklet (going to print) as well as additional resources.

Weekly support groups are held on a local level: baby massage, yoga and story and sign sessions and parents are signposted to the groups by the community Midwives and Health Visiting teams. This enables parents to become aware early on of the bilingual pathway available for their child. Additional resources are also posted regularly on our social media pages for parents to access.

In addition, Cymraeg i blant/Cymraeg for kids supports family events held in partnership with Menter Iaith Caerffili and other early years partners to promote Welsh medium education.

Parent Network

The Parent Network has worked with two groups of children / parents to develop bilingual children's books: Partners in Time was written by children in Ysgol Gynradd Penalltau funded through the Gelligaer Community Council; Fistful of Feathers was written by parents and children of Graig Y Rhacca Primary to address the issue of loan sharks.

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

Our current position and targets for the next three years relating to the number of year nine learners who are assessed in Welsh (First Language) are 100% of the year 9 cohort attending YGCRh or Y Gwyndy.

Current Position	2017/2018	2018/2019	2019/2020
232	308	302	320

Our three objectives to achieve this outcome are:

1. Work with Mudiad Meithrin Officers to improve transition rates in Cylchoedd Meithrin with a transition rate below 75%
2. Maintain high transition rates from primary to secondary school.
3. Maintain the quality of transition given the challenges of managing a split site secondary school at both the Gellihaf and Y Gwyndy sites.

The number of children transferring from non-maintained childcare settings offering Foundation Phase funded rising three places, non-funded places and Flying Start places are in the table in the Data annex 1, which has been supplied by Mudiad Meithrin in November 2016. There are concerns regarding transition rates in 3 registered childcare settings and 1 unregistered provision.

Mudiad Meithrin and local authority officers meet monthly to review any concerns regarding settings including transition, language support, business support needs etc. However, this is now a high priority which will be taken forward in a sub group of the Regional WEF specifically focussed on Early Years. In addition the 21st Century Schools Band B proposals include developing specific childcare provision as part of the school build / refurbishment programme but remains subject to successful funding applications for Childcare Offer capital programme. This will assist in moving Cylchoedd and Clwbiau onto school sites and improve wellbeing for children, transition rates to Primary, consistency in language acquisition as well as effectiveness for parents.

All settings are supported to offer good transition for families to move on from Flying Start to Early Years Education or from non-maintained settings to school maintained Foundation Phase nursery provision. We encourage settings to use similar paperwork to allow for movement between settings and prevent confusion as well as encourage settings to work with families to ensure they complete admissions applications forms within the deadlines naming their first choice provision. Mudiad Meithrin have had a focus to work with Cylchoedd Meithrin to improve transition rates. In Summer term 2016 there were a total of 70 children accessing Early Years Education places across the 7 Cylchoedd Meithrin.

Cylch Meithrin Tonyfelin	16
Cylch Meithrin Nelson	9
Cylch Meithrin Pontllanfraith	9
Cylch Meithrin Dewi Sant	9
Cylch Meithrin Coed Duon	3
Cylch Meithrin Cwm Derwen	12
Cylch Meithrin yr Enfys	12

There is no significant difference between the children assessed in Welsh as a first language in year 6 and then in year 9 within Caerphilly. 100% of year 9 learners attending Welsh medium education at Ysgol Gyfun Cwm Rhymni (YGCRh) are assessed in Welsh (first language). Progression rates from the 11 feeder primary schools to YGCRh are excellent and remain consistent at 100%. 11 primary schools contribute to the collaboration within YGCRh's cluster of schools. Transition rates Foundation Phase to KS2, KS2 to KS3 and KS3 to KS4 all remain very high at 100%.

Gwyndy Site	Gellihaf Site
<ul style="list-style-type: none"> • Ysgol Gymraeg Caerffili • Ysgol Gymraeg y Castell • Ysgol Gymraeg Ifor Bach 	<ul style="list-style-type: none"> • Ysgol Gymraeg Penalltau • Ysgol Gymraeg Cwm Gwyddon • Ysgol Gymraeg Cwm Derwen • • Ysgol Gymraeg Bro Allta
	<ul style="list-style-type: none"> • Ysgol Gymraeg y Lawnt • Ysgol Gymraeg Bro Sannan • Ysgol Gymraeg Gilfach Fargod • • Ysgol Gymraeg Trelyn

The collaboration between the schools is a significant strength which contributes to the success and very high standards achieved by these schools. The YGCRh cluster is acknowledged as a highly successful pioneering partnership where good practice is consistently shared on each level across the cluster. The collaboration aims to ensure that each pupil who attends a Welsh medium school within the Caerphilly county borough receives educational opportunities which will enable them to reach their potential.

THE PUPILS' PROGRESS IS THE HEART OF EVERYTHING

Because of this collaboration it is possible to offer a variety of opportunities and activities in the primary schools or in YGCRh to promote the development of individual or groups of pupils.

YGCRh's Transition Plan:

YGCRh ensures that each pupil who starts in YGCRh is keen to further develop and build upon the progress previously made during their period at the primary school. YGCRh and the primary schools work together closely by sharing information and developing plans in order to ensure that the pupils' initial period in YGCRh is a happy and successful one.

Joint mentoring Plan:

YGCRh leads a mentoring plan across all of the YGCRh cluster primary schools. Each school has different plans for supporting and guiding pupils who need additional or different forms of assistance in order to develop their abilities, specifically in literacy and numeracy. Individual pupils' intervention plans vary according to the school and pupils' needs and they have proved to be effective over a period of time. There is effective collaboration across the cluster so that good practice is shared in order to ensure pupils' progress.

Two YGCRh teachers have additional non contact time to allow them to visit each primary school regularly to discuss intervention plans and to discuss individual pupils and groups of pupils in year 5 and 6. By providing an effective mentoring system across the cluster, individual pupils and groups of pupils benefit from planned activities across the cluster in order to develop according to their talent, ability or personal needs.

All pupils in Year 6 will have the opportunity to participate in Activities days:**Extended Activities Days:**

Organised for more able and talented pupils concentrating on languages and communication and science, mathematics and numeracy. A series of days are held at YGCRh which give the year 6 pupils an opportunity to develop their understanding or extended ability in a field or specific fields.

Additional Activities Day:

Organised for those pupils who appear unable to take advantage of all the opportunities which are available within the school due to deprivation or social and emotional issues. These pupils benefit from the school plans to support and guide pupils who need additional assistance. The joint mentoring plan reinforces this work and enables YGCRh to develop additional opportunities across the cluster in order to promote the ambition and confidence of the children.

A series of days are held in YGCRh and in other venues which provide pupils in year 5 and year 6 with an opportunity to develop their ambition and confidence whilst also enhancing understanding of topics that are not necessarily available in the primary school.

Special Activities Day:

Organised for pupils who have not participated in extended activities days or the additional activities days. The children enjoy similar activities to those experienced by their peers during the other activities days. These days are designed to enhance the children's understanding of what they can expect when they start in YGCRh and to prepare them more effectively for this most important transition.

Science in year 6

YGCRh's science department collaborates with year 6 teachers to introduce a unit of science work in year 6. YGCRh teachers visit the primary school to hold science lessons and year 6 pupils visit YGCRh to gain experience from performing experiments in a laboratory.

Chwil Chwarae Days

Musical days are held in YGCRh where pupils who have a specific musical talent have the opportunity to meet with music teachers and other talented pupils and to perform in front of an audience.

Transition Day

The pupils receive a timetable for the day enabling them to experience activities as year 7 classes. The activities are planned so that the pupils have experiences they would not normally receive in the primary school but will be available for them in year 7 in YGCRh.

Transition Evenings

Two evenings are held for prospective parents during a pupil's period in year 6:

- An introductory evening to the school and buildings and an opportunity for the parents to meet the school leaders.
- A subject-based activities evening so that the parents can get a taste of the kinds of subjects that the pupils study in year 7. There is also a chance to buy a school uniform.

Individual visits

More vulnerable children will often have additional concerns when considering starting in Year 7. Individual parents and children are welcome to visit the school at convenient times to ensure an effective introduction to the school. These will often be a series of visits starting after school where they are guided around the site when it is quiet by a member of staff progressing into lengthier visits to experience school activities.

Updates December 2017:**Early Years:**

Regular (monthly) meetings are now held between Mudiad Meithrin and LA officers to address all issues including transition rates.

The regional Early Years task group has yet to meet although LA officers meet regionally currently on the ALN transformation project, and are planning dates for EY meetings in 2018.

Ysgol Gyfun Cwm Rhymni is collaborating with the cluster feeder schools in developing a strategy for supporting KS2 pupils who have behavioural and emotional development issues. The aim is to improve the expectations of pupils as they prepare for transition to the secondary school.

Urdd

Urdd activities support the improvement of language skills during transition from Primary and Secondary school. Children and Young people are able to attend Welsh Language events in the community, which includes a Welsh Language Youth Club in Bargoed, The club is a partnership between the Urdd, Caerffili Youth Service and Menter Iaith.

Children and Young people are also able to attend Urdd activities, which include visits to the residential centres, sporting activities, the Eisteddfod, trips abroad and day trips. All these activities help improve language skills in an informal environment.

Our Youth officer has worked with the Well-being team within the school, offering the children support with their language skills.

Updates December 2018

Early Years

Regular monthly meetings are held with Mudiad Meithrin and LA Officers to address all concerns re provision. Wider childcare meetings are held termly and monitoring meetings are held quarterly with Menter Iaith.

It is aimed with the capital proposals listed above, that transition from pre school provision in Cylch Meithrin will be improved if the settings are on or nearer to school site.

Transition rates from Primary Schools to Secondary Schools

Transition continues to be excellent maintaining 100% transition for pupils, including more extensive transition support for the most vulnerable learners.

Urdd

Urdd activities support the improvement of language skills during transition from Primary and Secondary school. Children and Young people are able to attend Welsh Language events in the community, which includes a Welsh Language Youth Club in Bargoed, The club is a partnership between the Urdd, Caerffili Youth Service and Menter Iaith.

Children and Young people are also able to attend Urdd activities, which include visits to the residential centres, sporting activities, the Eisteddfod, trips abroad and day trips. All these activities help improve language skills in an informal environment. Every Welsh language primary school in Caerffili takes part in Urdd activities.

Our Youth officer has worked with the Well-being team within the school, offering the children support with their language skills.

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

Outcome 4: More students aged 14-19 studying subjects through the medium of Welsh, in schools, colleges and work-based learning.

Our 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.

Current Position	2017/2018	2018/2019	2019/2020
100%	100%	100%	100%

Our current position and targets relating to the percentage of learners entered for GCSE Welsh (first language) being entered for at least five further level 1 or level 2 qualifications though the medium of Welsh.

Current Position	2017/2018	2018/2019	2019/2020
100%	100%	100%	100%

Our four objectives for achieving this outcome are:

1. Ensure that provision for 14-16-year-old learners at YGCRh complies with the Learning and Skills Measure (Wales) 2009
2. Undertake a review of the organisation of Welsh medium secondary provision in Caerphilly borough to include 14-19 provision. This will coincide with a review of 6th form in schools and tertiary education.
3. Continue to develop a Welsh medium learning pathway for pupils who are in danger of becoming Not in Education, Employment or Training on leaving school at 16 years, and promote a Level 2 post 16 curriculum for those not achieving the Level 2 threshold for Welsh / English and mathematics.
4. Consider a regional approach to Welsh medium post 16 provision (YGCRh, Y Gwyndy, Ysgol Gyfun Gwynllyw (Torfaen) and Ysgol Gyfun Gwent Is Coed (Newport) in developing, promoting and sustaining effective Welsh medium 14-19 learning pathways. This will be developed through the Regional WEF sub group for 14-19 pathways linking the three secondary schools, 2 colleges and the university. (related to action 2.3, 5.7&6.3 in the CCBC 5 year Welsh Language Strategy)

Caerphilly pupils in Welsh medium primary education transfer to YGCRh. This is with very few exceptions. Caerphilly pupils who currently attend YGCRh are entered for two maths, two science, three optional GCSEs and the Welsh Baccalaureate through the medium of Welsh. This is in addition to Welsh / Welsh Literature.

All learners entered for GCSE Welsh (first language) will also be entered for at least **five further** GCSE, level 1 or level 2 qualifications though the medium of Welsh.

YGCRh is the only establishment within the local authority with the ability to provide a Welsh medium 14-19 Learning Pathway. At present YGCRh is based on two sites 7 miles apart. In September 2016, 82 year 10 pupils started their 14-16 curriculum. By September 2018 a post 16 curriculum will need to be provided to those pupils at Y Gwyndy site who wish to continue in Welsh medium education.

All students aged 14-16 studying for GCSE and or Level 1 or 2 vocational subjects at YGCRh do so through the medium of Welsh. Ensuring an increase in the availability of Welsh medium GCSE and Level 1 and 2 vocational courses across our local authority is a significant challenge to the authority as the provision already exceeds statutory expectations (YGCRh offers 30 level 2 courses including 5 vocational courses). YGCRh implements several strategies with the aim of ensuring that an increasing number of students continue to access a 14-19 Welsh medium provision:

YGCRh has a strategy for Welsh medium pastoral support which enables each child to access appropriate support when required. This support is essential in ensuring that every child is fully aware of the available 14-16 Welsh medium provision, thus ensuring that approaching 100% of KS3 pupils transfer to KS4.

YGCRh identifies those pupils in year 9 who are in danger of becoming NEETS. These pupils become members of the Welsh medium Learning Pathway Centre (LPC) and follow a specifically designed curriculum which appeals to them and aims to ensure that they do not become NEETS.

The Welsh medium Learning Pathway Centre strategy continues to be an effective tool in enhancing pupils' expectations. This strategy has ensured that these pupils have continued in

Welsh medium education until they are 16 with every pupil gaining a place in training, employment or education on leaving school.

YGCRh provides a Year 12 Transition Pathway. The aim is to enable well motivated and ambitious students to continue their studies through the medium of Welsh. The Year 12 Transition Pathway is suitable for those students who would wish to follow Level 3 courses but, unfortunately, have not yet achieved a suitable level of achievement to enable them to study Level 3 courses in year 12. Vocational studies are at the core of the course with developing further understanding of a variety of fields of business being central to the curriculum. By continuing to study the key core subjects (*Welsh/English/mathematics*) pupils are able to re sit GCSE examinations to improve their GCSE grades if required or to continue to improve their literacy and numeracy skills if they have achieved GCSE grades A*-C.

It is expected that those students who choose to follow the Year 12 Transition Pathway will wish to continue their Welsh medium studies at YGCRh at the end of year 12 by starting Level 3 courses in Year 13.

YGCRh has developed a post-16 curriculum for pupils with Additional Learning Needs (ALN) enabling them to continue in Welsh medium education whilst being effectively prepared for the world of work and life after formal education. The curriculum is tailored to the needs of the individual and will normally comprise of following a vocational course and continued literacy and numeracy development. Particular emphasis is placed on developing greater understanding of life skills and effective communication.

The Welsh medium 14-19 regional collaboration previously benefited from additional funding through the ANDP, RNDP and the grant associated with the 14-19 Regional Welsh medium Forum. This funding enabled us to sustain the Welsh medium 14-19 Learning Pathways in an effective manner across the region. There is clearly a need for continued additional funding of 14-19 Welsh medium learning pathways if we are to maintain the present position in South East Wales where the burden of provision falls on such a small group of establishments.

Despite the lack of any additional grant funding the South East Wales 14-19 Forum has decided to continue to meet to enable future collaboration between Welsh medium schools and Further Educational establishments, and will form the basis of the sub group under the Regional WEF.

Maintaining and increasing the range of Welsh medium provision for pupils aged 14-19 is a significant challenge to the authority as 14-16 pathways are now provided on two school sites 7 miles apart. Equality of provision must be guaranteed on both sites leading to additional small classes and significant additional staffing costs. An additional 1.68 teachers have been employed to accommodate the 14-16 non-core curriculum on two sites 7 miles apart for 2016-17 with an expectation of at least 3 additional teachers for 2017-18.

At present YGCRh has to offer and provide 30 Welsh medium Level 3 courses in line with the skills measure, as they are the main provider of Welsh medium post-16 education and continue to provide courses even when the number of students choosing the course makes the course unsustainable.

A sustainable 14-19 pathway will be required for all Welsh medium pupils within the authority by September 2018. This will form the basis of the review required. The authority and YGCRh will collaborate to ensure that sustainable Welsh medium post-16 provision can be maintained by September 2018. YGCRh and Ysgol Gyfun Gwynllyw have been creative in their partnership

whereby staff travel to teach alternative or low take-up courses but following the withdrawal of the grant, this is no longer financially viable and will never be due to the low numbers. By September 2019 a sustainable 14-16 Learning Pathway will be required at Ysgol Gyfun Gwent Is Coed (Newport) and by September 2021 they will require a sustainable 14-19 Learning Pathway. It is not a feasible proposition to expect them to be able to offer a sustainable curriculum to their pupils without collaboration with other Welsh medium providers. With the development of the Successful Futures curriculum to be implemented by September 2018 we cannot be sure what the requirements for a sustainable 14-19 Learning Pathway could look like by 2020. It is clearly essential that any future planning for a Welsh medium 14-19 Learning Pathways strategy in South East Wales must consider a collaborative approach if we are to continue to provide a high quality sustainable pathway.

Within the local authority's review of 14-19 provision a regional approach will be considered, where YGCRh could work in collaboration with Ysgol Gyfun Gwynllyw (Torfaen) and Gwent Is Coed (Newport) in developing and promoting effective Welsh medium 14-19 Learning Pathways, as well as collaboration with Coleg y Cymoedd and Coleg Gwent. This will be a priority of the Regional WEF through the sub group for 14-19 provision.

YGCRh is central in the organisation and implementation of the South East Wales Welsh medium Secondary schools network (CYDAG De Ddwyrain Cymru). CYDAG De Ddwyrain Cymru comprises of 17 Welsh medium Secondary schools across three regions (South Central, EAS and ERW). The network organises joint INSET days with WJEC to support and promote Welsh medium 14-19 qualifications. The network will continue to collaborate with the WJEC and will communicate with Qualifications Wales to ensure that the provision of 14-19 Welsh medium qualifications is supported and enhanced. The 14-19 Forums have officially come to an end however, CYDAG SE Wales continues to meet to explore the possibility of continuing practices such as arranging conferences and staff collaboration meetings that were in place to March 2016. Creativity and commitment will be needed to enable continuity for this successful forum.

YGCRh leads the Welsh medium Successful Futures Network where up to 40 schools across Wales are collaborating within the regional and national framework in developing a new curriculum for Wales. The aim of the network is to ensure that all members will have sufficient understanding of the new curriculum and will have enjoyed sufficient developmental experiences to enable them to implement the new curriculum in September 2018.

Collaboration with Coleg y Cymoedd

There is a well-established and effective collaboration between YGCRh and Coleg y Cymoedd. Coleg y Cymoedd provides work-based training on car mechanics for the Welsh medium Learning Pathway Centre pupils at the College's Ystrad Mynach campus. The college has secured European funding for the project until 2020.

There are ongoing discussions on how to develop further partnership working between YGCRh and with staff from Coleg y Cymoedd. The Bilingual Champion is a member of the South East Wales Forum Learning Pathways 14-19 and meets the head teacher and facilitator regularly.

The Bilingual Champion liaises with the school to enable those pupils who wish to follow post 16 courses at the college to enjoy a smooth transition and understand the variety of opportunities available to them to continue to use the Welsh language at the college. For those pupils who choose to attend the college, bilingual glossaries are made available, particularly in STEM subjects, to make the transitional period easier.

In the Further Education sector, the planning process is not the same as in schools/councils. The

College must go through a strategic planning process with DFES and have DFES approval for everything that is done.

One of the current priorities is to extend the range, type and levels of the Welsh medium customer care course *Yr Iaith ar Waith* so that this additional qualification can be offered across more subject areas identified by Welsh Government as priority areas for development, at different levels and in different skills - speaking/reading and writing.

Additional details of planned collaborative work regarding GCSEs and developing bilingual mainstream provision within the areas of Business, Health and Social Care and Childcare in Coleg y Cymoedd during 2017-2019.

Coleg y Cymoedd response

Targets for 2017-18

- To offer Welsh-medium Maths GCSE re-sit class (subject to viable numbers)
- Plan and prepare 2 bilingual units within the mainstream School of Business courses so as to offer a choice to our Welsh speaking students.
- To launch an innovative collaboration between Coleg y Cymoedd and the Welsh-medium schools of RCT and Caerphilly in a cross-sectoral, cross-border partnership to deliver both Welsh-medium Health and Social Care and Childcare at Levels 2 and 3 by 2018-19. The partnership has applied for project funding from Coleg Cymraeg Cenedlaethol to support elements of this work. Please see below for Action points and timeframe of this project;

Partneriaeth 6:

The partnership between YGCRh and Ysgol Gyfun Gwynllyw (Partneriaeth 6) was introduced as the Welsh medium 14-19 strategic partnership between Caerphilly, Blaenau Gwent and Torfaen in 2006. It has proven to be an innovative pioneering partnership ensuring highly effective 14-19 Welsh medium Learning Pathways. Partneriaeth 6 was dependant on funding through the ANDP, RNDP and Welsh medium 14-19 grants which are no longer available. Partneriaeth 6 now needs to re-focus on the promotion and development of the wider curriculum in line with Successful Futures and further developments in 14-19 Learning Pathways.

We will re-launch Partneriaeth 6 in January 2017 with the aim of continuing to lead an outstanding pioneering Welsh medium structure across South East Wales.

The partnership between YGCRh and Ysgol Gyfun Gwynllyw will be reinforced by inviting Ysgol Gyfun Gwent Is Coed to collaborate as partnership members. The feeder primary schools of each secondary school will be associate members of the partnership. Ysgol Gyfun Gwent Is Coed will also be invited to join the Joint Governors Committee of Partneriaeth 6.

YGCRh has been recognised as a Pioneer school for Successful Futures and leads the all Wales Welsh medium Successful Futures Network. In submitting the bid as a pioneer school they emphasised the strength of the Welsh medium partnership and the ability of the partnership to work together in an effective manner in developing and planning the curriculum. The partnership will develop a wider understanding of curriculum needs in Wales for the future through collaboration across the Secondary schools and their clusters.

Partneriaeth 6 will agree targets for increasing Welsh medium 14-19 pupil numbers by ensuring that provision through the medium of Welsh is of the very highest standard and that students

achieve qualifications at the highest possible level.

Partneriaeth 6 will continue to lead Welsh medium strategies across the region in collaboration with the local authorities and the Education Achievement Service (EAS):

- ✚ The Welsh Medium Education system in South East Wales to be recognised nationally as a pioneering /excellent example of good practice.
- ✚ Pupils in the partnership will be expected to receive results that are comparable with the best in Wales.

Updates December 2017:

Ysgol Gyfun Cwm Rhymni

Have developed a support group strategy for supporting KS3 pupils who have behavioural and emotional development issues. The strategy is in line with the LA's Learning Partnership Centres strategy (LPC). The aim is to ensure that the pupils are capable of continuing their Welsh medium education and to eventually achieve suitable qualifications prior to transition to post-16 education.

Since September 2017 Ysgol Gyfun Cwm Rhymni has led a Welsh medium Post-16 curriculum for Children's Care Learning and Development (Cache) course. Ysgol Gyfun Cwm Rhymni are collaborating with Ysgol Gyfun Rhydywaun, Ysgol Gyfun Cwm Rhondda, Ysgol Gyfun Garth Olwg and Ysgol Gymraeg Llanhari. From September 2018 this will develop into a Welsh medium collaboration with Coleg y Cymoedd in providing a cross regional Post 16 child development course (Cache).

Ysgol Gyfun Cwm Rhymni are collaborating with Coleg y Cymoedd in developing a Health and Social Care curriculum for introduction from September 2019 in line with the new qualification requirements outlined by qualifications Wales.

Coleg y Cymoedd:

Coleg y Cymoedd have updated and extended their targets in 2018 to increase their Welsh medium offer.

- To offer the Welsh Bacc Q qualification through the medium of Welsh to students in the College's 'A' Level Centre
- To extend the Yr Iaith ar Waith provision to include learners from Construction and Engineering (in addition to provision offered within Childcare, Health and Social Care, Catering, Business, Travel and Tourism and the Creative Industries courses).

Education Achievement Service (regional consortia for school improvement)

Welsh First Language

- Specialist Welsh advisory support is being provided to identified primary schools and all secondary schools.
(Ysgol Y Lawnt, Caerphilly; Ysgol Penalltau, Caerphilly; Ysgol Gilfach Fargoed, Caerphilly; Ysgol Bryn Onnen, Torfaen; Ysgol Gyfun Gwynllyw, Torfaen; Ysgol Gyfun Gwent Is Coed, Newport; Ysgol Gyfun Cwm Rhymni, Caerphilly)
- The impact of support and intervention in each school is monitored and reported upon to all LAs on a termly basis.
- Challenge adviser support in all Welsh-medium schools supports the target setting and monitoring process on an individual pupil basis.
- School-to-school support available for all schools via specialist Learning Network Schools. Identified schools received dedicated LNS support. Primary LNS (Welsh): Ysgol Gymraeg Caerffili and Ysgol Gymraeg Casnewydd. Triad working between the three Welsh medium

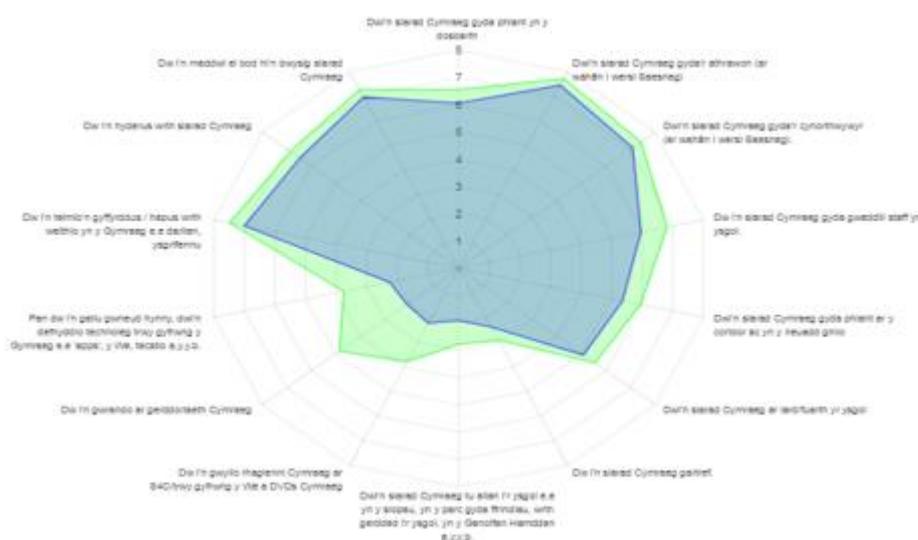
secondary schools, supported by the EAS.

