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Date: 1st November 2017

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, 7th November, 2017** at **5.30 pm** to consider the matters contained in the following agenda. You are welcome to use Welsh at the meeting, a minimum notice period of 3 working days is required should you wish to do so. A simultaneous translation will be provided if requested

Yours faithfully,

A handwritten signature in blue ink that reads 'Chris Burns'.

Chris Burns
INTERIM CHIEF EXECUTIVE

AGENDA

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

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 | Education for Life Scrutiny Committee held on 26th September 2017. | 1 - 8 |
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A greener place Man gwyrddach



- 4 Consideration of any matter referred to this Committee in accordance with the call-in procedure.
- 5 To receive a verbal report by the Cabinet Member(s).
- 6 Education for Life Scrutiny Committee Forward Work Programme. 9 - 22
- 7 To receive and consider the following Cabinet Reports*: -
1. The Development of a Combined Sensory and Communication Service (SENCOM) – 18th October 2017.

**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 Emma Sullivan, 01443 864420, by 10.00 a.m. on Monday, 6th November 2017.*

To receive and consider the following Scrutiny reports: -

- 8 SEWC - Regional Target Setting Strategy - Update September 2017 - With a presentation from Mr Ravi Pawar, Head Teacher, Blackwood Comprehensive School. 23 - 32
- 9 Elective Home Education (EHE). 33 - 38
- 10 Welsh in Education Strategic Plan 2017-2020. 39 - 114

Circulation:

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

Caerphilly Governors Association (without voting rights)
Mr D Davies

And Appropriate Officers



EDUCATION FOR LIFE SCRUTINY COMMITTEE

MINUTES OF THE MEETING HELD AT PENALLTA HOUSE, YSTRAD MYNACH
ON TUESDAY, 26TH SEPTEMBER 2017 AT 5.30PM.

PRESENT:

Councillor W. David – Chair
Councillor G. Oliver – Vice Chair

Councillors:

Mrs C. Andrews, P.J. Bevan, A. Collis, S. Cook, A. Farina-Childs, D. Havard, M.P. James, Mrs T. Parry, J. Roberts and R. Whiting.

Together with:

K. Cole (Chief Education Officer), S. Richards (Principal Finance Officer), Sarah Ellis, (Manager Inclusion and ALN), E. Sullivan (Interim Scrutiny Officer), C. Evans (Committee Services Officer).

Also Present:

Councillor P. Marsden (Cabinet Member for Education and Achievement).

Co-opted Members: Mr R. Morgan (Parent Governor), Mrs P.J. Ireland (NUT), M. Western (Cardiff ROC Archdiocesan Commission for Education Representative).

1. APOLOGIES FOR ABSENCE

Apologies for absence were received from Councillors J. Bevan, D. Hardacre, Mrs B. Miles, R. Saralis and Mr M. Barry (Parent Governor).

2. WELCOME

The Chair welcomed Mrs Rees, Head Teacher of Gilfach Primary School and Park Primary School to the Scrutiny Committee Meeting.

3. DECLARATIONS OF INTEREST

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

4. MINUTES – 11TH JULY 2017

RESOLVED that, subject to it being noted that Mr M. Barry (Parent Governor

Representative) was present at the meeting, the minutes of the Education for Life Scrutiny Committee meeting held on the 11th July 2017 (minute nos. 1-11) be approved as a correct record and signed by the Chair.

5. 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.

6. REPORT OF THE CABINET MEMBER

The Committee noted that the Cabinet Member had tendered apologies and would provide an update at the next meeting.

7. 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 September 2017 to July 2018.

Members were asked to consider the work programme and to make any amendments or for additional agenda items to be included for future meetings. Members were asked to consider the addition of the Welsh in Education Strategic Plan (WESP) to the Forward Work Programme for 7th November 2017. In addition, Members were reminded that any requests for reports to be included on the Forward Work Programme could be requested via email to Democratic Services.

Following consideration and discussion, it was moved and seconded that subject to the inclusion of the Welsh in Education Strategic Plan report the recommendation in the report be approved. By a show of hands this was unanimously agreed.

RESOLVED that subject to the addition of the Welsh in Education Strategic Plan Report, the work programme as appended to the report be approved

8. CABINET REPORTS

The Cabinet report listed on the agenda had not been called forward for discussion at the meeting.

REPORTS OF OFFICERS

Consideration was given to the following reports.

9. SUMMARY OF ESTYN INSPECTION OUTCOMES UNDER THE NEW COMMON INSPECTION FRAMEWORK (CIF) – SEPT 2016 TO JULY 2017.

The Scrutiny Committee welcomed Mrs Rees, Head Teacher of Gilfach Primary School and Park Primary School, who provided a presentation on Leading School Improvement.

Members noted that when Park Primary School was inspected by Estyn in 2015 it was categorised as a red category school and as a result was targeted for intensive intervention from the Local Authority (LA) and the Education Achievement Service (EAS), in addition the school was subject to a warning notice and additional governors were appointed to the governing body. Following a further Estyn monitoring revisit in July 2016, the school was

placed into the category of requiring Significant Improvement.

At the end of the academic year 2015-16, the Headteacher and Deputy Headteacher retired and the Headteacher, Mrs Rees of Gilfach Fargoed Primary School was asked to adopt an Executive Headship role from September 2016.

Members noted that, at the time when Mrs Rees took over the role, Park Primary School was the lowest achieving school in the family and had undergone a serious decline in standards over a two year period. The development of pupils' reading and writing skills was not consistently good and pupils' performance overall in Key Stage 2 had notably declined in 2014. The number of persistent absentees and unauthorised absences were relatively high with a few pupils persistently arriving late at school. Pupils did not place an active role in any decision making about their life in school, there are shortcomings in curriculum planning, teaching and assessment. Governor's involvement in the school's strategic direction, self-evaluation and school improvement was relatively underdeveloped.

The Committee noted that the Headteacher planned a number of changes within the school, which began with an honest self-evaluation, Post Inspection Action Plan (which was inspected and approved by Estyn in Autumn 2016). The team was expanded to include a new Deputy Head Teacher, who was initially seconded from Gilfach Fargoed, SENCo, additional teaching and teaching support staff. Work was then undertaken to develop new focus on Standards, which began by sharing best practice, both within and outside of the school, observations took place and weekly reflection meetings were set up to reinforce the ethos and to support well-being.

The Headteacher highlighted that, since the inspection, significant work has been undertaken to improve standards in teaching and overall excellence within the school, there is a greater Governor involvement, target attendance for 2016-17 has been exceeded and this term, Estyn are due to revisit the school and it is hoped that categorisation will improve to Amber.

Going forward, the school aims to continue to focus on standards, continue to reduce inconsistency in teaching and learning, develop the role of the whole school community and build on further engagement with pupils, parents and governors.

The Committee thanked Mrs Rees for the detailed presentation and congratulated her on the extensive work undertaken to make significant improvements.

A Member sought further information on the revised Estyn Inspection Process. It was outlined that there is a common inspection process, following which a PIAP is developed and the progress against which is reviewed regularly. The new process has implemented less formal observations of classrooms and enables inspectors to spend time with learners, discussing lessons and their learning, enabling more meaningful feedback to be obtained.

A Member sought further information on the morale of staff within the school. It was noted that staff morale has improved, the weekly reflection meetings have assisted in raising morale, as openness and honesty is encouraged and staff are encouraged to raise any issues or concerns in order that they can be addressed.

The Committee thanked the Headteacher for the report and welcomed Mr Andrew Williams from EAS to present the Summary of Estyn Inspection Outcomes Under the New Common Inspection Framework (CIF) – Sept 2016 to July 2017.

The report informed Members of the judgements made by Estyn Inspection teams of Caerphilly Schools for the academic year 2016-2017 (where published) and provided a summary of Caerphilly schools' inspection judgements since the introduction of the new Common Inspection Framework in September 2010.

The schools included within the report were inspected during the Autumn, Spring and Summer Terms 2016-17. Each of them was inspected under the new arrangements for

inspections, which came into effect on 1st September 2010.

The report identified the schools and the dates on which the inspections took place, together with the outcomes where available.

The Committee noted that, during the previous academic year, 14 Caerphilly schools were inspected, of the 14, 1 School was deemed as excellent, 11 schools were deemed good, 1 adequate, and 1 school was deemed unsatisfactory (Bedwas High School) and as such is subject to Estyn Monitoring.

The report provided an update on the previous inspections undertaken between September 2014 and July 2016. It was noted that 12 Caerphilly schools were inspected. Of these schools 8 were placed in a follow-up category, but 6 have now been removed and 2 have remained in the follow-up category from the previous year.

The Committee thanked the Officer for the detailed report and discussion ensued. Members were pleased to note the improvements, however sought further detail on plans to improve and for more schools to obtain excellent categorisation. Officers explained that there are a number of areas of deprivation across the borough, which has an impact on attainment, however, work is underway to identify the areas of excellence in schools and share best practice to assist improvement.

The Committee discussed the Estyn Inspection and Bedwas High School and sought reassurance that this would not be repeated. Members were assured that this inspection report was a wake up call and has created an opportunity to look at the school, its processes, management, staff and Governors and ensure that standards improve.

The Scrutiny Committee thanked the Officer for the detailed report and noted its contents.

10. PUPIL ATTAINMENT AT FOUNDATION PHASE, KEY STAGE 2 AND KEY STAGE 3 - 2017

The report informed Members of pupil's attainment in teacher assessment at Foundation Phase, Key Stage 2 and Key Stage 3.

All schools are subject to rigorous reporting and monitoring of standards each year, with the principal focus in Key Stages 2 and 3 being on English/ Welsh first language, mathematics and science and the percentage of pupils achieving the expected level in all three core subjects – the core subject indicator (CSI).

It was noted that in the Foundation Phase, schools report on the performance of 7 year olds in language, literacy and communication (English and Welsh language) (LLC), mathematical development (MD), and personal and social development, wellbeing and cultural development (PSDWCD). The foundation phase indicator (FPI) measures the percentage achieving the expected outcome in all three areas of learning.

Whilst assessment of LLC and MD is broadly comparable to performance in English/Welsh and mathematics at KS2 and KS3, PSDWCD is not assessed in the same way as science. Instead it provides a holistic assessment of pupils' wellbeing and the extent to which they are able to inter-relate appropriately with those around them. It also reflects a growing awareness of culture and diversity and of the environment in which they live. As such, it is an important measure of their overall 'readiness' for learning. Achievement in each of LLC, MD and PSDWCD is measured in relation to one of six 'outcome' descriptors.

The Committee noted that the 'average' pupil is expected to achieve outcome 5 by the end of the foundation phase (formerly national curriculum level 2), with more able pupils achieving outcome 6 (formerly level 3). At the end of key stages 2 and 3, the 'average' pupil is expected to achieve level 4 and above and level 5 and above respectively and more able pupils are expected to achieve level 5 and 6 respectively.

In addition to performance at the expected level, it is important also to analyse performance at the Expected Level +1 at each stage.

The Committee thanked the Officer for the detailed report and discussion ensued. Having considerations for the report, Members discussed the trends and indicators at length and raised a query regarding the Gender Gap and how this could be reduced. Officers explained that Gender Gap is a common issue for all Local Authorities, work is underway to provide a variety of activities in order to find the right motivation for boys, in an aim to reduce the gap.

