

Learning and Skills Scrutiny Committee

Meeting Venue

By Zoom

Meeting Date

Monday, 24 January 2022

Meeting Time

2.00 pm

For further information please contact
**Wyn Richards, Scrutiny Manager and
Head of Democratic Services**

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County Hall
Llandrindod Wells
Powys
LD1 5LG

17-01-2022

The use of Welsh by participants is welcomed. If you wish to use Welsh please inform us by noon, two working days before the meeting

AGENDA

1.	APOLOGIES
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To receive apologies for absence.

2.	DISCLOSURES OF INTEREST
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To receive any disclosures of interest by Members relating to items to be considered at the meeting.

3.	DECLARATIONS OF PARTY WHIP
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To receive disclosures of prohibited party whips which a Member has been given in relation to the meeting in accordance with Section 78(3) of the Local Government Measure 2011.

(NB: Members are reminded that under Section 78 Members having been given a prohibited party whip cannot vote on a matter before the Committee.)

4.	WELSH IN EDUCATION STRATEGIC PLAN (WESP)
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To receive and consider the report of the Portfolio Holder for Education and Property.

(Pages 3 - 214)

5.	ESTYN THEMATIC REVIEW - COVID
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To receive and consider the Estyn Thematic Review on Covid.
(Pages 215 - 226)

6.	COVID UPDATE - LESSONS LEARNED
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To receive and consider the report of the Director of Education.
(Pages 227 - 272)

7.	WORK PROGRAMME
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To note that future meetings of the Committee will be held as follows:

01-02-22 10.00 – 12.00	Draft Budget
11-02-22 14.00 – 16.00	Alternative Budget (Provisional)
Feb / March	
02-03-22	A.M. ALN Strategy and Readiness for the Act Curriculum for Wales and Professional learning – update (Sally Llywellyn / Lynette) P.M. Bro Cynllaith
29-06-22	
20-07-22	Q1 Performance and Risk Secondary School Strategy
21-09-22	
26-10-22	Q2 Performance and Risk
14-12-22	

Committee Reflection

The Committee is asked to spend 5 to 10 minutes reflecting on today's meeting.

CYNGOR SIR POWYS COUNTY COUNCIL.

CABINET EXECUTIVE

25th January 2021

REPORT AUTHOR: County Councillor Phyl Davies
Portfolio Holder for Education and Property

REPORT TITLE: Welsh in Education Strategic Plan (WESP) 2022-2032

REPORT FOR: Decision

1. Purpose

- 1.1 A decision was made by Cabinet on the 21st September 2021 to carry out consultation on the authority's draft Welsh in Education Strategic Plan (WESP) for 2022-2032.
- 1.2 The purpose of this report is to inform Cabinet members of the outcome of the consultation and comments received, and to request Cabinet approval to submit the revised WESP to Welsh Government for consideration.
- 1.3 The report is supported by the following appendices:
- **Appendix A** – Updated Welsh in Education Strategic Plan for 2022-2032
 - **Appendix B** – Consultation Report
 - **Appendix C** -
 - **Appendix C** – Updated Impact Assessment

2. Background

Statutory Background

- 2.1 The *School Standards and Organisation Wales Act 2013* requires local authorities to prepare a Welsh in Education Strategic Plan (WESP) to set out how it will improve the planning of Welsh-medium education. Initially, the requirement was for local authorities to prepare three yearly WESPs. The Council has previously prepared two three-year WESPs, for 2014-17 and 2017-2020. These two WESPs were prepared in accordance with the *Welsh in Education Strategic Plans and Assessing the Demand (Wales) Regulations 2013*.
- 2.2 In 2019, the *Welsh in Education Strategic Plans (Wales) Regulations 2019* were made, which replace the 2013 Regulations. The 2019 Regulations require local authorities to prepare a ten-year Welsh in Education Strategic Plan instead of the previous three-year plans. In

response to the Covid-19 pandemic, the 2019 Regulations were amended by the *Welsh in Education Strategic Plans (Wales) (Amendment) (Coronavirus) Regulations 2020*, which make changes to the start date of the next WESP – in accordance with the amended Regulations, all local authorities are required to prepare a new ten-year WESP which will be operational from 1 September 2022.

Preparation of the new ten-year WESP

- 2.3 In December 2020, the Council's Cabinet approved a new Strategy for Developing Welsh-medium Education in Powys. This Strategy, along with the Council's Strategy for Transforming Education in Powys, have provided the basis for the Council's new ten-year WESP.
- 2.4 Discussions have also taken place with stakeholders when developing the new WESP, including a workshop with headteachers and discussions with members of the Council's Welsh-medium Education Forum.
- 2.5 The *Welsh in Education Strategic Plans (Wales) Regulations 2019* requires local authorities to set a ten year target outlining the expected increase in Year 1 children taught through the medium of Welsh in the local authority's area during the lifespan of the Plan. Welsh Government have set out an expectation that Powys achieve an increase of 10-14+% in the percentage of Year 1 children taught through the medium of Welsh by 2030/31. This would require an increase from 22.2% of Year 1 pupils taught through the medium of Welsh in 2019/20 to between 32% and 36% pupils taught through the medium of Welsh in 2030/31. The content of the WESP has been developed in order to contribute towards achieving this target.
- 2.6 The Plan is arranged based on 7 Outcomes which reflect a learner's education journey, and which are consistent with the policy areas of Cymraeg 2050 and Education in Wales: Our National Mission. These are as follows:

Outcome 1: More nursery children / three year olds receive their education through the medium of Welsh

Outcome 2: More reception class children / five year olds receive their education through the medium of Welsh

Outcome 3: More children continue to improve their Welsh language skills when transferring from one stage of their statutory education to another

Outcome 4: More learners study for assessed qualifications in Welsh (as a subject) and subjects through the medium of Welsh

Outcome 5: More opportunities for learners to use Welsh in different contexts in school

Outcome 6: An increase in the provision of Welsh-medium education for pupils with additional learning needs (ALN) in accordance with the duties imposed by the Additional Learning Needs and Education Tribunal (Wales) Act 2018

Outcome 7: Increase the number of teaching staff able to teach Welsh (as a subject) and teach through the medium of Welsh

Consultation

2.7 The Regulations include a requirement for local authorities to consult for no less than 8 weeks with the following:

- Neighbouring local authorities
- Heads of all schools maintained by the authority
- The governing bodies of all schools maintained by the authority
- All further education sector institutions within the area
- In respect of any foundation school or voluntary school in the area:
 - a. The person responsible for appointing governors
 - b. If the school has a religious character, the relevant religious body
- The Welsh Language Commissioner
- The Early Years Development and Childcare Partnership
- Her Majesty's Chief Inspector of Education and Training in Wales
- Providers of initial school teacher training
- Such organisations providing services to children and young people as the local authority considers appropriate
- Such other persons or bodies as appear to the local authority appropriate.

2.8 Further to the decision made by the Cabinet on the 21st September 2021, consultation on the authority's draft Welsh in Education Strategic Plan (WESP) for 2022-2032 was carried out between the 24th September and the 18th November 2021.

11 respondents completed the Welsh language version of the consultation response form, and 82 respondents completed the English language version of the consultation response form which was available online.

In addition, a number of written consultation responses were received. 2 written responses were received in Welsh, and 11 written responses were received in English.

A summary of consultation responses and copies of the detailed responses received from stakeholders are provided in the consultation report in Appendix B.

Detailed responses were received from the following organisations and individuals:-

- The Welsh Language Commissioner
- RhAG (Rhieni dros Addysg Gymraeg / Parents for Welsh-medium education
- Mudiad Meithrin
- Estyn
- UCAC
- Coleg Cymraeg Cenedlaethol
- Governing Body of Ysgol Dyffryn Trannon
- Llanidloes Schools Governing Body
- Cyngor Cymuned Llandysillio Community Council
- Cyngor Cymuned Llandrinio & Arddleen Community Council
- Cyngor Cymuned Glantwymyn Community Council
- Ysgol Calon Cymru – Headteacher
- Mr Rh. Ap. Rhys

The responses received have been considered and the WESP has been reviewed and updated.

The responses received have been considered and the WESP has been reviewed and updated. The main amendments are

- a strengthened 'introduction' section, linking more clearly with the Strategy for Transforming Education and the Vision for Developing Bilingual Learners – both documents approved by Cabinet in 2020. Additional reference has been made to other strategies/policy areas, including the Powys Local Development Plan
- more detail added to Outcome 1 about Welsh-medium providers per locality, to identify gaps
- transition rates between Year 6 and Year 7 have been included for each school rather than one county wide percentage.
- updated information about secondary school developments.