- EAS monitoring and verification of cluster moderation on behalf of LAs. All KS2 and LS3 profiles for Welsh agreed at cluster moderation 2017. ([All Welsh medium schools, all LAs](#))
- The Welsh Language Charter. Support is being provided to all Welsh medium schools in all LAs. All schools in all LAs have successfully achieved bronze award status following EAS verification. ([LA breakdown of progress towards targets – Bronze Award](#)).

National Language Charter in Welsh-medium schools

All Welsh medium schools have achieved bronze award and have implemented action plans so support progress towards the silver award. Schools will aim for verification of the silver award by either summer 2018 or autumn 2018.

Progress towards targets measured July 2017



Updates December 2018

Ysgol Gyfun Cwm Rhymni

Ysgol Gyfun Cwm Rhymni has collaborated with Coleg y Cymoedd to introduce Welsh language units in the BTEC Level 3 with Cwm Rhymni staff providing the course at the college. Unfortunately 7 candidates wished to enrol on the course but this was not deemed sufficient to continue with the course. This collaboration continues with the aim of providing suitable Welsh medium courses at the college from September 2019.

The South East Wales Welsh medium partnership previously known as Partneriaeth 6 was relaunched in September 2018 with the aim of continuing to lead an outstanding pioneering Welsh medium structure across South East Wales. The Partnership will comprise of Ysgol Gyfun Cwm Rhymni, Ysgol Gyfun Gwynllyw and Ysgol Gyfun Gwent Is Coed.

The partnership will be known as the South East Wales Welsh medium partnership.

The South East Wales Welsh medium partnership will continue to lead Welsh medium strategies across the region in collaboration with the local authorities and the Education Achievement

Service (EAS).

Ysgol Gyfun Cwm Rhymni will collaborate with Ysgol Gyfun Gwent Is Coed as they prepare to introduce their 14-16 curriculum for September 2019.

Coleg y Cymoedd

Update for targets set for 2017-18

- To offer Welsh-medium Maths GCSE re-sit class (subject to viable numbers) - Achieved. This is running at the Nantgarw campus with 7 learners enrolled.
- Plan and prepare 2 bilingual units within the mainstream School of Business courses so as to offer a choice to our Welsh speaking students – Achieved but there was no take up from Welsh speaking learners.
- To launch an innovative collaboration between Coleg y Cymoedd and the Welsh-medium schools of RCT and Caerphilly in a cross-sectoral, cross-border partnership to deliver both Welsh-medium Health and Social Care and Childcare at Levels 2 and 3 by 2018-19. The partnership has applied for project funding from Coleg Cymraeg Cenedlaethol to support elements of this work. – College and Ysgol Gyfun Cwm Rhymni collaborated/ trained staff/created resources and offered L3 HSC with an option to follow 3 of the 9 units through the medium of Welsh. Unfortunately, numbers recruited not viable (5 learners) but planning will continue to prepare to offer the new qualifications collaboratively.
- To extend the Yr Iaith ar Waith provision to include learners from Construction and Engineering (in addition to provision offered within Childcare, Health and Social Care, Catering, Business, Travel and Tourism and the Creative Industries courses). – Achieved. Provision extended to include new areas of Construction and Engineering in addition to all other key areas mentioned above. 364 learners successfully completed IAW unit from E3 to L2. The target for 2018-19 is to extend the provision to 10 learning areas including the Hair and Beauty.

Coleg y Cymoedd have updated and extended their targets in 2018 to increase their Welsh medium offer.

- To offer the Welsh Bacc Q qualification through the medium of Welsh to students in the College's 'A' Level Centre Update : In September 2018, the College recruited 12 students to the bilingual AS year of the WBQ and 6 students to the bilingual A2 year of the WBQ. The work in the classroom is undertaken in Welsh with some of the group challenges involving working with external groups, being in English.
- The College is running a Welsh-medium Mathematics GCSE re-sit class at its Nantgarw campus.
- The College worked collaboratively with Ysgol Gyfun Cwm Rhymni to prepare for the introduction of a bilingual option of the Level 3 Health and Social Care course in September 2018. Numbers recruited were not viable and so the bilingual option did not run. However, the College is very keen to work collaboratively with the school again to offer the new Care qualifications under the Awarding Body of City and Guilds and the WJEC which will be available from September 2019.

Outcome 5: More students with advanced skills in Welsh

Current Position	2017/2018	2018/2019	2019/2020
Welsh: 1 Student entering AS Level WSL courses at KS5 in 2015 3 Students entering A Level WSL courses at KS5 in 2015 Welsh Second Language: 4 Students entering AS Level WSL courses at KS5 in 2015 19 students entering A Level WSL courses at KS5 in 2015	4	5	6

Meaningful targets for pupils achieving Welsh second language GCSE will be included in the update in December 2017. Delays have been due to changes in qualifications delivered and the need for meaningful target setting with schools during this transition period. The EAS has a role and responsibility in delivery of the Education Improvement Grant and providing sufficient challenge to schools. Therefore it is their responsibility to set appropriate targets with schools to ensure we are working towards the target of 1 million Welsh speakers by 2050.

Our five objectives to achieve this outcome are:

1. Improve literacy standards at the expected +1 at all Key Stages for Welsh 1st language to impact on A*-A GCSE performance leading to higher A level numbers.
2. Increase AS/A level numbers in English medium schools and actively collaborate to ensure pupils have access to AS / A level Welsh Second Language course.
3. Encourage English medium schools to increase formal and informal provision for Welsh Second Language at KS3 and KS4 so that GCSE full course uptake is increased from 42% (2015 baseline) and that both languages are widely used as medium of communication.
4. Encourage English medium schools to enter nearly all pupils for GCSE Welsh full course when the current short course is withdrawn in 2018 (pupils currently do not have to be entered for any examination in Welsh Second Language) and plan for the implementation of Successful Futures to ensure transactional competence for all pupils aged 16.
5. Encourage Qualification Wales and WJEC with the support of Welsh Government to provide a suitable range of level 3 Welsh First Language Qualifications.

Performance in Welsh First Language / literacy is strong in the Foundation Phase and KS2 with performance above Wales at the expected level at both key stages. To maintain and continue to improve, particularly outcomes at the expected +1 schools have access to a range of Welsh literacy programmes and CPD through their involvement with the EAS regional literacy network and direct support from a Welsh literacy advisor (FP-KS4). Programmes currently available include the '*Cyfathrebu'n Gyntaf*' initiative for literacy in the Foundation Phase and the '*Ar Lafar*', '*Y Darllenwr Dygn*', '*Ditectifs Darllen*' and '*Seiliau Sgrifennu*' programmes that are all targeted at developing literacy in each of the attainment targets across all phases. There is structured school to school support available to the Welsh-medium schools across the region through the SE Wales consortium literacy support arrangements with lead schools for literacy leading aspects of the designed CPD programmes outlined. YGCRh is a Curriculum and New Deal Pioneer school who will also lead and support literacy development across the region.

As well as a rigorous approach to assessment for and of learning, including in-house and cluster moderation, the adoption of the *Siarter Iaith* initiative from September 2016 will support schools in improving pupil confidence and competence in using the Welsh language both inside and outside the classroom, enabling schools to maintain their high outcomes. Primary schools will achieve the *Siarter* gold standard by July 2019 with secondary schools involved with the Supporting Young People's Practices project from Autumn 2016.

Performance in Welsh as a Second Language at KS2 is strong but performance at KS3 is below Wales. The EAS will monitor provision at KS3 and 4 and report to Challenge Advisors and the LA on time allocation and the status of option group numbers annually.

Secondary schools will be encouraged to provide adequate time for the study of Welsh as a second language in line with the new Welsh GCSE taught from September 2017 and with the requirements of the new curriculum to ensure transactional competence at the end of KS4 for all pupils in all aspects of school life. Welsh full course will be the only GCSE on offer from 2018 following the withdrawal of the Welsh short course, which will provide a more solid basis for the progression to AS and A Level. However, the current non-core status of Welsh in English medium schools will continue to 2021. Pupils must study Welsh to 16 but there is no requirement for them to sit an external examination in Welsh. This will continue to be a major barrier to the growth of the study of Welsh to A Level.

The current examinations available to students from 16-19, particularly for Welsh have been widely reported to be most appropriate for the more academic students. This has had previous effect on uptake. Caerphilly welcomes the opportunity to request that Curriculum Wales review their range of qualifications for Welsh to ensure wider appeal and make Welsh courses relevant to the world of work today; for example, a vocational Level 3 Professional Welsh course would have a wide appeal and take-up.

The target to increase the number of candidates achieving Advanced level Welsh is not a relevant or achievable target for consideration in the context of our local need given the present qualification that is available. The A level Welsh First Language course is recognised as one of the most academic of A level subjects studied, and it is therefore difficult to encourage able students to study the course when they are aware of the academic rigour required in comparison to other A level subjects.

The Welsh language is very popular with the pupils at YGCRh and there would be a significant growth in the number studying Level 3 Welsh Language course if there was a range of suitable courses available. Schools are able to offer A level courses in English Language, English Language and Literature, and English Literature, however Welsh medium schools are only able to offer one Welsh First Language A Level course. There is clearly a fundamental lack of equality in the provision of A Level qualifications for the Welsh language in Wales in comparison to the English language.

When considering how learners are prepared for the workplace within Caerphilly and the South East Wales Region we need to consider increased opportunities for our 16-19 year olds to access relevant courses that will prepare them for the world of work and the use of the Welsh language in the working environment. We believe that we need to develop a range of suitable level 3 courses for students who wish to continue their further studies of the Welsh language and to be able to use the language in the workplace but who are unable to access the extremely academic rigour of the present A level Welsh First Language course. These courses could be vocational based courses with specific units on the use of the Welsh language in effective work based communication.

YGCRh continues to provide an in-house, on-line, personalised language course to further enhance the Welsh literacy standards of staff at all levels at YGCRh. This is used to identify further staff training needs by the School of Welsh at Cardiff University, thus ensuring that pupils are taught by teachers who are good language models. The strategy for improving staff literacy skills has proven to be highly effective. A Welsh language graduate has been appointed to facilitate the strategy by assisting in the mentoring of staff and supporting staff by monitoring the linguistic standard of work sheets and presentations. Primary feeder schools also access this facility.

YGCRh continues to be a lead network school for MFL within the SE Wales Region (with Blackwood Comprehensive) and are in receipt of significant investment to promote the uptake of languages. Triple literacy development is central to their work.

The local Urdd Gobaith Cymru and Menter Iaith groups will work with schools and the community to provide opportunities to practise their Welsh skills in less formal situations. Pupils from both Welsh and English medium schools will have access an array of opportunities to practise their Welsh language skills in formal and non-formal settings.

Urdd Gobaith Cymru offer a variety of sporting events linked to both English and Welsh medium Primary schools, including rugby, football, netball, swimming, gymnastics, TAG rugby and cricket. The Urdd National Eisteddfod offers an opportunity to compete in a variety of competitions including singing, dancing and recitation. There are residential trips to the three centres in Llangrannog, Glanllyn and Cardiff.

For Secondary schools there is a Welsh Language Youth Officer working in the area based in YGCRh funded jointly through Urdd, Menter Iaith and Caerphilly CBC. They support the weekly clubs in YGCRh as well as sporting events across Welsh and English medium schools. Along with the National Urdd Eisteddfod and residential trips there have been trips abroad with YGCRh pupils to Disneyland, Paris and Spain and a Welsh Language Youth Forum. There are a variety of day trips planned across Welsh and English medium schools as well as volunteering opportunities and accreditation to support young people to use and practice their Welsh outside of the classroom. In addition the Youth Officer supports a weekly club in Bargoed YMCA and consultation work.

Updates December 2017:

Urdd

Urdd activities support Welsh and English Medium schools. We currently run a Welsh Club at Islwyn High School, which focuses on promoting the Welsh language within the school. We are hoping to develop a buddy system with them.

As mentioned above all Urdd activities are available for Welsh and English medium schools.

Primary and Secondary Schools from Caerffili attend residential trips to Llangrannog, Glan-llyn and Cardiff.

Our sporting activities and the Eisteddfod are also well attended by Welsh and English Medium schools.

Our trips to Disney and Spain are also very popular with young people from Caerffili.

A group of 6th formers from Ysgol Gyfun Cwm Rhymni have volunteered with us on residential trips, day activities and have lead our sports clubs across the county.

Our Youth officer has also worked with Coleg Gwent- Cross Keys Campus.

Education Achievement Service (regional consortia for school improvement)

Focus Welsh Second Language 2017-2018

- Specialist Welsh advisory support is being provided to identified primary schools and secondary schools.

Blaenau Gwent: 5 primary schools, 2 secondary schools

Caerphilly: 9 primary schools, 1 secondary schools

Monmouthshire: 3 primary schools

Newport: 5 primary schools, 5 secondary schools

Torfaen: 7 primary schools, 1 secondary schools

The impact of support and intervention in each school is monitored and reported upon to all LAs on a termly basis.

- Challenge adviser support in all schools supporting the target setting and monitoring process.
- School-to-school support available to all schools via Learning Network Schools for Welsh Second Language (**Primary:** Machen Primary, Caerphilly; Clytha Primary, Newport; **Secondary:** Caldicot School, Monmouthshire; King Henry Schools, Monmouthshire)
- EAS monitoring and verification of cluster moderation on behalf of LAs. Across the EAS, for Welsh second language, 29 profiles from 20 schools were not agreed at cluster moderation. Follow up activity has been conducted by Challenge Advisers, as outlined in the EAS cluster moderation process and by EAS Welsh in Education Officers as appropriate.
- The 5 LA Chief Education Officers have supported a regional message to all secondary schools that there is an expectation for schools to prepare and enter pupils for the Full Course in line with changes to the GCSE specifications. Targets for Welsh second language are being collected (autumn 2017) and will be on an individual pupil level from autumn 2018. Resources and training for the new GCSE developed and shared (in partnership with Lead Network Schools and other consortia). EAS HWB platform for secondary schools.
- The Cymraeg Campus Language Charter. Specialist Welsh advisory support is being provided to a number of schools in each LA. The EAS plans roll out over the next three years.

Greenhill	Caerffili
Trinant	Caerffili
Penllwyn	Caerffili
Aberbargoed	Caerffili
Machen	Caerffili
The Twyn	Caerffili
Hendredenny	Caerffili
Pantside	Caerffili
Pengam	Caerffili
Fleur de Lys	Caerffili
Rhiw Syr Dafydd	Caerffili
Hendre Juniors	Caerffili
Abercarn	Caerffili
Cwmaber	Caerffili
Crumlin	Caerffili

Maesycwmmmer	Caerffili
Bryn	Caerffili

- The EAS has commissioned all Welsh medium primary schools to act as Welsh language hubs, linking the work of the Charter and Cymraeg Campus and providing support for language and culture. The target for 2016-17 is 33% of English medium schools, with an increase of a third each year thereafter.
- A bilingualism framework for the informal use of Welsh is being developed by LNS secondary schools to be shared with all schools in 2018-19.

Updates December 2018

Menter Iaith Sir Caerffili

Menter Iaith Caerffili's aim is to increase the use of Welsh in Caerphilly for all ages and make it a language that is part of the county's social fabric by enabling people to live and work in Welsh.

The Mentrau Iaith (Language Initiatives) are dynamic, voluntary, community organisations that promote the use of Welsh throughout Wales. Menter Iaith Caerphilly works across the communities of Caerphilly to increase the use of Welsh by all ages by organising social events, working in partnership with local businesses and organisations to make Welsh more accessible to all in the county, providing Welsh medium childcare, Welsh medium play opportunities, youth provision, adult Education classes, Holiday activities for children and Young people, Welsh language support to childcare providers, consultation and training. A summary of current provision is noted below:

- Menter Iaith works in partnership with LA officers a range of childcare settings to improve Welsh language delivery across the borough. Current contract arrangements are in place until March 31st 2020.
- Menter Iaith have also been commissioned (2014-17) to audit and then further support the development of Welsh language resources and Welsh language skills across the sector. In the current contract there is emphasis on the development of the Road to Bilingualism, which will identify the level of Welsh, support needs and develop an action plan to improve Welsh across all settings.
- Continue to support the Local Authority to consult with local parents/carers in terms of the CSA and determine the demand for Welsh medium childcare across the borough.
- Continue to support and develop our current Welsh medium childcare provision:
 - 2 Clwb Brechwast
 - 3 Clwb Gwyliau
 - 6 Clwb Meithrin (wrap around)
 - 7 Clwb Carco

Menter Caerffili also provides a varied programme of opportunities and service for a range of ages, including the following:

- A variety of social events, workshops, training and activities for children and young people with local partners, dependent on adequate resources and funding and the various opportunities that arise during the plan period.
- Continue to undertake a needs assessment with children, young people and their families to map existing social Welsh opportunities in the city and create a joint strategy with local partners to try to fill the gaps and continue to stimulate social provision.

Coordinate this strategy through the Welsh Language Forum and other relevant local forums and as a part of Caerphilly Borough's 5 year strategy to promote the Welsh language across the borough.

- Respond to local and national consultations on issues relating to our work as a local Menter Iaith in Caerphilly that directly and indirectly affect the use of the Welsh language in the community.
- Provide support and guidance to anyone that wishes to find out more about the Welsh language and how to access the language in Caerphilly.
- From September 2018 a Splash and Song Welsh language session within Caerphilly Leisure Center in partnership with CCBC.
- From September 2018, an exercise session for parents and babies with buggies in the park.

Y Siarter Iaith / The Welsh Language Charter

During 2018-19, Menter Caerffili staff will continue to support the 11 Welsh medium primaries in their commitment to the Siarter Iaith which seeks to increase the use of the Welsh language amongst pupils during the school day but also within the community. In addition to supporting schools with projects within school, Menter Caerffili have been engaging with schools and families in order to promote the opportunities within the community to use the Welsh language in addition to responding to particular needs within individual schools.

A key project which has supported the Siarter Iaith during the year has been our video games clubs and workshops within primary schools, Ysgol Gyfun Cwm Rhymni and during the holidays within local communities. This project has responded to the interest of children and young people and provided a Welsh medium on-line platform to link with other Welsh speaking children and young people across the borough.

Menter Iaith will continue to seek further funding sources to maintain the various provisions noted.

Menter Iaith Sir Caerffili provides a range of opportunities for children and young people to use the Welsh language outside school within a number of workshops and clubs during term time and school holidays. This provision includes the following opportunities delivered by Menter Iaith:

- Termly Sgwad Sgwennu (Writing Squad)
- Art and craft, cooking workshops during all school holidays
- Miri Meithrin sessions during all school holidays – play sessions with a range of activities and information stalls for parents and children.
- Outdoor activities within local parks
- Workshops in partnership with the Winding House, New Tredegar
- Weekly performance group, Canadram for primary aged children

This provision and partnership work is on-going and the programme continues to develop. Funding for these opportunities is limited however and is dependent on Menter Iaith securing funding sources. Menter Iaith will continue to seek further funding sources to maintain provision.

Ysgol Gyfun Cwm Rhymni

YGCRh is collaborating with the EAS in order that its in-house, on-line, personalised language

course will be available across the region.

Ysgol Gyfun Cwm Rhymni are collaborating within the Hexad of schools (Cwm Rhymni, Gwent Is Coed, Gwynllyw, Risca, John Frost and Lliswerry) in establishing collaborative Welsh language Professional Development in line with the Successful Futures Strategy for developing Welsh medium hub schools.

Urdd

Urdd activities support Welsh and English Medium schools. We currently run a Welsh Club at Islwyn High School, which focuses on promoting the Welsh language within the school.

As mentioned above all Urdd activities are available for Welsh and English medium schools - Primary and Secondary Schools from Caerffili attend residential trips to Llangrannog, Glan-llyn and Cardiff. Also, our sporting activities and the Eisteddfod are also well attended by Welsh and English Medium schools.

Our trips to Paris and Catalunya are also very popular with young people from Caerffili (over 100 attended both trips during 2018).

Young people from Years 12 and 13 in Ysgol Gyfun Cwm Rhymni volunteer with us on residential trips, day activities and have lead our sports clubs across the county.

One young person from Ysgol Gyfun Cwm Rhymni was part of our international Welsh language volunteering project in Patagonia.

The Urdd has a Welsh language youth forum in Caerffili, with 2 attending the national youth forum, Bwrdd Syr Ifanc.

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

Our objectives to achieve this outcome are:

1. Develop a regional Welsh speaking specialist ALN forum as a sub group of the regional WESP forum to support best practice and remove barriers for pupils with ALN attending Welsh medium Primary and Secondary schools.
2. Audit Welsh speaking professionals across the region in preparation for the regional specialist forum.
3. Evaluate the impact of the ALN Reform and the new Code of Practice.

Primary School specialist provision has been successfully delivering over a long period of time. In line with Caerphilly's SEN Policy the majority of pupils in Welsh medium education who have ALN, are educated within mainstream settings. Primary aged pupils in Welsh medium schools, with ALN have access to advice and support from a range of specialist services. An advisory teacher, educational psychologist and three specialist teachers are Welsh speaking. For Primary aged pupils with more complex needs there is a specialist resource base at Ysgol Gymraeg Cwm Derwen.

The **Secondary School specialist provision** was developed and formalised during 2016/17 to address the gap identified previously.

YGCRh has an ALN Department which is recognised as being highly effective in understanding the needs of all pupils with ALN prior to them accessing the schools facilities. Pupils with ALN

benefit from the excellent well established transition arrangements between the feeder Primary schools and the department thus ensuring smooth transition for the most vulnerable children.

The school has access to educational psychology assessments and support, behaviour support, an advisory teacher, a specific learning difficulties teacher, a speech and language therapist, as well as other services. At present the advisory teacher and a newly appointed education psychologist speak Welsh, however they all support and train the Welsh medium staff thus enabling the Welsh medium staff to support and nurture our most vulnerable children in an effective manner.

The facilities of the ALN Department at YGCRh (Gellihaf site) comprises of a range of rooms, one of which is designated as an Autistic Spectrum Disorder friendly room.

There are three distinct elements of the ALN Department at YGCRh:

Complex Needs

- Y Ganolfan
- Hafan
- General Additional Learning Needs

The department has a well-established complex needs unit (Y Ganolfan). The purpose of the Ganolfan is to offer differentiated and individualised support for pupils to access as much of the curriculum as possible. The Ganolfan provides them with a safe, happy and nurturing environment where the focus of support is developing independent skills, social skills, and to improve the pupils' self-esteem. The Ganolfan is a quiet area, with the emphasis being on rewarding pupils for their achievements. The Ganolfan runs the very successful 'Social Use of Language Programme' for those pupils who need to improve their communication skills.

The department has established a provision to support our children who are identified to have complex Social, Emotional and Behavioural difficulties. The Hafan comprises of a specially designed room staffed by trained and experienced teachers and learning support assistants. The provision is extremely individualised and aims to highlight and improve the emotional development of the learners by teaching more socially acceptable behaviours. The learners access the Hafan for part of the day whilst spending the rest of their day in their 'normal' class. The amount of time withdrawn from classes is dependent on the individual learner and their needs

Learners with statements of special educational needs are supported in class and in extra-support activities; these students also receive regular monitoring, review and support with targets set for improvement via IEP's and Person Centred Planning. Other students who have identified additional needs, are supported and monitored regularly via IEP's and Person Centred Plans.

The school has a basic skills strategy which aims to promote and develop the pupil's literacy skills. They do this by offering a wider curriculum made up of activities encompassing the history, geography and religious studies curriculum and concentrating on refining their language skills. There is little doubt that the course strengthens the pupil's oral and written communication skills. The pupils become aware of the importance of specific features of language like punctuation and paragraphs, not only in regards to Welsh and English, but also in respect of the individual subjects. The pupils recognised that every subject requires the same level of language skills. The ALN department supports the KS3 Basic Skills work, linking with the overall KS3 strategy has focused on a wide range of developments. These included the withdrawal of Year 7, 8, and 9 students for additional literacy and/or numeracy work.

ALN pupils in KS4 follow a variety of vocational courses, enabling them to participate within the national framework of qualifications. Close links with Careers Wales and with post-16 education providers are maintained.

The school has developed a post-16 curriculum for ALN pupils enabling them to continue in Welsh medium education whilst being effectively prepared for the world of work and life after formal education. The curriculum is tailored to the needs of the individual and will normally comprise of following a vocational course and continued literacy and numeracy development. Particular emphasis is placed on developing greater understanding of life skills and effective communication.

The Welsh medium network of schools has established a cross regional PLC around Welsh medium ALN provision, led by YGCRh.

The ALN Department and in particular the complex needs provision in YGCRh and Ysgol Gymraeg Cwm Derwen, is a model of best practice and could be developed regionally with collaboration from the other authorities.

There are very experienced and highly effective Welsh speaking ALN professionals distributed across the region, this includes the regional Sensory and Communication Service (SenCom). The regional ALN group of local authority specialists and EAS have already met to begin to explore expertise and regional approaches. This will be formalised and enhanced to form the sub group of the regional WEF with a focus of building on existing best practice and specialist practitioners to develop a collaborative regional solution to ensure all children with ALN are supported in their Welsh medium provision.

Updates December 2017:

Ysgol Gyfun Cwm Rhymni is leading collaboration across the Cluster in supporting Additional Learning Needs. The aim of the collaboration is to ensure that the cluster is fully prepared for the implementation of the new legislation.

Updates December 2018

Ysgol Gyfun Cwm Rhymni

The schools SENCO continues to coordinate the collaboration across the feeder schools in preparation for the introduction of the new legislation.

The South East Wales Welsh medium Partnership (Cwm Rhymni, Gwynllyw and Gwent Is Coed) collaborate in developing a better understanding of the requirements for developing effective Welsh medium support in line with the new legislation.

The ALN department in collaboration with the South East Wales Welsh medium Partnership led the South Wales Welsh medium secondary training day (23/11/18) for Classroom Assistants with over 50 Classroom Assistants for 10 schools attending the conference.