The Committee discussed performance of schools and it was noted that there are a number of examples in which Primary Schools have seen massive improvements following Estyn Reports, within a short time scale, however secondary Schools seem to take more time, which is due to the size, culture and complexity of issues. The Estyn Inspection Report of Bedwas High School, which was placed in special measures was discussed and Members expressed their disappointment, however the Estyn report has been accepted and significant work is underway with the school and Governing Body in order to make the necessary improvements to bring the school out of special measures.

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 contents of the report be noted.

11. THE DEVELOPMENT OF A COMBINED SENSORY AND COMMUNICATION SERVICE (SENCOM)

The report provided Members with an update regarding the proposals to transfer the Gwent Visual Impairment Service, currently hosted and managed by Caerphilly County Borough Council (CCBC) on behalf of the five Local Authorities (LAs) in the South East Wales Consortium to Torfaen County Borough Council. Torfaen currently hosts and manages the Hearing Impairment (HI) Service and the Communication Intervention Teams (ComIT) on behalf of the region. The report sought the views of Members prior to its presentation to Cabinet.

The report detailed all consultation outcomes undertaken between November 2016 and June 2017 in relation to the proposal. It was noted that feedback overall was positive with service staff identifying benefits such as greater flexibility, more efficient use of resources and combined budgets, however, some of the threats identified included the potential loss of IT systems, harmonising job descriptions and terms and conditions. On consultation with third sector colleagues, feedback was positive and it was felt that timescales were sufficient to ensure a smooth transition and continuation of service, providing minimal disruption to Service Users.

The Scrutiny Committee considered the report at length and raised queries in relation to the impact on Service Users and how concerns raised by staff would be addressed. Officers explained that there are currently 3 teams providing services across the boroughs, often services could be duplicated, as individual need isn't necessarily limited to one service. As a result, the combined service would reduce the duplication of service delivery and provide a more streamlined service to the users, whilst also reducing resource requirement and working more effectively. In reference to staff concerns, Officers explained that consultations have been conducted and work is underway to consider the variety of systems currently in place across the service areas, consideration would be given to streamlining this to the most effective of the systems and data transfers undertaken. In addition, Terms and Conditions of contracts need to be considered as these differ across Authorities.

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

agreed.

RESOLVED that for the reasons outlined in the Officers report:

- (i) the Scrutiny Committee noted the report; and
- (ii) the transfer of the VI service to Torfaen CBC be supported and recommended to Cabinet for agreement.

12. 21ST CENTURY SCHOOLS BAND B PROPOSALS

The report aimed to consult Members on priorities contained within the Council's draft 21st Century Schools Band B Strategic Outline Programme (SOP) that required submission to Welsh Government (WG) by 31/07/17 and sought approval to establish a Cross Party Working Group, whose remit would be to review and discuss the proposals in detail.

The Committee noted that due to tight timescales stipulated by WG it was not possible to obtain Member approval prior to the submission of the SOP. However, the proposals were approved by the School Strategy Board and discussed in detail with the Cabinet Member. It has been made clear to WG that submission has yet to receive Member approval, and may be subject to change.

The Band B 21st Century Schools Programme is due to begin in April 2019 and last until March 2024. This comprises of £1.1 billion of both capital and revenue funding.

The aims of the investment programme, outlined by WG, are to:

- Reduce the number of poor condition schools and colleges
- Reduce surplus capacity and ensure we have the right size schools and colleges in the right location that:
 - provide enough places to deliver Welsh and English Medium Education;
 - Ensure the effective and efficient use of the Educational estate – encouraging the wider use of school buildings for Community facilities and usage.

In addition the Council's proposals have identified schools using additional local priorities as outlined in detail within the report.

The draft Strategic Outline Programme submitted to WG contained a bid for projects in the sum of £78 million of capital funding and up to £32 million of revenue (MIM) funding.

In addition, the report proposed that a Cross Party Working Group be established to brief Members on the Council's priorities, that have been identified in the Strategic Outline Programme submitted to WG and consult Members on the individual schools identified during this process. The findings of the Cross Party Working Group would be reported back to the Scrutiny Committee meeting in January. In addition, the views of Members would be included in the report, prior to its presentation to Cabinet and Council.

The Committee thanked the Officers for the report and discussion ensued. Members discussed the programme and sought information on the process and whether schools were aware of the programmes. Officers explained that there are a number of schools, which have been earmarked for the programme, each case would be required to complete a business case, which would be considered by the Welsh Government, if approved, a consultation process would take place. At the moment, schools have not been informed, however, subject to approval, consultations will take place.

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

RESOLVED that for the reasons outlined in the Officers report:

- (i) The content of the report be noted and it be agreed to establish a Cross Party Working Group to discuss the proposals in more detail at individual school level;
- (ii) The findings of the Cross Party Working Group be reported back to the Education for Life Scrutiny Committee in January, prior to the proposals being presented to Cabinet.

The meeting closed at 7.53pm.

Approved as a correct record and subject to any amendments or corrections agreed and recorded in the minutes of the meeting held on 7th November 2017 they were signed by the Chair.

CHAIR

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EDUCATION FOR LIFE SCRUTINY COMMITTEE – 7TH NOVEMBER 2017

SUBJECT: EDUCATION FOR LIFE SCRUTINY COMMITTEE FORWARD WORK PROGRAMME

REPORT BY: ACTING DIRECTOR OF CORPORATE SERVICES & SECTION 151 OFFICER

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 26th September 2017. The work programme outlines the reports planned until July 2018.

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: Catherine Forbes-Thompson Interim Head of Democratic Services
Consultees: K. Cole – Chief Education Officer

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

Education for Life Scrutiny Committee Forward Work Programme

Education for Life Scrutiny Committee Forward Work Programme – November 2017- July 2018			
Meeting Date: 7th November 2017			
Subject	Purpose	Key Issues	Witnesses
Targets 2017-18			Keri Cole – Chief Education Officer Invite Secondary School Head Teacher
Elective Home Education			Keri Cole – Chief Education Officer
Welsh in Education (WESP) 3 Year Plan			Kei Cole – Chief Education Officer

Education for Life Scrutiny Committee Forward Work Programme – November 2017- July 2018			
Meeting Date: December 2017 – MTFP Special Meeting			
Subject	Purpose	Key Issues	Witnesses
Draft Savings Proposals for 2018/19			
Draft Budget Proposals for 2018/19			

Education for Life Scrutiny Committee Forward Work Programme - September 2017- July 2018			
Meeting Date: 9th January 2018			
Subject	Purpose	Key Issues	Witnesses
Junior and Youth Forum Priorities	The Youth Forum will present their priorities following their conference. They will explain how they think Members can give support.		Representation from the Junior and Youth Forum
Behaviour Strategy			
EAS Business Plan	To update Members on the progress within the EAS Business Plan.		Representatives from the EAS
21st Century Schools	To consider the outcomes of the cross party working group on the Band B Proposals.		Sue Richards

Education for Life Scrutiny Committee Forward Work Programme - September 2017- July 2018			
Meeting Date: 26th February 2018			
Subject	Purpose	Key Issues	Witnesses
Performance – Key Stage 4 and 5 – 2017	To outline the LA's performance in all key indicators at KS4 and 5 from 2017.		Invite Secondary Phase Head Teacher
Education Capital	Consider recommendations for the allocation of resources for the 2018/19 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 2018-19 Education capital programme.	
21st Century Schools Update	Receive periodic updates, as appropriate to consider key milestones		Sue Richards (Possible Site Visit Rhymney 3-18 School)

Education for Life Scrutiny Committee Forward Work Programme

Education for Life Scrutiny Committee Forward Work Programme - September 2017- July 2018			
Meeting Date: 24th April 2018			
Subject	Purpose	Key Issues	Witnesses
Youth Service Update			Youth Service User
Education Strategy			Keri Cole – Chief Education Officer
Support for Mental Health for Children and Young People			

Education for Life Scrutiny Committee Forward Work Programme

Education for Life Scrutiny Committee Forward Work Programme - September 2017- July 2018			
Meeting Date: 22nd May 2018			
Subject	Purpose	Key Issues	Witnesses
Attendance and Exclusions	To update Members on the most recent statistical releases and outline the current position in comparative terms.		Head Teacher Keri Cole – Chief Education Officer
Service Improvement Plan	To review 2017/18 and agree 2018/19 main SIP themes/priorities.		Keri Cole – Chief Education Officer
Childcare Offer for Wales Early Implementer Update			Keri Cole – Chief Education Officer

Education for Life Scrutiny Committee Forward Work Programme – September 2017- July 2018			
Meeting Date: 3rd July 2018			
Subject	Purpose	Key Issues	Witnesses
Education Other than at Schools (EOTAS)			Representative from a Programme Provider
Additional Learning Needs Reform Update			

Education for Life Scrutiny Committee Forward Work Programme

Meeting Date: to be confirmed			
Subject	Purpose	Key Issues	Witnesses

Cabinet Forward Work Programme

1ST NOVEMBER 2017	Key Issues	Service Area
Wales Audit Office Review of the WHQS Programme	To advise members on the outcome of the WAO Review of the WHQS Programme. The report will highlight the key findings of the WAO Review, detail the key recommendations and actions to be taken by officers to address these.	Housing
Wales Audit Office Annual Improvement Report	The Annual Improvement Report is a summary of the review work carried out by Wales Audit Office in 2016-17. Individual pieces will have been reported on throughout the year at separate times, but this provides a collective summary The AIR also gives the Audit Offices judgement on whether they believe the Council has or is going to meet its statutory duty to 'make arrangements to secure continuous improvement'	Public Protection
Local risk based reviews: Asset Management and Information Management and Technology – Caerphilly County Borough Council	To present to Cabinet the WAO report detailing their findings following the review of Asset Management and Information Management and Technology.	Corporate Services
Social Services Assisted Transport Policy	To obtain members views on the proposed transport criteria which has been reviewed and updated in line with the Social Services and Well-Being Act	Social Services

15TH NOVEMBER 2017	Key Issues	Service Area
The Management of Trees	To seek the approval of Cabinet to formally adopt a Tree Strategy, following consideration at Scrutiny Committee.	Communities and Leisure
Draft Budget Proposals for 2018/19	This report will seek Cabinet endorsement of draft budget proposals for the 2018/19 financial year based on the Provisional Local Government Financial Settlement. This will then allow for a period of consultation prior to consideration of final 2018/19 budget proposals by Cabinet and Council in February 2018.	Corporate Finance
WESP 3 Year Plan	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.	Education

Cabinet Forward Work Programme

Mid-Year Budget Monitoring (Whole-Authority).	The report will provide details of projected Whole-Authority revenue expenditure for the 2017/18 financial year along with details of any significant issues arising. The report will also update Cabinet on progress in delivering the approved savings for 2017/18.	Corporate Finance
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29TH NOVEMBER 2017	Key Issues	Service Area

13TH DECEMBER 2017	Key Issues	Service Area
Council Tax Base	The report provides details of the Council Tax base for 2018/19 for tax setting purposes and the collection percentage to be applied.	Corporate Finance
Proposed Closure of Pontllanfraith Leisure Centre - Outcome from the Consultation Exercise	To consider the outcome of the consultation for the proposed closure of Pontllanfraith Leisure Centre.	Communities
Air Quality Action Plan	This report will advise Cabinet on the outcome of a public consultation exercise on the draft Hafodyrynys Air Quality Action Plan and seek approval of the final Action Plan.	Public Protection
Write-off of Debt over £20,000 (EXEMPT)	The report will seek Cabinet approval to write-off a debt due to bankruptcy.	Corporate Finance