The main themes of the consultation are:

- General support for the ambition of the WESP
- More detailed information required about some of the key actions, including timescales
- Concern about lack of Welsh-speaking staff in schools to enable the delivery of the WESP and the importance of successful delivery of Outcome 7
- Concern about pupil transition rates between Welsh-medium primary and Welsh-medium secondary provision
- Specific local issues:
 - Llanidloes area – opportunities for development of Welsh-medium education in this area
 - Brecon area – concern about Welsh-medium provision at Brecon High School

- Concern about lack of designated Welsh-medium secondary provision in North East Powys
- Machynlleth area – concern about changing Ysgol Bro Hyddgen’s language category from dual-stream to Welsh-medium, in particular removal of choice of languages in the area
- North Welshpool/Llanfyllin catchment area – opposition to the possible development of Welsh-medium primary provision in this area.

Next steps

- 2.9 If approved by the Cabinet, the Council’s WESP for 2022-2032 will be submitted to Welsh Government, by no later than 31 January 2022.
- 2.10 Following submission of the plan to Welsh Government, the School Standards and Organisation Act (Wales) 2013 states that Ministers may:
- Approve the plan as submitted;
 - Approve the plan with modifications;
 - Reject the Plan and prepare another one.

Should the Welsh Ministers require the authority to do further work on the Plan, any revised versions will be presented back to Cabinet for approval.

Below is a summary of the steps expected to be undertaken before the WESP becomes operational:

February 2022 – May 2022	WESP consideration stage by Welsh Government, to include further discussions with local authorities as required
June 2022 – August 2022	Welsh Ministers to approve the WESP
1 September 2022	New WESP comes into force.

- 2.12 After the new WESP comes into force, local authorities will be required to submit a review report to the Welsh Government by no later than 31 July each year. Detailed implementation plans will be developed for each Outcome and monitored by both the Welsh-medium Education Forum and the Council’s internal Welsh-medium Education Workstream.

3. Advice

- 3.1 It is advised that Cabinet approve the Council's updated Welsh in Education Strategic Plan for 2022-2032.

4. Resource Implications

- 4.1 There are additional costs associated with implementation of the WESP, in particular start-up costs for new Welsh-medium provision, mostly related to staffing, rolling out the 'Trochi' programme, and capital expenditure for new Welsh-medium schools. Recent start up costs for new Welsh-medium Reception class in an English-medium primary school is approximately £60,000 p.a. The 'Trochi' Programme costs approximately £90,000, for staffing. These are being funded from a variety of sources including the Corporate Transformation budget and 21st Century Schools Grant. Once new provision is embedded, the costs would need to be included within the Schools Service's core budget.

Any new capital developments would need to be costed on a case-for-case basis, and subject to business case approval.

- 4.2 The Head of Finance (Section 151 Officer) notes the content of the report. The recommendation is to adopt the updated WESP. The implementation of the WESP will incur costs and this will need to be considered as the Council develops its financial plans for future years.

5. Legal implications

- 5.1

6. Comment from local member(s)

- 6.1 N/A

7. Integrated Impact Assessment

- 7.1 An initial impact assessment was considered by Cabinet along with the draft WESP in September 2021. The impact assessment has been updated to reflect comments received during the consultation and the updated WESP document.

- 7.2 The updated impact assessment indicates that the impact is positive overall. The aim of the Council's WESP is to increase the number of pupils accessing Welsh-medium education, leading to an increase in the number of pupils that are fully bilingual in Welsh and English, and contributing to the Welsh Government's aim to achieve a million Welsh speakers by 2050. Implementation of the WESP would also provide enhanced opportunities to use Welsh across Powys and would ensure that more pupils have bilingual skills to take into the workplace.

8. Recommendation

- To approve the updated Welsh in Education Strategic Plan for 2022-2032 as contained in Appendix A for submission to Welsh Government.

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CABINET REPORT TEMPLATE VERSION X

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WELSH IN EDUCATION STRATEGIC PLAN

Name of Local Authority

POWYS COUNTY COUNCIL

Period of this Plan

1 September 2022 – 31 August 2032

DRAFT VERSION – POST- CONSULTATION
(amendments in red)

This Welsh in Education Strategic Plan is made under Section 84 of *The School Standards and Organisation (Wales) Act 2013* and the content complies with the *Welsh in Education Strategic Plans (Wales) Regulations 2019¹⁻²*. We have given due regard to the statutory guidance issued by Welsh Ministers when setting our targets.

Signed: Date:

(Post-consultation version to be signed by the Chief Education Officer before submission to Welsh Government)

¹ [The Welsh in Education Strategic Plans \(Wales\) Regulations 2019](#)

² [The Welsh in Education Strategic Plans \(Wales\) \(Amendment\) \(Coronavirus\) Regulations 2020](#)

Our ten year vision for increasing and improving the planning of the provision of Welsh-medium education in our area

Background

In April 2020, Powys County Council set out a clear ambition for its schools, that:

“All children and young people in Powys will experience a high quality, inspiring education to help develop the knowledge, skills and attributes that will enable them to become healthy, personally fulfilled, economically productive, socially responsible and globally engaged citizens of 21st century Wales.”

The Council’s Strategic Aim for Welsh-medium education is ‘to improve access to Welsh-medium provision across all key stages’, as outlined in the Strategy for Transforming Education in Powys April 2020. This recognises the particular geographic and linguistic nature of a large, rural and sparsely populated county where there are some areas which are traditionally Welsh-speaking areas and other areas where little or no Welsh is spoken. The Council has a duty to ensure that all learners in Powys have the same entitlement and experience, regardless of the medium of their education.

The challenges of delivering equitable Welsh-medium provision in Powys are recognised in the Vision for Developing Fully Bilingual Learners in Powys, which was approved by Cabinet in December 2020:

- *Not all parts of Powys have easily accessible primary or secondary education through the medium of Welsh – currently there is no provision in the Presteigne, Crickhowell or Gwernyfed areas.*
- *Many schools that do provide a dual-stream approach do not deliver enough of their curriculum in Welsh to satisfy their learners. Provision is patchy, and unequal in too many of the secondary schools. It is common for under half of the curriculum to be available in their language of choice for learners in the Welsh stream of secondary education from year 7.*
- *The choice of subjects taught through the medium of Welsh becomes smaller as the learner gets older, and at post-14 the provision is very poor or non-existent. This includes deficiencies in the provision by the Further Education provider. In some secondary Welsh streams, fewer than 5 GCSE subjects are delivered through the medium of Welsh, and in one case only one non-language course is taught in Welsh..*
- *There is evidence that some parents in Powys avoid choosing an education through the medium of Welsh because they are concerned that the progression available for their child within the authority will be limited.*
- *At a time when bilingual/Welsh education has grown across Wales and is often a showcase sector for other counties, Powys has been stagnant, and in some key indicators the local authority has been going backwards. This*

has happened despite commitments made in the Powys Welsh in Education Strategic Plans over recent years.

- *Powys has a smaller percentage of its children learning through the medium of Welsh than the percentage of Welsh speakers in the wider population. It is believed to be the only authority in Wales where this is the case.*

In order to address these issues, this WESP, aligned with the Strategy for Transforming Education in Powys, provides a vital opportunity to develop Welsh-medium education across the county for the next ten years. The education system is the key driver for increasing the number of Welsh speakers in Powys and the Council's contribution towards the target of a million Welsh speakers by 2050. The Council's mission will be to facilitate this growth and to promote the opportunities of bilingualism, and to do so in a planned, co-ordinated, proactive and ambitious manner.

The Council welcomes the new language categories that are being introduced by the Welsh Government this year which will provide a clearer framework for the development of Welsh-medium provision. It is recognised that Welsh-medium schools provide the best opportunity for children to become fully bilingual, whilst also creating a dynamic outward-looking cultural environment. These are schools that operate in Welsh, and which meet the needs of learners from diverse backgrounds, including learners who arrive in the county after they have started their education. However, the Council is also supportive of the positive contribution of dual-stream schools, especially in areas where there may not be access to Welsh-medium schools – supporting these dual-stream schools to move along the language continuum is a key component of this plan as well.

Whilst the WESP is clearly focused on the education sector, there is also an opportunity to ensure that the development of Welsh-medium education is central to all Council policies and strategies across all service areas, including the Powys Local Development Plan, the Welsh Language Strategy, and economic regeneration plans such as the Mid Wales Growth Deal. The Council's School Admissions Policy and the Home-to-School Transport Policy are also key policies to enable improved access to Welsh-medium education.

TARGET FOR POWYS

By 2032, Powys County Council's (PCC) target is to increase the year 1 pupils being taught through the medium of Welsh in Powys by 14 percentage points to 36%. This is the maximum target for the range suggested by the Welsh Government for Powys, and the Council's ambition is to exceed this target.