Early Years

There is a regional ALN Early Years leads group to develop resources, training packages and support for childcare settings across the region which will include all of our Cylchoedd to ensure children with ALN are supported with suitably skilled childcare staff teams who implement

strategies to support access childcare provision, as well as enable early identification of additional needs.

Outcome 7: Workforce planning and continuing professional development.

Our objectives to achieve this outcome are:

1. EAS will audit practitioners' Welsh language skills (teachers and TAs) Welsh and English medium schools and Cylchoedd Meithrin on an annual basis to assess training needs.
2. EAS will draw up a systemic plan for release of staff to Sabbatical Scheme training in collaboration with schools and clusters.
3. School improvement plans will demonstrate commitment to improving practitioners' linguistic skills, working with Welsh in Education Officers (English medium schools) and through planning for systematic release of staff to attend Sabbatical Scheme training (Welsh and English medium schools) according to needs analysis.
4. Improve practitioners' methodological skills through the work of Welsh in Education Officers and through designed school-to-school initiatives
5. Develop a succession planning strategy for school leadership teams using a regional approach for Welsh medium provision.
6. Continue to use the Road to Bilingualism and deliver training for Early Years Practitioners to improve the Welsh language skills of the childcare sector.

Related to action 2.3, 2.4&6.3 in the CCBC 5 year Welsh Language Strategy.

A Welsh Course for Early Years Practitioners is run twice a year for 6 weeks to improve their Welsh language skills and support children in childcare settings in Welsh language acquisition. This is a popular course and in summer 2016 there were 20 attendees.

Current regional uptake on Sabbatical Scheme training is low (Welsh and English medium schools) and places are limited with release of staff challenging. Therefore Caerphilly will work with the EAS and schools to plan for systematic release of staff and TAs to attend WG Sabbatical Scheme training in response to needs expressed in Welsh language audits undertaken. A cluster by cluster approach may be adopted. Improving staff language skills, particularly in English medium schools in Caerphilly will be vital in implementing the Successful Futures vision and moving forward with the 2050 Million Speakers' agenda. YGCRh has a programme of support for their staff, used alongside the Sabbatical Scheme to support linguistic development.

There is healthy collaboration across schools within Caerphilly and through the regional working model. There is a growing Welsh medium CPD programme (literacy) available to Welsh medium schools from the EAS with lead Welsh medium schools sharing good practice within a centrally organised joint programme of advisory and school based support (methodology). There is also a regional school to school programme to support teachers in aiming for excellence in Welsh medium schools: '*Anelu at Ragoriaeth*'. English medium primary schools have access to a wide and diverse programme of CPD through the EAS programme of language and methodology training. There is also a programme of targeted intervention in place for identified primary and secondary schools to improve the Welsh ethos of schools and practitioner language / methodology. EAS Challenge Advisors encourage schools to take up the wide range of training opportunities it offers. All Regional WEF sub groups will need to consider training requirements and Welsh language skills of staff within their particular focus. Within the Early Years sub group there will be a focus on linking with the 14-19 sub group regarding developing sufficient childcare practitioners to fill the increasing demands within the sector for qualified Welsh speaking staff. With responsibility for the Education Improvement Grant and raising school standards funding the

EAS has the role and responsibility for ensuring sufficient levels of Welsh language speakers in all schools to deliver both Welsh medium qualifications and Welsh second language qualifications and thereby work to increase the number of Welsh speakers by 2050.

All schools have access to EAS leadership programmes (Preparing for Headship, and NPQH). There is support for Welsh medium leadership through regional peer partnership programmes with facilitation of regional secondments where appropriate. The region's Welsh medium Secondary schools work in strong partnership, regularly discussing recruitment. In order to recruit Welsh-medium TAs, the region's secondary schools need to discuss the provision of suitable courses (e.g. *Cache*) for pupils especially in light of a recent consultation from Welsh Government for future funding as well as using the more widely used QCF Childcare Learning and Development level 2 and 3. This course is useful for both TAs in schools and childcare practitioners required for the implementation of the Welsh Government Childcare Offer by 2020. These courses are currently funded through the apprenticeship route for 16-24 year olds and the ESF funded project Progress for Success for over 25s although there are limited courses delivered through the medium of Welsh other than YGCRh, Cam Wrth Gam and Coleg Gwent.

In order that we can ensure that we have sufficient Welsh speaking workforce across the range of responsibilities in all of our Welsh medium schools we will develop an effective staff development strategy where we can identify suitable prospective practitioners who have the ability to develop as educational professionals and effective practitioners who can develop leadership responsibilities at all levels.

YGCRh is a New Deal Pioneer School and as such has a duty to ensure that all professional practitioners can experience effective professional learning. They must enable them to continually develop, improve their leadership, their understanding of practical pedagogy and in particular to support the development of the new curriculum. As a New Deal Pioneer school YGCRh benefits from collaborating with the EAS in developing, promoting and providing professional development opportunities through the medium of Welsh within the region and across other regions.

YGCRh leads the Welsh medium Successful Futures Network where up to 40 schools across Wales are collaborating within the regional and national framework in developing a new curriculum for Wales. The aim of the network is to ensure that all members will have sufficient understanding of the new curriculum and will have enjoyed sufficient developmental experiences to enable them to implement the new curriculum in September 2018.

YGCRh is central in the organisation and implementation of the South East Wales Welsh medium Secondary schools network (CYDAG De Ddwyrain Cymru). CYDAG De Ddwyrain Cymru comprises of 17 Welsh medium Secondary schools across three regions (South Central, EAS and ERW). The network collaborates in organising a variety of events including joint INSET days.

YGCRh collaborates with the other Welsh medium New Deal Pioneer Secondary schools in South Wales as a member of the Welsh medium New Deal network (Ysgol Gyfun Bro Morgannwg (Barry), Ysgol Gyfun Gŵyr (Swansea), Ysgol Gyfun Y Strade (Llanelli), Ysgol Gyfun Bro Pedr (Lampeter) and Ysgol Gyfun y Preseli (Pembrokeshire)). These wide ranging networking opportunities across the Welsh medium schools of South Wales enable YGCRh to collaborate with the vast majority of Welsh speaking professionals and prospective professionals in developing effective professional practice and identifying future leaders. YGCRh can therefore benefit from collaborating across the Welsh medium sector and with the EAS to ensure that the most effective professional development opportunities are available to the staff within the region and across other regions.

YGCRh will lead the Welsh medium professional development strategy across Partneriaeth 6 (Collaborative partnership between YGCRh, Ysgol Gyfun Gwynllyw and Ysgol Gyfun Gwent Is Coed). The partnership will therefore benefit from developments and pioneering strategies aimed at encouraging every member of staff to achieve their potential and will also enable us to develop effective succession planning at all levels.

The partnership will develop opportunities to enable all our staff to achieve their potential:

- ✚ Lead and plan the staff training structures within the region and across other regions in line with the New Deal.
- ✚ Continue to lead pioneering educational strategies
- ✚ Make effective use of the educational expertise available within the region and across other regions
- ✚ Ensure opportunities for teachers to peer observe
- ✚ Continue to lead Professional Learning Communities
- ✚ Hold joint In Service Training days within the partnership and across other regions
- ✚ Develop relevant Professional Learning Communities within the partnership and across other regions
- ✚ Collaborate on a strategy for reinforcing the literacy standards of teachers and support staff

YGCRh is developing a Strategic Plan for the Supporting Education team. The development of our extended additional educational support team is central to the long term strategic plan to encompass all staff as contributors to the educational development of our pupils. We accept that all members of the school staff have a contribution to make towards the educational development of our pupils and therefore we need to recognise that contribution at an appropriate level. YGCRh will lead the Welsh Strategic Plan for the supporting education team across Partneriaeth 6. This strategy ensures that people with ambition to develop will have opportunities to continue to develop by making a significant contribution towards our pupils as they achieve their potential.

YGCRh trains prospective classroom assistants with a significant number of those practitioners presently employed within Caerphilly's and the regions Welsh medium primary schools having been trained by YGCRh. YGCRh also supports the training of trainee practitioners in the work place. YGCRh trains prospective school administrative assistants and encourages its entire administrative staff to follow developmental courses up to and including degree level. They intend promoting this strategy to support further development of Welsh speaking school administrative staff across all Welsh medium schools within the region.

Not everybody who graduates is suitable to be a teacher with the confidence to support lessons for a significant number of pupils. However a wide range of individuals have a significant contribution to make towards educating pupils and to promote a wider understanding amongst educators of the development needs of young people. YGCRh has developed strategies aimed at developing a higher level of pedagogic understanding amongst non-teachers within an educational environment. These strategies could be key elements in Partneriaeth 6's Strategic Plan for the supporting education team:

Graduate Learning Assistants

We develop high quality professional practitioners by developing and extending their experiences in the workplace. They demonstrate flexibility and knowledge by responding to the needs of young people across a range of educational contexts. The graduate learning assistants convey knowledge and understanding of the range of restrictions that pupils face and the strategies used to control them. The graduate learning assistants are committed to working with the school in

studying and following a personal professional development plan and operate as teaching and learning assistants in the school.

Trainee Graduate Teaching Assistants Scheme *(A one year Internship for prospective teachers)*

The school has developed a strategy for training graduate teaching assistants. It is intended to enable individuals to develop ability and increased professional skills in the workplace. It is expected that the trainee graduate teaching assistants will contribute effectively towards the schools educational strategies. During their period of training they will build on their previous experiences by increasingly developing educational and leadership skills for the benefit of our pupils. It is expected that they will be considering following a teacher training course following their experience at YGCRh.

Prospective Graduate Learning Assistants

YGCRh is collaborating with Coleg y Cymoedd in developing a training plan for prospective graduate learning assistants. It is expected that prospective graduate learning assistants will develop increasing professional skills and abilities in the work place.

CCBC Corporate Training

CCBC has a training programme in place to assist staff to become fluent Welsh speakers. The programme has been running since 2001 and it gives staff flexibility to learn Welsh through a number of different methods from e-learning to a list of different class options.

With the introduction of the Welsh Language Standards in March 2016, these have given the Welsh language value and have raised awareness of the Welsh language internally within the workforce.

For the academic year 2016-2017, we currently have 43 members of staff signed up to do year courses which vary in levels from Mynediad 1 (Year 1 Beginners) to Hyfedredd 4 (Year 4 Proficiency).

Last academic year we had 86 learners. Below is a breakdown by directorate and gender;

	Corporate Services	Education	Environment	Social Services	External Authorities
Male	2	2	4	3	6
Female	9	10	11	21	18

Mudiad Meithrin

Cam wrth Gam (Mudiad Meithrin's training subsidiary) currently offers apprenticeship opportunities through Progress for Success. In addition, Mudiad Meithrin will consider opportunities to market careers in childcare with year 10 and 11 pupils. Cam Wrth Gam has been confirmed with 100 places in the coming year across Wales to develop qualified childcare Welsh speaking staff.

In addition there is support offered through a 6 month pilot in Mudiad Meithrin to support consistency of Welsh language acquisition in Cylchoedd (2 in Caerphilly of 5 across the Gwent region).

The Road to Bilingualism delivered by Menter Iaith funded through CCBC supports Welsh language acquisition in English medium settings and encourages the increased use of Welsh language and resources to provide a language rich environment. The different levels (Gold Silver

and Bronze) show the amount of Welsh language being offered that the setting is working towards. All settings are being made aware of the Active Offer and supported to achieve this.

Updates December 2017:

Early Years:

Welsh language skills are audited as a part of the tender specification for early years Childcare Placements, which is due to go to market in December 2017, and appropriate levels of training are offered as a result of this. This year one Welsh Language for Early Years course has been delivered by Menter Iaith staff with 23 participants registered on the course.

The road to bilingualism continues to be used across both Non-maintained and maintained settings. Currently there are 7 day nurseries, 2 childminders, 6 playgroups, 7 maintained Flying Start settings, and 6 other settings waiting to start.

Mudiad Meithrin are currently piloting the Croes I'r Bont project to improve Welsh language in 2 Cylch Meithrin (Coed Duon and Dewi Sant) and we anticipate the outcomes of this 6 month pilot in March 2018.

Early Years is about to go to tender for the Welsh language support to childcare settings across the borough for delivery from April 2018. The successful organisation will be responsible for improving the level of Welsh used by staff in both Welsh medium settings and English medium settings.

Coleg y Cymoedd:

Coleg y Cymoedd has a **Linguistic Skills Strategy** comprised of two elements.

The first is the **Staff Linguistic Skills Survey** held every two years. The latest took place in January 2017 with 723 staff (100%) responding to a questionnaire asking them to self-assess their Welsh speaking, understanding, writing and reading skills. The results of the survey identify Welsh speaking staff and their level of skills and these results identify which staff would benefit from targeted training opportunities e.g. Sgiliaith methodology sessions, the Welsh Language Sabbatical Scheme, internal Welsh in the Workplace courses, etc.

The second element of the Linguistic Skills Strategy is a **Skills Audit** of each role in the College where Managers are asked to evaluate each role when recruiting new members of staff in order to determine whether Welsh is essential or desirable for that particular role.

Mudiad Meithrin

The Welsh Government has asked Mudiad Meithrin to pilot a new scheme to the South East Croes I'r Bont. Our Cross Crossing officer works with staff at Cylch Meithrin Dewi Sant and Cylch Meithrin Coed Duon. The plan is

- Introduce language patterns for the staff and children of the Cylch
- Foster a close relationship with the local Welsh School, agree a specific language

Sabbatical Scheme Training

SE Wales Welsh medium teaching assistants: Summer 2017

Laura	Miller	Y Castell	Caerphilly
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Cerian	Williams	Gilfach Fargoed	Caerphilly
Andrea	Thompson	Gilfach Fargoed	Caerphilly
Kayleigh	Roberts	Y Castell	Caerphilly
Victoria	O'Leary-Knapper	Penalltau	Caerphilly
Wendy	Davies	Bro Alltau	Caerphilly
Angela	Davies	Trelyn	Caerphilly
Louise	Rees	Ysgol Gymraeg Caerffili	Caerphilly
Sarah	Bradnock	Bro Helyg	Blaenau Gwent
Hayley	Booth	Cwmbran	Torfaen
Julie	Carpenter	Ysgol Gymraeg Cwmbran	Torfaen

- Sabbatical Scheme pilot (one-year pilot for primary practitioners in English medium schools)
Schools currently involved:
Glyncoed, Blaenau Gwent
Llancaeath Jr, Caerphilly
Tynewydd, Caerphilly,
Kymin View, Monmouthshire
Magor, Monmouthshire
To be supported by the EAS and partnered Welsh medium schools (secondment in term 3, summer 2018):
Bro Helyg, Blaenau Gwent
Bro Alltau, Caerphilly
Cwm Gwyddon, Caerphilly
Y Fenni, Monmouthshire
Ifor Hael, Newport
- The EAS is committed to ensuring that at least one member of staff from each English medium cluster is trained via the one-year sabbatical over the next three years and is supporting WG with recruitment. The cluster approach will support sharing of best practice across the cluster.

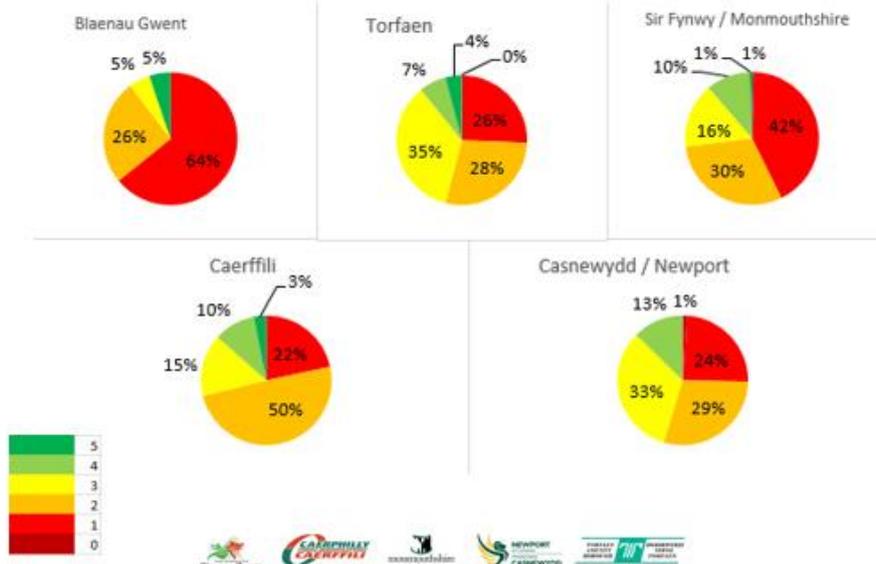
Regional Welsh Language Audit, October 2017

Welsh medium sector

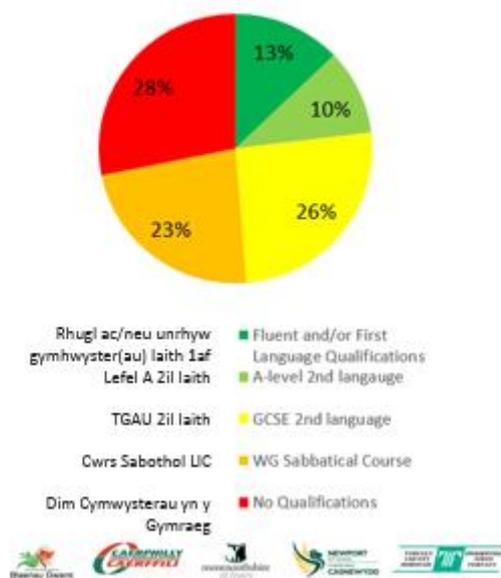
- With very few exceptions, teachers working in Welsh medium schools across the region have high level Welsh Language skills (Level 5)
- A majority (62%) of teaching assistants have language skills (L5) according to the WG level descriptions with a minority (36% L4, 2% L3%) working on predominantly L4.
- The EAS are working with WG and schools to support identification and release of staff to sabbatical scheme training with a further SE Wales region training session for teaching assistants being planned for summer 2018. [To date three practitioners from Caerphilly \(Trelyn and Penalltau\) and one from Newport \(Bro Teyrn\) and one from Torfaen \(Panteg\) have expressed an interest in the training.](#)

English medium sector

Athrawon Cynradd Cyfrwng Saesneg English Medium Primary Teachers



Cydlynwyr / Coordinators



EAS Professional Learning Offers (Training opportunities - Welsh): 2017-18



FINAL LLC CYMRAEG

FINAL LLC W2L

Service area offer 2017 Service area offer 2018

All Welsh second language courses have been particularly full and have been re-run to meet demand. Impact of training is reported upon to each LA on a termly basis.

Updates December 2018

Ysgol Gyfun Cwm Rhymni

Ysgol Gyfun Cwm Rhymni have presented an expression of interest on behalf of the South East Wales Welsh medium partnership (Cwm Rhymni, Gwent Is Coed and Gwynllyw) in the proposed Alternative Routes into Teaching programme. Cwm Rhymni intend building on their significant experience with GTP and their Graduate Teaching Assistants programme which enables graduates to gain experience in school prior to accessing the GTP or PGCE courses. The partnership believe that through effective collaboration they will have the capacity to support the Alternative Routes into Teaching programme ensuring that Prospective Teachers will be afforded a very high quality learning experience

CCBC Corporate Training – Updated 17/12/18

CCBC has a training programme in place to assist staff to become fluent Welsh speakers. The programme has been running since 2001 and it gives staff flexibility to learn Welsh through a number of different methods from e-learning to a list of different class options.

With the introduction of the Welsh Language Standards in March 2016, these have given the Welsh language value and have raised awareness of the Welsh language internally within the workforce.

Academic Year	30 Week Courses				Taster Courses	Online Courses	Total
	Mynediad	Sylfaen	Canolradd	Uwch+			
2016-2017	23	10	7	3	73	1	118
2017-2018	25	12	5	3	34	56	135
2018-2019	26	11	11	2	-	17	67*

* This is the number to date the academic started in September 2018 and will run until July 2019, so this number is expected to rise.

Early Years

Menter Iaith has delivered a course for practitioners to develop their Welsh language skills and support the implementation of the Road to Bilingualism. In 2018 there was one Cwrs Iaith Meithrin / Welsh for Early Years with 9 participants from 3 settings who attended and improved their skills.

Education Achievement Service

There has been a range of support developed by the EAS between schools and Advisory teams. The detail is in the report attached below to capture information on Regional peer support model, Welsh Language Charter, Cymraeg Campus, Welsh Sabbatical scheme, Welsh language audit and regional training programme.



EAS Caerphilly
Update Dec 2018 - w

Signed: Date:

Keri Cole, Chief Education Officer, Caerphilly County Borough Council

Data (Annex 1)**Outcome 1: More seven-year-old children being taught through the medium of Welsh****Expanding provision**

What is the percentage of seven-year-old children currently taught through the medium of Welsh?
[20% of Y2 pupils from Caerphilly attended Welsh-medium schools in 2016.](#)

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

What is the current percentage of learners in Year 9 who are assessed in Welsh (First Language)?
[12.72% of pupils from Caerphilly were assessed in Welsh at YGCRh in 2016.](#)

How does this figure compare with percentage of learners in Year 6 who were assessed in Welsh (First Language) three years earlier?

[In 2013 12.9% of pupils attended Welsh medium Primary schools](#)

Effective transfer and linguistic continuity

What are the rates of progression between:

- non-maintained Welsh-medium childcare settings for children under 3 and maintained Welsh-medium/bilingual schools delivering the Foundation Phase? [See data table from Mudiad Meithrin](#)
- non-maintained Welsh-medium childcare settings for children under 3 and funded non-maintained Welsh-medium settings delivering the Foundation Phase? [See data table from Mudiad Meithrin](#)
- funded non-maintained Welsh-medium settings and maintained Welsh-medium/bilingual schools? [See data table from Mudiad Meithrin](#)
- non-maintained Welsh-medium childcare settings for children under 3 and funded non-maintained Welsh-medium settings delivering the Foundation Phase and subsequently maintained Welsh-medium/bilingual schools? [See data table from Mudiad Meithrin](#)
- Foundation Phase and Key Stage 2? [100%](#)
- Key Stages 2 and 3? [100%](#)
- Key Stage 3 and 4? [100%](#)

Caerphilly does not have any bilingual secondary schools (categories 2A, 2B, 2C and 2CH).

Outcome 3: More learners aged 14-16 studying for qualifications through the medium of Welsh**Outcome 4: More learners aged 16-19 studying subjects through the medium of Welsh in schools, colleges and work-based learning**

Increasing the percentage of learners aged 14 -16 studying for qualifications through the medium of Welsh

What is the current percentage of Year 11 learners who are entered for GCSE Welsh First Language who are studying for 5 or more further Level 1 or Level 2 qualifications through the medium of Welsh?

(You should NOT include Welsh literature. Applied GCSEs, double science count as two subjects; short courses count as one subject. It may not be possible to include BTEC because the awarding body does not differentiate between Welsh-medium and English-medium)

100% of pupils at YGCRh, Caerphilly study at least 5 or more subjects, in addition to Welsh First Language, through the medium of Welsh. Caerphilly pupils who currently attend YGCRh are entered for two Maths, two Science, three optional GCSEs and the Welsh Bac. through the medium of Welsh. This is in addition to Welsh / Welsh Literature.

What are the authority's targets for increasing this percentage? N/A

This can be expressed either as annual targets or as a single end of Plan target

What is the current percentage of Year 11 learners who are entered for GCSE Welsh First Language who are studying for 2 or more further Level 1 or Level 2 qualifications through the medium of Welsh?

See above. 100%

(You should NOT include Welsh literature. Applied GCSEs, double science count as two subjects; short courses count as one subject. It may not be possible to include BTEC because the awarding body does not differentiate between Welsh-medium and English-medium)

What are the authority's targets for increasing this percentage? N/A

This can be expressed either as annual targets or as a single end of Plan target

Increasing the percentage of learners aged 16-19 who study subjects through the medium of Welsh in schools

What is the percentage of learners aged 16-19 who study 2 or more subjects through a) the medium of Welsh b) bilingually (e.g. elements of qualifications/modules)?

100% of pupils at YGCRh, Caerphilly study at least 2 or more subjects through the medium of Welsh.

Outcome 5: More learners with higher skills in Welsh

Improving provision and standards in Welsh First Language

What is the percentage of learners at the end of the Foundation Phase who reach at least Foundation Phase Outcome 5 in Language, Literacy and Communication Skills in Welsh-medium/bilingual schools?

Data update December 2018

1. Data Rhanbarthol / Regional Data - Mamiaith / Welsh 1st Language

Cyfnod Sylfaen / Foundation Phase

Deilliant 5 / Outcome 5

ALI/LA	2017 Cymraeg	2018 Cymraeg	FSM Gap 17	FSM Gap 18	Gender Gap 17	Gender Gap 18
BG	96.8	81.6	-3.4	52.4	-4.8	31.8
Caerffili	93.8	91.7	8.9	13.1	4.6	7.8
Mynwy	98.1	85.7	-2.2	6.4	-3.3	12.9
Casnewydd	94.5	94.4	7.7	1.8	2.6	7.2
Torfaen	83.8	94.5	24.2	-0.3	3.4	12.0
GCA/EAS	92.4	91.5	9.4	8.6	3.2	10.7
Cymru	90.9	86.1	-	-	6.0	8.9

Deilliant 6 / Outcome 6

All/LA	2017 Cymraeg	2018 Cymraeg	FSM Gap 17	FSM Gap 18	Gender Gap 17	Gender Gap 18
BG	32.3	26.3	-19.0	28.6	3.3	19.3
Caerffili	38.0	38.8	16.5	26.7	9.8	15.8
Mynwy	50.0	40.8	20.0	45.5	7.5	18.6
Casnewydd	47.3	54.4	36.4	23.0	25.5	10.7
Torfaen	33.1	43.6	23.3	-4.0	9.3	28.7
GCA/EAS	38.9	41.2	19.3	19.0	11.3	17.8
Cymru	38.1	33.2	-	-	13.7	13.6

What is the percentage of learners at the end of Key Stage 2 who reach at least Level 4 in teacher assessment in Welsh?