BMI

13TH DECEMBER 2017	Key Issues	Service Area
Cabinet As Trustee of BMI - BMI Annual Report and Statement of Accounts 2016/2017	To consider and approve the annual accounts	Economic Development

Cabinet Forward Work Programme

31ST JANUARY 2018	Key Issues	Service Area
Annual Equalities Report 2016-2017	Required	Public Protection
Update on Reserves	To present details of the usable reserves held by the Authority and to outline proposals for the use of reserves in some areas.	Corporate Finance
14TH FEBRUARY 2018	Key Issues	Service Area
Sheltered Housing Schemes – Eastern Valleys Area Remodelling	To provide members with proposals for remodelling a small number of sheltered housing schemes in the eastern valley, in order for members to consider a number of options which may include improvements, remodelling, alternative use and possibly demolition.	Housing
Affordable Homes New Build Proposals	To confirm the new build Council Housing programme, including the preferred delivery option in order for the Council to utilise the Affordable Housing Grant funding that has been allocated to CCBC.	Housing
28TH FEBRUARY 2018	Key Issues	Service Area
CCBC Corporate Plan	The Corporate Plan sets out the Councils Priorities. The Local Government Measure 2009 requires all local authorities in Wales to set and publish a set of priorities as is 'practicably possible' in the new financial year. The introduction of the Well-being of Future Generations (Wales) Act 2015 (WBFGA) also places a legal requirement for public bodies to set and publish 'Well-being Objectives' and publish by a specific date of no later than 31st March 2018.	Public Protection

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EDUCATION FOR LIFE SCRUTINY COMMITTEE – 7TH NOVEMBER 2017

**SUBJECT: SEWC – REGIONAL TARGET SETTING STRATEGY – UPDATED
SEPTEMBER 2017**

**REPORT BY: EDWARD PRYCE, CHALLENGE ADVISER, EDUCATION
ACHIEVEMENT SERVICE (EAS)**

1. PURPOSE OF REPORT

1.1 To inform Members of the agreed Regional Target Setting Strategy.

2. SUMMARY

2.1 The purpose of the regional strategy is to ensure a consistent approach to setting and agreeing targets across the region. It is to ensure that both LAs and schools meet statutory requirements and that high expectations are set for each individual learner across the region.

3. LINKS TO STRATEGY

3.1 The report links directly to the Education and Lifelong Learning Directorate Plan 2016-17.

3.2 The report links to the wellbeing goals within the Well-being of Future Generations Act (Wales) 2016, as below:-

- Prosperous Wales : targeting at an individual pupil level enables a closer focus on their educational outcomes and aspirations. Using the individual pupil level targets there is more realistic as well as challenging targets that can be set at school, local authority and regional level.
- A More Equal Wales : understanding individual pupils and setting challenging expectations at the earliest opportunity, as well as the support that the individual's might need to meet those targets is even more crucial in creating a more equal Wales.

4. THE REPORT

Introduction

4.1 Regional Approach to Target Setting

4.1.1 The purpose of the regional strategy is to ensure a consistent approach to setting and agreeing targets across the regional. It is to ensure that both LAs and schools meet statutory requirements and that high expectations are set for each individual learner across the region.

- Getting to know individual pupils' potential and challenging expectations at the earliest opportunity
- Ensuring that pupil progress towards targets is the responsibility of school leaders and every class teacher
- Implementing effective intervention
- Implementing the Local Authority role in challenging schools and the EAS
- Supporting Local Authority reporting of targets and progress to: scrutiny committees, cabinet, Estyn, Welsh Government and other monitoring bodies.

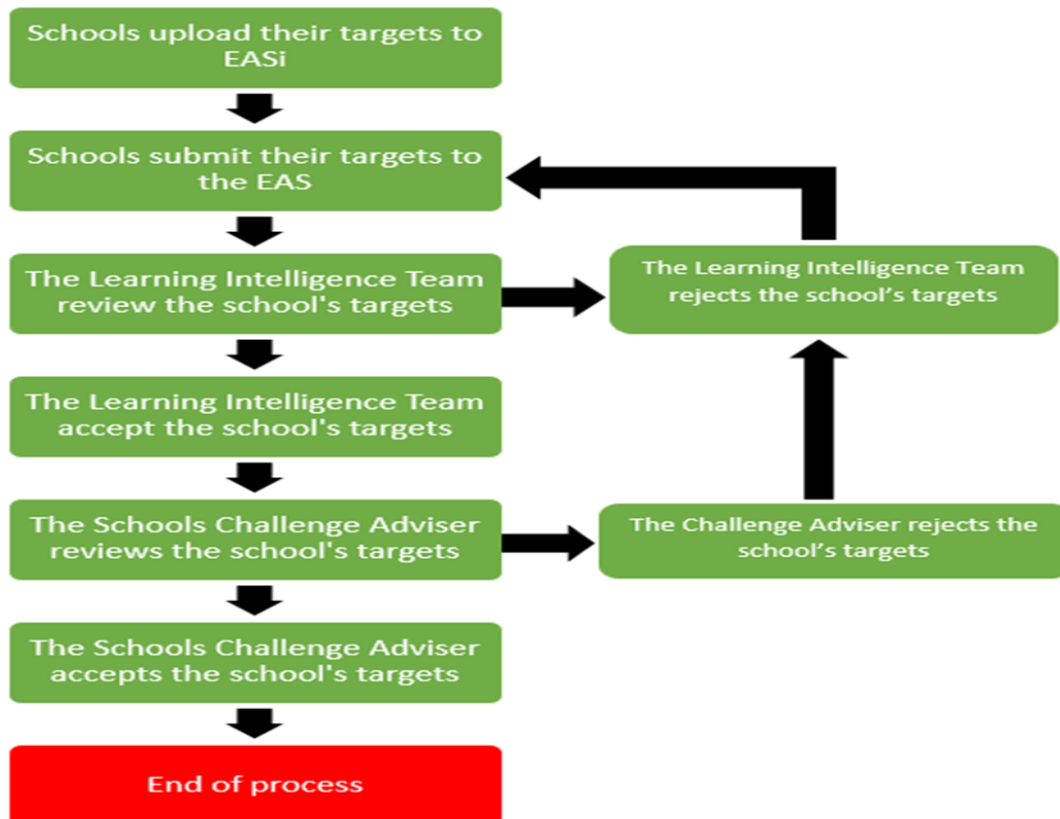
4.1.2 As part of the strategy all schools in the region are required to set targets for each individual pupil. School, local authority and regional targets are then derived from aggregated pupil level targets.

4.1.3 The EAS and Local Authorities recognise that individual pupil targets are aspirational and it is likely that not all pupils will achieve their targets, particularly when performance is based on external examinations. Schools, therefore, have the ability to override aggregate targets calculated from individual pupil targets. This is available for all schools at each key stage, but particularly important at key stage 4, to ensure that aggregate targets are realistic.

4.1.4 The target should be a **REALISTIC BUT CHALLENGING ASPIRATION** for the pupil. Targets should also be achievable, focused on the school's key priorities and set in the context of a plan for action by which they will be achieved: the school's development plan.

4.1.5 The chart below gives an overview of the technical process from September 2017, where the new EASi Target setting system will be used for the first time.

Overview of Process:



****Please note your targets are then subject to your Local Authority approval****

4.2 Welsh Government Requirements

4.2.1 The Welsh Government requires all schools in Wales to set targets for performance for pupils at the end of foundation phase, key stage 2, 3 and 4 and in relation to reducing absence. In addition, schools must set a minimum of three local targets that reflect the priorities identified through self-evaluation and consideration of core data sets and other comparative information. These should reflect national priorities as they apply in relation to the individual school.

4.2.2 The most recent legislation on the School Performance and Absence Targets (Wales) Regulations 2011: <http://www.legislation.gov.uk/wsi/2011/1945/contents/made>

4.2.3 The governing body must set targets and have them agreed by the local authority no later than 31 December in each school year. Performance targets are set for three years.

- Final targets relate to the performance of the pupils in the final year of key stage 2, 3 or 4 as appropriate. These were reviewed last year and should not be amended without the express agreement of the local authority.
- Reviewed targets relate to the performance of pupils who will enter the final year of key stage 2, 3 or 4 (as appropriate) in the next academic year. These are the provisional targets set last year and should be revised in the light of the review if necessary.
- Provisional targets relate to the performance of pupils who will enter the final year of key stage 2, 3 or 4 as appropriate the year after next.

4.2.4 Where the local authority is not satisfied with the targets set by the governing body it must, within three working days of receipt of the target proposals, give notice to the governing body of the fact. In this circumstance the governing body must then reconsider the target(s) and submit a revised one within 21 days.

4.2.5 In the event that the local authority remains dissatisfied with a revised target(s), it must set the target for the school. Once set, targets for performance or absence may not be modified without the prior agreement of the local authority.

4.2.6 Identifying the pupils for whom to set targets for performance:

NC Year group				Provisional Newly set	Review Last year's provisional targets and revise if necessary	Final Last year's reviewed targets – cannot now be amended
FP	KS2	KS3	KS4			
2	6	9	11			✓
-	5	8	10		✓	
-	4	7	9	✓		
1	3	-	-	✓		

4.2.7 Targets should be set for performance of pupils based on the latest Welsh Government requirements / legislation. Currently the following targets are required for foundation phase, key stage 2 and key stage 3.

Foundation Phase	Key Stage 2	Key Stage 3
Percentage of pupils achieving the Foundation Phase indicator	Percentage of pupils achieving the Core Subject Indicator	Percentage of pupils achieving the Core Subject Indicator
Percentage of pupils achieving Outcome 5 or above in Language, Literacy and Communication (English or Welsh first language)	Percentage of pupils achieving Level 4 or above in English	Percentage of pupils achieving Level 5 or above in English
	Percentage of pupils achieving Level 4 or above in Welsh first language or Welsh second language	Percentage of pupils achieving Level 5 or above in Welsh first language
Foundation Phase	Key Stage 2	Key Stage 3
Percentage of pupils achieving Outcome 5 or above in mathematical development	Percentage of pupils achieving Level 4 or above in mathematics	Percentage of pupils achieving Level 5 or above in mathematics
Percentage of pupils achieving Outcome 5 or above in personal and social development, wellbeing and cultural diversity	Percentage of pupils achieving Level 4 or above in science.	Percentage of pupils achieving Level 5 or above in science.
Available entries will include Gold (G), Silver (S) and Bronze (Z) as appropriate		
<i>Local target 1 (Optional)</i>	<i>Local target 1</i>	<i>Local target 1</i>
<i>Local target 2 (Optional)</i>	<i>Local target 2</i>	<i>Local target 2</i>
<i>Local target 3 (Optional)</i>	<i>Local target 3</i>	<i>Local target 3</i>

4.2.8 For targets for the end of KS4, there have been significant changes made to the required performance measures made in both 2016 and 2017. Further changes are planned for 2018. In summary from 2017 onwards, schools will be required to continue to set targets for achievement against the Level 2 Threshold including English/Welsh and Mathematics (Level 2 inclusive), as well as the Level 1 Threshold. From 2017, there will be no reporting on the Core Subject Indicator (CSI) and leavers without qualifications will no longer be collected. Therefore, there is no longer a requirement for schools to set KS4 targets in respect of these two areas. Schools are still required to set three local targets for Key Stage 4.