Based on the latest PLASC information³, 277 year 1 pupils in Powys were being taught through the medium of Welsh. The total number of year 1 pupils in Powys was 1223, therefore 22.6% of Year 1 pupils were taught through the medium of Welsh. Based on the total number of Year 1 pupils in Powys in 2020-2021, to

³ PLASC 2021 – Study Welsh as a first language

increase by 14 percentage points to 36% would require an increase of 163 Year 1 pupils, based on the total number of Year 1 pupils in Powys in January 2021.

The Council plans to meet, and exceed, this target by implementing a programme of transformational change as follows:

- Ensuring that more parents and families are aware of the benefits of Welsh-medium education and bilingualism from birth, are signposted to Welsh-medium provision with clear progression routes throughout all key phases of education
- Ensuring that there is access to Welsh-medium early years and primary provision in all 13 localities in Powys by:
 - Establishing new Welsh-medium early years provision (Cylchoedd Ti a Fi and Cylchoedd Meithrin)
 - Supporting English-medium/bilingual early years providers to move along the language continuum
 - Establishing new Welsh-medium primary schools
 - Supporting dual-stream/English-medium primary schools to move along the language continuum so that they can provide Welsh-medium immersion education until the age of seven or eleven
- Establishing Welsh-medium secondary provision in at least 3 localities in Powys
- Providing high-quality 'trochi' (immersion) provision to support pupils who move into Powys and don't have Welsh-language skills, and also for pupils who choose to move from an English-medium stream/school within Powys to Welsh-medium education
- Providing high-quality provision for learners with ALN through the medium of Welsh
- Developing the workforce to ensure that there's a good supply of childcare staff, schools staff and authority staff able to provide their services through the medium of Welsh

Once the WESP has been approved, officers will develop a detailed action plan for each outcome which will be monitored by the Welsh-medium Education Forum.

Outcome 1:

More nursery children/ three year olds receive their education through the medium of Welsh

Where are we now?

Childcare Sufficiency Assessment

- Childcare provision is provided either at private day nurseries, registered childminders, and also Cylchoedd Meithrin. Childcare is an important step in the journey towards Welsh-medium education and needs to start as early as possible. **The last Childcare Sufficiency Assessment took place in 2014 – a new assessment was carried out in the autumn of 2021, for submission to Welsh Government in 2022, and information from this assessment will be used to inform the next round of tendering for pre-school provision. The outcome of the assessment is not yet available for inclusion within the WESP.**

Pre-school Provision for 3 and 4 year old children

- As part of the Welsh Government's Childcare Offer for Wales, the local authority receives funding to ensure that all children have access to ten hours of early years education from the beginning of the term following the child's third birthday. The education is provided in approved, funded pre-school education settings, which include playgroups, Cylch Meithrin, day nurseries and school-based settings. In addition, 20 hours of childcare is available for eligible working parents for up to 48 weeks a year.
- There are currently 144 providers offering the Childcare Offer in Powys. There are 74 pre-school providers, 18 of which are Welsh-medium settings. This has increased from 14 in 2014 to 18 in 2020. There are 3 pre-school providers who deliver through the medium of Welsh and are not members of Mudiad Meithrin – Mes Bach y Trannon, Trefeglwys (delivers early years education but not the Childcare Offer), Dechrau Disglair at Ysgol Gymraeg Dyffryn y Glowyr and Meithrinfa Pontsenni in Sennybridge.
- The number of 3 year olds in the Welsh-medium settings during 2020/21 can be found below:

Date	Number of Welsh-medium funded early years places	Total funded early years places	% of pupils accessing Welsh-medium settings
Sept 2020	358	1,466	24.4%
Jan 2021	372	1,536	24.2%

April 2021	390	1,600	24.4%
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- Since the authority took over the management of early years admissions in 2019, more Welsh-medium early years sessions have been offered in Ystradgynlais, Newtown and Builth Wells to meet demand.

Flying Start

- **Flying Start provision is provided at the following locations:**

Locality		No of children	Medium
Brecon	Cylch Meithrin Aberhonddu	16	Welsh
Llandrindod Wells	Cylch Meithrin Llandrindod	5	Welsh
	Jigsaws	6	English
	Trefonnen Early Years	16	English
Newtown	Cylch Meithrin Drenewydd	17	Welsh
	Maldwyn Day Nursery	16	English
	Hope Day Nursery	16	English
	Trehafren	16	English
	Treowen	12	English
Welshpool	Tiny Tots	12	English
	Open door	16	English
Ystradgynlais	Meithrinfa Dechrau Disglair	8	Welsh-medium
	Ser Bach y Cwm	16	English- medium

- There has been an increase in the number of children accessing Welsh-medium Flying Start provision and all Flying Start areas can provide places through the medium of Welsh.

	Places	Children
2017-18	36	41
2018-19	44	44
2019-20	48	47
2020-21	44	61

Early Years providers

- There are 17 'Cylch Meithrin' providers in Powys. The aim of the Cylch Meithrin is to promote the education and development of children from two years old to school age. There are another three providers who are not registered with Mudiad Meithrin that also provide Welsh-medium provision – Dechrau Disglair, Ystradgynlais; Mes Bach y Trannon, Trefeglwys and Sennybridge Early Years.

Localities	Welsh-medium providers	Number of places	Number of children attending
Brecon	Cylch Meithrin Aberhonddu Meithrinfa Pontsenni	Sep 20: 30 Jan 21: 30 Apr 21: 30 Sep 20: 16 Jan 21: 16 Apr 21: 16	Sep 20: 10 Jan 21: 24 Apr 21: 29 Sep 20: 5 Jan 21: 8 Apr 21: 11
Builth Wells	Cylch yn yr Ysgol Llanfair-ym-Muallt	Sep 20: 32 Jan 21: 32 Apr 21: 40	Sep 20: 31 Jan 21: 39 Apr 21: 48
Crickhowell	No provision		
Gwernyfed	No provision		
Llandrindod Wells	Cylch Meithrin Llandrindod Cylch Meithrin Dolau Cylch Meithrin Rhaeadr	Sep 20: 16 Jan 21: 16 Apr 21: 16 Not funded for early years education but registered for 10 places Sep 20: 16 Jan 21: 16	Sep 20: 13 Jan 21: 14 Apr 21: 15 Sep 20: 7 Jan 21: 7 Apr 21: 10 Sep 20: 14 Jan 21: 15

		Apr 21: 16	Apr 21: 19
Llanfair Caereinion	Cylch Meithrin Dyffryn Banw	Sep 20: 8 Jan 21: 8 Apr 21: 8	Sep 20: 3 Jan 21: 6 Apr 21: 6
	Cylch Meithrin Pontrobert	Sep 20: 16 Jan 21: 16 Apr 21: 16	Sep 20: 12 Jan 21: 13 Apr 21: 15
	Cylch Meithrin Llanfair Caereinion	Sep 20: 16 Jan 21: 16 Apr 21: 16	Sep 20: 15 Jan 21: 17 Apr 21: 18
Llanfyllin	Cylch Meithrin Llanfyllin	Sep 20: 16 Jan 21: 16 Apr 21: 16	Sep 20: 7 Jan 21: 10 Apr 21: 10
	Cylch Meithrin Penybontfawr	Sep 20: 16 Jan 21: 16 Apr 21: 16	Sep 20: 5 Jan 21: 8 Apr 21: 11
	Cylch Meithrin Llanrhaeadr-ym- Mochnant	Sep 20: 16 Jan 21: 16 Apr 21: 16	Sep 20: 9 Jan 21: 11 Apr 21: 17
Llanidloes	Mes Bach, Dyffryn Trannon	Not funded for early years education but registered for 19 places	Sep 20: 19 Jan 21: 20 Apr 21: 17
Machynlleth	Cylch Meithrin Machynlleth	Sep 20: 16 Jan 21: 16 Apr 21: 16	Sep 20: 15 Jan 21: 19 Apr 21: 25
	Cylch Meithrin Glantwymyn	Sep 20: 16 Jan 21: 16 Apr 21: 16	Sep 20: 12 Jan 21: 20 Apr 21: 21
	Cylch Meithrin Llanbrynmair	Sep 20: 16 Jan 21: 16 Apr 21: 16	Sep 20: 5 Jan 21: 5 Apr 21: 5
	Cylch Meithrin Carno	Not funded for early years education but registered for 12 places	Sep 2020: 12 Jan 21: 11 April 21: 13

Newtown	Cylch Meithrin Y Drenewydd	Sep 20: 36 Jan 21: 40 Apr 21: 40	Sep 20: 30 Jan 21: 40 Apr 21: 49
Presteigne	No provision		
Welshpool	Cylch Meithrin Y Trallwng	Sep 20: 16 Jan 21: 16 Apr 21: 16	Sep 20: 8 Jan 21: 12 Apr 21: 14
Ystradgynlais	Dechrau Disglair	Sep 20: 60 Jan 21: 70 Apr 21: 80	Sep 20: 54 Jan 21: 76 Apr 21: 88