Data update December 2018

Cyfnod Allweddol 2 / Key Stage 2

Lefel 4

ALI/LA	2017 Cymraeg	2018 Cymraeg	FSM Gap 17	FSM Gap 18	Gender Gap 17	Gender Gap 18
BG	88.6	96.7	15.3	-3.4	-13.5	-7.1
Caerffili	94.7	93.8	10.0	9.1	-5.6	-6.3
Mynwy	86.8	96.1	38.9	22.9	-20.5	-8.0
Casnewydd	90.1	97.3	25.6	18.5	-8.7	-1.2
Torfaen	88.9	92.2	14.1	18.9	-14.5	-5.9
GCA/EAS	92.3	94.3	13.6	13.1	-8.5	-5.9
Cymru	91.6	89.7	-	-	-6.0	-6.5

Lefel 5+

ALI/LA	2017 Cymraeg	2018 Cymraeg	FSM Gap 17	FSM Gap 18	Gender Gap 17	Gender Gap 18
BG	17.1	26.7	-8.9	27.6	-20.1	3.6
Caerffili	40.5	41.0	24.8	32.8	-22.7	-13.4
Mynwy	44.7	47.1	47.2	23.9	-1.7	-37.4
Casnewydd	49.3	60.3	3.8	21.8	-11.0	-2.7
Torfaen	39.5	43.7	9.5	17.1	-10.9	-18.4
GCA/EAS	40.3	43.5	17.6	27.7	-18.2	-14.7
Cymru	41.5	40.4	-	-	-17.3	-14.3

Cyfnod Allweddol 2 / Key Stage 2

Sgiliau / Skills

ALI / LA	Llafaredd/Oracy		Darllen/Reading		Ysgri./Writing	
	2017	2018	2017	2018	2017	2018
BG	85.7	93.3	77.1	86.7	68.6	90.0
Caerffili	94.7	95.5	95.0	92.7	92.8	89.0
Mynwy	89.5	94.1	92.1	96.1	65.8	88.2
Casnewydd	95.8	97.3	90.1	97.3	90.1	91.8
Torfaen	88.9	95.1	88.9	90.3	79.0	86.4
GCA	93.0	95.4	92.1	92.8	87.0	88.9
Cymru	92.3	90.8	90.8	88.9	86.8	84.9

ALI / LA	Llafaredd/Oracy		Darllen/Reading		Ysgri./Writing	
	2017	2018	2017	2018	2017	2018
BG	34.3	40.0	14.3	20.0	8.6	20.0
Caerffili	41.1	43.2	41.4	44.4	35.5	34.2
Mynwy	47.4	51.0	47.4	51.0	23.7	35.3
Casnewydd	49.3	64.4	50.7	60.3	35.2	43.8
Torfaen	40.7	45.6	39.5	48.5	27.2	24.3
GCA	42.1	46.6	41.0	46.3	31.7	33.1
Cymru	43.6	42.5	42.5	42.5	33.6	31.6

What is the percentage of learners at the end of Key Stage 3 who reach at least Level 5 in teacher assessment in Welsh?

Data update December 2018

Cyfnod Allweddol 3 / Key Stage 3

Lefel 5

ALI/LA	2017	2018	FSM	FSM	Gender	Gender
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	Cymraeg	Cymraeg	Gap 17	Gap 18	Gap 17	Gap 18
BG	-	-	-	-	-	-
Caerffili	86.6	94.4	22.9	13.7	11.6	3.6
Mynwy	-	-	-	-	-	-
Casnewydd	-	-	-	-	-	-
Torfaen	89.9	94.0	10.0	8.0	15.7	7.9
GCA/EAS	88.0	94.3	16.7	12.0	13.4	5.1
Cymru	93.5	93.8			4.8	5.6

Lefel 6+

ALI/LA	2017	2018	FSM	FSM	Gender	Gender
	Cymraeg	Cymraeg	Gap 17	Gap 18	Gap 17	Gap 18
BG	-	-	-	-	-	-
Caerffili	54.7	67.9	36.1	26.2	16.9	20.3
Mynwy	-	-	-	-	-	-
Casnewydd	-	-	-	-	-	-
Torfaen	54.2	64.9	29.2	34.9	26.1	22.1
GCA/EAS	54.5	66.8	32.9	28.3	20.7	20.9
Cymru	62.9	63.8			19.1	20.3

CA3 / KS3

Sgiliau / Skills

ALI / LA	Llafaredd/Oracy		Darllen/Reading		Ysgri./Writing	
	2017	2018	2017	2018	2017	2018
BG	-	-	-	-	-	-

Caerffili	84.5	93.1	87.9	89.8	77.2	92.1
Mynwy	-	-	-	-	-	-
Casnewydd	-	-	-	-	-	-
Torfaen	89.3	91.7	89.9	92.9	88.1	89.9
GCA	86.5	92.6	88.8	90.9	81.8	91.3
Cymru	93.8	94.2	92.2	92.8	88.2	89.2

ALI / LA	Llafaredd/Oracy		Darllen/Reading		Ysgri./Writing	
L6	2017	2018	2017	2018	2017	2018
BG	-	-	-	-	-	-
Caerffili	52.6	67.9	59.1	67.9	39.2	60.3
Mynwy	-	-	-	-	-	-
Casnewydd	-	-	-	-	-	-
Torfaen	53.0	62.5	51.8	62.5	53.0	60.7
GCA	52.8	66.0	56.0	66.0	45.0	60.5
Cymru	65.4	64.6	61.9	63.3	51.2	55.6

What is the percentage of learners at the end of Key Stage 4 who achieve grades A*-C in GCSE Welsh first language?

Cyfnod Allweddol 4 / Key Stage 4

ALI / LA	GCSE A*-C Cymraeg Language		
	Final SSSP 2017 result	2018 Results Day	Target
-	-	-	-
Caerffili	66.2	70.0	73.7

-	-	-	-
-	-	-	-
Torfaen	73.6	68.8	79.0
GCA / EAS	68.9	69.5	75.8
Cymru	74.2	74.0	

Improving provision and standards of Welsh Second Language

What is the percentage of learners at the end of Key Stage 2 who reach at least Level 4 in the teacher assessment of Welsh Second Language?

Data Rhanbarthol / Regional Data - Ail iaith / Welsh 2nd Language

CA2/KS2: Lefel 4

ALI/LA	L4 2017 CAI	L4 2018 CAI	FSM Gap 17	FSM Gap 18	Gender Gap 17	Gender Gap 18
BG	85.0	84.0	10.4	16.8	-15.4	-10.0
Caerffili	84.4	85.9	22.3	17.9	-6.8	-9.7
Mynwy	88.4	90.9	7.0	13.3	-6.5	-3.2
Casnewydd	86.3	87.7	18.1	11.2	-9.5	-7.0
Torfaen	85.1	89.9	24.1	16.1	-12.8	-7.2
GCA	85.7	87.6	18.6	15.5	-9.5	-7.5
Cymru	80.9	81.3	-	-	-9.4	-10.4

CA2/KS2:Lefel 5+

ALI/LA	2017 CAI	2018 CAI	FSM Gap 17	FSM Gap 18	Gender Gap 17	Gender Gap 18
BG	27.8	34.5	16.4	14.2	-23.7	-23.2
Caerffili	33.9	35.5	23.1	23.8	-17.5	-16.9

Mynwy	38.5	42.3	23.2	26.0	-17.8	-13.5
Casnewydd	38.9	38.0	26.1	21.3	-14.3	-11.7
Torfaen	28.8	35.1	21.4	16.6	-13.3	-14.3
GCA	34.3	37.0	22.9	21.2	-16.6	-15.1
Cymru	26.3	27.7	-	-	-12.6	-12.8

CA2 / KS2: Sgiliau / Skills

ALI / LA	Llafaredd/Oracy		Darllen/Reading		Ysgri./Writing	
	2017	2018	2017	2018	2017	2018
BG	85.0	84.0	77.6	81.3	74.5	75.8
Caerffili	84.4	86.0	80.1	81.8	76.1	78.7
Mynwy	88.4	90.9	84.6	86.0	81.1	82.5
Casnewydd	86.3	87.7	81.8	82.7	79.0	79.7
Torfaen	85.1	89.9	77.7	85.8	76.6	82.3
GCA	85.7	87.6	80.5	83.3	77.5	79.8
Cymru	-	-	-	-	-	-

ALI / LA	Llafaredd/Oracy		Darllen/Reading		Ysgri./Writing	
	2017	2018	2017	2018	2017	2018
BG	27.8	34.5	22.4	29.4	20.8	22.9
Caerffili	33.9	35.5	28.4	32.5	24.9	27.5
Mynwy	38.5	42.3	30.5	35.3	29.8	30.2
Casnewydd	38.9	38.0	30.0	27.7	26.9	25.5
Torfaen	28.8	35.1	22.7	29.1	20.2	27.7
GCA	34.3	37.0	27.4	30.6	24.8	26.8

Cymru	-	-	-	-	-	-
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What is the percentage of learners at the end of Key Stage 3 who reach at least Level 5 in the teacher assessment of Welsh Second Language?

CA3 / KS3: Lefel 5

Sir	L5 2017	L5 2018	FSM	FSM	Gender	Gender
	CAI	CAI	Gap 17	Gap 18	Gap 17	Gap 18
BG	79.6	87.5	17.1	8.8	11.9	12.1
Caerffili	83.4	86.3	22.7	18.6	13.1	14.0
Mynwy	88.8	90.2	20.5	20.4	6.6	8.5
Casnewydd	83.4	87.5	24.3	14.9	13.4	10.7
Torfaen	86.1	88.1	17.3	12.3	11.0	7.9
GCA	84.2	87.6	21.9	15.7	11.9	11.1
Cymru	83.8	84.6	-	-	12.0	11.9

CA2 / KS3 :Lefel 6+

Sir	L6 2017	L6 2018	FSM	FSM	Gender	Gender
	CAI	CAI	Gap 17	Gap 18	Gap 17	Gap 18
BG	46.1	38.6	22.7	21.4	9.8	20.9
Caerffili	41.8	40.6	29.4	29.7	20.1	21.6
Mynwy	56.1	60.7	44.3	27.4	23.5	16.3
Casnewydd	43.2	52.3	29.5	34.5	18.3	20.4
Torfaen	52.3	45.8	31.0	21.2	24.2	20.7
GCA	46.3	47.0	31.2	29.4	19.9	20.3
Cymru	48.4	49.6	-	-	22.0	20.5

What is the percentage of learners at the end of Key Stage 4 who achieve grades A*-C in GCSE Welsh Second Language Full Course? What is the percentage of learners at the end of Key Stage 4 who achieve grades A*-C in GCSE Welsh Second Language Short Course?

Awaiting KS4/5 data for Welsh Second Language.

Available December 2018

What are your targets for improvement in each of the above – either year on year or at the end of the 3-year Plan period?

Targets for improvement in pupil performance are set by schools based on individual pupil level data. These targets are reviewed on a termly basis, challenged and monitored EAS Challenge Advisors. These are now used purely by the schools for individual performance measures. It is now WG expectation that school targets should only be used to support self-evaluation and should not be aggregated up to a local authority or regional measure of performance. (WG letter dated 25th October, 2018).

Cymedroli Clwstwr CA2-3 / KS2-3 Cluster Moderation 2018

The EAS is involved in the verification of cluster moderation process' for Welsh and Welsh Second Language on behalf of LAs on an annual basis. EAS verification is undertaken for different core subjects in different LAs each year.

In 2017-18 all cluster moderation meetings for Welsh Second Language were attended in Blaenau Gwent, Monmouthshire, Newport and Torfaen

Moderation for Welsh 1st language was verified in Caerphilly.

In LAs where advisers were present at cluster moderation, bespoke reports were written and shared with each individual cluster. An EAS summary report was provided for each Local Authority on EAS and cluster findings, Summer 2018.

What percentage of the cohort is entered for (i) GCSE Welsh Second Language Full Course; (ii) GCSE Welsh Second Language Short Course; and (iii) not entered for either?

This is now in a period of change

More learners with higher-level Welsh language skills

What are the current total A Level Welsh first language entries as a percentage of GCSE Welsh first language entries two years earlier?

What are the current total A Level Welsh second language entries as a percentage of the full and short course GCSE Welsh second language entries two years earlier?

Outcome 6: Welsh-medium provision for learners Additional Learning Needs

No data required

Outcome 7: Workforce planning and Continuous Professional Development

No data required

Name of Cylch Meithrin / Cylch Ti a Fi /non-maintained Welsh-medium childcare setting	Number of children transferring to Welsh-medium schools in September 2014	Percentage of pupils transferring to Welsh-medium schools in September 2014	Number of children transferring to Welsh-medium schools in September 2015	Percentage of pupils transferring to Welsh-medium schools in September 2015	Number of children transferring to Welsh-medium schools in September 2016	Percentage of pupils transferring to Welsh-medium schools in September 2016	Number of children transferring to Welsh-medium schools in September 2017	Percentage of pupils transferring to Welsh-medium schools in September 2017	Notes
Aberbargoed 123	9	75%	13	62%	15	71%	24	88.89%	This setting does not offer Foundation Phase or Flying Start places.
Coed Duon	12	71%	11	69%	7	58%	7	70%	The setting offers Foundation Phase places. Located on an English medium comprehensive site.
Cwm Derwen	14	93%	18	100%	22	96%	12	100%	The setting offers Foundation Phase places. Located on a Welsh Medium primary site
Cwm Gwyddon	36	77%	24	100%	30	81%	20	71.43%	This setting does not offer Foundation Phase or Flying Start places. Located on a Welsh Medium primary site
Pwll Sant	3	9%	1	3%	2	5%	3	4.35%	The setting offers Foundation Phase and Flying Start places. Mudiad Meithrin, Menter Iaith and LA continue to work with this setting to improve Welsh language standards through the Croes I'r Bont scheme and more recently the Road to Bilingualism scheme. Parents seem more concerned regarding convenience rather than taking up Welsh medium Education in school although it may change in the longer term when the school is developed closer to the area.
Ifor Bach	41	89%	32	100%	50	100%	35	97.22%	This setting offers Flying Start places, but does not offer Foundation Phase. Located on a Welsh Medium primary site
Llanbradach	11	65%	8	58%	14	70%	N/A	N/A	This setting closed on 24/7/17
Nelson	20	95%	14	88%	20	91%	15	88.24%	The setting offers Foundation Phase and are contracted to deliver Flying Start places in the future but not yet offering FS places. Not located on a Welsh Medium primary site.
Parc Waunfawr	5	38%	0	0%	0	0%	0	0%	This is still an unregistered part-time setting and therefore not offering Foundation Phase or Flying Start. Not located on a Welsh Medium primary site
Penalltau	22	100%	22	100%	25	100%			This setting does not offer Foundation Phase or Flying Start places. Located on a Welsh Medium primary site
Penpedairheol	14	78%	8	62%	1	11%	5	45.45%	This setting does not offer Foundation Phase or Flying Start places. Pupils have to travel to reach the local Welsh-medium schools. Mudiad Meithrin staff are working closely with the Cylch staff to improve communication with the two most local

Name of Cylch Meithrin / Cylch Ti a Fi /non-maintained Welsh-medium childcare setting	Number of children transferring to Welsh-medium schools in September 2014	Percentage of pupils transferring to Welsh-medium schools in September 2014	Number of children transferring to Welsh-medium schools in September 2015	Percentage of pupils transferring to Welsh-medium schools in September 2015	Number of children transferring to Welsh-medium schools in September 2016	Percentage of pupils transferring to Welsh-medium schools in September 2016	Number of children transferring to Welsh-medium schools in September 2017	Percentage of pupils transferring to Welsh-medium schools in September 2017	Notes
									schools.
Pontllanfraith	6	43%	5	36%	8	44%	8	40%	The setting offers Foundation Phase and Flying Start places. The setting is the only pre-school provision in the area feeding 8 different schools; 4 Welsh and 4 English-medium. There is no free transport for 3 year olds to the nearest school YGG Trelyn which may make choices more challenging.
Rhymni	21	81%	24	83%	19	86%	19	86.36%	This setting offers Flying Start places but does not offer Foundation Phase places. Not located on a Welsh Medium primary site
Tedi Twt	18	100%	9	100%	10	91%	24	100%	This setting offers Flying Start places but does not offer Foundation Phase places. Currently located on a Welsh Medium primary site
Pnyfelin	21	91%	27	100%	30	100%	35	94.59%	The setting offers Foundation Phase places. Not located on a Welsh Medium primary site. It is the only Cylch Meithrin in Caerphilly town feeding 2 Welsh medium Primary schools.
Ynfyys	15	88%	16	89%	25	86%	12	85.71%	This setting offers Foundation Phase places and is registered to offer Flying Start places in the future when they have reached eligibility criteria. Located adjacent to a Welsh Medium primary site
Caerphilly	268	75%	232	76%	278	68%	216	69%	2017 data shows a slight increase in transition rates

Annex 2 Parental Survey:

2018 survey is currently online with a response deadline of 21st December 2018. This will be analysed and updated in this section in Spring 2019.

Pre-School Survey 2014/2015 Analysis of Responses to the 1st September 2014 to 31st August 2015 Survey

Summary

Between 2004 and 2013 ten surveys were undertaken by Caerphilly County Borough Council. The surveys were designed to collect information regarding school place preferences from parents of 20,614 babies born in the period 1st September 2004 to 31st August 2014 (100% of total births in this period). The surveys were intended as a means of assessing the relative levels of demand for Welsh, English or Faith medium education.

Method

For the 2014/15 survey details of babies born during the period 1st September 2014 to 31st August 2015 were supplied by the Aneurin Bevan Health Board. The information provided consisted of each baby's name, date of birth, address and postcode. The postcodes were used to enable catchment area mapping.

A questionnaire was created and a covering letter was produced to go with each questionnaire, which gave information regarding the survey. Both the questionnaire and letter were sent in English and Welsh languages to each Parent / Guardian. In order to encourage a response, a Freepost envelope was provided for return. The letter referred to the Starting School Booklet which describes education provision in Caerphilly County Borough, produced by the Local Authority.

The questionnaire contained two sections:-

Part A. Child Details – this asked for the number of children under the age of 2 years of age as at 31st August 2015, the date(s) of birth of the child(ren) and the postcode of residency.

Part B. Preferred school – this invited the parent to choose a school from a list of all Caerphilly County Borough schools. This section also contained three further questions regarding whether a Welsh school would have been chosen if one was within 2 miles of their home, in excess of 2 miles from their home and the maximum distance to travel to school.

A total of 2037 questionnaires were sent out. Parents were given one month to reply.

Responses

Table 1 shows the overall response rate to the questionnaire

Table 1: Response Rate

Number sent	2037
Number returned	518
Percentage response	25.4%

The overall response rate of 25.4% is good for a postal survey, but 4.6% below that for the previous survey. Non-respondents were not followed up due to time and cost restraints.

Table 2: Choice of Language Medium

Parents were asked to choose their preferred school. Table 2 summarises the language medium preferences. Of the 406 choosing English medium provision, 6 of these opted for a faith school.

Preference	Total	Percent
Welsh medium catchment school	82	15.8%
Welsh medium non catchment school	30	5.8%
English medium catchment school	276	53.3%
English medium non catchment school	124	23.9%
Faith School	6	1.2%
Total	518	100.0%
Welsh medium school	112	21.6%
English medium school	400	77.2%
Faith School	6	1.2%
Total	518	100.0%

Tables 3a, 3b & 3c: Language Medium Preference Based on Distance to School

Parents were asked if they would have chosen a Welsh medium school based on distance from their home. The results are shown below.

Table 3a: Analysis of those who would choose a Welsh Medium school if one was within 2 miles of their home.

536 out of 541 respondents answered this question (99.1%)

Preference	Very Likely	Likely	Quite Likely	Quite Unlikely	Unlikely	Very Unlikely	Total
Welsh	109	7	5	0	0	0	121
English	26	25	21	38	75	224	409
Faith	0	0	1	1	2	2	6
Total	135	32	27	39	77	226	536
Welsh	90.1%	5.8%	4.1%	0.0%	0.0%	0.0%	100.0%
English	6.4%	6.1%	5.1%	9.3%	18.3%	54.8%	100.0%
Faith	0.0%	0.0%	16.7%	16.7%	33.3%	33.3%	100.0%
Total	25.2%	5.9%	5.0%	7.3%	14.4%	42.2%	100.0%

As expected, the majority of those who choose a Welsh medium school would have chosen one if within 2 miles of home. However, the majority (73.1%) of those who chose an English medium

school would not have chosen Welsh medium even if a Welsh school was within 2 miles of their home.

Table 3b: Analysis of those who would choose a Welsh Medium school if one was more than 2 miles from their home.

519 out of 541 respondents answered this question (95.9%)

Preference	Very Likely	Likely	Quite Likely	Quite Unlikely	Unlikely	Very Unlikely	Total
Welsh	76	12	11	9	10	3	121
English	17	6	16	34	74	266	413
Faith	0	0	1	0	2	3	6
Total	93	18	28	43	86	272	540
Welsh	62.8%	9.9%	9.1%	7.4%	8.3%	2.5%	100.0%
English	4.1%	1.5%	3.9%	8.2%	17.9%	64.4%	100.0%
Faith	0.0%	0.0%	16.7%	0.0%	33.3%	50.0%	100.0%
Total	17.2%	3.3%	5.2%	8.0%	15.9%	50.4%	100.0%

Over 81% of those who choose a Welsh medium school would still chose this medium even if the school was more than 2 miles from home. Over 90% of those who choose an English medium school would stick with this choice if a Welsh medium school was more than 2 miles from home.

Table 3c: Analysis of maximum travel time to school according to medium chosen.

519 out of 541 respondents answered this question (95.9%)

Preference	Less than 10 minutes	Between 10 minutes and 20 minutes	Between 20 minutes and 30 minutes	Between 30 minutes and 45 minutes	Between 45 minutes and 60 minutes	More than 60 minutes	Total
Welsh	31	69	17	4	0	0	121
English	145	215	29	4	0	0	393
Faith	1	2	2	0	0	0	5
Total	177	286	48	8	0	0	519
Welsh	25.6%	57.0%	14.1%	3.3%	0.0%	0.0%	100.0%
English	36.9%	54.7%	7.4%	1.0%	0.0%	0.0%	100.0%
Faith	20.0%	40.0%	40.0%	0.0%	0.0%	0.0%	100.0%
Total	34.1%	55.1%	9.2%	1.6%	0.0%	0.0%	100.0%

96.7% of those choosing Welsh medium schools would be willing to travel up to 30 minutes to school, whilst 99.0% of those choosing English medium schools would travel up to 30 minutes (so no real difference). However, the percentage willing to travel 20-30 minutes to school is higher for Welsh medium than English medium (14.1% compared to 7.4%), so on average parents are willing to travel for a little longer to reach a Welsh school. Just 1.6% of respondents answering this question would be willing to travel for over 30 minutes.

**Bod yn Ddwieithog ym
Mwrdeistref Sirol Caerffili**

Ydych chi'n ystyried
anfon eich plentyn i
ysgol cyfrwng Cymraeg?

**Becoming Bilingual in
Caerphilly County Borough**

Thinking about sending
your child to a Welsh
medium school?

PAGE 17
**RHWELER
RHAGOR O
WYBODAETH Y
TU MEWN!**



**FIND OUT
MORE
INSIDE!**

Beth yw ystyr bod yn ddwyieithog?

Y gallu i fyw eich bywyd bob dydd mewn dwy iaith.

Fel rhiant, bydd penderfynu ar addysg eich plentyn yn un o'r penderfyniadau pwysicaf y byddwch yn ei wneud. Mae nifer cynyddol o rieni yn tystio bod dewis addysg cyfrwng Cymraeg ar gyfer eu plentyn wedi bod yn brofiad cadarnhaol a gwerth chweil ac yn fantais wrth ddechrau gweithio.

- Bwriad y llyfryn hwn yw ateb cwestiynau, mynd i'r afael â phryderon a nodi'r manteision sy'n gysylltiedig â bod yn ddwyieithog.

Mae'r llyfryn hefyd yn dangos siwrne cyfrwng Cymraeg clir ar gyfer eich plentyn drwy'r blynyddoedd ysgol, o'r dosbarth meithrin, i'r ysgol gynradd, yr ysgol uwchradd, addysg bellach a thu hwnt.

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Mae tua 88% o ddisbylion sy'n cael addysg Gymraeg ym Mwrdeistref Sirol Caerffili yn dod o gartrefi di-Gymraeg.



So, what does being bilingual mean?

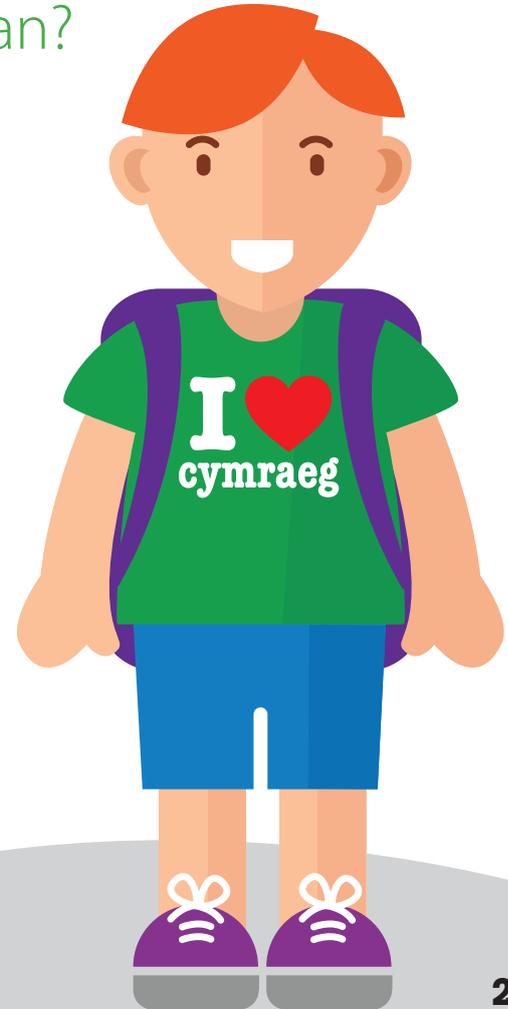
It's the ability to live your everyday life with two languages.

As a parent, deciding on your child's education will be one of the most important decisions that you will make. An increasing number of parents can testify that choosing Welsh medium education for their child has been a positive and worthwhile experience and an advantage when starting in work.

Page 149 The aim of this booklet is to answer questions, address concerns and state the advantages of being bilingual. This booklet also maps a clear Welsh medium journey for your child through the school years from nursery, to primary, secondary schools, further education and beyond.



About 88% of pupils in Welsh medium education in Caerphilly County Borough come from non Welsh speaking homes.



Ydych chi am i'ch plentyn fod yn ddwyieithog?

Ond dydyn ni ddim yn siarad Cymraeg!