4.2.9 Summary of targets

- Core Subject Indicator no longer reported
- Changes to the Capped Points Score, which include an increase from 8-9 GCSEs or equivalent, and subject specific requirements include English/Welsh, mathematics – numeracy, mathematics, 2x science

- Only the new reformed qualifications for English/Welsh, mathematics – numeracy and mathematics count towards these subject specific requirements of measures (literature qualifications no longer count). Either of the new mathematics GCSEs can satisfy the Level 2 inclusive numeracy requirements
- A maximum of two GCSE equivalence for the total contribution value of non-GCSE qualifications in the threshold measures (i.e. maximum equivalent of 40% of a threshold measure). This limit is not applied to the Capped Points Score
- Essential Skills Wales and Wider Key Skills no longer hold a contribution value in Key Stage 4 measures and are approved for Post-16 delivery only
- Qualifications of 60 up to 119 (inclusive) guided learning hours allocated a 0.5 GCSE equivalence
- Reformed Welsh Bacculaureate qualification awarded for the first time
- Schools should continue to guide each learner towards the qualifications that are best for them.

4.2.10 Key Stage 4 Summary

Key Stage 4	Notes / Changes
Percentage of pupils achieving the Level 2 Threshold including English/Welsh and mathematics	
Capped Point 9	Changed from Capped Point Score in 2016-17 <ul style="list-style-type: none"> • Increase from 8-9 GCSEs or equivalent • Subject specific requirements include English/Welsh, mathematics – numeracy, mathematics, 2x science
L2 English Language	
L2 Welsh Language	For Welsh medium schools
L2 Mathematics	
L2 Mathematics - numeracy	
GCSE Science – A*-C – subject 1	Other Level 2 science qualifications not accepted from 2017-18
GCSE Science – A*-C – subject 2	Other Level 2 science qualifications not accepted from 2017-18
Percentage of pupils achieving the Level 2 Threshold	
Percentage of pupils achieving the Level 1 Threshold	
Percentage of pupils leaving school without achieving an approved qualification	
Welsh Bacculaureate	At Level 1 and Level 2
<i>Local target 1</i>	
<i>Local target 2</i>	
<i>Local target 3</i>	

4.2.11 Targets should be set for reducing the absence of pupils in relation to:

	Provisional	Review	Final
All pupils of compulsory school age	Total absence for the school year after next	Total absence for the next school year	Total absence for the current school year
Primary and special schools for the period covering the entire school year	Newly set	Last year's provisional targets reviewed and revised if necessary	Last year's reviewed targets – cannot now be amended
Secondary schools for the period covering the period from the start of the school year until the Friday before the last Monday in May	Newly set	Last year's provisional targets reviewed and revised if necessary	Last year's reviewed targets – cannot now be amended

4.2.12 Local targets should also be set that reflect the school's analysis of the strengths and weaknesses of the school as a whole and of the particular cohort of pupils. Targets should be 'SMART' - Specific, Measurable, Achievable, Realistic and Time-bound - be expressed clearly and be supported by a clear evidence base which can be also used later to measure progress. Schools should be mindful of the national priorities when considering their local targets namely:

- Raising standards in literacy
- Raising standards in numeracy
- Reducing the impact of deprivation on attainment.

4.2.13 It is a statutory requirement to submit attendance, exclusion (secondary only). Targets should be submitted using the standard forms. Challenge Advisers will provide appropriate challenge where required, in liaison with the local authority.

4.2.14 Special school are only expected to submit absence targets. There is no requirement to submit pupil performance targets unless there are 1 or more pupils in the performance cohort targeted to achieve any of the recognised indicators.

4.3 Timescales (2017 Process)

4.3.1 The timescales for the 2017 process are described in the table below:

Date	Action
July 2017	Schools finalise SIMS (Schools Information Management System) target setting marksheets
4 September 2017	EASi system live for schools to upload files and access target setting summary reports
29 September 2017	Deadline for submission of all targets to EAS
29 September 2017	First draft of targets submitted to Directors prior to further CA Challenge
13 October 2017	Deadline for CAs to scrutinise targets and submit agreed draft targets to PCAs

20 October 2017	Deadline for revised targets from schools
24 October 2017	Summaries and reports to LA directors
27 October 2017	Targets finalised and agreed with LA directors
15 December 2017	Deadline for Autumn Term Progress Towards Targets
16 March 2018	Deadline for Spring Term Progress Towards Targets
29 June 2018	Deadline for Summer Term Progress Towards Targets

4.4 **Best Practice Guidance**

4.4.1 Best practice in target setting indicates that schools which set goals for each individual pupil in each year group are those most likely to be ambitious and successful in maximising outcomes for all children.

4.4.2 Targets show what schools want to achieve and provide a clear focus for improvements, particularly in teaching and learning. Schools which have set ambitious targets as a focus for their planning and improvement can demonstrate that their pupils make more progress and achieve significantly higher standards than would be expected from prior attainment. As a result of setting ambitious targets, those schools have helped more children to reach or exceed the expected level for their age.

4.4.3 Effective target setting and monitoring can:

- check that pupils are progressing at the rate needed to meet age-related expectations, based on prior performance information
- ensure that all pupils make the progress they are capable of, including those pupils who do not achieve national expectations
- reveal whether certain groups of pupils are more likely to under-perform in a school or class
- identify areas of teaching that may need improving
- identify pupils who may have fallen behind and who need extra help to catch-up alongside high quality day-to-day teaching.

4.4.4 Schools should be clear from the outset about their expectations for individual pupils at the end of each phase / key stage. For targets to succeed in driving school improvement and maximising pupil outcomes, they need to be set for pupils from Reception class onwards and be linked to strategies and interventions that will help individual children to achieve. Schools should review the effectiveness of their target setting and pupil tracking systems as part of their self-evaluation each year.

4.4.5 Targets are most powerful when they are used alongside teachers' own assessment and monitoring of pupils' progress to inform what needs to happen in the classroom. All targets share common characteristics:

- clearly expressed
- quantified
- informed by an accurate evaluation of what is currently being achieved; and
- time-bound.

4.4.6 Targets are not just about aiming high. Nor are they something that only year 6, 9 and year 11 teachers need to focus upon. Schools should be clear from the outset about their expectations for individual pupils at the end of each key stage. For targets to succeed in

driving school improvement and maximising pupil outcomes, they need to be set for children from Reception class onwards (although these will not be collected as part of the statutory process) and be linked to strategies and interventions that will help individual children to achieve. Schools should review the effectiveness of their target setting and pupil tracking systems as part of their self- evaluation each year.

- 4.4.7 All pupils have a right to high quality, inclusive day-to-day teaching. Effective teachers are continually updating what they know of each child's progress and using the information to plan next steps. Targets are at their most powerful when they are used alongside teachers' own assessment and monitoring of pupils' progress to inform what needs to happen in the classroom.
- 4.4.8 Schools set their own targets both for individual pupils and to improve standards overall. They should set targets which they believe can genuinely be achieved, with an appropriate degree of challenge. Schools should discuss their targets with their Challenge Adviser whose role is to challenge where expectations for individual pupils or groups of pupils, initially appear too low or too unrealistically ambitious.
- 4.4.9 Pupil targets should take account of the prior attainment of individual children, and the cohort as whole. No pupil should fail to make progress from one phase / key stage to the next. Schools should be setting targets for vulnerable learners at all stages of education that are focused on helping them to make much faster progress to close the gap between them and their peers. All vulnerable learners who are assessed as being unlikely to reach threshold levels should have personalised and ambitious targets which seek the best possible progress and outcomes for what they can achieve.

4.5 **Role of the Challenge Adviser**

- 4.5.1 The Challenge Adviser's role is to support schools in setting challenging but realistic targets by guiding school leaders in reviewing and interpreting their data, challenging expectations where the targets indicate low aspirations for the rates of progress or outcomes to be achieved; and helping schools match targets with the strategies and interventions that will make a difference for individual pupils. The Challenge Adviser will focus on pupil progress and attainment across the ability range and the many factors which influence it. They will pay particular attention to how the school is providing for low attaining and vulnerable groups such as children eligible for free school meals and looked after children.
- 4.5.2 The Challenge Adviser will look at a range of information including the school's self-evaluation, historical, progression, and comparative data, the school's development plan and how the school monitors whether pupils are on track to make expected levels of progress and will reach a judgment about the targets and the key improvement priorities necessary to achieve them. The Challenge Adviser will want to challenge the Head teacher and Governing Body where the school targets they are proposing to set appear to be either unambitious or unrealistic.
- 4.5.3 Which of the following prior attainment, estimates and comparative data and other factors do you take account of when you are setting targets:
- Prior Achievement of the individuals / cohort
 - 'Value Added' estimates (where available for key stage)
 - Welsh Government modelled expectations
 - Likely benchmarking position within the wider FSM benchmarking group
 - Comparison with the family, including trends in performance over 3 years
 - Comparison of the performance of different groups of pupils (e.g. boys, girls, eFSM, non-eFSM, ALN, EAL), both within school and with their peers in other schools
 - Identify in-school variation (e.g. between subjects)
 - At key stage 4 - comparative predictions for eFSM pupils in relation to the WG 'floor' target
 - What are the school's 'non-negotiables' in terms of target setting/tracking philosophy

4.6 Progress Towards Targets

4.6.1 The EAS on behalf of local authorities collects Progress Towards Target information, currently on a termly basis. Progress Towards Targets information will be collected in the EASi target system. Progress Towards Targets collection are made in order to support and challenge, so that:

- schools can demonstrate that they know each individual child, ensuring that if they fall behind expected progress, additional support can be provided at the earliest opportunity;
- local authorities have information, at both schools and aggregate LA level on the progress being made by different groups of learners;
- if issues are identified within an individual school, the support can be put in place at the earliest opportunity.

4.6.2 Current Progress towards collections (to Summer 2018)

- End of Autumn Term - update collects single figure for a range of measures (no eFSM split) for Y6, Y9, Y11 at expected level and expected +1
- End of Spring Term - update collected data for Year 2 pupils and for eFSM pupils in years 2, 6, 9 and 11
- End of Summer Term - update will collect data for ONLY Y11 pupils, including eFSM.

4.7 Policies and Protocols that support the strategy

- SEWC Intervention Framework
- SEWC Schools Causing Concern Policy
- SEWC Summit Strategy – Reviewing and Analysing Outcomes
- WG Statutory assessment arrangements for the end of Foundation Phase and Key Stages 2 and 3 (Updated Annually)
- EAS – Cluster Moderation Guidance
- EAS/LA - Results day protocol – key stage 4 & key stage 5
- School Performance and Absence Targets (Wales) Regulations (2011) – Latest Version
- Update Communications from WG on performance measures.

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 the Act. Involvement of children, young people, teachers and Education staff allow better target setting and raising aspirations. Understanding the support needs of individuals and collaborating with wider partners will provide better long term outcomes for children and young people. This, in turn, will help to prevent some of the fundamental causes of poverty and poor socio-economic outcomes.

6. EQUALITIES IMPLICATIONS

6.1 The strategies listed in Section 3 all include Equalities and Welsh language considerations, having included relevant officers and groups in the development process. The Council's Policy Unit works closely with the Directorate of Education to support schools and governing bodies in delivering their statutory Equalities duties, which in turn supports overall school performance and provides supplementary information during Estyn inspections.