Mudiad Meithrin Progression Data into Welsh-medium Education

Year	Number / % of children attending Cylchoedd Meithrin who transferred to Welsh-medium primary education
2020	215 of 238 / 90.3%
2021	Tbc

Cylch Ti a Fi Groups

- There are 24 'Cylch Ti a Fi' groups in the county, and one in Oswestry. The Cylch Ti a Fi provides activities promoting the development of children from birth to school age. It's an opportunity for parents/carers to meet to socialise and share experiences in an informal Welsh atmosphere. These are in the following locations:

Locality	Ti a Fi Groups
Brecon	Brecon Crai
Builth Wells	Builth Wells
Crickhowell	No provision
Gwernyfed	Hay-on-Wye
Llandrindod Wells	Llanbister Dolau Llandrindod Wells Rhaeadr

Llanfair Caereinion	Dyffryn Banw Pontrobert
Llanfyllin	Llanfyllin Penybontfawr Llanrhaeadr-ym-Mochnant Llansilin (Oswestry)
Llanidloes	Dyffryn Trannon
Machynlleth	Glantwymyn Llanbrynmair Carno
Newtown	Newtown Abermule
Presteigne	No provision
Welshpool	Welshpool Buttington
Ystradgynlais	Ystradgynlais Abercraf

Other Developments

- The facilities at Ysgol Dafydd Llwyd's Ysgol Feithrin provision have been expanded. The setting can now provide 56 places.
- A new early years centre has been built at Ysgol Dyffryn y Glowyr, Ystradgynlais. The centre provides 120 additional Welsh-medium places, including Flying Start provision, in a purpose-built facility. This project has been funded through the Welsh Government's Childcare Offer Grant and Infant & Class Size Grant.
- New facilities have been provided for Cylch Meithrin Rhaeadr through the Childcare Offer Capital Grant and it is intended that Cylch Meithrin Penybontfawr benefit from this Grant as well.
- Welsh-medium Flying Start provision is now available at Cylch Meithrin Ysgol y Bannau in Brecon.

Promotion of Welsh-medium education/benefits of bilingualism

- A new webpage and brand has been developed to promote Welsh-medium education and the benefits of bilingualism – this has been promoted widely, and, as a result, many parents are beginning to understand the advantages of Welsh-medium education:

<https://en.powys.gov.uk/article/10742/Destination-bilingual-the-benefits-of-choosing-a-Welsh-medium-education>

Workforce Development

- Post-16 students will be able to complete BTEC Child Care, Learning & Development level 3 through the medium of Welsh from September 2021.

Where do we aim to be within the first 5 years of this Plan and how we propose to get there?

Local authority

The local authority's next round of tendering for early years provision will take place in 2022. The authority will ensure that this round:

- Invites tenders to provide Welsh-medium provision in key strategic areas e.g. Machynlleth, Llanfair Caereinion, Builth Wells, Llanfyllin to ensure that a high-quality full provision in Welsh is available within reasonable travelling distance for every child.
- Aligns with the authority's plans to support schools to move along the language continuum as part of the Strategy for Transforming Education in Powys.

To prepare for the next round of tendering, the authority will:

- Work collaboratively with the staff and leaders of all settings to ensure that their provision will have an increasingly Welsh-medium emphasis.
- Work with those settings currently operating in English but with some bilingual elements to support them to develop their Welsh-medium provision further. This would mean identifying staff who would benefit from improving their Welsh-medium skills and facilitating language training.

In addition, the authority will:

- Ensure effective early years provision that is designed to meet the needs of all children, mindful of their particular circumstances, language requirements or any special or additional learning needs.
- Aim for high quality provision in each part of Powys for learners from all linguistic background. Include a notion of an "active offer" (an offer is made by all officials to explain the benefits and availability of Welsh-medium education). This will enable a growing number of children to access Welsh-medium education at an early age.

Mudiad Meithrin

The authority will:

- Continue to work with Mudiad Meithrin to establish new Cylch Ti a Fi and Cylch Meithrin provision via their 'Sefydlu a Symud' project in the following areas where no Welsh-medium provision currently exists:

➤ Hay-on-Wye

- Crickhowell
- Presteigne
- Llanidloes
- North Powys border area (Arddleen, Four Crosses, Llandysilio, Carreghofa)

- Aim for 100% progression from existing Cylchoedd Meithrin into Welsh-medium primary provision.
- Continue to work with Mudiad Meithrin to support the Cylchoedd Meithrin to provide the Childcare Offer and wrap around services.
- Continue to work with Mudiad Meithrin to provide Flying Start provision
- Work with Mudiad Meithrin to provide support to settings other than Cylch that need to increase their Welsh-medium skills to move along the language continuum.

In addition, the authority will carry out the following actions:

Promotion of Welsh-medium education/benefits of bilingualism

- Further development of promotional campaign, to include working with the health board and the authority's admissions team to ensure that information is shared with parents
- Targeted localised campaigns to support specific developments e.g. establishment of new provision, change in provision
- Work with partners such as Mudiad Meithrin, Welsh for Adults to facilitate the availability of Welsh language classes for parents alongside Welsh-medium early years provision

Workforce Development

- Audit the language skills of all early years staff in Powys to identify where additional training is needed through schemes such as Camau.
- Ensure all early years staff have Welsh language competency which is at least equivalent to level 4 (PCC level): 'I can interact with a degree of fluency and spontaneity that makes interaction with native speakers possible. I can take an active part in discussion in familiar contexts.'
- Work with Mudiad Meithrin to provide a professional learning programme to support staff that need further development of effective language immersion methods in the early years (Croesi'r Bont) – this will ensure that most early years staff can support children's language development successfully
- Ensure that the authority's new Post-16 Strategic Management Board works with Mudiad Meithrin, schools and further education providers to promote the benefits of bilingualism in the workplace, and to ensure that young people can access childcare courses through the medium of Welsh.
- Ensure that post-16 learners can access work experience at Cylchoedd Meithrin.

Capital Developments

- In accordance with the Council’s vision to develop all-age schools, ensure that early years provision is an integral part of the all-age concept with facilities that enable the provision of Welsh-medium early education and childcare wraparound services.
- New Ysgol Gymraeg Y Trallwng building, which will open in 2022, will include remodelled facilities for Welsh-medium early years provision.
- New Ysgol Bro Hyddgen building, which will open in 2024, will include two purpose built areas for early years provision, which will also provide childcare and wraparound provision.
- The Council also plans capital investment to support Welsh-medium provision in the following areas which will include facilities to provide early years education and childcare and wraparound provision:
 - Llandrindod Wells/Builth Wells area
 - Brecon catchment area
 - Llanfyllin catchment area

However, these are subject to consultation and Cabinet approval, along with Welsh Government funding approval.

School categories according to Welsh-medium provision (Welsh Government)

The Welsh Government has recently consulted on proposed new linguistic categories for schools and the final categories are expected to be published soon. The authority will identify how the new categories apply to schools in Powys and will work with the schools to ensure that they meet the expected outcomes for their categories. The authority will also support schools to move along the language continuum via the expected new ‘transitional sub-categories’, which are meant ‘to enable schools to be flexible as they develop the way of increasing provision in the method that is most suitable to them.’

Where do we expect to be at the end of our ten year Plan?

We will review our achievements at the 5 year stage and plan activity for the next 5 years in order to meet the targets outlined below.

Key Data

The following tables set out the targets in respect of the number / % of 3 year olds receiving their education through the medium of Welsh which the local authority will aim to achieve within the 10 years of this plan. The target number of pupils are based on the total number of 3 year olds in Powys in the summer term 2021.

Numbers and % of 3-year olds receiving their education through the medium of Welsh

2022-2023		2023-2024		2024-2025		2025-2026		2026-2027	
416	26%	448	28%	480	30%	512	32%	544	34%

2027-2028		2028-2029		2029-2030		2030-2031		2031-2032	
576	36%	608	38%	640	40%	672	42%	704	44%

Outcome 2:

More reception class children/ five year olds receive their education through the medium of Welsh

Where are we now?