Gan nad yw'r rhan fwyaf o rieni'n siarad Cymraeg, mae ysgolion yn darparu popeth yn 'Gymraeg a Saesneg'.

Beth am eu sgiliau Saesneg?

Wrth i blant adael ysgol gynradd Cymraeg byddant yn rhugl yn y Gymraeg, a'r un mor rhugl yn Saesneg a phlant o ysgolion Saesneg.

Am addysg cyfrwng Cymraeg?

Mae safon yr addysg yn rhagorol, mae'n hawdd dysgu iaith o oed cynnar, mae plant yn mwynhau eu bywydau yn y Gymraeg a'r Saesneg!

**Adroddiad Thematig Estyn 2014 Saesneg yng nghyfnodau allweddol 2 a 3.*



Do you want your child to be bilingual?

But we don't speak Welsh!

With parents who don't speak Welsh in the majority, schools provide everything in English and Welsh.

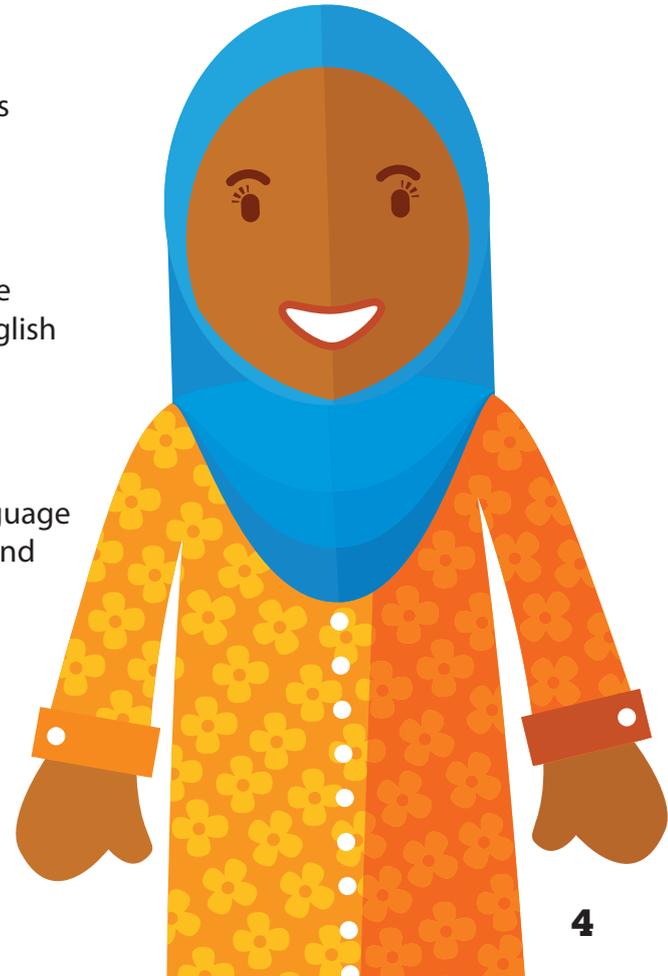
What about their English language skills?

When children leave Welsh medium primary school they are fluent in Welsh, and as fluent in English as children from English medium schools.

Why Welsh medium education?

The quality of education is excellent, it's easy to learn a language from an early age, and children enjoy their lives in English and Welsh!

**Estyn Thematic Report 2014 English at key stages 2 and 3.*



Chwarae a dysgu yn y Gymraeg o enedigaeth... plant rhwng 0-4 oed

Cymraeg i Blant

Grwpiau cefnogi am ddim i rieni newydd. Sesiynau tyllino babi, ioga babi a arwyddo a chàn. Ar gyfer rhieni â phlant bach, o'r crud i fyny.

Meithrinfa Dydd/Gwarchodwr Plant

Tua 8yb-6yh Dydd Llun i Ddydd Gwener. Gofynnwch i'ch meithrinfa neu warchodwyr plant lleol sut maen nhw'n defnyddio'r Gymraeg mewn gweithgareddau bob dydd.

Cylch Meithrin / Dechrau'n Deg

2-2 ½ awr. 2 oed i ysgol. Mae rhai Cylchoedd Meithrin yn cynnig llefydd codi'n 3 oed. Gofal cofleidiol ar gael.

Grwpiau Ti a Fi Mudiad Meithrin

Sesiynau grŵp rhieni a phlant hyd at oed ysgol. Tua 1-2 awr. Cyfle i'r plant a rhieni gymdeithasu a dysgu canu a chwarae yn y Gymraeg.

Gofal cyn ysgol, cofleidiol, ar ôl ysgol a gwyliau cyfrwng Cymraeg Menter Caerffili

Gofal ar gyfer plant oedran ysgol cyn ysgol, ar ol ysgol ac yn ystod y gwyliau trwy gyfrwng y Gymraeg. Gofal cofleidiol cyfrwng Cymraeg ar gyfer plant dosbarth meithrin rhan amser.

Play and learn in Welsh from birth...

0-4 year olds

Cymraeg i Blant – Cymraeg for Kids

Free support groups for new parents.

Baby massage, baby yoga and baby sign and rhyme sessions in Welsh and English. Suitable for parents and babies from birth onwards.

Day Nursery/Childminder

Private childcare.

Around 8am-6pm Monday to Friday.
Ask at your local nursery how they use Welsh in everyday activities.

Cylch Meithrin / Flying Start

Playgroup. Around 2-2 ½ hours.

Children from 2 years old to school age.
Some groups provide rising 3 places.
Wraparound Service available.

Ti a Fi

Parent and toddler group sessions run by Mudiad Meithrin. Around 1-2 hours. An opportunity for parents with children up to school age to socialise, sing and play in Welsh.

Menter Caerffili's Welsh Medium Out of School Childcare Provisions

Welsh medium childcare before school, after school and during the school holidays for school aged children. Wraparound care for children attending part-time school nursery class provision.

Eu profiad addysg dwyieithog... plant rhwng 4-18 oed

Ym Mwrdeistref Sirol Caerffili, mae un ar ddeg ysgol gynradd cyfrwng Cymraeg, i gyd â meithrinfeydd, ac un ysgol uwchradd cyfrwng Cymraeg sydd nawr â dau gampws. Am ragor o wybodaeth am ysgolion ewch i www.caerffili.gov.uk

Ysgolion Gynradd Gymraeg (3-11 oed)

Ysgol Gymraeg Bro Allta

Central Street, Ystrad Mynach, Hengoed, CF82 7XQ
01443 814883 yympa@caerphilly.gov.uk

Ysgol Gymraeg Bro Sannan

Heol Tŷ Fry, Aberbargod, Bargod, CF81 9FN
01443 828000 ygbasa@caerffili.gov.uk

Ysgol Gymraeg Cwm Gwyddon

Heol Gwyddon, Abercarn, Caerffili, NP11 5GX
01495 244267 yggpa@caerffili.gov.uk

Ysgol Gymraeg Cwm Derwen

Beach Grove, Oakdale, Coed Duon, NP12 0JL
01495 226062 ycdpa@caerffili.gov.uk

Ysgol Gymraeg Caerffili

Heol Pontygwindy, Caerffili, CF83 3HG
02920 852531 ygcpa@caerffili.gov.uk

Ysgol Uwchradd Gymraeg

Ysgol Gyfun Cwm Rhymini (11-18 oed)
Safle Gelli-hâf Heol Gelli-hâf, Trelyn, Coed Duon, NP12 3JQ. 01443 875227. **Safle'r Gwyndy** Heol Pontygwindy, Caerffili, Caerffili, CF83 3HG. 02920 863367.

Ysgol Gymraeg Y Castell

Heol Cilgant, Caerffili, CF83 1WH
02920 864790 yycpa@caerffili.gov.uk

Ysgol Gymraeg Penalltau

Heol Cwm Calon, Hengoed, CF82 6AP
01443 862974 ypepa@caerffili.gov.uk

Ysgol Gymraeg Trelyn

Stryd Masnachol, Pengam, Coed Duon, NP12 3ST
01443 821600 ygtpa@caerffili.gov.uk

Ysgol Gymraeg Y Lawnt

Surgery Hill, Station Road, Rhymini NP22 5LS
01685 840285 yylpa@caerffili.gov.uk

Ysgol Gymraeg Ifor Bach

Windsor Way, Ffordd Ifor, Abertridwr, Caerffili, CF83 4AB
029 2083 0375 yibpa@caerffili.gov.uk

Ysgol Gymraeg Gilfach Fargod

Commercial Street, Gilfach, Bargod, CF81 8JG
01443 875528 ygbpa@caerffili.gov.uk

Addysg Bellach, Hyfforddiant a Gwaith

(16 oed+)

Coleg y Cymoedd

Ystafell B210, Campws Ystrad Mynach, Coleg y Cymoedd.
01443 810142 alison.jones@cymoedd.ac.uk

Coleg Gwent

Campws Crosskeys, Heol Rhisga, Crosskeys, NP11 7ZA.

Their bilingual education experience... 4-18 year olds

In Caerphilly County Borough, there are eleven Welsh-medium primary schools, all with nursery provision and one Welsh medium secondary school, now with two campuses. For a map of school catchment areas go to www.caerphilly.gov.uk

Welsh Primary Schools (3-11 years)

Ysgol Gymraeg Bro Allta

Central Street, Ystrad Mynach, Hengoed, CF82 7XQ
01443 814883 yympa@caerphilly.gov.uk

Ysgol Gymraeg Bro Sannan

Heol Tŷ Fry, Aberbargoed, Bargoed, CF81 9FN
01443 828000 ygbasa@caerffili.gov.uk

Ysgol Gymraeg Cwm Gwyddon

Gwyddon Road, Abercarn, Caerphilly, NP11 5GX
01495 244267 yggpa@caerffili.gov.uk

Ysgol Gymraeg Cwm Derwen

Bech Grove, Oakdale, Blackwood, NP12 0JL
01495 226062 ycdpa@caerffili.gov.uk

Ysgol Gymraeg Caerffili

Pontywindy Road, Caerphilly, CF83 3HG
02920 852531 ygcpa@caerffili.gov.uk

Welsh medium Secondary School

Ysgol Gyfun Cwm Rhymini (11-18 yrs)

Gelli-hâf Campus Heol Gelli-hâf, Fleur de lis, Blackwood, NP12 3JQ. 01443 875227. **Gwyndy Campus** Pontywindy Road, Caerphilly, CF83 3HG. 02920 863367

Ysgol Gymraeg Y Castell

Crescent Road, Caerphilly, CF83 1WH
02920 864790 yycpa@caerffili.gov.uk

Ysgol Gymraeg Penalltau

Cwm Calon Road, Hengoed, CF82 6AP
01443 862974 ypepa@caerffili.gov.uk

Ysgol Gymraeg Trelyn

Commercial Street, Pengam, Blackwood, NP12 3ST
01443 821600 ygtpa@caerffili.gov.uk

Ysgol Gymraeg Y Lawnt

Surgery Hill, Station Road, Rhymney, NP22 5LS
01685 840285 yylpa@caerffili.gov.uk

Ysgol Gymraeg Ifor Bach

Windsor Way, Ffordd Ifor, Abertridwr, Caerphilly, CF83 4AB
029 2083 0375 yibpa@caerffili.gov.uk

Ysgol Gymraeg Gilfach Fargod

Commercial Street, Gilfach, Bargoed, CF81 8JG
01443 875528 ygbpa@caerffili.gov.uk

Further Education, Training and Work

(16+)

Coleg y Cymoedd

Room B210, Ystrad Mynach Campus, Coleg y Cymoedd.
01443 810142 alison.jones@cymoedd.ac.uk

Coleg Gwent

Crosskeys Campus, Risca Road, Crosskeys, NP11 7ZA.

Beth yw manteision bod yn ddwyieithog felly?

Gallwch fyw eich bywyd mewn dwy iaith (neu ragor)

Trwy fyw yng Nghymru mae eich bywyd yn gyfoethocach pan rydych yn gallu siarad Cymraeg. Os ydych eisiau teithio neu eisoes yn siarad ieithoedd eraill gartref, mae dysgu un arall yn haws!

Mae cyfleoedd gwaith a gyrfaoedd gwych

Mae siarad dwy iaith yn cynnig mwy o gyfleoedd o ran cyflogaeth ac yn rhoi sgil ychwanegol ar eich C.V.

Mae siarad â phobl yn eu dewis iaith yn fantais. Mae'r meysydd gyrfaoedd hyn yn arbennig yn awyddus i gyflogi siaradwyr Cymraeg - y cyfryngau, technoleg gwybodaeth, iechyd, y sector cyhoeddus, chwaraeon a hamdden, manwerthu, a'r sector gofal plant ac ati.

Mae'n dda i'ch ymennydd

Mae ymchwil rhyngwladol yn dangos bod plant dwyieithog yn tueddu i gyflawni'n uwch yn y cwricwlwm a pherfformio'n well mewn arholiadau. Maen nhw hefyd yn tueddu i wneud yn well wrth weithio dan bwysau.

Ymchwil rhyngwladol gan Prof. Colin Baker, Dr. Ellen Bialystok, Prof. E. Bylund, Prof P. Athanasopoulos & Dr. G.Poarch



**Cymraeg
yw un o'r
ieithoedd
hynaf yn
Ewrop sy'n
dal i gael
ei siarad.**



So, what are the benefits of being bilingual?

You can live your life in two (or more) languages

Living in Wales your life is enriched when you can speak Welsh. If you want to travel or already speak other languages at home, learning another is easier!

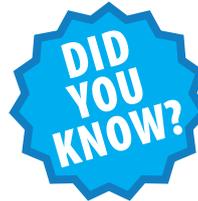
There are fantastic work and career opportunities

Speaking two languages offers more employment opportunities as well as an additional skill on your C.V.

Talking with people in their choice of language is an advantage. These career areas in particular are keen to employ Welsh speakers - media, information technology, health, the public sector, sports and leisure, retail, and the childcare sector etc.

Boost your brain

International research shows that bilingual children tend to achieve higher within the curriculum and perform better in exams. They also tend to do better working under pressure.



Welsh is one of the oldest living languages spoken in Europe.



International Research by Prof. Colin Baker, Dr. Ellen Bialystok, Prof. E. Bylund, Prof P. Athanasopoulos and Dr. G.Poarch

Sut mae'r Gymraeg yn cael ei haddysgu mewn ysgol Gymraeg?

- Pan mae plant yn dechrau addysg Gymraeg, maent yn cael eu trochi yn yr iaith o'r cychwyn ond mae staff yn hyblyg ac yn gallu defnyddio'r Saesneg os oes angen i helpu'r plant.
- Cymraeg yw iaith yr addysg yn y Cyfnod Sylfaen (meithrin-bl2) ac yna bydd plant yn cael gwersi Saesneg ac yn defnyddio Saesneg yn eu gwersi ar draws y cwricwlwm.

Mae hwn yn ddull sy'n cael ei ddefnyddio ar draws y byd erbyn hyn megis Canada a Gwlad y Basg.

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Hwyrddyfodiaid

Mae Cyngor Bwrdeistref Sirol Caerffili yn croesawu ymholiadau gan hwyrddyfodiaid i Addysg Gymraeg. Gellir rhoi cefnogaeth iaith ychwanegol i'r disgyblion i drosglwyddo i ysgol Gymraeg, ac fel arfer mae hyn yn llwyddiannus iawn. Cysylltwch ag Ysgol Gymraeg y dalgylch neu Gyngor Caerffili am ragor o wybodaeth.



How is Welsh taught in a Welsh medium School?

- When children begin learning Welsh, they will be immersed in the language from the start, however, the staff are flexible and can use English if necessary to help the children.
- Welsh is the language of Education in the Foundation Phase (nursery-Y2) and then children will have lessons in English and use English in their lessons across the curriculum.
- This is an internationally recognised method of learning languages now including in Canada and the Basque Country.



Page 159
latecomers

Caerphilly County Borough Council welcomes enquiries from latecomers to Welsh Medium Education. Pupils can be given additional language support to transfer to Welsh medium schools and this is usually very successful. Contact your catchment Welsh Medium School or Caerphilly Council for more information.

Helpwch eich plant o'r cychwyn cyntaf

Hyd yn oed yn ystod beichiogrwydd, mae babanod yn gallu clywed lleisiau a cherddoriaeth. Felly os ydych yn awyddus i fagu eich plentyn yn ddwyieithog, nawr yw'r amser i ddechrau siarad a chanu yn y Gymraeg gyda'ch babi.

Am wybodaeth gan Lywodraeth Cymru am yr iaith Gymraeg i rieni chwiliwch am Cymraeg.llyw.cymru

Am wybodaeth am ddysgu Cymraeg fel oedolyn chwiliwch am learnwelsh.cymru

Cyw

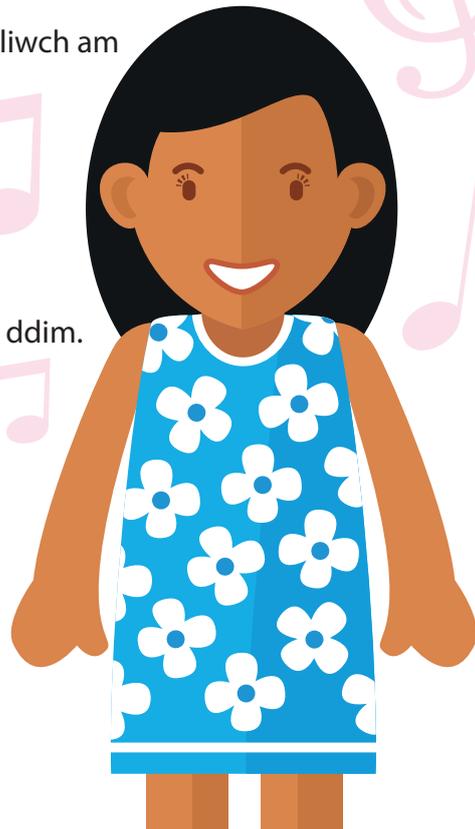
ymrywiaeth o raglenni, appiau, sioeau byw ac ati i blant ar S4C yw Cyw. Gallwch ddod o hyd i Cyw a'i ffrindiau ar ystod o blatfformau, y cwbl am ddim.

Teledu

Dewch i wyllo rhaglenni Cyw gyda'ch plentyn bob bore ar S4C, gan gynnwys Patrol Pawennau (Paw Patrol), Bing, Deian a Loli, Peppa Pinc (Peppa Pig) a ffefrynnau eraill yn y Gymraeg.

Nid oes rhaid i blant siarad Cymraeg i fwynhau cartwnau yn y Gymraeg!

Lawrlwythwch S4C Clic neu ewch i www.s4c.cymru/cyw i wyllo rhaglenni Cyw unrhyw bryd.



How to help your child from the start?

Even during pregnancy, babies can hear voices and music.

So if you're keen to raise your child bilingually, now's the time to start speaking and singing in Welsh to your baby.

For Welsh Government information about Welsh language for parents search for **Cymraeg.gov.wales**

For information on learning Welsh as an adult search for **learnwelsh.cymru**



Cyw

Cyw is S4C's range of programmes, apps, live shows etc. for children. You can find Cyw and friends across a range of platforms, all for free.

Television

Watch Cyw programmes with your child every morning on S4C, including Patrol Pawennau (Paw Patrol), Bing, Deian a Loli, Peppa Pinc (Peppa Pig) and other favorites in Welsh.

Children don't have to speak Welsh to enjoy cartoons in Welsh!

Download **S4C Clic** or go to **www.s4c.cymru/cyw** to watch Cyw programmes at any time.

Appiau difyr ac addysgol i blant bach

Bydd yr appiau defnyddiol hyn o help i chi.

 **Appiau Cyw** Chwiliwch am 'Cyw S4C'.

Mae appiau Cyw wedi'u dylunio i blant bach eu defnyddio ac maen nhw'n cynnwys Cyw a'i ffrindiau.

 **Appiau Magi Ann** Chwiliwch am 'Magi Ann'

Mwynhewch ddysgu darllen gyda'r straeon Magi Ann poblogaidd. Dewch i weld a chlywed y straeon yn y Gymraeg a'r Saesneg.

 **Appiau Selog** Chwiliwch am 'Selog'

Prwyndewch ar ganeuon a straeon yn y Gymraeg. Gallwch ddod o hyd i lyfrau cysylltiedig Alun yr Arth yn lyfrgelloedd Sir Caerffili.

Adnoddau Cymraeg i brynu:

www.siopdewinadoti.cymru

www.gwales.com

Mae gan lyfrgelloedd Cyngor Bwrdeistref Sirol Caerffili filoedd o lyfrau Cymraeg a dwyieithog i blant o bob oed.



Fun and educational apps for small children

These handy apps will help you along the way.

 **Cyw apps** Search for 'Cyw SAC'.

Cyw apps are designed for small children to use and feature Cyw and friends.

 **Magi Ann apps** Search for 'Magi Ann'

Have fun learning to read with the award winning Magi Ann stories. See and hear the stories in English and in Welsh.

 **Sellog apps** Search for 'Sellog'

Listen to songs and stories in Welsh, you can find accompanying Alun yr Arth (Alun the Bear) books at Caerphilly Borough's libraries.

Welsh language resources to buy:

www.siopdewinadoti.cymru

www.gwales.com

Caerphilly County Borough Council's libraries have thousands of Welsh and bilingual children's books for children of all ages.



Cyfeiriadur

Cymraeg Llywodraeth Cymru

Gwefan a gwybodaeth ar bopeth Cymraeg sydd hefyd yn borth i wefannau eraill - cael hyd i ddigwyddiadau, ap yr wythnos, cyrsiau Cymraeg i Oedolion a llawer mwy.

www.llyw.cymru/cymraeg

📱 @Cymraeg



Byw Dysgu Mwynhau

Cymraeg i Oedolion@Coleg Gwent

Mae gan bawb wahanol resymau dros ddysgu'r Cymraeg - i gefnogi plant mewn addysg Cymraeg, efallai, neu i ehangu cyfleoedd gwaith. Mae deholiad o gyrsiau Cymraeg yn cael ei cynnal ar draws Gwent. Cysylltwch â ni am fwy o wybodaeth.

www.dysgucymraeg.cymru

www.learnwelsh.cymru

welsh@coleggwent.ac.uk

📱 @CymraegGwent

01495 333710



dysgucymraeg.cymru
learnwelsh.cymru
Gwent

Mudiad Meithrin

Mae Mudiad Meithrin yn rhoi'r cyfle i blant ifanc yng Nghymru cael gwasanaethau a phrofiadau blynyddoedd cynnar cyfrwng Cymraeg.

www.meithrin.cymru

📱 @mudiadmeithrin

01970 639639



Cymraeg i Blant

Cynllun sy'n cefnogi rhieni i ddilyn y daith ddwyieithog trwy ddewis gofal ac addysg Gymraeg i'w plentyn.

Llyw.Cymru/CymraegiBlant

cymraegiblant@meithrin.cymru

📱 Cymraeg i Blant Caerffili

📱 @CymraegforKids

01970 639639



Directory

Welsh Government Cymraeg

Website with information on a range of Welsh language matters and a portal to other sites - events finder, app of the week, Welsh for Adults courses and much more.

www.llyw.cymru/cymraeg

📱 @Cymraeg



Byw Dysgu Mwynhau

Cymraeg i Oedolion@Coleg Gwent

People have different reasons for wanting to learn Welsh - to support children in Welsh medium education, perhaps, or to widen job choices. A range of Welsh courses are held across Gwent. Please contact us for more information.

www.dysgucymraeg.cymru

www.learnwelsh.cymru

welsh@coleggwent.ac.uk

📱 @CymraegGwent

01495 333710



dysgucymraeg.cymru
learnwelsh.cymru
Gwent

Mudiad Meithrin

Mudiad Meithrin supports young children in Wales to access early years services and experiences through the medium of Welsh.

www.meithrin.cymru

📱 @mudiadmeithrin

01970 639639



Cymraeg for Kids

A scheme that supports parents to follow a bilingual journey by choosing Welsh medium childcare and education for their child.

Llyw.Cymru/CymraegiBlant

cymraegiblant@meithrin.cymru

📱 Cymraeg i Blant Caerffili

📱 @CymraegforKids

01970 639639



Cyfeiriadur

Yr Urdd

Mudiad ieuentid yw'r Urdd sy'n cynnig cyfleodd a gweithgareddau i holl ieuentid Cymru (hyd at 25 oed). Mae'n fudiad bywiog sy'n rhan o fywyd plant ysgolion Cymraeg, drwy chwaraeon, cerddoriaeth, Eisteddfodau, canolfanau preswyl a grwpiau ieuentid.

www.urdd.cymru

[Instagram @urdd](https://www.instagram.com/urdd)

[01495 752589](tel:01495752589)



Rhieni dros Addysg Gymraeg (RhAG)

Symdeithas Genedlaethol sydd am gefnogi a datblygu ysgolion Cymraeg ac am rhoi cyfle cyfartal i'r rhai sy'n dymuno rhoi addysg Gymraeg i'w plant.

www.rhag.net

[Facebook @RhAG1](https://www.facebook.com/RhAG1)



Menter Iaith Sir Caerffili

Mae Menter Iaith Caerffili yn hyrwyddo, cydlynu a darparu gwasanaethau a gweithgareddau Cymraeg ar draws Sir Caerffili gan gynnwys gofal plant cyfrwng Cymraeg tu allan i'r ysgol, gweithgareddau i blant a phobl ifanc, cyfleoedd i ddysgwyr, digwyddiadau cymunedol, cefnogaeth iaith i'r sector gofal plant, cefnogaeth i busnesau lleol a llawer mwy.

www.mentercaerffili.cymru

[Facebook @mentercaerffili](https://www.facebook.com/mentercaerffili)

[01443 820913](tel:01443820913)



Gwasanaeth Gwybodaeth i Deuluoedd Caerffili

Am wybodaeth am ofal plant, addysg, gweithgareddau a gwasanaethau i deuluoedd cysylltwch â'r Gwasanaeth Gwybodaeth i Deuluoedd.