7. FINANCIAL IMPLICATIONS

7.1 There are no specific financial implications.

8. PERSONNEL IMPLICATIONS

8.1 There are no specific personnel implications.

9. CONSULTATIONS

9.1 As detailed below. All comments have been reflected in the report.

10. RECOMMENDATIONS

10.1 Members are asked to consider and note the report.

11. REASONS FOR THE RECOMMENDATIONS

11.1 That members are fully informed of statutory target setting processes and the regional approach to target setting.

12. STATUTORY POWER

12.1 Education Act 1996.

Author: Edward Pryce, Principal Challenge Adviser, EAS.

Consultees: Directorate Senior Management Team
Councillor Philippa Marsden, Cabinet Member, Education & Achievement
Councillor Wynne David, Chair of Education Scrutiny Committee
Councillor Gaynor Oliver, Vice Chair of Education Scrutiny Committee
Chris Burns, Interim Chief Executive
Nicole Scammell, Acting Director of Corporate Services & S151
Christina Harry, Corporate Director, Communities
Dave Street, Corporate Director, Social Services
Lynne Donovan, Acting Head of Human Resources & Organisational Development
Jane Southcombe, Finance Manager (Education & Lifelong Learning and Schools)
Gail Williams, Interim Head of Legal Services & Monitoring Officer
Ros Roberts, Corporate Performance Manager, Performance Management
Kathryn Peters, Corporate Policy Manager



EDUCATION FOR LIFE SCRUTINY COMMITTEE – 7TH NOVEMBER 2017

SUBJECT: ELECTIVE HOME EDUCATION (EHE)

REPORT BY: CHIEF EDUCATION OFFICER

1. PURPOSE OF REPORT

- 1.1 The purpose of this report is to update and inform Members of the work that is undertaken to monitor and track pupils whose parents choose to electively home educate.

2. SUMMARY

- 2.1 The report describes the work undertaken to date to implement the non-statutory guidance document from Welsh Government issued to Local Authorities in January 2017.

3. LINKS TO STRATEGY

- 3.1 Elective Home Education non-statutory guidance for Local Authorities (2017).
- 3.2 SEN and Inclusion Strategy.
- 3.3 SEN Code of Practice for Wales (2002).
- 3.4 The report contributes towards the Well-being Goals within the Future Generations Act (Wales) 2015, specifically:
- A prosperous Wales as this is centred on developing a skilled and well educated population;
 - a healthier Wales as this is concerned with maximising peoples physical and well-being;
 - a more equal Wales, this is focusing on enabling people to fulfil their potential no matter what their background or circumstances are;
 - a Wales of vibrant culture and thriving Welsh language.

4. THE REPORT

- 4.1 Elective Home Education (EHE) is the term used to describe parents' decision to provide education for their children at home instead of sending them to school.
- 4.2 This is different to home tuition provided by the Local Authority (LA) or education provided by the LA other than at school (EOTAS).

- 4.3 The Law relating to EHE states that parents have the right to educate their children at home. Section 7 of the Education Act 1996 indicates that:
'The parent of every child of compulsory school age shall cause him to receive efficient full-time education suitable –
- (a) To his age, ability and aptitude, and
 - (b) To any special educational needs he may have, either by regular attendance at school or otherwise.'
- 4.4 Article 2 of Protocol 1 of the European Convention on Human Rights states that:
'No person shall be denied the right to education. In the exercise of any functions which it assumes in relation to education and to teaching, the state shall respect the rights of parents to ensure such education and teaching is in conformity with their own religious and philosophical convictions.'
- 4.5 Guidance from the Welsh Government (2017) states that:
'LAs are not responsible for the provision of EHE or under any statutory obligation to support it. However, under section 436A of the Education Act 1996, LAs do have a duty to make arrangements to identify children not receiving suitable education. The duty applies in relation to children of compulsory school age who are not on a school roll and who are not receiving a suitable education otherwise than being in school, for example, at home, privately or in alternative provision.'
- 'suitable provision' in relation to a child means efficient full-time education suitable to his age, ability and aptitude and to any special educational needs he may have.
- 4.6 Working within the Law and Guidance from Welsh Government, Caerphilly has robust processes in place to monitor and challenge EHE decisions where necessary. A clear EHE Policy is in place, which provides the framework within which we operate. The policy is regularly reviewed with a range of stakeholders.
- 4.7 Upon receipt of written notification from parents, schools must remove the child's name from their admissions register, unless the child has a statement of Special Educational Needs (SEN) or attends a special school. In this case the decision to remove the child's name from the register must be delayed until a review of the Statement has taken place.
- 4.8 Schools must immediately notify the LA of the details of the EHE information. As soon as the LA is notified it is sent directly to the Service Manager for EOTAS, the Education Welfare Officer (EWO) link officer, admissions team, Information Advice Assistance Service (IAA) and SEN team to make the relevant checks on the status of the child and report back to the EOTAS Service Manager.
- 4.9 Where safeguarding concerns are identified a direct referral is made. Information from all the checks will lead the Service Manager to make a decision as to whether the decision for EHE is to be challenged by the LA. All decisions have to be evidence based.
- 4.10 The LA has no statutory duties in relation to monitoring the quality of home education. However, if the LA considers that suitable education is not being provided, then a written report of the findings will be made and copied to the parents. Parents are given reasonable opportunity to address the identified concerns and report back to the LA.
- 4.11 If parents fail to address concerns the LA can send a formal notice to parents under Section 437 Education Act 1996 using a School Attendance Order (SAO).
- 4.12 To date Caerphilly have not been required to evoke the use of a SAO.
- 4.13 If there are no reported safeguarding concerns, an initial letter is sent to parents informing them an EWO will visit, the process proceeds.

- 4.14 During the initial visit the EWO will meet and see the child/children. Parents are offered a Parental Information booklet and informed a curriculum visit can be arranged. All such visits are recorded and any issues identified for action. Parents have the right to refuse to have any interaction with the LA. If parents are willing to have LA input a cycle of annual visits is instigated.
- 4.15 Areas for concern focus on the lack of statutory guidance to fully support LA officers where there is a need to challenge a decision to EHE. Presently as a LA we can only track and monitor those pupils who have been in an educational provision. We are not in a position to identify pupils who have never been registered to a school. We do advise parents to consider if they are using private tutors as part of their decision to EHE, that such tutors should have relevant DBS checks to safeguard the children, but we cannot enforce this.
- 4.16 For pupils with a statement of SEN, if parents wish to pursue EHE following a review of the child's statement of educational need, the LA continue to maintain the statement.
- 4.17 Internally we meet termly to discuss our EHE known pupils and review visits and procedures. All pupil data information is held on our System for Tracking and Reporting Identified Vulnerability in Education (STRIVE). This allows for robust data information gathering.
- 4.18 Moving forward we will be introducing data on live births to attempt to identify those children who are not registered for school at statutory school age.
- 4.19 Relationships with our EHE community are generally very positive. We have had three cases recently where the decision to progress, or continue with EHE has been reversed. One case related to safeguarding concerns and the remaining two cases were in conjunction with families and the young person wishing to return to education to access education for GCSEs. We also offer a registered exam centre for EHE families to use to register for exam purposes.
- 4.20 Current EHE figures for Caerphilly are 76 pupils. 40 male and 36 female. Generally we do not see a gender issue as an indicator of EHE. Of the 76 pupils, 2 have statements of SEN. The age profile of learners is as follows:

Nursery	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11
1	1	3	8	6	5	5	8	6	7	13	13

The analysis of data follows the national trend in that there is a clear increase in pupil figures at Key Stage 4 (Years 10 & 11). We also see that numbers in Secondary sector (Years 7-11) are almost double those in the Primary sector (N-Year 6). Again this is in line with national figures.

If we consider the profile of EHE numbers over four academic years we have an increasing population of EHE across Caerphilly. This again is in line with national figures:

2013 Jan-Dec	2014 Jan-Dec	2015 Jan-Dec	2016 Jan-Dec	2017 Jan-current
30	32	43	97	76

We also make an analysis of the parental reasons for EHE, where they agree to share this information with us. Of the current 76 the following information has been recorded:

Reason	Number
Parental preference	48
Medical	2
School curriculum	2
Behaviour	1
Bullying	3
Attendance/prosecution	4
School refuser	1
Other	2
Chose to offer no reason	4

Following analysis of this information we have decided that the primary reason families offer especially under the category of 'parental choice' needs further investigation. From September 2017 we ask for both a primary and a secondary reason to try and elicit what could have enabled the child to remain in the education system. This will inform future practice.

- 4.21 We are active participants of the Welsh Government EHE Stakeholder Working Group. We have also contributed to the first collection and analysis of EHE data across Wales held in 2016. This will be an annual data collection process going forward.

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 the Act and more specifically for the principles noted below.

- Long term – The report considers the importance of balancing the short term needs to safeguard the ability to also meet long term needs. Continuing to work alongside families who are choosing to EHE their children is necessary to ensure we keep the option of returning to mainstream education a viable option for these learners.
- Prevention – Taking all reasonable action and having a robust system operating to reduce the likelihood of problems occurring for families and pupils in EHE. Remaining as a resource for EHE families to use to support their choices to educate their children.
- Integration – Acknowledgement that EHE can offer opportunities which cannot be universally achieved within the current educational system.
- Collaboration - The ability to work as collaboratively as is reasonable with EHE families to share the valuable aspects of the opportunities they offer to their children which may differ from the educational system at present.
- Involvement – Involvement on all levels to support and challenge EHE effectively to ensure all pupils are having their needs met. This is a local, regional and national level.

6. EQUALITIES IMPLICATIONS

- 6.1 An Equalities Impact Assessment is not needed because the report is to update Members of the work that is undertaken to monitor and track pupils whose parents choose to electively home educate, therefore the Council's full Equalities Impact Assessment process does not need to be applied.

7. FINANCIAL IMPLICATIONS

- 7.1 There are no direct financial consequences from this report.

8. PERSONNEL IMPLICATIONS

- 8.1 There are no direct personnel implications from this report.

9. CONSULTATIONS

- 9.1 The report reflects the views of consultees.

10. RECOMMENDATIONS

- 10.1 That we continue to maintain the current system of tracking and monitoring EHE trends and figures across Caerphilly.

11. REASONS FOR THE RECOMMENDATIONS

- 11.1 To attempt to safeguard the needs of this group of learners.

12. STATUTORY POWER

- 12.1 Well-being of Future Generations (Wales) Act 2015.
Education Act 1996.
Equality Act 2010.

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Consultees: Directorate Senior Management Team
Cllr Philippa Marsden, Cabinet Member, Education and Achievement
Cllr Wynne David, Chair of Education Scrutiny Committee
Cllr Gaynor Oliver, Vice Chair, Education Scrutiny Committee
Chris Burns, Interim Chief Executive
Dave Street, Corporate Director Social Services
Gareth Jenkins, Assistant Directors Children Services
Ros Roberts, Corporate Performance Management
Anwen Cullinane, Senior Policy Officer, Equalities and Welsh Language
Julie Wood, Principal Challenge Adviser Education Achievement Service

Background Papers:
Background papers are exempt.