Welsh medium primary provision is available at a number of schools or streams across Powys. The providers and the number of pupils accessing Welsh-medium provision during 2020/21 is outlined below:

School	Total Welsh-medium pupils (R-Yr6) ⁴ PLASC 2021	Total English-medium pupils (R-Yr6) PLASC 2021
Welsh-medium schools		
Ysgol Carno	45	N/A
Ysgol Cwm Banwy ⁵	46	N/A
Ysgol Llanbrynmair	59	N/A
Ysgol Pontrobert	41	N/A
Ysgol Glantwymyn	70	N/A
Ysgol Pennant	84	N/A
Ysgol y Bannau	111	N/A
Ysgol Dafydd Llwyd	153	N/A
Ysgol Gymraeg Dyffryn y Glowyr	400	N/A
Ysgol Gymraeg y Trallwng	79	N/A
Dual stream schools		
Builth C.P. School	92	109
Rhayader C.in W. School	65	138
Sennybridge C.P. School	56	79
Ysgol Dyffryn Trannon	113	18
Ysgol Llanfyllin	63	76
Ysgol Llanrhaeadr-ym-Mochnant	39	34
Ysgol Rhiw Bechan	61	107
Ysgol Trefonnen	91	117
Llanfair Caereinion	85	77
Ysgol Bro Hyddgen (Primary)	112	53

⁴ PLASC 2021 – Study Welsh as a First Language.

⁵ Ysgol Cwm Banwy was established in September 2020 following the merger of Banw C.P. School and Ysgol Llanerfyl. The figures for both Banw C.P. School and Ysgol Llanerfyl are provided for 2018-2020.

TOTAL	1,865	
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During 2020/21, a total of 9,541 pupils were receiving primary education in Powys. 1,865 of these were receiving their education through the medium of Welsh. This is 19.5%.

During 2020/21, 250 reception aged pupils were accessing Welsh-medium provision in Powys. This is 20.2% of the reception aged pupils⁶.

	Number	%
Reception aged pupils receiving their education through the medium of Welsh	250	20.2%
Total reception aged pupils	1,236	N/A

Overview of what has been achieved during the previous plan period:

Provision

- Ysgol Gymraeg y Trallwng established in September 2017 as a new Welsh-medium primary school in Welshpool.
- Ysgol Cwm Banwy established in September 2020 following the merger of Banw C.P. School and Ysgol Llanerfyl.
- New Welsh-medium reception class established in Ysgol y Cribarth, Ystradgynlais from September 2021.

Support for latecomers (Trochi)

- Support is provided to latecomers to Welsh-medium provision in the primary sector in response to requests from individual schools. The support is delivered through a combination of teacher support and classroom assistant support.
- Following their Welsh-medium immersion education, pupils are expected to be able to follow the whole curriculum through the medium of Welsh. The aim is that every pupil will follow the Welsh first language programme of study.
- In order to improve the provision and provide more access for pupils, a virtual immersion programme has been piloted successfully during the Covid pandemic. The Athrawon Bro resources and weekly input are having a positive impact on the language acquisition of most learners. Positive feedback has been received by the schools. A new cohort (latecomers to Welsh attending Ysgol Pennant and Cwm Banwy) started the virtual immersion provision on in May 2021.

⁶ PLASC 2021 – Study Welsh as a First Language.

Promotion

- A new webpage and brand has been developed to promote Welsh-medium education and the benefits of bilingualism – this has been promoted widely, and, as a result, many parents are beginning to understand the advantages of Welsh-medium education:
<https://en.powys.gov.uk/article/10742/Destination-bilingual-the-benefits-of-choosing-a-Welsh-medium-education>
- All primary leaders have been provided with the Welsh Government's Siarter Iaith posters outlining the key advantages of Welsh-medium education. As primary schools are working successfully on the Siarter Iaith targets, there is an increased emphasis from schools on offering effective support for parents, via RhAG and other partners and on promoting Welsh lessons in the community for parents and carers. As a result, many parents are beginning to understand the advantages of bilingual education.
- Training will be provided to the Council's School Admission Team so that there is a consistent and proactive approach to sharing information about Welsh-medium provision with parents
- Promotional materials will also be made available to estate agents and housing associations so that they are able to provide these to prospective new buyers/tenants.

Staff Development

- Training has been provided by ERW for all Welsh-medium primary schools on the 'Tric a Chlic' phonics programme. As a result, most practitioners follow a systematic programme to support learners to develop their phonological knowledge to a good standard in the foundation phase.

Home-to-School Transport Policy

- The authority approved a revised Home-to-School Transport Policy in 2020. The new policy now provides transport to a learner's nearest school but also provides transport to Welsh-medium provision. This has changed from the previous policy which provided transport to the nearest school 'in the language of choice.' This improves access to Welsh-medium provision.

Capital Projects

- A new school was built for Ysgol Carno in 2018 and Ysgol Glantwymyn was also remodelled as part of the 21st C Schools Programme.

Where do we aim to be within the first 5 years of this Plan and how we propose to get there?

Currently⁷ 20.2% of Reception aged / 5 year old pupils in Powys. This equates to 250 pupils. By 2027, 30% of Reception aged / 5 year old pupils will receive their education through the medium of Welsh.

Provision

It is widely recognised that an immersive Welsh-medium education provides the best opportunity for children to become fully bilingual, whilst also creating a dynamic outward-looking cultural environment. These are schools that operate in Welsh, and which meet the needs of learners from diverse backgrounds, including learners who arrive in Wales after they have started their education. In order to meet the target of more 5 year olds receiving their education through the medium of Welsh, the authority needs to establish more Welsh-medium primary provision. In the first half of this ten year Strategic Plan, the authority will work with and support schools to develop their Welsh-medium provision, and will consult with stakeholders with the aim of establishing new Welsh-medium provision in the 13 catchment areas within the ten year period of this Plan.

Within the first five years of the Plan, the authority will focus on developing new Welsh-medium primary provision in the following areas where no provision currently exists:

- Hay-on-Wye
- Crickhowell
- Presteigne
- North Powys border area

In addition, the authority will focus on developing more Welsh-medium provision in the following catchment areas:

- Llanfair Caereinion
- Llanfyllin
- Ystradgynlais
- Brecon
- Llandrindod Wells/Builth Wells
- Newtown
- Llanidloes

This will be done in a variety of ways, dependent on the particular circumstances within each area, including:

- moving dual-stream schools along the language continuum by only offering an immersive Welsh-medium education in the Foundation Phase, and gradually rolling this out to the whole school over time
- establishing new Welsh-medium primary provision
- exploring the possibility of introducing a Welsh-medium class in schools that currently only offer English-medium education. This is similar to the pilot that

⁷ PLASC 2021 – Study Welsh as a First Language.

started at Ysgol y Cribarth in September 2021, where a new Welsh-medium Reception class has been introduced.

The authority will ensure that the development of Welsh-medium primary provision is done in partnership with the schools involved, and will also ensure that there is alignment with plans to develop early years provision.

In addition, the local authority will:

- Identify good practice that exists in language acquisition and share this practice across the LA, with reference to Estyn's Thematic Report on Welsh Language Acquisition.
- Support schools to establish strong bilingual communication channels with parents and carers from an early age to enable them to support their children at home as they acquire the Welsh language.
- Support early years / Mudiad Meithrin practitioners to establish strong partnerships with parents / carers to support their decision to pursue Welsh-medium education for their children. As a result of the leaders' purposeful planning and action, many parents and carers choose Welsh-medium education for their children.
- Establish an 'Ambassador' programme where Welsh-medium schools play a lead role within a locality to support other schools to enhance their Welsh-medium ethos, provide support to other staff, share best practice etc.

Promotion

- The authority will actively promote the availability and benefits of Welsh medium education to parents, from all linguistic backgrounds. When parents apply for a school place, they will automatically receive information about Welsh-medium provision.
- Promotion will also take place via the PCC website, admission booklets, information leaflets, videos and social media so that every family is clear about the opportunities for bilingual and Welsh language learning that will be available for their young infant in Powys.

Staff Development

- Support staff to develop their Welsh language skills through participation in WG sabbatical courses / language acquisition training programmes.

Support for latecomers (Trochi)

- The authority welcomes learners who wish to choose a Welsh-medium education after initially choosing English medium provision for their child by offering opportunities for immersion and an opportunity to join and be fully integrated into a Welsh-medium / bilingual classroom
- The authority will establish new Welsh language Trochi (immersion) centres to support pupils who move into Powys with little or no Welsh language

skills. The first Welsh language pilot Trochi centre will open in Newtown at the beginning of November 2021 for KS2 pupils that are latecomers to Welsh language education. Following evaluation of the impact of the pilot 'Trochi Centre' immersion provision, the plan is to establish further immersion centres in other areas of the county.