Llinell Gymorth: 01443 863232

ggid@caerffili.gov.uk

[Facebook caerphillyfis](https://www.facebook.com/caerphillyfis)

your.caerphilly.gov.uk/fis



Directory

Yr Urdd

The Urdd is a youth organisation which offers opportunities and events to all the young people of Wales (up to the age of 25). It is a lively organisation which is a part of the life of children who attend Welsh medium education, through sports, music, the Eisteddfod, residential centres and youth groups.

www.urdd.cymru

@urdd

01495 752589



Rhieni dros Addysg Gymraeg (RhAG)

Parents for Welsh Medium Education exists to support and promote education through the medium of Welsh throughout Wales and to ensure equal opportunities for those who wish their children to be taught through the medium of Welsh.

www.rhag.net

@RhAG1



Menter Iaith Sir Caerffili

Menter Iaith Caerffili promotes, co-ordinates and provides a range of services and activities in Welsh across Caerphilly Borough including out of school childcare, activities for children and young people, opportunities for Welsh learners, community events, Welsh language support for the childcare sector, support for local businesses with the Welsh language and much more.

www.mentercaerffili.cymru

@mentercaerffili

01443 820913



Caerphilly Family Information Service

For information on childcare, education, activities and services for families contact the Caerphilly Family Information Service.

Helpline: 01443 863232

fis@caerphilly.gov.uk

caerphillyfis

your.caerphilly.gov.uk/fis



Gair o brofiad...

Rydw i'n meddwl bod y gallu i siarad ieithoedd gwahanol yn eich galluogi chi i ddehongli'r byd mewn ffyrdd gwahanol ac yn galluogi plant i ddarganfod y byd ar hwybrau gwahanol.

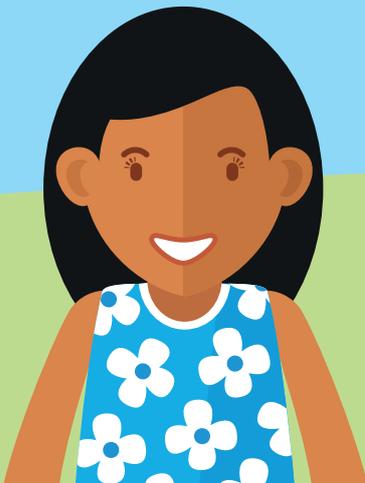
Siân Cross, mam i Owen

Rydw i wedi dewis addysg Gymraeg i fy merch oherwydd rydw i'n teimlo y bydd yn rhoi'r cychwyn gorau mewn bywyd. Rydw i'n teimlo y bydd yn agor llawer o ddrysau a chynnig mwy o gyfleoedd iddi hi pan fydd hi'n oedolyn, yn enwedig os ydy hi'n dewis i weithio yng Nghymru. Mae'r holl fanteision o fod yn ddwyieithog wedi arwain at fy mhenderfyniad hefyd.

Vicky Hughes, mam i Sophia

Cymraeg yw ein iaith gyntaf adref a chytunon ni fel teulu ei bod yn hanfodol bod ein plant yn mynychu ysgol Gymraeg er mwyn sicrhau bod y Gymraeg yn parhau i ffynnu yn yr ardal. Fel siaradwr Cymraeg, rydw i'n teimlo ei fod yn bwysig siarad y Gymraeg yn ogystal ag helpu datblygu sgiliau dysgwyr mewn ffordd hwylus. Mae'n bwysig fod gan Steffan y cyfle i chwarae a dysgu trwy gyfrwng y Gymraeg.

Huw Euron, tad i Steffan



From experience...

I think that speaking different languages allows you to interpret the world in different ways and allows children different avenues to explore the world.

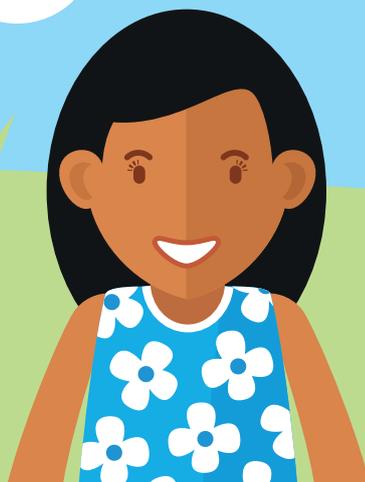
Siân Cross, Owen's mum

I have decided on Welsh education for my daughter because I feel it will give her the best start in life. I feel it will open many doors and provide more opportunities for her in her adult life, particularly if she choose to work in Wales. The many benefits of bilingualism have informed my decision even more!

Vicky Hughes, Sophia's mum

Welsh is our first language at home, and we agreed as a family that it is vital that our children attend a Welsh-medium school to ensure that the language continues to thrive in the area. As a Welsh speaker, I feel it's important to socialise with people who can speak the language as well as help to develop learners' skills in a fun and engaging way. It is important that Steffan has the opportunity to play and learn through the medium of Welsh.

Huw Euron, Steffan's dad



**Beth yw manteision
bod yn ddwyieithog?**

**What are the benefits
of being bilingual?**





EDUCATION FOR LIFE SCRUTINY COMMITTEE - 19TH FEBRUARY 2019

SUBJECT: EDUCATION CAPITAL 2019/20

REPORT BY: CORPORATE DIRECTOR FOR EDUCATION AND CORPORATE SERVICES

1. PURPOSE OF REPORT

- 1.1 To inform Members on proposals for the 2019/20 Education Capital Programme, prior to consideration by Cabinet.

2. SUMMARY

- 2.1 The report identifies proposals for the allocation of Education Capital Budgets for the 2019/20 financial year in the context of the 3 year Capital Programme 2019/20 – 2021/22. This is subject to agreement of the budget by Special Council at its meeting on 21st February 2019.

3. LINKS TO STRATEGY

- 3.1 The report considers the use of capital resources within Education to ensure the Council's key strategies are best achieved.
- 3.2 The report links directly to the Education for Life, sustainability, regeneration and equality strategies. The report also links to the Learning theme of Caerphilly Delivers, the Local Service Board single integrated plan.
- 3.3 The report maximises our contribution to the Well-being Goals of the Well-being of Future Generations Act (Wales) 2016, and the Authority's own 5 year Well-being Objective "Improve Education for all". In particular as follows:
- A healthier Wales, supporting vulnerable learners can improve their well-being and add educational achievement.
 - A more equal Wales, a society that enables people to fulfil their potential no matter what their background is.
 - A Wales of cohesive communities (in the context of improving quality of life with attractive, viable, safe and well connected communities).

4. THE REPORT

- 4.1 Special Council, at its meeting on 21 February 2019, are due to consider a medium term financial strategy 2019/20 - 2022/23. This includes a 3 year forward capital programme for Education, as follows:

<u>Scheme</u>	<u>2019/20</u> <u>£'000</u>	<u>2020/21</u> <u>£'000</u>	<u>2021/22</u> <u>£'000</u>
Additional Accommodation	221	221	221
Asset Management	591	591	591
Health & Safety	296	296	296
School Security	62	62	62
Boiler Replacement	253	253	253
	1,423	1,423	1,423

4.2 The proposals for the 2019/20 budget are outlined in detail below. Education colleagues have worked closely with both the Council's Health & Safety and Building Consultancy teams when determining the priority projects.

4.3 Additional Accommodation £221k

4.3.1 The annual capital allocation of £221k equates to circa 1 additional classroom per annum.

4.3.2 It was agreed by Cabinet on 14th March 2018 that due to the current and increasing demand for in-catchment places at Ystrad Mynach Primary School that both the 2018/19 and 2019/20 sum be allocated to create a two storey classroom extension on the existing school site.

4.4 Asset Management £591k

4.4.1 The following schemes have been identified through consultation with Health and Safety, Property Services and relevant schools:

<u>School Name</u>	<u>Bid Description</u>	<u>Total Cost</u> <u>£'000</u>	<u>LA Cost</u> <u>£'000</u>
<u>Primary</u>			
Hendre Infants	Refurbishment of boundary wall	30	30
Ty Sign	Curtain Walling	40	40
<u>Secondary</u>			
Bedwas High	Roofing plus fascias, soffits and guttering	145	145
Heolddu	Roofing	120	120
St Cenydd	Windows, walls and electrical boards	76	76
St. Martins	Roofing and curtain wall	180	180
Total		591	591

4.5 Health & Safety £296k

4.5.1 The recommended allocation is as below:

<u>School Name</u>	<u>Bid Description</u>	<u>Total Cost</u> <u>£'000</u>	<u>LA Cost</u> <u>£'000</u>	<u>School Cost</u> <u>£'000</u>	<u>Risk Mgt</u> <u>£'000</u>
<u>50/50 Schemes</u>					
<u>Primary</u>					
Bryn Awel	Site Safety works	10	5	5	
Graig y Rhacca	Fire Alarm & Emergency lighting	30	10	10	10

<u>School Name</u>	<u>Bid Description</u>	<u>Total Cost</u> <u>£'000</u>	<u>LA Cost</u> <u>£'000</u>	<u>School Cost</u> <u>£'000</u>	<u>Risk Mgt</u> <u>£'000</u>
Markham	Windows and Asbestos removal	25	8.3	8.3	8.3
Pantside	Fire Safety	15	5	5	5
Phillipstown	School Security	12	4	4	4
St Helens	Soffits and Facias	48	24	24	
Tiryberth	Toilet replacements	12	6	6	
Trinant	Asbestos removal, ceiling replacement and installation of LED lighting	30	10	10	10
Trinity Fields Special	Car Park works	40	20	20	
Twyn	Accessibility and Electrical Works	15	7.5	7.5	
Ysgol Bro Allta	Fire Safety	10	3.3	3.3	3.3
<u>Secondary</u>					
St Cenydd	PE Changing rooms refurbishment	130	65	65	
100% LA Funded					
Ynysddu	Resurfacing of Footpaths	25	25		
Total		402	193.1	168.1	40.6

*Rounding Differences

Figures shown are the gross scheme costs.

4.6 School Security £62k

4.6.1 The recommended allocation is as below:

<u>School Name</u>	<u>Bid Description</u>	<u>Total Cost</u> <u>£'000</u>	<u>LA Cost</u> <u>£'000</u>	<u>School Cost</u> <u>£'000</u>	<u>Risk Mgt</u> <u>£'000</u>
<u>50/50 Schemes</u>					
<u>Primary</u>					
Blackwood	Security Fencing	15	5	5	5
Crumlin	Security Fencing	10	3.3	3.3	3.3
Maesycwmmmer	School Security	12	4	4	4
St Gwladys	School Security	20	6.7	6.7	6.7
YG Cwm Derwen	Security Fencing	12	4	4	4
<u>Secondary</u>					
Blackwood Comp	Security Fencing	27	9	9	9
Total		96	32	32	32

*Rounding differences

Figures shown are the gross scheme costs.

4.7 School Boiler Replacements £253k

4.7.1 There are 6 priority schemes identified as follows:

<u>School Name</u>	<u>Bid Description</u>	<u>Total Cost</u> <u>£'000</u>	<u>LA Cost</u> <u>£'000</u>
Primary			
Blackwood	Renew Boiler	75	75
Cwmfelinfach	Renew Boiler	50	50
Nantyparc	Boiler	15	15
Ysgol Bro Sannan	Boiler	25	25

<u>School Name</u>	<u>Bid Description</u>	<u>Total Cost</u> <u>£'000</u>	<u>LA Cost</u> <u>£'000</u>
Secondary			
St Cenydd	Boiler	28	28
Trinity Fields	Renew Boiler in Pool area	60	60
Total		253	253

4.8 Revenue/Capital – to be funded from balances

4.8.1 The 2018/19 Budget Proposals remove the 50/50 scheme budget and agreed the use of LMS contingency balances in the sum of £830k to support the projects for the next three years.

4.8.2 Subject to approval to use these balances, it is proposed to utilise these monies to support schemes funded 50/50 with schools, as below:

<u>School Name</u>	<u>Bid Description</u>	<u>Total Cost</u> <u>£'000</u>	<u>LA Cost</u> <u>£'000</u>	<u>School Cost</u> <u>£'000</u>	<u>Risk Mgt</u> <u>£'000</u>
50/50 Schemes					
Primary					
Abercarn	Resurfacing of yard	10	5	5	
Bedwas Infants	Resurfacing of pathways	12	6	6	
Bryn	Resurfacing of pathways and yard surfaces	15	7.5	7.5	
Cefn Fforest	Dry Rot	10	5	5	
Glyngaer	Resurfacing and expansion of nursery and infant yard	20	10	10	
Hendre Junior	Resurfacing of pathways	15	7.5	7.5	
Libanus	Reconfiguration of rooms involving replacement kitchens	30	15	15	
Nantyparc	Reconfiguration of provision within classroom	10	5	5	
Penllwyn	Windows and doors	12	6	6	
Pentwynmawr	Repairs to Boiler House	15	7.5	7.5	
Pontllanfraith	Resurfacing of pathways and yard surfaces	25	12.5	12.5	
Twyn	Replacement windows	20	10	10	
Ty Isaf Infants	Replacement toilets	30	15	15	
Ty Sign	Replacement toilets	40	20	20	
Tynywern	Renew flat roof over Junior Block	15	7.5	7.5	

Waunfawr	Replacement of soffits and fascias	10	5	5	
YG Cwm Gwyddon	Replacement windows	10	5	5	
Ynysddu	Resurfacing of pathways and yard surfaces	15	7.5	7.5	
Ysgol Y Lawnt	Resurfacing of pathways and yard surfaces	15	7.5	7.5	
Ystrad Mynach	Resurfacing of play area	10	5	5	

<u>School Name</u>	<u>Bid Description</u>	<u>Total Cost</u> <u>£'000</u>	<u>LA Cost</u> <u>£'000</u>	<u>School Cost</u> <u>£'000</u>	<u>Risk Mgt</u> <u>£'000</u>
Secondary					
Blackwood Comp	Replacement of Demountable roof	16	8	8	
Idris Davies	CCTV	10	5	5	
Idris Davies	Resurfacing of pathways and yard surfaces	15	7.5	7.5	
Lewis Girls	School access	20	10	10	
Risca Comp	Security	50	25	25	
Total		450	225	225	

*Rounding Differences

Figures shown are the gross scheme costs.

- 4.8.3 The above proposals result in uncommitted sums of £102k against Health & Safety budget, £30K against the Schools Security budget, and £25K for 50/50 projects. This will allow for any small project variations and any urgent in year bids around health and safety concerns.

5. EQUALITIES IMPLICATIONS

- 5.1 Many of the initiatives contained within the Education capital budget seek to address equality issues.
- 5.2 The LA has an obligation under section 88 and Schedule 10 of the Equality Act 2010 to prepare an accessibility strategy. This is a strategy for increasing the extent to which disabled pupils can participate in the schools' curriculums; improving the physical environment of the schools for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the schools and improving the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled.
- 5.3 The specific proposals for 2019/20, where relevant, comply with the strategy.

6. WELL-BEING OF FUTURE GENERATIONS

- 6.1 This report contributes to the Well-being Goals as set out in Links to Strategy above. It is consistent with the five ways of working as defined within the sustainable development principle in the Act in that:
- **Long Term** - Investment in the Education estate will provide schools that are sustainable and accessible for all learners.
 - **Prevention** – Improving the condition of the Education estate generally will support all learners in their long term education and skills outcome in that they are more likely to succeed if their Educational experience is positive.
 - **Integration** – These proposals are part of a strategy to maintain the level of our Education estate to provide the best outcome for all its learners.

- **Collaboration** – To work collaboratively with all relevant Stakeholders to continue to maintain the condition of the Education estate.
- **Involvement** – Through the collaborative working the Council will ensure the needs of schools and our learners are met.

7. FINANCIAL IMPLICATIONS

7.1 These have been outlined in the report.

7.2 The report sets out the present proposals for the 2019/20 financial year.

8. PERSONNEL IMPLICATIONS

8.1 No direct personnel implications.

9. CONSULTATIONS

9.1 The draft report was distributed as detailed below. All comments received have been reflected in the report.

10. RECOMMENDATIONS

10.1 To inform Members on the proposals to utilise the Education Capital Budget for 2019/20 prior to consideration by Cabinet.

11. REASONS FOR THE RECOMMENDATIONS

11.1 To ensure Members are kept informed of the individual schools identified as part of the 2019/20 Education Capital Programme.

12. STATUTORY POWER

12.1 The School Standards and Framework Act 1998.
The Learning and Skills Act 2000.
Equality Act 2010.

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Consultees: Directorate Senior Management Team

Richard Edmunds, Corporate Director, Education and Corporate Services

Christina HARRY, Interim Chief Executive

Councillor Philippa Marsden, Cabinet Member, Education and Achievement

Councillor Derek Havard, Chair Education for Life Scrutiny Commit

Councillor Carol Andrews, Vice Chair Education for Life Scrutiny Committee

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Nicole Scammell, Head of Corporate Finance and Section 151 Officer

Mark Williams, Interim Head of Property Services

Dave Street, Corporate Director, Social Services

Anwen Cullinane, Senior Policy Officer (Equalities and Welsh Language)

Ros Roberts, Performance Manager

Andrew Young, Client Manager, Building Consultancy Services

Emma Townsend, Health & Safety Manager



EDUCATION FOR LIFE SCRUTINY COMMITTEE - 19TH FEBRUARY 2019

**SUBJECT: CAERPHILLY COUNTY BOROUGH LIBRARY SERVICES ANNUAL
WELSH GOVERNMENT STANDARDS ASSESSMENT 2017-18**

**REPORT BY: CORPORATE DIRECTOR FOR EDUCATION AND CORPORATE
SERVICES**

1. PURPOSE OF REPORT

- 1.1 To inform Members of the progress made by the County Borough Library Service in seeking to meet the 6th Framework of Welsh Government Public Library Standards, Core Entitlements, and Qualitative Indicators, during 2017-18. This is the 1st year of the Welsh Government Framework entitled 'Connected and Ambitious Libraries' 2017-2020. The 6th Framework comprises 12 Core Entitlements and 16 Quality Indicators, 10 of which have targets assigned to them that focus both on quantitative and qualitative measures. The 6th Framework also contains evidence of the impact that Libraries make on customers through four case studies and how the respective Library Service contributes to local and national priorities.
- 1.2 Members are asked to consider this report. A summary of this information will also be included in the Local Authority's Annual Performance Monitoring Report which will be presented to full Council.
- 1.3 A guide to the features contained in the 2017-2020 Welsh Government Public Library Standards Framework is included for Member awareness as **Appendix 1**.

2. SUMMARY

- 2.1 The 6th Welsh Government Public Library Standards Framework 2017-2020 included a range of 12 core entitlements, 16 quality indicators, 10 of which have targets assigned to them, qualitative data in addition to traditional input and output information, and a number of case study submissions at customer and Authority level.

The 2017-2020 Standard's Framework highlight's the role that Public Libraries play in addressing Welsh Government priority areas including Wellbeing of Future Generations Act themes :

- Prosperity
- Resilience
- Equality
- Cohesive Communities
- Culture
- Health and wellbeing

- 2.2 Caerphilly County Borough was assessed as meeting 10 of the 12 Welsh Government Core Entitlements for Public Library Service provision in full and 2 in part. The Borough Library Service was deemed as meeting 8 of the 10 Quality Indicators for Wales that have assigned targets in full and 2 in part with no indicators failed in their totality, and was described by the Reference Panel as having “*maintained its performance*” and “*investing strongly in key areas including resources for children and young people, and in Welsh language provision*”. A copy of the formal Welsh Government assessment is included with this report as **Appendix 2**.
- 2.3 The Welsh Government Standards Reference Group in assessing Caerphilly County Borough Library Service’s submission for 2017-18 identified the following areas of particular strength in the Authority’s performance for the year under review:
- An adult user survey was completed in May 2017, showing continuing high levels of satisfaction, with 99% of those surveyed rating the Library ‘good’ or ‘very good’ overall
 - The service continues to meet the targets for acquisitions per capita, materials in the Welsh language, and supply of requests, with a strong commitment to its investment in stock for children and young adults.
 - Increases in library membership and children’s loans are now the highest per capita in Wales
- 2.4 The Welsh Government Public Libraries Standards Reference Group noted a number of other areas of performance that were below the average for Wales and that require further attention by the Borough Council in maintaining its capability to deliver a strong performing service in the future, these included:
- Whilst levels of ICT provision/access are high, Caerphilly offers the greatest proportion of Internet terminals for use by residents in Wales, the take up and actual use of Borough Digital Services in this format continue to decline in relative terms due in part to the wealth of choice local residents presently have.
 - Whilst all static service points provide a good range of support for skills development and health and well-being, the impact indicator outcomes for these resources are less positive. Evidence for these measures of satisfaction is collated from quarterly spot surveys of customers attending Library sites at the time of the monitoring. The collected data is then extrapolated for a full year impact and satisfaction scores.
 - WiFi provision is not currently available at 6 of the County Borough’s 18 static sites. This disadvantages the Council’s performance against one Core Entitlement and one Quality Indicator, both of which are judged as partial compliances due to the lack of comprehensive WiFi access. As noted elsewhere in this report full WiFi coverage across all 18 borough Library locations will be in place by March 2019.
 - The assessors recognise in a number of their comments on Caerphilly County Borough Library’s performances that present and anticipated fiscal pressures linked to the Local Authority’s Medium Term Financial Plan will continue to hinder staff numbers, including professional levels of cover, to deliver important areas of work. It is however important to note that in 2016-17 only 2 of the 22 Local Authorities in Wales were deemed to fully meet the staffing component of the Standards Framework for Public Libraries. The assessor’s note that the number of events and activities in Borough Libraries increased in 2017-18 however due to single staffing and other linked factors the number of residents participating in these opportunities reduced. The Borough Library Service has sought to mitigate against the impact of reduced site staffing through the extensive investment undertaken in self-service kiosks that are intended to release Library personnel time and support customers to loan or return their own items of stock without the requirement to wait for employee intervention or assistance.

- 2.5 Overall the assessment of the County Borough Council's Public Library Service for 2017-2018 is that of a provision that has been maintained against a challenging back drop of continuing financial pressures linked to the Local Authority's Medium Term Financial Plan and anticipated further impacts to come in subsequent years of the 6th Framework period. The County Borough's strong investment and commitment to resources for children and young people and access to materials in Welsh receive positive assessment from the Standards Panel.

3. LINKS TO STRATEGY

- 3.1 Public Libraries contribute to a number of the Council's core priorities including key themes of the following Well-being Goals within the Well-being of Future Generations Act (Wales) 2016:
- A prosperous Wales
 - A resilient Wales
 - A healthier Wales
 - A more equal Wales
 - A Wales of cohesive communities
 - A Wales of vibrant culture and thriving Welsh language
 - A globally responsible Wales.

4. THE REPORT

- 4.1 The Welsh Government assessment of Caerphilly County Borough Council's performance against the 6th Standards Framework for Public Libraries in Wales during 2017-18, concluded that:

“Caerphilly has generally maintained its performance in this first year of the sixth framework, investing strongly in key areas including resources for children and young people, and in Welsh language provision. Customer satisfaction is generally high, and where performances have declined the service offers a good analysis of the underlying issues, with staff capacity a limiting factor in a number of areas.”

- 4.2 Caerphilly County Borough Library Service is assessed as meeting 10 of the 12 core entitlements in full and 2 in part. Those partially met relate to lack of WiFi access at 6 of its 18 static sites and delays in publishing the Library Services Strategic Action Plan on the Council's website.
- 4.3 In year funding has been identified during 2018-19 to pay for the implementation of free WiFi access to all remaining Library sites at a cost of approximately £10,000 and the Local Authority's Library Strategy is in the process of being placed on the Council website. These two actions will ensure that in 2018-19's Annual Standards assessment that the Local Authority should achieve full Core Entitlement status.
- 4.4 Caerphilly County Borough Library Service is deemed to meet 8 of the 10 Quality Indicators that have targets in full with the other two met in part. Quality Indicator 11 relates to Online Access where only partial compliance with WiFi provision has merited a 'met in part' assessment. Quality Indicator 13 addresses 'Staffing Levels and Qualifications' where both total staff and qualified personnel per capita fail to meet the minimum ratios in place. It is however important to note that in 2016-17 only 2 of the 22 Local Authorities in Wales were deemed to fully meet the staffing component of the Standards Framework for Public Libraries.
- 4.5 Detailed below are areas of the assessment Framework that deserve specific mention either in respect of the good performance achieved by the Borough Library Service or where activity levels fall below the average for Wales in 2017-2018.

4.5.1 Highlighted areas of good or excellent performance when compared to other Welsh Local Authorities

Performance indicator	2017/18	Rank	Lowest	Median	Highest	2016/17
QI 1 Making a difference						
d) enjoyable, safe and inclusive	99%	2/7	90%	98%	100%	98%
QI 2 Customer satisfaction						
a) 'very good' or 'good' choice of books	94%	3/7	88%	91%	98%	94%
b) 'very good' or 'good' customer care	99%	3/7	93%	99%	100%	99%
d) 'very good' or 'good' overall;	99%	1/7	93%	97%	99%	98%
QI 5 User training						
5 b) % of attendees of training sessions who said that the training had helped them achieve their goals:	98%	4/ 17	75%	98%	100%	
QI 8 Library use						
a) visits per capita	4,291	7/22	2,501	4,047	7,014	4,431
c) active borrowers per capita	220	2/22	100	154	229	227
QI 11 Online access						
b) Computers per capita [^]	14	1/22	5	9	14	14
QI 16 Opening hours[#]						
(iii) a) % hours unplanned closure of static service points	0.00%	1/21	0.00%	0.02%	1.28%	0.00%
b) % mobile stops / home deliveries missed	0.00%	1/20	0.00%	0.35%	11.24%	0.00%

[^]per 10,000 resident population

[#] Rankings here have been reversed, so that 1 is the lowest scoring (best performing) authority.

Making a difference

Caerphilly County Borough Library Service has historically scored positively across a range of measures of customer satisfaction. The 2017-18 Annual Standards assessment report highlights the level of user satisfaction with local Libraries being safe, enjoyable and inclusive spaces with 99% of respondents to the Adult Public Library Service study rating the Authority as 'very good' or 'good' placing it among the upper quartile for Wales as a whole.

Customer satisfaction

As noted above Caerphilly County Borough Council's Public Library Service remains popular among the Authority's resident population and judged by users of all ages as offering excellent customer care. Scores of 94%, 99%, and 99% for Choice of books, Customer care, and Overall rating with Library place the Local Authority in the respective upper quartiles for Wales and highlight the range of excellent services that residents are able to benefit from.

Library Usage

Caerphilly County Borough Libraries has maintained its upper quartile performance for total visits per thousand resident's population and is the second best performing Local Authority for 'active' borrowers in Wales. Though both local and national levels of visits to Libraries per year have declined in each of the last 3 years Caerphilly remains competitive when compared to similar geographic areas of Wales.