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EDUCATION FOR LIFE SCRUTINY COMMITTEE – 7TH NOVEMBER 2017

SUBJECT: WELSH IN EDUCATION STRATEGIC PLAN 2017-2020

REPORT BY: CHIEF EDUCATION OFFICER

1. PURPOSE OF REPORT

- 1.1 This report on the draft Caerphilly Welsh in Education Strategic Plan (WESP) 2017-20 is for members' information and recommendation for approval to Cabinet on 15th November 2017 prior to publication on the CCBC website.

2. SUMMARY

- 2.1 The WESP was developed locally but with a collaborative strategic approach through the Education Achievement Service, allowing for local authority development and accountability. There is a strong local emphasis on outcomes 1, 2 and 6 with outcomes 3, 4, 5 and 7 being more regionally directed.
- 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 Individual WESPs must be submitted to fulfil the legal duty of each local authority. However, regional collaboration must be identified within individual plans.
- 2.4 The WESP is updated and monitored termly by the Caerphilly Welsh Education Forum, as well as through the Strategic Regional Welsh Education Forum.
- 2.5 Statutory consultation was undertaken between 21st October and 13th December 2016 and responses have been reflected in the revised draft proposed for submission to the Welsh Government for comment/approval. Recommendations from Welsh Government have been addressed in this amended plan and highlighted in the body of the report.
- 2.6 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.

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 This WESP 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 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 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.
- 4.4 We will aim to stimulate and provide local, accessible, sustainable, community-focused provision to meet the growing demand for Welsh medium education.
- 4.5 The objectives are that 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 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.

The draft WESP acknowledges the developments made by the Council and seeks to actively further promote these objectives.

- 4.6 It is intended to develop an action plan setting targets to continuously improve standards, under the 7 outcomes as identified in the Welsh Government guidance:
- Outcome 1: More seven-year-old children being taught through the medium of Welsh
 Outcome 2: More learners continuing to improve their language skills on transfer from primary school to secondary school
 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
 Outcome 5: More learners with higher skills in Welsh
 Outcome 6: Welsh-medium provision for learners Additional Learning Needs
 Outcome 7: Workforce planning and Continuous Professional Development
- 4.7 The data is laid out in Annex 1 of the WESP document (Appendix 1&2) and the parental survey as required by the legislation was completed in 2015 attached in Annex 2 of the WESP document (Appendix 1&2), which will be repeated in 2018 as per the legislation.
- 4.8 Welsh Government made a number of recommendations in their letter dated 4th August (Appendix 3) which are summarised below:
- 4.9 Set objectives and timescales for increasing preschool provision.
 We are setting up a regional task group to look at the specific areas impacting early years' provision. This group will target increasing Welsh Medium childcare provision through new and expanded places working with Mudiad Meithrin officers and wider partners; improving Welsh language acquisition skills and consistency through training and recruitment practices; sustainability and business support for settings; transition rates and links with local primary schools.
- 4.10 Set more challenging targets for outcome 1 (more 7 year olds being taught through the medium of Welsh) and not just projections.
 We explained that in this timescale of the plan unless there are many movements into the middle of Foundation Phase the number of year olds being taught through the medium of Welsh would be projections based on the 3 year olds who are currently already in Foundation Phase Nursery provision. To be a meaningful target this needs to be over a longer period of time and include projections and targets for future years.
- 4.11 What are the plans for 21st century schools Band B proposals?
 The timing is difficult to be specific with publicising the proposals due to member approval, Welsh Government approval and consultation with the relevant schools affected. We have tried to give more detail in the plan regarding proposals meeting the already known needs for specific areas and also the emerging increasing demands in certain areas needing additional classrooms to be able to increase the intake. We have also included childcare in line with the new Childcare Offer being developed across Wales to ensure increasing sufficient Welsh medium provision to meet the needs of working families.

- 4.12 Could you expand on new opportunities that may arise from new housing developments?
We have reiterated that all opportunities will be taken to develop the provision in line with the Band B proposals but that funding levy is not now specific to only Education.
- 4.13 There is a need to set objectives as to how you will improve transfer rates from Welsh medium nursery to Primary school.
This is one of the key areas for development by the regional early years' task group.
- 4.14 Provide further information on how you intend to work with the Further Education sector to ensure opportunities for pupils to continue with Welsh medium education post-16.
There are already extensive collaborative links between Ysgol Gyfun Cwm Rhymni and Coleg y Cymoedd and additional information has been added from Coleg y Cymoedd for this academic year to widen the range of modules taught through the medium of Welsh and their plan for working in partnership with Ysgol Gyfun Cwm Rhymni.
- 4.15 Additional information was required under each of the outcome areas in the Annex of the letter and have been addressed within our WESP (Appendix 1&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. 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 £36,500.

8. PERSONNEL IMPLICATIONS

- 8.1 There are no personnel implications in this report.

9. CONSULTATIONS

- 9.1 There are no consultations that have not been reflected within this report.

10. RECOMMENDATIONS

- 10.1 Members are requested to note the final draft WESP 2017-20 following Ministerial recommendations and recommend to Cabinet for approval.

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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Cllr Wynne David, Chair of Education Scrutiny Committee
Cllr Gaynor Oliver, Vice Chair, Education Scrutiny Committee
Anwen Rees, Senior Policy Officer, Equalities and Welsh Language
Gail Williams, Interim Head of Legal Services
Mike Lewis, Principal Accountant
Neil Jones, Principal HR Officer

Appendices:

Appendix 1 Welsh in Education Strategic Plan 2017-2020 Cymraeg

Appendix 2 Welsh in Education Strategic Plan 2017-2020 English

Appendix 3 Letter from Welsh Government containing the Ministerial recommendations

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 Rhymini 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 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.

Mae Ysgol Gyfun Cwm Rhymni yn un o Ysgolion Arloesi'r Fargen Newydd ac o'r herwydd mae dyletswydd arni i sicrhau y gall pob ymarferydd gael profiad o ddysgu proffesiynol effeithiol, gan alluogi datblygiad parhaus, gwella ei arweinyddiaeth a'i ddealltwriaeth o addysgeg ymarferol ac yn arbennig cynorthwyo â datblygu'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.

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 ddibynol 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 Brechwast	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. Caiff Cymraeg i blant ei hyrwyddo trwy'r Gwasanaeth Gwybodaeth i Deuluoedd.

Caiff hyn ei gyflawni trwy ddarparu sesiynau dwyieithog tyliuo babanod, ioga babanod a rhigymanau Cymraeg bob wythnos i rieni a phlant ifanc. Yn y tymor byr rhagwelwn weithio ar draws yr ardaloedd canlynol: Caerffili, Ystrad Mynach, Rhisga, gyda golwg ar gynyddu nifer y plant sy'n mynychu'r grwpiau Ti a Fi a Chylchoedd Meithrin lleol. Ar ôl mynychu cyfres o'n grwpiau cymorth caiff rhieni eu hannog i symud ymlaen i'w Grŵp Ti a Fi a Chylch Meithrin lleol cyn dechrau mewn ysgol gynradd cyfrwng Cymraeg lleol.

Ymgyrch gan y Mudiad Meithrin i hyrwyddo manteision addysg cyfrwng Cymraeg yw **Cychwyn gorau / 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 hagaror 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.

Deiliant 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 nhymer 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 llawer o wahaniaeth yn nifer y plant a asesir mewn Cymraeg iaith gyntaf ym mlwyddyn 6 ac yna ym mlwyddyn 9 yng Nghaerffili. Mae 100% o'r dysgwyr blwyddyn 9 mewn addysg cyfrwng Cymraeg yn Ysgol Gyfun Cwm Rhymni yn cael eu hasesu mewn Cymraeg (iaith gyntaf). Mae'r cyfraddau dilyniant o'r 11 ysgol gynradd sy'n bwydo Ysgol Gyfun Cwm Rhymni yn ardderchog ac yn aros yn gyson ar 100%. Mae 11 ysgol gynradd yn cyfrannu at y cydweithredu yng nghlwstwr ysgolion Ysgol Gyfun Cwm Rhymni.

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 cyd-fentora'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 ddarpar rieni yn ystod cyfnod disgybl ym mlwyddyn 6:

- Noson gyflwyniad i'r ysgol a'r adeiladau a chyfle i'r rhieni gwrrdd 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 dawel gan aelod o'r staff, gan symud ymlaen i ymweliadau hirach i gael profiad o weithgareddau'r ysgol.

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 Blynyddol, 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 ddsbarthiadau 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 anghynnaladwy.

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 14-16 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 darparwyr 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 Coleg y Cymoedd yn cyflenwi cyrsiau dydd blasu a chyfoethogi cyfrwng Cymraeg i ddisgyblion o Ysgol Gyfun Cwm Rhymni. Mae'r pynciau'n cynnwys Ffrangeg, Arlwygo ac Astudiaethau Cerbydau Modur. Mae'r gwaith partneriaethol hwn wedi cael ei gyllido gan Fforwm Trawsffiniol De-ddwyrain Cymru ar gyfer addysg cyfrwng Cymraeg a dwyieithog, sydd wedi cael ei orffen erbyn hyn, ond mae'r ysgol a'r Coleg ill dau'n awyddus i barhau â'r cydweithio mewn partneriaeth.

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.

Mae'r Coleg hefyd yn defnyddio aelodau o'r staff sydd wedi mynychu'r Cynllun Sabothol Iaith Gymraeg i gyflwyno unedau dwyieithog sydd ar gael ar draws cymwysterau prif-ffrwd e.e. Busnes yn 2016-17.

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;

Yn Cychwyn: Medi 2017

Cam 1 – Arbenigwyr pwnc o'r Coleg i nodi unedau posibl y gellir / na ellir eu cynnig fel rhan o'r cyrsiau hyn erbyn canol mis Medi

Cam 2 – Cyfarfod cynnydd i drafod y canfyddiadau ddiwedd mis Medi / dechrau mis Hydref

Cam 3 – Cytuno ar amserlen o gyfarfodydd Cymunedau Dysgu Proffesiynol i drafod datblygu adnoddau bob hanner tymor (gyda'r cyfarfod cyntaf i'w gynnal cyn diwedd mis Hydref)

Cam 4 – Ymgyrch farchnata - yn y Coleg, yr ysgolion a'r cymunedau lleol i wneud y dysgwyr yn ymwybodol o'r ddarpariaeth newydd a fydd ar gael o fis Medi 2018 (Ionawr / Chwefror)

Cam 5 – Cyfarfod i drafod lleoli'r staff presennol / recriwtio os nodwyd unrhyw ddiffygion ym mis Mawrth

Cam 6 – Cyfarfod i gytuno ar aelodaeth y Cylch Ansawdd i sicrhau bod aseswyr a dilyswyr mewnol digonol ar gael (Mawrth)

Cam 7 – Trafod a chytuno ar gynnwys cyfres o sesiynau Gwella Iaith (Ebrill)

Cam 8 – Cynnal cyfarfodydd i sicrhau bod y staff a'r adnoddau yn barod i ddechrau eu cyflwyno ym mis Medi a bod cyfleoedd i gynnig lleoliadau gwaith i'r dysgwyr (drwy gyfrwng y Gymraeg os yn bosibl) Mai / Mehefin

Cam 9 – Cytuno ar amserlen o bwyntiau monitro yn ystod y flwyddyn i sicrhau gwelliant parhaus (Mehefin)

Cam 10 – Dechrau darparu Iechyd a Gofal Cymdeithasol / Gofal Plant cyfrwng Cymraeg yn y Coleg (Medi 2018)

Cam 11 – Cyhoeddi amserlen o ddyddiadau ar gyfer cwblhau'r gwaith / asesiadau (Medi 2018)

Cam 12 – Gwerthuso'r prosiect drwy ystyried y data ar gynnydd dysgwyr ochr yn ochr ag adborth uniongyrchol gan y dysgwyr eu hunain er mwyn sicrhau gwelliant (Awst 2019)

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.