- The impact of the virtual Trochi provision that has been piloted during the spring and summer term of 2021 will be evaluated. Upon evaluation of the impact, the authority will plan for this provision to be utilised if the need is there, for example, Year 2 pupils that want to change to Welsh-medium provision and due to their locality are unable to access a Welsh-medium centre.
- The authority will also work closely with neighbouring authorities such as Ceredigion and Gwynedd to provide immersion support for pupils.
- Where schools are moving along the language continuum, a bespoke immersion programme will be provided, which would be a combination of education at a Centre and virtual immersion education, building on the successful virtual provision which was rolled out during the pandemic.
- Trochi provision will be introduced in accordance with the following timeline:

Welsh-medium language Centres for effective immersion	Timeline
Ensure successful communication regarding the immersion provision and the benefits of bilingualism.	Annually – ongoing throughout the 10yr plan
Pilot a Welsh-medium language centre in a designated area, in line with the Transformation agenda or the level of need. Evaluate impact.	Before September 2022
Set up Welsh- medium language centre/centres annually according to the need. Target at least one a year within the first five years.	From September 2022 – July 2027
Consider utilising the virtual immersion provision according to need.	From September 2021 onwards

Capital Developments

Any applications for Welsh Government capital grant funding for schools will consider the target to increase the number of Year 1 children taught through the medium of Welsh.

The following 21st Century Schools Capital Projects are underway:

- Ysgol Gymraeg y Trallwng – opening September 2022
- Ysgol Bro Hyddgen Community Campus – opening September 2024

As stated in Outcome 1, the Council also plans capital investment to support Welsh-medium provision in the following areas, which would include facilities to provide early years education, childcare and wraparound provision:

- Llandrindod Wells/Builth Wells area
- Brecon catchment area
- Llanfyllin catchment area

However, these are subject to consultation and Cabinet approval, along with Welsh Government funding approval.

School categories according to Welsh-medium provision (Welsh Government)

The Welsh Government has recently consulted on proposed new linguistic categories for schools and the final categories are expected to be published soon. The authority will identify how the new categories apply to schools in Powys and will work with the schools to ensure that they meet the expected outcomes for their categories. The authority will also support schools to move along the language continuum via the expected new ‘transitional sub-categories’, which are meant ‘to enable schools to be flexible as they develop the way of increasing provision in the method that is most suitable to them.’

Where do we expect to be at the end of our ten year Plan?

We will review our achievements at the 5 year stage and plan activity for the next 5 years in order to meet the targets outlined below.

Key Data

The following tables set out the targets in respect of the number / % of 5 year olds receiving their education through the medium of Welsh which the local authority will aim to achieve within the 10 years of this plan. The target number of pupils are based on the total number of Reception aged pupils in Powys based on PLASC 2021 data.

Numbers and % of 5-year olds receiving their education through the medium of Welsh⁸

2022-2023		2023-2024		2024-2025		2025-2026		2026-2027	
272	22%	297	24%	321	26%	346	28%	371	30%
2027-2028		2028-2029		2029-2030		2030-2031		2031-2032	
396	32%	420	34%	445	36%	470	38%	494	40%

⁸ The numbers provided are the numbers that would be needed to achieve the indicated percentages based on the total number of Reception aged pupils in Powys based on PLASC 2021 data.

Outcome 3:

More children continue to improve their Welsh language skills when transferring from one stage of their statutory education to another

Where are we now?

- Welsh-medium secondary provision is currently provided in a number of dual stream schools located across Powys. Pupils from some areas, in particular the Ystradgynlais area and other parts of south Powys, transfer to out of county to access Welsh-medium provision at Ysgol Gyfun Ystalyfera.
- Rates of transition from Welsh-medium provision in year 6 to Welsh-medium provision in year 7 vary greatly across the county. The number of pupils that accessed Welsh-medium provision in year 6 that continued to access Welsh-medium provision in year 7 in 2020-2021 was as follows:

School	Number of pupils accessing Welsh-medium education in year 6 (PLASC 2020)	Transferring to Welsh-medium	Transferring to English-medium	% of pupils that continued to access Welsh-medium provision in year 7 (PLASC 2021)
Dyffryn Banw	5	3	2	60%
Carno	5	4	1	80%
Llanbrynmair	8	6	2	75%
Llanfair Caereinion	12	9	3	75%
Pontrobert	4	4	0	100%
Dyffryn Trannon	15	13	2	87%
Llanfyllin	11	11	0	100%
Glantwymyn	11	11	0	100%
Pennant	5	5	0	100%
Builth Wells	15	13	2	87%
Sennybridge	1	0	1	0%
Ysgol y Bannau	13	9	4	69%
Rhiw-Bechan	10	10	0	100%
Llanrhaeadr-ym-Mochnant	9	9	0	100%
Dafydd Llwyd	23	20	3	87%

Dyffryn Y Glowyr	33	29	4	88% (All Welsh-medium pupils transferred out of Powys)
Ysgol Gymraeg Y Trallwng	9	2	7	22%
Trefonnen	7	1	6	14%
Rhaeadr	7	7	0	100%
Llanerfyl	3	2	1	66%
Ysgol Bro Hyddgen	19	19	0	100%
TOTAL	225	187	37	83%

- Collaboration between schools in their clusters has improved significantly over the last few years and this was further strengthened since the pandemic began in early 2020. However, transition planning between primary and secondary Welsh-medium provision is an area identified for improvement with a clear plan to improve transition from Year 5 to Year 8.
- As stated in Outcome 1, the authority has developed a new webpage and brand to promote Welsh-medium education and the benefits of bilingualism – this has been promoted widely, and, as a result, many parents are beginning to understand the advantages of Welsh-medium education: <https://en.powys.gov.uk/article/10742/Destination-bilingual-the-benefits-of-choosing-a-Welsh-medium-education>
- The authority has also facilitated effective training for primary and key stage 3 leads on the importance of ‘Cynefin’ in the new curriculum. The training - ‘Dim Dreigiau, Dim Defaid’, was provided by Mererid Hopwood, Tudur Dylan and Ceri Wyn Jones. Resources have been shared with schools. It is too early to evaluate the impact on effective pedagogy and progression in key skills from key stage 2 to 3

Where do we aim to be within the first 5 years of this Plan and how we propose to get there?

By 2027, 92% of pupils that access Welsh-medium provision in year 6 in Powys will continue to access Welsh-medium provision in year 7.

A number of actions in Outcomes 1 and 2 will contribute to Outcome 3. In addition the authority will improve transition through the following actions:

Provision

- Facilitate strong transition arrangements between the Cylchoedd Meithrin/early years settings and the school, starting as early as the beginning of the nursery school year. For example, ensure that schools invite parents and carers to a presentation at the primary school, for them to have a tour of the school and to share information about language acquisition and how they develop learners' Welsh language skills.
- Ensure that every primary Welsh-medium year 5/6 class are part of a cohesive transition arrangement with a specified bilingual / Welsh-medium secondary provider by:
 - Schools developing joint-promotional material for parents, outlining the linguistic progression available locally
 - Primary and secondary schools developing effective transition plans that support linguistic progression
 - Schools developing joint Siarter Iaith initiatives and KS2/KS3 collaborative projects to strengthen links between both sectors in line with the new Curriculum for Wales
- The authority will pilot two Year 5 - Year 8 transition projects that secure a strong continuum in the Welsh language delivery across the curriculum thus enabling the pupils to become ambitious and confident bilingual learners.
- An annual audit of the number of pupils who attend Welsh medium provision at each stage and their linguistic progression in the next stage will be undertaken which will identify the triggers that impact on linguistic progression. The authority will work collaboratively with schools and clusters to address these issues.
- Regular network meetings will continue to be arranged with all primary and secondary Siarter Iaith leads so that they can share best practice and actively promote the benefits of Welsh-medium education

Staff development

- All authority staff who are likely to have contact with parents e.g. admissions will be given additional awareness training about the benefits of Welsh-medium education and bilingualism, so that positive information can be given to parents about Welsh-medium education and linguistic progression.
- Update the authority's Latecomers' Policy to reflect the fact that pupils will be supported in a central Trochi centre rather than funding given to schools directly to employ support assistants. Virtual Trochi provision will be available for some pupils who aren't able to access the Centre in Newtown due to distance.

School categories according to Welsh-medium provision' (Welsh Government)

- The Welsh Government has recently consulted on proposed new linguistic categories for schools and the final categories are expected to be published soon. The authority will identify how the new categories apply to schools in Powys, and will work with the schools to ensure that they meet the expected outcomes for their categories. The authority will also support schools to move along the language continuum via the new 'transitional sub-categories', which are meant '*to enable schools to be flexible as they develop the way of increasing provision in the method that is most suitable to them.*'

Collaboration with other Local Authorities

- Free home-to-school transport is provided to enable Welsh-medium learners in the Ystradgynlais area to access dedicated Welsh-medium provision at Ysgol Gyfun Ystalyfera, located in Neath Port Talbot. However, there is no formal arrangement with Neath Port Talbot County Borough authority (NPTCBC) to support this arrangement. The authority will discuss arrangements to formalise the arrangement with NPTCBC.

Where do we expect to be at the end of our ten year Plan?