Online Access

Caerphilly County Borough Library Service offers the most comprehensive number of Public Access Terminals for customer use in Wales. Whilst this ensures local residents can easily access excellent computer facilities free of charge in their communities the level of performance achieved is markedly lower than many comparable Local Authority's in Wales and remains an area targeted improvement during 2018-19.

Opening Hours

Though Wales suffered some severe weather events during 2017-18 the Borough Library Service was able to open to the public with no unexpected or unplanned closures reported. This is testament to the professionalism and dedication of the employees and their respective managers.

4.5.2 Highlighted areas of below average performance

Performance indicator	2017/18	Rank	Lowest	Median	Highest	2016/17
QI 1 Making a difference						
a) % of adults who think that using the library has helped them develop new skills:	24%	7/7	24%	83%	94%	24%
c) health and well-being	33%	7/7	33%	65%	95%	26%
QI 5 User training						
c) informal training per capita	69	21/22	15	199	473	118
QI 8 Library use						
b) virtual visits per capita	473	17/22	243	866	2,211	450
QI 11 Online access						
c) % of available time used by the public	20%	19/22	14%	27%	67%	21%

Making a difference (Skills, Health and Well-being)

The Borough Library Services sustained or marginally improved its performance with regard to assisting customers to develop new skills or improving their health and well-being awareness however both outcomes reported remain the lowest in Wales and are areas that require further investigation and improvement during 2018-19. As noted in section 2.4 of this report the qualitative satisfaction data collected was undertaken as part of localised quarterly studies across Library sites.

User training

Caerphilly Library Service has seen its level of informal training per capita reduce from 118 per thousand resident population in 2016-17 to 69 in 2017-18. Caerphilly ranks second lowest within Wales. The first full year effect of single staffing at a number of the Borough's smaller Library sites is largely to blame for this performance outcome for informal training numbers as staff have less time to support customers to develop computer skills or participate in other informal learning activities. It is important to note that the performance data included in the Library Service return does not relate to the additional work undertaken by the Borough's European funded employability support teams who are operating on the Council's Library sites.

Library virtual usage and utilisation of public Internet terminals

The level of virtual visits by customers to the Council's website and Library pages has improved in real terms when the outcome data for 2016-17 is compared to that of 2017-18 however performance remains an area for further challenge as the Borough remains in the lower quartile for Wales.

Use of computer facilities in Borough Libraries remains a significant concern as performance has declined further in 2017-18 to 20% occupancy compared to 21% in the previous year and the average for Wales of 67%. A review of the number of public Internet Terminals is required and wider adoption of WiFi access to the remaining 6 Libraries that are currently unable to offer this service.

4.6 Impact Studies and Contribution to Borough Council strategic priority themes

Four case studies on the impact and value of the Borough Library Service were submitted and assessed by the Welsh Government Reference Panel. The case studies were as follows:

- **Scrabble Club** – the impact of the library Scrabble Club, which has fostered lasting friendships among the group, and for the mostly retired participants, keeps them active and engaged, with the library providing a safe space to meet.
- **Family Support** – a disabled child with complex needs has been a regular library visitor with her family; the library has supported her learning and communication within a welcoming community environment, where her mother is also able to meet friends.
- **Supporting Employability** – how the library’s IT facilities and the support provided by staff have enabled one user to complete an online qualification and gain employment.
- **Coding Club** – the impact of the child and adult Coding Club offer; participants have improved their skills, gained in confidence and made new friends. They have also been encouraged to visit the Library more often and borrow more books as a result.

A statement on the contribution the Borough Library Service makes to a number of Welsh Government strategies and the Local Authority’s priority areas was submitted as part of the Borough Libraries Annual Return for 2017-18. The reference panel identified the information submitted as being appropriate and thorough:

“There is a clear focus on improving education outcomes, enabling employment, supporting healthy lifestyles, and improving well-being.”

Please see **Appendix 3(b)** for the impact case studies and strategic statement in full.

5. WELL-BEING OF FUTURE GENERATIONS

- 5.1 This report contributes to the Well-being Goals as set out in Section 3 - Links to Strategy above. It is consistent with the five ways of working as defined within the sustainable development principle in the Act in that Libraries deliver and report against:

	Sustainable Development Principle (WGFA 2016)	Libraries Deliver
	Long term Planning to achieve targets and aspirations	<ul style="list-style-type: none"> • Professionally planned and managed Library Service targeted at supporting the residents and communities of Caerphilly County Borough • Free Book lending service with wide range of titles and mature depth of resources • Free Internet Access • Free Wi-Fi Access • Sustainable PC provision
	Integrate how we work and deliver	<ul style="list-style-type: none"> • Integrated and well managed Library offer open to all • Work closely with a wide range of partners, stakeholders, and complementary service areas including Customer Services and Leisure • Integrated 'Smart' joint Library and Leisure access card • Joined up Web-Library Catalogue and suite of e-resources
	Involving staff and residents in service developments and current delivery challenges	<ul style="list-style-type: none"> • Development of training / Support materials for staff and customers. • Annual programme of public consultation via Adult and Child Public Library User Surveys • Greater use of regular feedback via Social Media. • Online evaluations and staff consultation
	Collaborate with partners and others to provide the best community focused services	<ul style="list-style-type: none"> • Working with groups and organisations that promote the same value to support residents. • Collaborate in the direct delivery of services to residents, with Customer Services Team and a number of other Council Departments • Collaborate with other Local Authorities in Wales and UK as a whole to offer the very best services to customers from inter-lending to joint procurement of resources at maximum discount
	Prevent waste of materials and better utilise the skills of our present workforce	<ul style="list-style-type: none"> • Use of online training tools, less printed paper or travel costs and time to course venues • A responsive workforce and development strategy • Share training costs and events with local Council partners to assist in maximising the benefit per head • Free book lending and request service that re-circulates and uses stock economically to meet customer needs at the minimum cost or waste

6. EQUALITIES IMPLICATIONS

- 6.1 An Equalities Impact Assessment (EIA) is not required at this time because the issues covered by this report are for information purposes only, seeking to update Members with regard to the Authority's performance in respect of Welsh Government Public Library Standards; therefore the Council's full EIA process does not need to be applied.

7. FINANCIAL IMPLICATIONS

- 7.1 Approval has been granted for the implementation of WiFi provision at the remaining Borough Libraries who currently are unable to provide it to customers at an estimated fee of £10,000. Costs will be managed from within the Library Service budget. This improvement will enable the Borough Library Service to fully meet one additional Core Entitlement and a further Quality Indicator taking the Local Authority's performance to 11 Core Entitlement from 12 and 9 Quality Indicators from the 10 that have targets assigned.

8. PERSONNEL IMPLICATIONS

- 8.1 There are no personnel implications linked to this report.

9. CONSULTATIONS

- 9.1 The report reflects the views of the consultees.

10. RECOMMENDATIONS

- 10.1 Members are asked to consider this report. A summary of this information will also be included in the Local Authority's Annual Performance Monitoring Report which will be presented to full Council.
- 10.2 Members are asked to note the Welsh Government's Public Library Standard Reference Group Report of this performance, see **Appendix 2**. The Authority's attainment of 10 Core Entitlements in full and 2 in part, and 8 Quality Indicators in full, 2 partially that have targets assigned.

11. REASONS FOR THE RECOMMENDATIONS

- 11.1 To inform Members of the progress achieved by the County Borough Library Service in meeting the requirements of the 6th Framework of Welsh Government Public Library Standards, 2017-2020.

12. STATUTORY POWER

- 12.1 Public Libraries and Museums Act 1964.

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Consultees: Directorate Senior Management Team
Richard Edmunds, Corporate Director, Education and Corporate Services
Christina Harrhy, Interim Chief Executive
Councillor Philippa Marsden, Cabinet Member, Education and Achievement
Councillor Derek Havard, Chair Education for Life Scrutiny Committee
Councillor Carol Andrews, Vice Chair Education for Life Scrutiny Committee
Lynne Donovan, Head of People Services
Jane Southcombe, Financial Services Manager
Rob Tranter, Head of Legal Services and Monitoring Officer
Nicole Scammell, Head of Corporate Finance and Section 151 Officer
Anwen Cullinane, Senior Policy Officer (Equalities and Welsh Language)
Ros Roberts, Performance Manager

Appendices:

- Appendix 1: How Good Is Your Public Library Service? A Summary Guide To The Performance Measurement And Assessment Framework For Public Libraries In Wales
- Appendix 2: Welsh Public Library Standards 2017-2020 Caerphilly County Borough Council Annual Assessment Report 2017-18
- Appendix 3(A): The 6th Quality Framework For Welsh Public Libraries April 2017 To March 2020: Annual Return Pro-Forma: Year Ending 31 March 2018
- Appendix 3(B): Welsh Public Library Standards – Case Studies And Strategic Statement 2017-18

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How good is your public library service?

A summary guide to the performance measurement and assessment framework for public libraries in Wales

This is a short explanatory guide for local authorities, who have legal and strategic responsibilities for delivering public library services in Wales, and for residents who may be users of library services. It outlines the local authority's responsibilities, and explains how the Welsh Government assesses the performance of library services as part of its on-going programme of improving public services.

The public library service in Wales

Providing a public library service free of charge at the point of use is a long and honourable tradition in Wales. Public libraries promote community-based opportunities and learning of all kinds, encourage social and economic advancement and support a wide variety of group and individual activities. Libraries are relevant to all ages, needs and interests. The library service is one of the most popular and valuable services provided by local authorities, and residents respond vociferously to any decline in the provision and quality of that service.

Core services

The core aspects of a library service are:

- providing suitable and appropriate access to the service (both the buildings and on-line);
- providing services for those in society with particular needs (special materials, special equipment and special delivery services);
- providing a suitable range of reading and information materials in traditional and new formats reflecting community languages and the requirements of different age groups;
- ensuring that levels of investment are adequate in materials, staff and buildings;
- ensuring that responding to users' views and needs is properly reflected in the ways the service is managed and developed.

Measuring quality – how good is your library?

Each library authority in Wales has a statutory duty under the Public Libraries and Museums Act 1964 to deliver a 'comprehensive and efficient' service to its residents. This can be measured in a number of ways, including feedback from library users – are they getting what they want, within a reasonable time, by the most suitable means and at convenient and accessible service points?

In addition, local authorities and residents must ensure that they are getting good value for money from their services. This can be measured, for example, by comparing performances between authorities. Information such as the number of users and the number of loans, visits and requests made by members of the public is compared in relation to the level of investment made in the service by each local authority.

The quality framework

The Welsh Government has statutory responsibility for the public library service in Wales. It has been gathering information and monitoring performance since 2002, when it issued its first framework of Welsh public library standards. The framework aims to provide a more consistent level of service throughout Wales and identify user entitlements clearly.

Regular reviews of the framework have been undertaken, and the quality indicators updated to reflect changes to the ways in which public library services

are used and delivered. The current framework is the sixth, and applies from April 2017 to March 2020.

Library services contribute to a range of Welsh Government outcomes such as literacy, skills and learning, digital inclusion, poverty, health and well-being. Library provision spans these outcomes, offering a range of services which often support two or more of the outcomes simultaneously.

Library services also support the Welsh Government's four pillars: prosperous and secure; healthy and active; ambitious and learning; and united and connected. The desired outcome of the sixth framework is that libraries offer all the services and facilities listed as core entitlements. In order to assess the quality

The quality indicators have been defined using statistics already being collected as far as possible, and in accordance with international standards. In some cases (for example, the provision of up-to-date reading material), targets have been set, based on an appropriate comparative level of performance across Wales, which library authorities will be expected to achieve over a three year period. In others (for example, customer satisfaction), targets are not appropriate, and comparison to previous years will monitor improvements in services.

What is expected of library authorities?

Because library services are the responsibility of local authorities, they should reflect local priorities, even though





they are delivered within a statutory context. Libraries will not necessarily be able to achieve the top levels of performance in all areas, but are expected to achieve as many of the targets as possible and to seek improvements in those areas where performances are weaker. Authorities should also compare their performances with others in Wales and share best practice in order to bring about improvements.

In addition, local authorities are asked specifically to consider and ensure that their library services contribute fully to the achievement of overall corporate aims, and that they are always linked to various key local, regional and national policy agendas and work programmes. Where public library services are delivered by a trust or other similar body, ultimate responsibility remains with the local authority.

How is performance assessed?

There are three contributors to the assessment process:

- the public, who respond to user surveys on the basis of their experience of the service, and who should have access to published reports about their library services;
- the library authority, which is required to scrutinise the performances of the library service and consider the assessment provided by the Welsh Government; and
- The Welsh Government.

Library authorities submit an annual return in early summer each year to the Welsh Government, noting performances against the core entitlements and quality indicators for the previous year. The Welsh

Government uses a panel of assessors from local government, with the support of other experts, to consider the returns. Library authorities are given written feedback reports containing independent opinion, assessment and advice in the autumn of each year; these reports are also published on the Welsh Government's web site, and are available to members of the public.

What happens next?

Library authorities are asked to consider the feedback reports (according to local 'scrutiny' practices) and to address any weaknesses identified. They can do this by taking steps such as making additional investment, re-directing finance or by adopting more effective and efficient management practices.

If the Welsh Government has concerns about any library service, for example if appropriate action is not taken and quality continues to fall, there are a number of further steps which could be taken:

- An authority that does not perform to a satisfactory level can be offered assistance in the form of advice to carry out an agreed improvement programme.
- Disregarding advice or responding inadequately to the requirements could mean exclusion from the extra funding made available to public library services by the Welsh Government.
- Ultimately, the Welsh Government can remove the power to run a library service from a library authority, for example if performance against the quality indicators remains poor, and public discontent becomes apparent.

What has been the effect of setting standards for library services?

Since 2002, local authorities in Wales have responded to the challenges, and improvements have been recorded in all library services. Some authorities have made more progress than others, according to particular circumstances. It has not been considered necessary to invoke any of the actions noted in the three points above. There have been significant overall improvements in the levels of investment in materials, in the provision of information technology, in buildings and opening hours in many authorities. Many library services have also adopted improved methods of delivering services. Public opinion of library services continues to remain high throughout Wales.

The authorities that have made the most significant progress are those that have increased the levels of investment in their library services, particularly in the purchasing fund for books and information resources and in equipment and buildings, and who have also improved their approach to the management of services. This combination of approaches has had beneficial effects on performances. The challenge is not only to maintain levels of service in a climate of public spending cuts, but to continue to improve service quality and the benefits it brings to the people of Wales.

The role of Museums, Archives and Libraries Division (MALD)

MALD is the Welsh Government's policy division for public library services. It advises the appropriate minister on policy matters as well as providing advice and support to the library sector. It provides

Welsh Government grant funding to library services for innovative projects, including modernisation of library buildings. It also has a role to support and develop library standards, expertise and skills. MALD's staff and representatives also advise local authorities and other interest groups on public library services and on the quality framework of Welsh public library standards.



Further information

Current information about the quality framework of Welsh public library standards is available on the Welsh Government website, www.gov.wales

Museums, Archives and Libraries Division

Welsh Government, Rhodfa Padarn, Llanbadarn Fawr, Aberystwyth, Ceredigion, SY23 3UR

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Welsh Public Library Standards 2017-2020: Caerphilly

Annual Assessment Report 2017-18

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

1 Executive summary

Caerphilly met 10 of the 12 core entitlements in full, and partially met 2.

Of the 10 quality indicators which have targets, Caerphilly achieved 8 in full, and 2 in part.

Caerphilly has generally maintained its performance in this first year of the sixth framework, investing strongly in key areas including resources for children and young people, and in Welsh language provision. Customer satisfaction is generally high, and where performances have declined the service offers a good analysis of the underlying issues, with staff capacity a limiting factor in a number of areas. The return does however note the challenging financial position which it will face over the coming years, and this may well impact on the resourcing of the service and future staffing levels. With capacity already stretched, careful planning will be needed to ensure that the service can continue to sustain its current level of performance. Proposals to develop new models for service delivery, aligning with other public-facing services as part of community located 'Hubs', are noted as central to the authority's planning for the future of the service.

- An adult user survey was completed in May 2017, showing continuing high levels of satisfaction, with 99% of those surveyed rating the Library 'good' or 'very good' overall.
- Staffing pressures have also impacted on attendance at library events / activities, which have fallen, despite an overall increase in the number of events on offer.
- A fall in the number of physical visits, active borrowers, and adult book loans, is matched by increases in library membership and children's loans, both of which are now the highest per capita in Wales.
- The service continues to meet the targets for acquisitions per capita, materials in the Welsh language, and supply of requests, with a strong commitment to its investment in stock for children and young adults.
- Traditional PC provision remains the highest in Wales, although usage is declining; financial constraints mean that Wi-Fi is not available at six service points.
- Staffing levels have been maintained at 2016-17 levels, with neither target met. The service does not anticipate that it will be in a position to increase staff numbers in the future, with the possibility that budgets here may come under further pressure.
- Caerphilly was again unable to provide financial information, other than in respect of spending on materials, as was the case under the fifth framework.

2 Performance against the standards

The standards framework comprises of core entitlements, quality indicators with targets, quality indicators with benchmarks and impact measures. Section 2 summarises achievements against these areas. A narrative assessment of the authority's performance is provided in Section 3.

2.1 Core entitlements

Caerphilly is meeting 10 of the 12 core entitlements in full and partially meeting 2. CE 7 is partially met as the service is only able to provide Wi-Fi facilities in 12 of its 18 service points; it is noted that the potential to fund increased Wi-Fi provision is being actively explored. A Library Service Strategic Action Plan for 2017-2020 is in place, however this has not yet been made available online due to delays in updating the website; as a result the entitlement is only partially met for 2017-18.

2.2 Quality indicators with targets

There are 16 quality indicators (QIs), of which ten have constituent targets. Of these, Caerphilly is achieving 10 in full, and 2 in part.

Quality Indicator	Met?	
QI 3 Support for individual development:		Met in full
a) ICT support	✓	
b) Information literacy and skills training	✓	
c) E-government support	✓	
d) Reader development	✓	
QI 4 (a) Support for health and well-being		Met in full
i) Book Prescription Wales scheme	✓	
ii) Better with Books scheme	✓	
iii) Designated health & well-being collection	✓	
iv) Information about healthy lifestyles and behaviours	✓	
v) Signposting to health & well-being services	✓	
QI 6 all static service points offer events/activities for users with special requirements	✓	Met in full
QI 7 Location of service points	✓	Met in full
QI 9 Up-to-date and appropriate reading material		Met in full
Acquisitions per capita	✓	
or Materials spend per capita	x	
QI 10 Welsh Language Resources		Met in full
% of material budget spent on Welsh	✓	
or Spend on Welsh per capita	✓	
QI 11 Online access:		Partially met
a) i) Public access to Internet	✓	
ii) Wi-Fi provision	x	
QI 12 Supply of requests		Met in full
a) % of requests satisfied within 7 days	✓	
b) % of requests satisfied within 15 days	✓	

QI 13 Staffing levels and qualifications:		Partially met
i) Staff per capita	x	
ii) Qualified staff per capita	x	
iii) Head of service qualification/training	✓	
iv) CPD percentage	✓	
QI 16 Opening hours per capita	✓	Met in full

There has been no change in Caerphilly's performance compared to the last year of the fifth framework for those quality indicators where direct comparisons are possible.

2.3 Impact measures

The framework includes three indicators aimed at assessing the impact of library use on people's lives. These indicators do not have targets, and authorities are only required to carry out user surveys for QI 1 once over the three-year period of the framework. The summary figures (lowest, median and highest) are therefore based on those authorities indicating they completed their user survey during this first year of the framework. Rankings reflect the numbers of respondents, where 1 is the highest scoring authority.

Caerphilly carried out its adult user survey in May 2017; the children's survey is scheduled for May 2018.

Performance indicator		Rank	Lowest	Median	Highest
QI 1 Making a difference					
b) % of young people who think that the library helps them learn and find things out:	n/a		73%	94%	97%
e) % of adults who think that the library has made a difference to their lives:	38%	7/7	38%	90%	95%
QI 5 b) % of attendees of training sessions who said that the training had helped them achieve their goals:	98%	4/17	75%	98%	100%

Authorities are also asked to provide up to four case studies describing the impact which the library service has had on an individual or on a group of individuals during the year. Caerphilly provided four such case studies:

- Scrabble Club – the impact of the library Scrabble Club, which has fostered lasting friendships among the group, and for the mostly retired participants, keeps them active and engaged, with the library providing a safe space to meet.
- Family Support – a disabled child with complex needs has been a regular library visitor with her family; the library has supported her learning and communication within a welcoming community environment, where her mother is also able to meet friends.
- Supporting Employability – how the library's IT facilities and the support provided by staff have enabled one user to complete an online qualification and gain employment.
- Coding Club – the impact of the child and adult Coding Club offer; participants have improved their skills, gained in confidence and made new friends. They have also been encouraged to visit the Library more often and borrow more books as a result.

2.4 Quality indicators and benchmarks

The remaining indicators do not have targets, but allow services to monitor and benchmark their performance over time, in comparison with other authorities. The following table

summarises Caerphilly's position for 2017-18. Ranks are included out of 22, where 1 is the highest, and 22 the lowest scoring authority, unless stated otherwise. Indicators where fewer than 22 authorities supplied data are those where relevant data was not available to some authorities. Where possible, figures from the last year of the fifth framework have also been included for comparison; however, in some cases a change in definition or the introduction of additional measures makes comparisons impractical. Indicators 'per capita' are calculated per 1,000 population unless otherwise noted.

Performance indicator	Rank	Lowest	Median	Highest	2016/17	
QI 1 Making a difference						
a) % of adults who think that using the library has helped them develop new skills:	24%	7/7	24%	83%	94%	24%
c) health and well-being	33%	7/7	33%	65%	95%	26%
d) enjoyable, safe and inclusive	99%	2/7	90%	98%	100%	98%
QI 2 Customer satisfaction						
a) 'very good' or 'good' choice of books	94%	3/7	88%	91%	98%	94%
b) 'very good' or 'good' customer care	99%	3/7	93%	99%	100%	99%
c) 'very good' or 'good' IT facilities	92%	2/6	74%	86%	94%	93%
d) 'very good' or 'good' overall;	99%	1/7	93%	97%	99%	98%
e) users aged 16 & under rating out of ten	n/a		8.5	9.1	9.2	9.3
QI 5 User training						
a) attendances per capita	51	8/22	10	32	238	56
c) informal training per capita	69	21/22	15	199	473	118
QI 6 attendances at events per capita	330	7/22	82	228	684	339
QI 8 Library use						
a) visits per capita	4,291	7/22	2,501	4,047	7,014	4,431
b) virtual visits per capita	473	17/22	243	866	2,211	450
c) active borrowers per capita	220	2/22	100	154	229	227
QI 10 Welsh issues per capita*	64	12/22	4	68	663	
QI 11 Online access						
b) Computers per capita^	14	1/22	5	9	14	14
c) % of available time used by the public	20%	19/22	14%	27%	67%	21%
QI 13 Staffing levels and qualifications						
(v) a) total volunteers	16	17/21	3	31	196	10
b) total volunteer hours	497	18/21	40	1,346	11,939	321
QI 14 Operational expenditure						
a) total expenditure per capita	n/a		£7,047	£11,915	£17,771	n/a
b) % on staff,	n/a		44%	63%	75%	n/a
% on information resources	n/a		4%	13%	25%	n/a
% on equipment and buildings	n/a		0%	4%	20%	n/a
% on other operational costs;	n/a		0%	18%	37%	n/a
c) capital expenditure per capita	n/a		£0	£338	£17,432	n/a
QI 15 Net cost per visit	n/a		£1.24	£1.82	£2.41	
QI 16 Opening hours#						
(iii) a) % hours unplanned closure of static service points	0.00%	1/21	0.00%	0.02%	1.28%	0.00%

b) % mobile stops / home deliveries missed	0.00%	1/20	0.00%	0.35%	11.24%	0.00%
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* per Welsh speaking resident population

^per 10,000 resident population

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

2 Analysis of performance

The core entitlements and quality indicators can be divided into four key areas. This section of the report outlines performance under these areas, and compares this performance (where applicable) with the final year of the fifth framework (2016-17).

3.1 Meeting customer needs (QI 1-5)

Caerphilly carried out its adult user survey in May 2017, with generally high customer satisfaction ratings, although the impact indicators (skills development / health and well-being) remain low. It is noted that further work will be targeted to increase user confidence in the support the Library can provide in these areas. All static libraries continue to provide the full range of support for individual development, although the service notes that this has become more challenging, particularly for single staffed Libraries. Good support is also provided for health and well-being with designated collections at all service points, and a range of health information partnerships in place. Attendance at pre-arranged user training sessions has fallen slightly in 2017-18, but with a larger drop in the numbers helped by informal training, which are now among the lowest per capita in Wales. The service attributes this to the impact of single staffing at its smaller branches, and increased customer confidence and use of their own IT devices.

3.2 Access and use (QI 6-8)

Caerphilly continues to meet the target for easy access to service points, with 18 branches serving its local communities. The service notes that events / activities for users with special requirements are provided at all these branches, although some further detail on the nature of this work could have been given. Overall attendance at library events and activities has fallen slightly, although the number of events on offer has increased when compared to 2016-17. The service attributes this to the decline in school class attendance resulting from increasing time pressures on a smaller professional staff cohort. Other usage indicators show a mixed picture, with a fall in the number of physical visits and active borrowers, but increases in library membership and children's book issues, where performances are now the highest per capita in Wales. The relative decline in adult book loans and active borrower rates is noted as a priority area for targeted action in 2018-19.

3.3 Facilities and services (QI 9-12)

The service continues to meet the requirements in relations to acquisitions per capita, and provision of Welsh language resources, with a strong commitment to maintaining Welsh language collections at the highest possible level. Engagement with children and young people, supporting schools and family reading, is also a key strategic theme within the 2017- 2020 Library Action Plan; this is reflected in the investment made in children's and young adult stock, and in the resulting high numbers of children's book issues. The service meets the stipulated requirements for supply of requests, with increasing numbers of requests placed via the Books4U scheme. Caerphilly continues to maintain a high level

of PC provision although it is noted that this will be reviewed during 2018-19 to ensure value for money, as usage levels continue to fall. While financial constraints limit Wi-Fi coverage, and users remain dependent on traditional IT facilities, provision in this area will remain important.