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

Y sefyllfa bresennol	2017/2018	2018/2019	2019/2020
<p>Cymraeg:</p> <p>1 myfyriwr wedi'i gofrestru ar gwrs Lefel UG yn CA5 yn 2015</p> <p>3 myfyriwr wedi'u cofrestru ar gyrsiau Lefel A yn CA5 yn 2015</p> <p>Cymraeg Ail iaith:</p> <p>4 myfyriwr wedi'u cofrestru ar gyrsiau Lefel UG yn CA5 yn 2015</p> <p>19 myfyriwr wedi'u cofrestru ar gyrsiau Lefel A yn CA5 yn 2015</p>	Ni ddisgwylir unrhyw gynnydd	3%	5%

Bydd targedau ystyrlon 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 ystyrlon 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 deiliant 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 Iaith* 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 Iaith 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 Iaith 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 Iaith, Saesneg Iaith a Llenyddiaeth a Llenyddiaeth Saesneg, ond dim ond un cwrs Lefel A Cymraeg Iaith 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 academiaidd 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.

Mae Menter Iaith Sir Caerffili ac Urdd Gobaith Cymru yn gweithio'n gydweithredol ac yn annibynnol i ddarparu amrywiaeth o gyfleoedd i blant a phobl ifanc ddefnyddio'r Gymraeg y tu allan i'r ysgol mewn nifer o weithdai a chlybiau yn ystod y tymor a gwyliau'r ysgol. Mae'r ddarpariaeth hon yn cynnwys y cyfleoedd canlynol a ddarperir gan y Fenter Iaith:

- Sgwad Sgwennu tymhorol

- Gweithdai celf a chreffft, coginio yn ystod holl wyliau'r ysgol
- Sesiynau Miri Meithrin yn ystod holl wyliau'r ysgol – sesiynau chwarae gydag amrywiaeth o weithgareddau a stondinau gwybodaeth i rieni a phlant
- Gweithgareddau awyr agored mewn parciau lleol
- Gweithdai mewn partneriaeth â'r Tŷ Weindio, Tredegar Newydd

Mae'r ddarpariaeth a'r gwaith partneriaethol yn barhaus ac mae'r rhaglen yn datblygu o hyd. Fodd bynnag, cyfyngedig yw'r cyllid ar gyfer y cyfleoedd hyn ac mae'n dibynnu ar y Fenter Iaith yn sicrhau ffynonellau cyllid. Bydd y Fenter Iaith yn parhau i chwilio am ffynonellau cyllid eraill er mwyn cynnal y ddarpariaeth.

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

Ein hamcanion er mwyn cyflawni'r deiliant 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.

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 Anhywlder 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 unigoledd 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 unigoledd 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.

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 chynorthwyrwyr 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 rhanbarthol. 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 Dechreuwr) 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 leoliadau yn cael eu gwneud yn ymwybodol o'r Cynnig Gweithredol ac yn cael eu cefnogi i gyflawni hyn.

Llofnodwyd: Dyddiad:

Keri Cole, Prif Swyddog Addysg, Cyngor Bwrdeistref Sirol Caerffili

Data (Atodiad 1)

Deilliant 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 Bl 2 yng Nghaerffili i ysgolion cyfrwng Cymraeg yn 2016.

Deilliant 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?
- 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?
- lleoliadau cyfrwng Cymraeg nas cynhelir a ariennir ac ysgolion cyfrwng Cymraeg/dwyieithog a gynhelir?
- 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?
- y Cyfnod Sylfaen a Chyfnod Allweddol 2?
- Cyfnodau Allweddol 2 a 3?
- Cyfnodau Allweddol 3 a 4?

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

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

Deilliant 4: Mwy o ddysgwyr 16-19 oed yn astudio pynciau drwy gyfrwng y Gymraeg mewn ysgolion, colegau a dysgu seiliedig ar waith

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 bwnc. 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? 92.6%

Gwybodaeth ychwanegol:

Canlyniadau wedi gostwng 1.2 pwynt canran o gymharu â 2015

Mae perfformiad yn uwch na pherfformiad Cymru (90.7%) o 1.9 pwynt canran.

Dengys y duedd 3-blynedd gynnydd o 9 pwynt canran

Pa ganran o ddysgwyr ar ddiwedd Cyfnod Allweddol 2 sy'n cyrraedd Lefel 4 o leiaf yn yr asemiad athro yn y Gymraeg? 91.8%

Gwybodaeth ychwanegol:

Rhagorwyd ar ganlyniadau 2015 o 1.1 pwynt canran

Mae perfformiad un pwynt canran yn uwch na pherfformiad Cymru

Dengys y duedd 3-blynedd gynnydd o 1.9 pwynt canran

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

Lefel 5	Cymraeg		
	Bechgyn	Merched	Blwyddyn
2016	82.73	91.04	87.3%

Canlyniadau (88.9%) wedi gostwng 1.6 pwynt canran o gymharu â 2015
Mae perfformiad (92%) 4.7 pwynt canran yn is na pherfformiad Cymru

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

	2012 - 2013	2013 - 2014	2014 - 2015	2015 - 2016
Nifer	213	234	225	224
% A* - C	67.5	73.3	56	58.72

Data L2 dros dro: 58.3% A*-C (Iaith/Llen.). Iaith Gymraeg yn unig: 55.3%
A/A* Iaith o 5pp

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? 83.9% (Cymru 77.9%)

Gwybodaeth ychwanegol:

Canlyniadau wedi gwella 5.5% o gymharu â 2015. Mae perfformiad yn uwch na pherfformiad Cymru (77.9%) o 6%. Mae perfformiad ychydig yn is na pherfformiad de ddwyrain Cymru (84.1%) o 0.2%. Dengys y duedd 3-blynedd gynnydd o 9%

Pa ganran o ddysgwyr ar ddiwedd Cyfnod Allweddol 3 sy'n cyrraedd Lefel 5 o leiaf yn yr asesiad athro o Gymraeg Ail Iaith? 82% (Cymru 81.9%)

Gwybodaeth ychwanegol:

Canlyniadau wedi gwella 2.9% o gymharu â 2015

Mae perfformiad yn cyd-fynd â pherfformiad Cymru (81.9%)

Mae perfformiad yn uwch na pherfformiad de ddwyrain Cymru (81.8%) o 0.2%

Dengys y duedd 3-blynedd gynnydd o 9.2% ers 2014

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

66.6% yn 2015 (cofrestrwyd ar gyfer y Cwrs Llawn / cymhwyster L2 = 42% o'r cohort)

Dim data ar gyfer 2016 ar gael hyd yma. Dadansoddiad EAS ar gael ar gyfer y pynciau craidd yn unig hyd yma.

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

41.1% yn 2015 (cofrestrwyd ar gyfer y Cwrs Byr = 39% o'r cohort)

Dim data ar gyfer 2016 ar gael hyd yma. Dadansoddiad EAS ar gael ar gyfer y pynciau craidd yn unig hyd yma.

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 y targedau ar gyfer gwella perfformiad disgyblion gan yr ysgolion, yn seiliedig ar ddata lefel disgybl unigol. Caiff y targedau hyn eu hadolygu'n dymhorol, a'u herio a'u monitro gan Gynghorwyr Herio EAS. Caiff targedau 2017 eu pennu yn ystod Tymor yr Hydref 2016.

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? Gweler uchod. Nid yw'r data ar gyfer 2016 ar gael ar hyn o bryd.

Ni chofrestrwyd 21.7% o'r disgyblion ar gyfer cymwysterau Cwrs Llawn neu Gwrs Byr yn 2015

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?

Data 2015: 3 disgybl – Lefel A, 4 disgybl – lefel AS Cymraeg

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

Data 2015: 19 disgybl – Lefel A, 4 disgybl – lefel AS Cymraeg

Deilliant 6: Darpariaeth Anghenion Dysgu Ychwanegol cyfrwng Cymraeg

Dim angen data

Deilliant 7: Cynllunio'r gweithlu a Datblygiad Proffesiynol Parhaus

Dim angen data

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 leads the Welsh medium education 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 a New Deal 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, Ysgof 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.

Cychwyn Gorau/ 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 Mentrau 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.

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 Giffach 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.

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 through 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 through 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.

Coleg y Cymoedd delivers both Welsh medium taster and enrichment day courses to pupils from YGCRh. Subjects include French, catering and motor vehicle studies. This partnership work has been funded by the South East Wales Cross Border Forum for Welsh medium and Bilingual Education which has now finished, but both the school and the College are keen to continue the partnership work together.

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.

The College is also using staff who have attended the Welsh Language Sabbatical Scheme to introduce bilingual units available across mainstream qualifications e.g. business in 2016-17.

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;

Commencing : September 2017

Step 1 – Subject specialists from the College to identify possible units which can/cannot be offered as part of these courses by mid-September

Step 2 – Progress meeting to discuss the findings at end of September/beginning of October

Step 3 – Agree a timetable of Professional Learning Communities' meetings to discuss developing resources every half term (with the first meeting to take place before the end of October)

Step 4 – Marketing campaign – in the College, the schools and the local communities to make the learners aware of the new provision which will be available from September 2018 (January/February)

Step 5 – Meeting to discuss locating the current staff/recruiting if any deficits identified in March

Step 6 – Meeting to agree the membership of the Quality Circle to ensure that there are sufficient appropriate assessors and internal verifiers available (March)

Step 7 – Discuss and agree the content of a series of Language Improvement sessions (April)

Step 8 - Hold meetings to ensure that the staff and the resources are ready to commence delivery in September and that there are opportunities to offer work placements to the learners (through the medium of Welsh if possible) May/June

Step 9 – Agree on a timetable of monitoring points during the year to ensure continuous improvement (June)

Step 10 – Commence delivery of Welsh-medium Health and Social Care/Childcare at the College (September 2018)

Step 11 – Publish a timetable of dates for completion of work/assessments (September 2018)

Step 12 - Evaluate the project by considering the data on learners' progress alongside direct feedback from the learners themselves in order to ensure improvement (August 2019)

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.

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	4	5	6
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			

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.

Both Menter Iaith Sir Caerffili and Urdd Gobaith Cymru work collaboratively and independently to provide 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

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.

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.

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.

Signed: Date:

Keri Cole, Chief Education Officer, Caerphilly County Borough Council

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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? **92.6%**

[Additional information:](#)

[Results decreased on 2015 by 1.2 percentage points](#)

[Performance is above Wales \(90.7%\) by 1.9 percentage points](#)

[The 3 year trend shows an increase of 9 percentage points](#)

What is the percentage of learners at the end of Key Stage 2 who reach at least Level 4 in teacher assessment in Welsh? **91.8%**

Additional info:

Results increased on 2015 by 1.1 percentage points
 Performance is one percentage point above Wales
 The 3-year trend shows an increase of 1.9 percentage points

What is the percentage of learners at the end of Key Stage 3 who reach at least Level 5 in teacher assessment in Welsh?