We will review our achievements at the 5 year stage and plan activity for the next 5 years in order to meet the targets outlined below.

Key Data

The following tables set out the targets in respect of the number / % of pupils accessing Welsh-medium provision in year 6 that will continue to access Welsh-medium provision when transferring to year 7. The target number of pupils is based on the total number of Welsh-medium Year 6 pupils based on PLASC 2021 data.

Numbers and % of learners continuing to improve their Welsh language skills when transferring from Year 6 to Year 7 in their statutory education

2022-2023		2023-2024		2024-2025		2025-2026		2026-2027	
181	84%	185	86%	189	88%	194	90%	198	92%
2027-2028		2028-2029		2029-2030		2030-2031		2031-2032	
202	94%	206	96%	211	98%	215	100%	219	102%

Outcome 4:

More learners study for assessed qualifications in Welsh (as a subject) and subjects through the medium of Welsh

Where are we now?

Current Welsh-medium secondary provision

Welsh-medium secondary provision is currently provided in a number of dual stream schools located across Powys. Pupils from some areas, in particular the Ystradgynlais area and other parts of south Powys, access Welsh-medium provision out of county at Ysgol Gyfun Ystalyfera.

Welsh-medium pupil numbers⁹ and the number of Welsh-medium subjects taught at Powys' dual stream secondary providers are as follows:

School	Number of Welsh-medium pupils	Number of English-medium pupils
Brecon High School	30 (5%)	549 (95%)
Caereinion High School	253 (55%)	211 (45%)
Llanidloes High School	106 (16%)	544 (84%)
Ysgol Bro Hyddgen	186 (63%)	110 (37%)
Ysgol Calon Cymru	142 (14%)	854 (86%)
Ysgol Llanfyllin	158 (23%)	525 (77%)
TOTAL	875	

Welsh-medium subject provision

The following table provides an overview of the number of subjects (not including Welsh First Language) taught through the medium of Welsh in KS4 in each of Powys' dual stream secondary providers:

School	Number of Welsh-medium subjects taught in KS4	Number of English-medium subjects taught in KS4
Brecon High School	1	22
Caereinion High School	12	20
Llanidloes High School	8	29
Ysgol Bro Hyddgen	22	22
Ysgol Calon Cymru	7	27
Ysgol Llanfyllin	10	25

⁹ Information received from the schools

In 2020/21, of the 139 KS4 learners (out of a total of ????) that studied Welsh as a first language across the six dual-stream secondary and all through schools across the Local Authority, only 19.4% successfully completed 8+ other level 2 qualifications through the medium of Welsh.

- 41.0% (60.4% cumulative) completed 6 - 7 additional qualifications through the medium of Welsh .
- 6.5% (66.9% cumulative) completed 3 – 5 qualifications -and
- 31.7% (98.6% cumulative) completed 1 – 2 qualifications

Improving Welsh-medium secondary provision

As outlined in the previous WESP and the authority's Strategy for Transforming Education in Powys, there is inequality in terms of access to a full Welsh-medium education in the secondary sector in Powys:

'Welsh-medium provision is delivered via Welsh medium streams in 6 secondary schools. The size and proportion of the secondary streams varies considerably across the county, and the range of subjects available through the medium of Welsh also varies significantly. The curriculum offer is increasingly limited for Welsh-medium learners, and there is significant concern amongst the profession regarding the commitment of the authority to learners who study in Welsh. In contrast to most other areas of Wales, the majority of Powys learners are unable to access a designated Welsh-medium secondary school, apart from learners in the Ystradgynlais area who can access full Welsh-medium secondary provision at Ysgol Gymraeg Ystalyfera Bro Dur, located in Neath Port Talbot.'

'It is recognised that significant changes are needed to the Welsh-medium offer in Powys in order to reverse the trend of the last few years and ensure that all Powys learners can access comprehensive Welsh-medium provision throughout their educational careers.'

To address this issue, the authority has committed to supporting schools to move along the language continuum and to establish new Welsh-medium providers. The following developments are underway:

- Cabinet has, following consultation with stakeholders, approved a recommendation to change Ysgol Bro Hyddgen, Machynlleth from dual-stream to Welsh-medium (Bilingual Category 2A) on a phased basis from September 2022.
- A new all-age school will be established in Llanfair Caereinion in September 2022. The authority's ambition is for this all-age school to become a Welsh-medium all-age school. It is the intention that the new school will move along the language continuum until it is able to provide the entire breadth of learner experience that is associated with a Welsh medium education. **Officers have been working closely with the temporary governing body and a new vision for the school has now been developed, which shows a clear commitment to Welsh-medium education. The Council would need to take forward a statutory process to change the language category of the school to implement this vision – further discussions to take place with the new permanent governing body once it is formed in the autumn term 2022.**

- Plans for a new all-age Welsh-medium school in Builth Wells continue to be developed, with the aim of the new school opening in 2024/25. **An informal engagement with stakeholders is being carried out at the moment to gather views about the plans. Once the engagement period is over, the outcome of the engagement exercise will be shared with Cabinet with recommendations about the way forward in the area.** The development of a new all-age Welsh-medium school would be subject to the school reorganisation process, including consultation, and the required approvals by Cabinet.

Post-16 provision

Strategic Aim 2 of the Strategy for Transforming Education is to improve learner entitlement and experience for post-16 learners, recognising that many learners were choosing to attend providers outside of the county, impacting on the funding available to deliver the curriculum in Powys' secondary schools, thereby limiting the offer available. Following a comprehensive review of the situation, the authority is now establishing a new strategic management structure to oversee the delivery of post-16 provision. In 2020 / 21 the breadth of level 3 subjects offered across Powys included twenty academic subjects and four vocational across four sixth form providers.

It has been recognised that there is significant need to enhance the availability of Welsh-medium subjects, and the authority has been piloting E-sgol over the last few years which provides access to post-16 subjects through virtual learning.

Where do we aim to be within the first 5 years of this Plan and how we propose to get there?

Provision

Within the first 5 years of this plan, the authority aims to have completed the statutory processes required to establish 3 Welsh-medium all-age schools at Ysgol Bro Hyddgen and the new all-age schools in Llanfair Caereinion and Builth Wells.

It is recognised that transitioning to become fully Welsh-medium schools will take time, especially in terms of secondary and post-16 provision, therefore the authority will:

- Work with Ysgol Bro Hyddgen, the new all-age school in Llanfair Caereinion and Ysgol Calon Cymru so that they are able to offer a full curricular and extra-curricular offer in Welsh.
- Continue to use E-sgol to deliver a wider range of GCSE and post-16 Welsh-medium subjects.
- Collaboration with neighbouring opportunities about expanding provision.

Promotion

- Ensure learners are fully aware of the benefits of bilingualism in the workplace by working closely with schools and other providers such as the FE Sector, Careers Wales, Coleg Cymraeg.

Staff Development

- Support the workforce to improve their language skills through the Sabbatical Programme.

Governor Development

- Increase awareness and accountability of governors, and share best practice, by establishing a Welsh-medium education governors group.

Pupils studying Welsh as a subject

- The local authority's professional learning team will support all schools to strengthen their quality of provision and the quality of learning and teaching in Welsh.

Where do we expect to be at the end of our ten year Plan?

We will review our achievements at the 5 year stage and plan activity for the next 5 years in order to meet the targets outlined below.

Outcome 5:

More opportunities for learners to use Welsh in different contexts in school

Where are we now?

Opportunities for pupils to use the Welsh language in formal and non-formal settings are provided by schools themselves, as well as partners such as Menter Maldwyn and Menter Brycheiniog, the Urdd and the YFC. A number of extra-curricular activities are held in all types of schools – Welsh-medium, dual stream and English-medium – enabling all pupils to have the opportunity to use the Welsh language.

Siarter Iaith

The Siarter Iaith is a national framework to embed positive habits and attitudes towards the Welsh language through purposeful planning within schools and to promote informal use of it among learners inside and outside school, bringing together various partners to implement. Facilitating the use of Welsh, across the curriculum and in wider activities, with planned linguistic progression throughout all phases of education, will offer all children and young people the opportunity to become fully bilingual.

Siarter Iaith has been implemented in all Welsh-medium **primary** schools in Powys. All Welsh-medium primary schools have achieved at least the bronze award, with some achieving the silver and gold award as indicated below:

Number of Welsh-medium schools who have achieved the following Siarter Iaith awards:		
Bronze Award	Silver Award	Gold Award
21	8	1

Cymraeg Campus language charter has been implemented in all English-medium primary schools in Powys. Most English-medium schools have achieved the bronze award, with some achieving the silver award as indicated below:

Number of English-medium schools who have achieved the following Cymraeg Campus awards:		
Bronze Award	Silver Award	Gold Award
66	3	0

6 English-medium schools remain to achieve the bronze award. Verification dates were set for the spring/summer term 2020 but did not take place due to Covid 19 operational guidance/regulations. These will be re-arranged for Autumn term 2021/Spring term 2022.