3.4 Expertise and capacity (QI 13-16)

Overall and professional staff numbers have been maintained at 2016-17 levels, although in neither case is the stipulated target met. The service does not anticipate that it will be in a position to increase staffing levels in the future, and authority-wide financial planning for 2018-2022 suggests that budgets here may come under further pressure. Qualified leadership is in place, and the service has increased its investment in staff training and professional development in 2017-18. Volunteer numbers / hours have risen, with increased take-up of opportunities offered for work experience to schools, and to adults undertaking supported placements to enter employment or return to the workplace.

Caerphilly was again unable to provide financial information, other than in respect of spending on materials, as was the case under the fifth framework. Opening hours continue to meet the target set, and there were no unplanned closures or interruptions to service in 2017-18.

3 Strategic context

As part of the return authorities are asked to report on how the library service is contributing to wider Welsh Government priorities and strategic goals. Caerphilly provides a detailed note of its contribution to the Council's Well-being Objectives, and the goals of the Well-being of Future Generations Act. There is a clear focus on improving education outcomes, enabling employment, supporting healthy lifestyles, and improving well-being.

4 Future direction

Reporting on the authority's future direction and plans for the library service over the following year, Caerphilly notes that it faces a further period of significant change, due to the continuing financial pressures on the authority. Funding reductions are anticipated over the next three year period, with planning focused on aligning public facing areas of provision, and developing new delivery models. Proposals centre on the development of new community located 'Hubs', bringing together library services, community centres and customer service teams. It is noted that the local authority remains committed to delivering the best public library provision possible during this period of financial constraint.

5 Conclusion

Caerphilly has generally maintained its performance in this first year of the sixth framework, investing strongly in key areas including resources for children and young people, and in Welsh language provision. Customer satisfaction is generally high, and where performances have declined the service offers a good analysis of the underlying issues, with staff capacity a limiting factor in a number of areas. The return does however note the challenging financial position which it will face over the coming years, and this may well impact on the resourcing of the service and future staffing levels. With capacity already stretched, careful planning will be needed to ensure that the service can continue to sustain its current level of performance. Proposals to develop new models for service

delivery, aligning with other public-facing services as part of community located 'Hubs', are noted as central to the authority's planning for the future of the service.

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Llywodraeth Cymru
Welsh Government

MALD: Museums, Archives and Libraries Division

The sixth quality framework for Welsh public
libraries

April 2017 to March 2020

Annual return pro-forma: Year ending 31 March 2018

Guidance notes

The return is to be made over three worksheets, together with a Word document. Authorities should take note of the following:

The *Definitions and guidelines for data collection and reporting* document provides guidance for completing the return.

Where data are included in the annual public library actuals return to CIPFA, the same figure should be used for this return.

Only those cells where data are required can be selected; other areas of the return are shaded. The tab key can be used to move to the next available cell.

MALD reserves the right to request evidence of the information provided in the return to assist with the assessment process.

Context

This sheet requires some descriptive details for the authority, and contact details for the person to whom any queries should be addressed.

Core entitlements

This sheet deals with the 12 core entitlements for the public. Authorities should select their (self-assessed) level of compliance from the drop-down box, and provide further information in the space provided.

Quality indicators

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

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

A comparative figure for the year ending 31 March 2017 should be provided for each annually reported PI. Space is provided for authorities to comment on any decline in their performance over the previous year.

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

Submission

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

mald@gov.wales

Closing date for receipt of returns:

Friday 22nd June 2018

For more information please contact:

Alyson Tyler

alyson.tyler@gov.wales

0300 062 2103 (direct line)

0300 062 2112 (MALD main number)

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APPENDIX 3(B): WELSH PUBLIC LIBRARY STANDARDS – CASE STUDIES AND STRATEGIC STATEMENT 2017-18

Case Study and additional strategic narrative 2017-18 Annual Standards Report Caerphilly County Borough Library Service

Good impact case studies are expected to include evidence that the library service has made a positive difference to an individual (or group of individuals). This would normally go beyond a description of services provided and their use, to show the outcome, and may include testimony from the customers concerned.

Authority: Caerphilly County Borough Council

1. The impact which the library has had on an individual, or on a group of individuals, during the year. Describe the use made of the service, and the difference that use made to the individual or group concerned. Up to four case studies may be provided (indicative length: 500 words each).

Please indicate if permission for the Welsh Government to re-use and/or publish the case studies has been obtained or not: Yes - obtained / No – not obtained

- a) **Caerphilly Libraries as important social and meeting places supporting residents to retain their personal independence and cognitive awareness - Nelson Library's Scrabble Club.**

Caerphilly County Borough Library Service plays an important role in the local communities it serves for both adults and children. The Borough's Libraries are places where friends meet to take part in activities, educational classes and special groups – from education classes to craft clubs.

In Nelson Library a Scrabble club has been running for over 4 years. It began after the library was approached by a partially sighted customer looking for a safe/friendly venue to host a Scrabble club for a few competitive friends who were all “mad keen Scrabble fans.” To begin with there were three attendees but now each week sees between 10 and 12 ladies all aged from 65 to 90 battling it out to find the right winning words. All are widows who otherwise rarely leave their houses and who “really enjoy” their weekly competitive social get-togethers. The library Scrabble club has provided a safe place for the friends to meet and make new friends and has helped keep the minds of the participants active and gives them something to look forward to each week.

Talking to the Scrabble fans revealed:

Only one or two of the group knew each other before joining the Scrabble club – “lasting friendships have been made.” It is something “I really look forward to during the week” for the company and the chance to talk about what is going on in the world and to talk about personal problems they are having – “Often health related!”

All the ladies live on their own and when asked what they would be doing if not attending the group the replies were basically “I'd be at home watching the telly while knitting.” The club

also “gives me a reason to leave the house” Walking to the library each Friday was also said to “Provide me with a good dose of exercise.”

Several said they love it as it helps keep their minds sharp possibly helping to stave off dementia. They used words like “brain stimulation” and “Keeps the brain going.” One said she “loved the competition” element.

The group is open to all ages and sexes – no men as yet has been “willing to join in.”

b) **Caerphilly Library Service supporting residents who find accessing facilities and provision challenging due to their disability – Machen Library assisting a young customer with CHARGE syndrome.**

The case study below highlights the County Borough Library Services commitment to supporting those with disabilities to use its services and feel welcome and included at all times.

Saffron and her family (Julia and Khaled) moved to the village of Machen when she was 18months old, she is now 7. Saffron has CHARGE Syndrome that according to the CHARGE Syndrome Foundation is “extremely complex ... involving extensive medical and physical difficulties” The Syndrome affects sight, hearing, balance, can cause heart defects and impact on growth and development. Saffron is deaf and partially sighted. Saffron communicates with sign language and as she has a tracheostomy tube is unable to make any sounds.

When the family moved to Machen they joined the Library as soon as possible and Julia has been bringing Saffron weekly to visit ever since. Saffron enjoys her visits. She loves looking at the books and the colourful displays and seeing other children. She will sit quite happily on her own by the kinder boxes examining certain books closely; she always seems to gravitate towards the same books so has a few personal favourites. Saffron delighted the library staff recently by bringing a book she was enjoying to the counter, with no prompting from Julia or the staff, for it to be issued to her. This is a massive step for Saffron and proves that she is now beginning to understand how a library works.

Saffron’s parents use an approach called ‘Total Communication’ with her which includes speech, body language, signs, gestures, symbols etc. The library staff have in Julia’s words:-

“always been very welcoming to Saffron allowing photographs of themselves to be taken for Saffron’s communication book”.

Julia also adds that:-

“Machen does not have much in the way of community services apart from the library. The library has run music sessions, arts and crafts activities which have been easy to access.

The library has been somewhere I can take Saffron regularly where I know she is welcome, it is open at regular times so I can use the communication book to let Saffron know where we are going.

Saffron has just started to understand the booking in and out process of library books and enjoys the process now, the library staff have patiently encouraged Saffron with this.

Saffron does not attend the local school and is not able to access after school clubs etc. so the library is vital for us to link in with our local community.

As the mother of a disabled child you can find yourself at a loose end and the library has provided a welcoming warm environment, somewhere to go, and somewhere to meet others.

We can't thank our library staff enough for this wonderful hub they run in our village".

The Library has provided a warm welcoming safe space for Saffron to explore. Julia acknowledges that the Library has been a lifeline to her and Saffron, somewhere to visit to break up the day and to see a friendly face and feel part of Machen community.

c) **Caerphilly County Borough Library Services supports customers to gain new skills and improve their employability potential – Rhymney Library customer uses her local Library to get her licensed Gym Instructor qualification.**

Caerphilly Library Service understands the benefits library users can gain: by reading or researching its eclectic and excellent stock or sitting down and using Wi-Fi or PC's, customers can gain and nurture invaluable life skills: Work Skills, IT knowledge, boost their confidence, and improve their interpersonal and communication abilities.

Alison has been undertaking a professional qualification via an online course in Rhymney library's IT learning suite to become a licenced gym instructor. She has highlighted that the library and the staff have been instrumental in her success, having recently completed her course and become qualified, after many months of intensive study on site, every day that the library is open. In addition to the research space, IT facilities, free Internet access, books and other resources that the library provides, Alison has commented on the informal learning support given to her by the staff, Damon, Valerie and Gail.

As well as supporting her learning needs on an ad hoc basis the staff have helped by signposting Alison to resources, organisations and partnerships that have helped improve her employability prospects and quality of life through pursuing her career aspirations. Alison has also noted that due to a lack of personal resources, she would not have been able to undertake the course, had it not been for Rhymney library and its staff. She even left a thank you card for the staff that read:

"To, Damon, Val and colleagues - Thank you all so much for your unfailing help and support during my time studying to become a Gym Instructor. It is very much appreciated - Best wishes, Alison".

Following Alison's successful training supported by Rhymney Library she has taken over one fitness class in the immediate area and begun to grow her reputation with 25 to 30 resident's regular taking part whilst being confident to branch out in other local communities as well.

d) **Caerphilly County Borough Library Service supporting Coding skills and learning across the generations – Three customers experiences at Caerphilly Town Library.**

This case study focuses on the customer experiences of three individuals of different

backgrounds who all use the Coding Club offer at Caerphilly Library to gain new skills, have fun, and get to know other people. Poppy is aged 9, Katherine is aged 10, and Claire the mother of two 10 year old boys who also attend Coding Club at the Library is a member of the adult club that has recently started.

Katherine described the experience as:

“one of my favourite clubs I have done before, and it has made my Friday an enjoyable day...I now go the Library much more often, and since I have joined code club I have read and borrowed many more books than I used to.”

Claire who initially attend Code Clubs in support her two sons has also joined the Library’s group for adults. Claire explains how the adult coding club helps members to socialise, learning from one and other and access the sites many other facilities and resources:

“Mae'r clwb oedolion yn rhoi cyfle i oedolion i gymdeithasu gyda pobl eraill o'r gymuned, helpu a dysgu oddi wrth eraill, a datblygu sgiliau fel grŵp. Mae gan y llyfrgell adnoddau eang yn addas ar gyfer pob diddordeb a gallu... Mae'r clwb wedi rhoi yr hyder i mi allu helpu fy mhlant pan fydden nhw yn dysgu codio yn yr ysgol, mae hefyd wedi rhoi diddordeb newydd i mi ddysgu a mwynhau.”

Poppy expressed how the Library and coding club had inspired her to learning new skills and explore new ideas:

“I have had a little look at some coding books from the library and felt inspired to do more and to use Python and a Raspberry Pi. In the future I would like to code worlds for use in Minecraft. I really liked creating the Boat Race Game and I always add my own ideas to the projects.”

It is clear from the experiences of these Library customers that coding has not only opened new possibilities and enjoyment for them but has supported them to gain the confidence to explore the other riches that their Town library holds and experience other aspects of the Library offer.

2. Please provide a narrative that demonstrates how the library service is contributing towards wider Welsh Government priorities and strategic goals (indicative length: 500 - 1,000 words).

Caerphilly County Borough Library Service contributes to the Council’s Corporate Plan 2018-2023 including its Well-being Objectives. The table below highlights the areas of particular synergy between the Library Services activities and the Local Authority’s strategic targets. The clear focus on the Wellbeing for Future Generations Act also highlights the Library Services contribution to Welsh Government strategic priorities including the key themes of

Council Wellbeing Objectives 2018-2013	Wellbeing Outcomes	Caerphilly County Borough Library Service Contribution
<p>Improve Education Opportunities for All</p> <p><i>Linked to 'Prosperity for All: the national strategy' key theme 'Ambitious and Learning'</i></p>	<ul style="list-style-type: none"> • Reduce the impact of poverty within early years • Raise Standards of Attainment • Reduce impact of poverty on attainment for both vocational and non-vocational qualifications • Help those who are not able to follow a traditional attainment path • Support learning that enables young and adult employment opportunities including a focus on 'future skills' • Improve Digital Skills 	<p>The nationally recognised Bookstart Scheme providing free reading materials and information for parents and toddlers at their 9 month Health check is well established within Caerphilly County Borough Library Service.</p> <p>The County Borough Library Service supports a number of projects with the Council's Early Years Team and Flying Start. Aberbargoed Library houses an Early Years team whilst Rhymney Library regularly hosts a range of parent and toddler sessions delivered by Flying Start and other Early Years practitioners.</p> <p>During 2017-18 Caerphilly Libraries supported 12,537 children and parents / carers to participate in Library based toddler sessions and Rhyme time activities.</p> <p>1,603 children attended Library operated Homework Clubs in 2017-18 a 37% increase on the numbers who used participated in 2016-17.</p> <p>Coding Clubs for children and increasingly adults has significantly risen in popularity over the last year with 1300 users attending activities compared to 682 in 2016-17, a rise of 90%. Many of the customers have noted improved skills and confidence gained from participating in the clubs (see <i>Case Studies</i> section).</p> <p>The County Borough's 18 static Libraries offer dedicated Children sections and space for Young People with targeted resources and welcoming furnishings. It is free to borrow books and use the Internet Terminals and overdue charges do not apply to under 16s with the intention of fostering a fully accessible level of provision for those who wish to access the service.</p> <p>The Borough Library Service hosts a number of adult and employment tailored projects at its sites. These include Bridges into Work, Communities for Work, and Digital Friday styled events. In excess of 5,400 residents have benefited from digital and work preparedness training via these important initiatives. In addition some 2,094 customers have accessed Life Skills support at local Libraries during 2017-18.</p> <p>Supporting residents to improve their Digital and Information handling Skills remains a strategic priority for Caerphilly County Borough Library Service. Performance in these areas is noted above. The Library Service provides free access to 250 Internet</p>

	<p>• Improve the learning environment</p>	<p>enabled terminals across its 18 sites and WiFi provision in 12 service points.</p> <p>All 18 County Borough service points offer dedicated space for children, young people, and learners of all ages to access a wide range of resources and digital equipment tailored to their needs.</p> <p>Library settings are modern and attractively furnished. 12 of the 18 Library sites offer free WiFi access in addition to the traditional desk top computer experience.</p> <p>In the most recently analysed Children’s satisfaction survey conducted in May 2016 9.4 of Key Stage (KS) 2 Library customers rated their Borough Library as a safe and welcoming place. 93% indicated that using the Library had helped improve their reading with 85% stating the computer facilities had assisted them also. At KS 3 age group 59% of respondents indicated they had used Library computers with their School work.</p> <p>In 2017-18 1,300 children and adults took part in Library hosted Coding Clubs an increase of 90% from those taking part in 2016-17. This area of digital awareness has far reaching benefits for beneficiaries and the Library See (see Case study 4 for a specific example).</p> <p>In excess of 6,700 people have participated in, and benefitted from, some level of digital skill training, including coding, at Borough Library sites during 2017-18. A 14% increase on like for like training and support provided at Libraries in 2016-17.</p> <p>99% of Adult Public Library users surveyed rated Library facilities as enjoyable, safe and inclusive places to visit in 2017.</p> <p>Education other than at School (EOTAS) and Home tutoring support services are available at a number of the Borough’s Library facilities with 1,281 children and young people benefitting from sessions hosted in local Library sites during 2017-18 a rise of 1% on the comparable figure for 2016-17.</p>
<p>Enabling Employment</p> <p><i>Linked to ‘Prosperity for All: the national strategy’ key theme ‘Prosperous and Secure’</i></p>	<p>• Aim to reduce the impact of poverty by supporting people into better employment prospects</p>	<p>In 2017-18 there was an 11% increase in the number of IT classes held in Libraries however the total number of residents who attended declined from 7020 in 2016-17 to 6455 individuals in 2017-18.</p> <p>During 2017-18 Libraries hosted 2056 Job Match sessions and 330 Basic Skill interactions. A decline of 1/5th from 2016-17.</p>

<p>Creating a county borough that supports a healthy lifestyle</p> <p><i>Linked to 'Prosperity for All: the national strategy' key theme 'Healthy and Active'</i></p>	<ul style="list-style-type: none"> • Aim to reduce inequalities in health across the county borough. 	<p>Access is provided to targeted health resources and information across all 18 static sites.</p> <p>The Books on Prescription Scheme to support those customers with mild to moderate Mental Health concerns remains a key element of Caerphilly Libraries Wellbeing offer.</p> <p>The Library Service currently holds 3,500 health related books and other materials. During 2017-18 some 484 health resources were purchased by Libraries.</p> <p>The Borough Library Service will participate in the 'Reading well for Dementia' initiative in 2018-19, part of the larger Books on Prescription umbrella. The Library Service already holds collections of the 'Pictures to Share' dementia friendly resource in all 18 static sites. Interactive reminiscence pods are shared between Libraries and Council run Care Homes to assist in engaging with residents suffering from dementia or related conditions. Loans of specific dementia friendly materials from Libraries during 2017-18 were 278.</p>
<p>Support citizens to remain independent and improve their well-being</p> <p><i>Linked to 'Prosperity for All: the national strategy' key theme 'Healthy and Active'</i></p>	<ul style="list-style-type: none"> • Support people to 'help themselves' by providing comprehensive advice and information including signposting to other services. • Identify and support carers. 	<p>The Council's Library Link 'Housebound Service' provision is operated by two full time officers who take a range of preselected materials to customers in their homes. During 2017-18 the Library Link service delivered 10,994 resources to 221 customers with 2,873 visits made.</p> <p>As noted above Caerphilly Library Service provides a range of dementia focused materials from its 18 static sites targeted at supporting those suffering with the condition and their carers.</p>

Wellbeing for the Future Generations Act – Wellbeing Goals

Goal	Description	County Borough Library Service Contribution
<p>A prosperous Wales</p> <p><i>Linked to 'Prosperity for All: the national strategy' key theme 'Prosperous and Secure'</i></p>	<p>An innovative, productive and low carbon society which recognises the limits of the global environment and therefore uses resources efficiently and proportionately (including acting on climate change); and which develops a skilled and well-educated population in an economy</p>	<p>Caerphilly County Borough Library Service enables residents to have free access to a wide range of resources that can assist in their recreational activities, provide escapism, inform and educate. Library book and non-book materials are by their nature the perfect embodiment of recycling as numerous individuals can read the same title without the need to travel across the Borough to access them. The Library Service operates a free request service and is an active partner in the South Wales 'Books4U' initiative. During</p>

	<p>which generates wealth and provides employment opportunities, allowing people to take advantage of the wealth generated through securing decent work.</p>	<p>2017-18 Caerphilly Library Service accessed 4,280 books and related materials via 'Books4U' whilst sending 2,222 titles to other participating Council's in the area.</p> <p>During 2017-18 Libraries hosted 2,056 Job Match sessions and 330 Basic Skill interactions. A decline of 1/5th from 2016-17.</p> <p>In excess of 6,700 people have participated in, and benefitted from, some level of digital skill training, including coding, at Borough Library sites during 2017-18. A 14% increase on like for like training and support provided at Libraries in 2016-17.</p> <p>Library settings are modern, well furnished and comfortable to use. 12 of the 18 Library sites offer free WiFi access in addition to the traditional desk top computer experience via 250 Internet Terminals.</p> <p>In the most recently analysed Children's satisfaction survey conducted in May 2016 9.4 of Key Stage (KS) 2 Library customers rated their Borough Library as a safe and welcoming place. 93% indicated that using the Library had helped improve their reading with 85% stating the computer facilities had assisted them also. At KS 3 age group 59% of respondents indicated they had used Library computers with their School work.</p> <p>In 2017-18 1,300 children and adults took part in Library hosted Coding Clubs an increase of 90% from those taking part in 2016-17. This area of digital awareness has far reaching benefits for beneficiaries and the Library See (see Case study 4 for a specific example).</p> <p>In excess of 6,700 people have participated in, and benefitted from, some level of digital skill training, including coding, at Borough Library sites during 2017-18. A 14% increase on like for like training and support provided at Libraries in 2016-17.</p> <p>99% of Adult Public Library users surveyed rated Library facilities as enjoyable, safe and inclusive places to visit in 2017.</p> <p>Education other than at School (EOTAS) and Home tutoring support services are available at a number of the Borough's Library facilities with 1,281 children and young people benefitting from sessions hosted in local Library sites during 2017-18 a rise of 1% on the comparable figure for 2016-17.</p>
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<p>A resilient Wales</p> <p><i>Linked to 'Prosperity for All: the national strategy' key theme 'Prosperous and Secure'</i></p>	<p>A nation which maintains and enhances a biodiverse natural environment with healthy functioning ecosystems that support social, economic and ecological resilience and the capacity to adapt to change (for example climate change).</p>	<p>Caerphilly County Borough Library Service uses a number of recycling services to ensure resources that have reached the end of their productive lifespan can be re-used whilst supporting environmental targets. Discontinued books and other media are wherever possible recycled by registered companies and in some instances sold via Better World Books a social business that works closely with the Charity sector.</p>
<p>A healthier Wales</p> <p><i>Linked to 'Prosperity for All: the national strategy' key theme 'Healthy and Active'</i></p>	<p>A society in which people's physical and mental Well-being is maximised and in which choices and behaviours that benefit future health are understood.</p>	<p>Caerphilly County Borough Library Service purchased 484 titles in 2017-18 that relate to Health and Wellbeing and offers a minimum of 3,500 items available for loan across its network of 18 sites.</p> <p>The Borough Library Service is an active participant in the national Books on Prescription scheme designed to support residents with mild to moderate Mental Health conditions and will shortly be subscribing to the Reading with Dementia initiative.</p> <p>Each Library in their annual Local Improvement Plans have priorities associated with improving residents health and wellbeing.</p>
<p>A more equal Wales</p> <p><i>Linked to 'Prosperity for All: the national strategy' key theme 'United and Connected'</i></p>	<p>A society that enables people to fulfil their potential no matter what their background or circumstances (including their socio economic background and circumstances).</p>	<p>Caerphilly County Borough Library Service provides free and welcoming facilities to all its residents.</p> <p>The nationally recognised Bookstart Scheme providing free reading materials and information for parents and toddlers at their 9 month Health check is well established within Caerphilly County Borough Library Service.</p> <p>The County Borough Library Service supports a number of projects with the Council's Early Years Team and Flying Start. Aberbargoed Library houses an Early Years team whilst Rhymney Library regularly hosts a range of parent and toddler sessions delivered by Flying Start and other Early Years practitioners.</p> <p>During 2017-18 Libraries hosted 2,056 Job Match sessions and 330 Basic Skill interactions. A decline of 1/5th from 2016-17.</p> <p>In excess of 6,700 people have participated in, and benefitted from, some level of digital skill training, including coding, at Borough Library sites during 2017-18. A 14% increase on like for like training and support provided at Libraries in 2016-17.</p>

		The County Borough Library Service is currently preparing to support residents who are transitioning to the Universal Credit full Service in September 2018 to ensure customers gain the digital skills required to access their benefits and future employment opportunities.
<p>A Wales of cohesive communities</p> <p><i>Linked to 'Prosperity for All: the national strategy' key theme 'United and Connected'</i></p>	Attractive, viable, safe and well-connected communities.	<p>Caerphilly County Borough Library Service is located in 18 town and village centred sites that actively contribute the physical environment they share. Public Libraries are seen as anchor tenants in the modern retail / High Street environment.</p> <p>In the most recent Adult and Child user surveys of Borough Libraries customers questioned strongly endorsed local Libraries as safe, welcoming, and connected facilities.</p>
<p>A Wales of vibrant culture and thriving Welsh language</p> <p><i>Linked to 'Prosperity for All: the national strategy' key theme 'United and Connected'</i></p>	A society that promotes and protects culture, heritage and the Welsh language, and which encourages people to participate in the arts, and sports and recreation.	<p>The Borough Library Service plays an important role in supporting the cultural identities of the communities it represents.</p> <p>The Library Service proactively markets its Welsh materials to customers and has embraced a bilingual approach to service presentation and user support wherever possible in line with the requirements of the 2011 Welsh Language Measure.</p> <p>During 2017-18 Caerphilly Library Service spent £23,837 on Welsh Language resources, 7% of the total resource fund and loaned 11,492 items in Welsh.</p> <p>During 2017-18 all front facing Library staff took part in 'Meet and greet' Welsh Language training. In 2018-19 six designated 'Reception Point' sites will undergo further training in Welsh. This additional level of bilingual competency will be achieved by September 2018.</p>
<p>A globally responsible Wales</p> <p><i>Linked to 'Prosperity for All: the national strategy' key theme 'Prosperous and Secure'</i></p>	A globally responsible Wales. A nation which, when doing anything to improve the economic, social, environmental and cultural Well-being of Wales, takes account of whether doing such a thing may make a positive contribution to global Well-being.	<p>Public Libraries form an important part of the County Council's building portfolio with a number of significant sites that complement their physical environments whilst also protecting important cultural sites in Risca, Caerphilly, Newbridge, and Bargoed.</p> <p>Public Libraries are seen as important anchor tenants in local town and village centres supporting the economic wellbeing of the areas they are located in.</p>

3. Please provide a short statement about the future direction and plans for the library service (indicative length 200 words).

Caerphilly County Borough Library Service faces a period of significant change as the Local Authority considers how this area of provision can best be delivered in the future in light of the continuing financial pressures of the Council's Medium Term Financial Plan. The Borough Library Service, alongside Community Centres and Customer Service team form one stream of the Council's Business Improvement Programme which seeks to deliver these important public facing areas of provision in new and innovative ways. Provision of community located 'Hubs' incorporating elements of the services noted above with other agencies and local groups are central to proposals under consideration.

The County Borough Library Service is facing reductions in funding over the next three year period whilst the other public facing teams noted above are facing similar challenges due to austerity.

The Local Authority remains committed to delivering the best Public Library provision possible during this period of continuing financial constriction. Welsh Government Public Library Standards will continue to provide the measures by which the Council will assess its performance.

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