Level 5	Welsh		
	Boys	Girls	Year
2016	82.73	91.04	87.3%

Results decreased on 2015 by 1.6 percentage points (88.9%)
 Performance is below Wales (92%) by 4.7 percentage points

Targets
 %age achieving Level 5 at KS3

Targets 2019	Welsh		
	Boy.	Girls.	Pupils.
Level 5 or higher	82%	94%	87%

Targets 2018	Welsh		
	Boy.	Girls.	Pupils.
Level 5 or higher	91%	94%	93%

Targets 2017	Welsh		
	Boy.	Girls.	Pupils.
Level 5 or higher	88%	94%	90%

What is the percentage of learners at the end of Key Stage 4 who achieve grades A*-C in GCSE Welsh first language?

	2012-2013	2013-2014	2014-2015	2015-2016
Number	213	234	225	224
% A*-C	67.5	73.3	56	58.72

Provisional L2 data: 58.3% A*-C (Lang/Lit). Welsh Language Only: **55.3%**

Targets %age achieving A*-C at GCSE Welsh first Language

2017	2018	2019
61%	66%	68%

Targets for entering 5 or more GCSE and level 1 or 2 vocational courses

2017	2018	2019
98%	98%	98%

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? **83.9%** (Wales 77.9%)

Additional information:

Results increased on 2015 by 5.5% Performance is above Wales (77.9%) by 6%. Performance is slightly below SE Wales (84.1%) by 0.2%. The 3year trend shows an increase of 9%

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? **82%** (Wales 81.9%)

Additional information:

Results increased on 2015 by 2.9%
Performance is in-line with Wales (81.9%)
Performance is above SE Wales (81.8%) by 0.2%
The 3year trend shows an increase of 9.2% since 2014

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?

66.6% in 2015 (entry for Full Course / L2 qualification = 42% of cohort)

No 2016 data available as yet. EAS analysis available for Core Subjects only to date.

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?

41.1% in 2015 (entry for Short Course = 39% of cohort)

No 2016 data available as yet. EAS analysis available for Core Subjects only to date.

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. Targets for 2017 will be set in the Autumn term 2016.

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?

See above. 2016 data not currently available.

21.7% of pupils not entered for Full or Short Course qualifications in 2015

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?

2015 data: 3 pupils – A level, 4 pupil– AS level Welsh

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?

2015 data: 19 pupils – A level, 4 pupils – AS level Welsh

Outcome 6: Welsh-medium provision for learners Additional Learning Needs

No data required

Outcome 7: Workforce planning and Continuous Professional Development

No data required

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Name of Cylch Meithrin / Cylch Tî a Fi /non-maintained Welsh-medium childcare setting	Number of children transferring to Welsh-medium schools in September 2013	Percentage of pupils transferring to Welsh-medium schools in September 2013	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	Notes
Aberbargoed 123	13	57%	9	75%	13	62%	15	71%	This setting does not offer Foundation Phase or Flying Start places.
Coed Duon	18	90%	12	71%	11	69%	7	58%	The setting offers Foundation Phase places. Located on an English medium comprehensive site.
Cwm Derwen	20	100%	14	93%	18	100%	22	96%	The setting offers Foundation Phase places. Located on a Welsh Medium primary site
Cwm Gwyddon	36	75%	36	77%	24	100%	30	81%	This setting does not offer Foundation Phase or Flying Start places. Located on a Welsh Medium primary site
Dewi Sant	1	4%	3	9%	1	3%	2	5%	The setting offers Foundation Phase and Flying Start places. There is no Welsh-medium primary school in Risca, so children travel to Cwm Gwyddon. The nearest Welsh-medium school has consistent take up. Mudiad Meithrin will work with RhAG and the Local Authority regarding the need for Welsh medium Education in this area highlighted in WESP targets.
Yn Bach	25	100%	41	89%	32	100%	50	100%	This setting offers Flying Start places, but does not offer Foundation Phase. Located on a Welsh Medium primary site
Llanbradach	10	59%	11	65%	8	58%	14	70%	This setting does not offer Foundation Phase or Flying Start places. Not located on a Welsh Medium primary site
Nelson	40	95%	20	95%	14	88%	20	91%	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	1	8%	5	38%	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	39	100%	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	16	55%	14	78%	8	62%	1	11%	This setting does not offer Foundation Phase or Flying Start places. Pupils have to travel to reach the local Welsh-medium school. Mudiad Meithrin staff are working closely with the Cylch staff to promote Welsh-medium education and are monitoring the progression rates at the Cylch.

Name of Cylch Meithrin / Cylch Ti a Fi /non-maintained Welsh-medium childcare setting	Number of children transferring to Welsh-medium schools in September 2013	Percentage of pupils transferring to Welsh-medium schools in September 2013	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	Notes
Pontllanfraith	20	42%	6	43%	5	36%	8	44%	The setting offers Foundation Phase and Flying Start places. The school is the only pre-school provision in the area feeding 8 different schools; 4 Welsh and 4 English-medium. Mudiad Meithrin staff are working closely with the Cylch staff to promote Welsh-medium education and increase progression rates as well as develop the relationship with the local Welsh-medium school. Not located on a Welsh Medium primary site.
Rhymni	19	90%	21	81%	24	83%	19	86%	This setting offers Flying Start places but does not offer Foundation Phase places. Not located on a Welsh Medium primary site
Tedi Twt	22	100%	18	100%	9	100%	10	91%	This setting offers Flying Start places but does not offer Foundation Phase places. Currently located on a Welsh Medium primary site
Tynyfelin	25	96%	21	91%	27	100%	30	100%	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.
Yr Enfys	14	82%	15	88%	16	89%	25	86%	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	319	72%	268	75%	232	76%	278	68%	2016 data shows a slight decrease in transition rates although the overall number of children in settings has increased significantly by 46 children (nearly 20%)

Annex 2 Parental Survey 2015:

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.



Eich cyf/Your ref
Ein cyf/Our ref

Keri Cole
Chief Education Officer
Caerphilly County Council
Penallta House
Tredomen Park
Ystrad Mynach
Hengoed
CF82 7EP

4 August 2017

Dear Keri Cole

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

You will know by now that I want changes to the way we plan for Welsh medium education and I want to do this with you so we can work together to provide Welsh medium education with a strong and resilient framework for growth.

I have considered your draft Welsh in Education Strategic Plan and I am pleased to note your commitment to Welsh language education. However, as you will know from discussions between our officials, I would suggest that the issues outlined below need to be addressed in the plan. I trust you agree that it's important that the authority takes ownership over its own plan. Therefore, can you address these issues and submit an amended plan I will then make the decision whether or not to approve that plan. Should your amended plan address the issues outlined in this letter then I would be minded to approve it.

Issues to be addressed

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

Bae Caerdydd • Cardiff Bay
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CF99 1NA

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

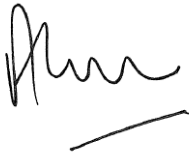
We welcome receiving correspondence in Welsh. Any correspondence received in Welsh will be answered in Welsh and corresponding in Welsh will not lead to a delay in responding.

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

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

- To set objectives and timescale for increasing the pre-school provision.
- There is a need to set more challenging targets within outcome 1 and not just projections
- What are your plans for the Band B 21st Century Schools Programme?
- How will the Authority ensure that it can meet the demand for Welsh medium Education in areas where the demand is high and capacity is an issue?
- Could you expand on the opportunities that will arise from new Housing developments?
- There is a need to set objectives as to how you will improve transfer rates of pupils from Welsh medium nursery to primary school
- Provide further Information on how you intend to work with the further Education sector to ensure opportunities for pupils to continue with Welsh medium Education post-16.

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



Alun Davies AC/AM

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

CAERPHILLY

VISION

It's important for me to acknowledge the significant contribution that Caerphilly County has made to the growth of Welsh medium education within the south-east. The plan also presents a vision which combines the promotion of Welsh education, increases school places, raises standards and improves the current transfer rates and reduces the effects of poverty.

OUTCOME 1

Although I welcome the intention to work with the Mudiad Meithrin to improve transfer rates from the cylchoedd where less than 75% of their children to transfer into Welsh-medium education. There needs to be a clear plan on how to expand on the current Welsh-medium pre-school provision. The plan needs to include the County's provision in terms of ensuring availability of Welsh medium 30 hour childcare offer that is to be introduced within the east central valleys.

The figures under outcome 1 are again based on projections rather than targets for further growth within Welsh education. It is therefore disappointing that the figures show there will only be 7 more children aged 7 assessed in the medium of Welsh by 2019/20 and a reduction in the two years before that.

Within the first year of the WESP, the county should develop resources to promote Welsh medium education. If Caerphilly County are to contribute to the Welsh Government's vision of increasing the number of Welsh speakers in the same way as they have done in the past, the Council needs to include plans for Caerphilly and Islwyn east within the Band B of the 21st Century Schools Programme. The WESP also needs to include a statement on how the authority is going to provide Welsh medium places in the interim period in those areas where it appears that capacity are insufficient to meet current demand. It would seem that further planning is needed at Caerphilly Welsh medium primary, Cwm Gwyddon primary, Ifor Bach primary, Bro Allta and Penalltau primaries.

There needs to be an understanding within the WESP about how the Council will determine the medium of teaching for the new schools that are to be constructed under section 106 or within developments under the local plan.

The numbers of latecomers requiring immersion are low and the intention is to plan at the regional/sub-regional level. Timescales should be specified in relation to those discussions and also includes immersion projects within the negotiations.

OUTCOME 2

The transfer rates between the stages within outcome 2 look healthy except for the percentage between pre-school and Foundation phase. It is clear that the transfer rates are

higher where the nursery groups are on the same campus as the primary school but the county should also plan to ensure that schools are situated close to successful Cylchoedd e.g. Risca.

OUTCOME 3 & 4

Whilst there is a strong partnership between the Rhymney Valley School and Ysgol Gyfun Gwynllyw that will be extended to include Ysgol Gwent Iscoed, there needs to be a clearer understanding of the post-16 vocational provision and Outcome 3 and 4 should be strengthened to reflect that. It is encouraging that discussions include Coleg y Cymoedd but the statement noting that it cannot extend the current provision within the college is unsatisfactory.

OUTCOME 5

Within outcome 5, the targets for achievement in Welsh should include Welsh as a second language. The Authority's intention to encourage schools to register nearly all pupils for the full Welsh second language course is to be welcomed when considering that only 22% of the existing pupils are sitting Welsh second language GCSE at the moment. Targets that have been agreed with the schools should be set in the WESP and continuously monitored during the lifetime of the WESP.

OUTCOME 6

There is a comprehensive description of the existing provision within the primary and intensive provision within Ysgol Gymraeg Cwm Derwen and then the secondary provision within Ysgol Gyfun Cwm Rhymni . It would be useful however to understand if a review has been carried out recently in terms of identifying any gaps in provision and the steps that need to be taken to deal with those gaps. There is also a need to understand the nature of the work that has been commissioned at regional level and expectations arising from that because the description is very different from county to county.

OUTCOME 7

It appears that EAS has the responsibility for conducting linguistic skills assessments within the schools but we need to understand who will be responsible for prioritising and meeting the training needs of the staff. The plan must include a timetable for fulfilling this work when considering the size of the task and the implications in terms of meeting the demand within the schools as the number of Welsh medium schools increases and changes to the Welsh second language curriculum are introduced.