In Welsh-medium schools, progress with the Siarter Iaith and its impact has been monitored by the Challenge Advisers during core visits and support visits and also by 'Pencampwyr Iaith' (Heads from schools identified as presenting good practice) during the verification of the awards. In the English-medium schools, progress and impact has been monitored by the Athrawon Bro team during support visits and during the verification of the awards.

School to school support has been facilitated to ensure good practice is shared within Powys and further afield. For example, Ysgol Cegidfa has effectively shared good practice with officers from other counties in Wales and showcased their work at ERW's regional conference in Swansea.

Effective opportunities for learners to use and practise Welsh in informal settings have been provided. Examples include:

- The ERW booklet, 'Give your Pupils the Bilingual Edge' has been shared with all schools in Powys. The resource contains a directory of numerous organisations, groups and individuals that can offer workshops bilingually or through the medium of Welsh. This resource was launched in ERW's conference 'Welsh in English Medium Schools' and the directory will be updated regularly.
- Successful workshops to raise language awareness and increase the opportunities for young people to use Welsh in informal settings were held across all clusters in January 2020:

'Tanio'r Ddraig' Workshops January 2020			
Date	Location	Number of Schools	Number of Children
20.01.20	Ysgol Dyffryn Banw, Llangadfan	11	44
21.01.20	Welshpool	10	40
22.01.20	Ysgol Dyffryn Trannon	12	48
23.01.20	The Showground, Llanelwedd	15	60
24.01.20	Subud Hall, Brecon	10	40

Pupil voice was at the core of these workshops with 4 members of the 'Cryw Cymraeg' from each English-medium school participating effectively in the workshops. Effective leadership was also promoted with the involvement of the 'Cymraeg Campus' Coordinator from each school. The workshops included the following sessions: Taith yr Iaith (Mewn Cymeriad), Mr Phormula, Bronwen Lewis, Animal Yoga and Welsh music. High quality resources were produced to support schools with developing their own initiatives back in school, for example 'Fy hoff gân' resource. As a result, most of these resources have been shared nationally. Impact on provision is difficult to measure due to Covid 19.

- Welsh music virtual gigs (Bronwen Lewis) for all primary and secondary schools in Powys were arranged for 'Dydd Miwsig Cymru' and 'Dydd Gwyl

Dewi' in Spring 2021. Many schools participated and leaders report that this provision has impacted positively on many pupils' attitude towards the Welsh language.

- The Senior Welsh in Education Officer has shared her expertise with the Welsh Government and regional consortia as part of the 'Keep Safe' programme to develop a range of resources to ensure that learners can continue to practise and develop their Welsh language skills through a blended learning approach.
- Interactive Siarter Iaith challenge mats were shared electronically with schools. As a result, all primary school leaders had effective resources to further promote the use of Welsh in their schools. It is too early to evaluate the impact.

Where do we aim to be within the first 5 years of this Plan and how we propose to get there?

The authority will ensure that all schools, regardless of their linguistic nature, will work within the Siarter Iaith National Framework to achieve the Welsh Government's aim of ensuring that learners:

- are confident in using their Welsh language skills
- foster positive attitudes towards the language
- increase the use of the language inside and outside the school

Specifically, the authority will carry out the following actions:

- Ensure that Siarter Iaith is implemented in all Secondary Schools in Powys. Improve leaders' understanding of the importance of the Language Charter and the requirements for developing the Welsh language in formal and informal situations by having guest speakers such as Mererid Hopwood to give a presentation on the importance and value of the Welsh language in Welsh 2050, Our National Mission and the Curriculum for Wales. Request a short recording in order to cascade the messages to all Secondary / Special School GBs.
- Non-contact time for secondary leaders to draw up a Language Charter strategic plan and to have one to one support sessions with officers e.g. Challenge Advisers and Senior Welsh Language Officer
- Ensure learners take ownership of the Welsh language and effective leadership is given to the school authority or learner group to actively promote the language among their classmates/peers.
- Compulsory virtual sessions for Secondary Language Charter coordinators to meet to discuss progress against the accreditation levels. Meeting to evaluate impact of the above actions and to share effective resources.
- Continue to work with Language Charter co-ordinators from other authorities within Wales to support the schools in implementing all elements of the language Charter and sharing resources and good practice. Senior Welsh in Education officer to participate in the National Cymraeg Campus Committee meetings.

- Create a sub-group of the LA's forum to lead on the delivery of our proposed commitment to increase opportunities for learners to use Welsh in different contexts in school.
- Promote and encourage schools to make use of ERW's 'Dimensiwn Cymreig' website which has been developed to promote the Welsh Dimension in Welsh Primary and Secondary classes. The website contains a wide range of information, resources and links relating to all things Welsh and reminds us of our rich legacy, about the history of our country and the influence it has had on other countries of the world.
- Promote the use of professional learning communities to share good practice in broadening and developing the work of the Charter.
- Continue to encourage links between schools and promote schools to share good practice and to provide case studies from the region to the Welsh government on an ongoing basis (to create a national Case study bank).
- Support schools and work with partners to develop opportunities for using Welsh outside the classroom. Encourage a range of Welsh medium extracurricular activities which provide opportunities for learners to socialise through the medium of Welsh e.g. work with Mentrau Iaith, the Urdd, S4C etc by looking at ways of promoting specific projects in schools that promote the use of Welsh e.g. Yard game workshops/story sessions/music and sports workshops. Find ways to share and identify and advertise events e.g. on digital billboards and at parents' meetings.
- Continue to hold workshops/activities that raise language awareness and increase the opportunities for young people to use Welsh within formal and informal settings.
- Raise awareness of opportunities to use the language in everyday contexts and on digital platforms e.g., school radio, film clubs, Breakfast Club, immersion courses and transitional methods year 6-7.
- Develop and promote the use of resources for learners to practise their language skills outside the classroom.
- Continue to work with the Welsh Government and regional consortia as part of the 'Keep Safe' programme to develop resources that will ensure that learners can continue to practise and develop their language skills at home.
- In line with the Professional Standards, ensure that school staff take every opportunity to develop their Welsh language skills and use the Welsh language with each other and with the children and young people. Promotion of online courses, sabbatical courses, Welsh language learning apps and courses within the authority.

Siarter Iaith Targets

Number of Welsh-medium primary schools who will achieve the following Siarter Iaith awards in the first 5 years of implementing the plan:			
	Bronze	Silver	Gold
2022-2023	21	13	8
2023-2024	21	16	9
2024-2025	21	18	11
2025-2026	21	19	12
2026-2027	21	21	14

Number of English-medium primary schools who will achieve the following Starter laith awards in the first 5 years of implementing the plan:

	Bronze	Silver	Gold
2022-2023	72	7	2
2023-2024	72	12	5
2024-2025	72	20	7
2025-2026	72	30	12
2026-2027	72	40	20

Number of Secondary / All Through schools who will achieve the following Starter laith awards in the first 5 years of implementing the plan:

	Bronze	Silver	Gold
2022-2023	11	3	0
2023-2024	11	5	0
2024-2025	11	7	0
2025-2026	11	9	5
2026-2027	11	11	6

Where do we expect to be at the end of our ten year Plan?

We will review our achievements at the 5 year stage and plan activity for the next 5 years in order to contribute to achieving the Council's vision as outlined at the beginning of this document.

Outcome 6:

An increase in the provision of Welsh-medium education for pupils with additional learning needs (ALN) (in accordance with the duties imposed by the Additional Learning Needs and Education Tribunal (Wales) Act 2018

Where are we now?

Demand for Welsh-medium provision for additional learning needs in mainstream education in Powys is met through Welsh-medium schools or streams. Specialist Welsh-medium provision for pupils with ALN is available at the Specialist Centre at Ysgol Gymraeg Dyffryn y Glowyr, Ystradgynlais, and bilingual provision is available at Ysgol Bro Hyddgen, Machynlleth. There is currently no capacity to provide Welsh-medium or bilingual provision at any other Specialist Centres throughout Powys.

There are currently no opportunities to access Welsh-medium Special School provision (for pupils with the most complex needs) in Powys, however there are opportunities to access provision in neighbouring authorities where there is accessible provision available. Any request for a Powys statemented pupil to access Welsh-medium provision in a Special School located in another authority is considered by the authority's ALN Statutory Panel.

The authority has no formal collaboration arrangement with any other authority in respect of ALN support, however, there is an opportunity to work with Ceredigion local authority to access Welsh language support, particularly around specialist support such as education psychology and specialist teachers.

As part of the authority's Transforming Education Strategy, and following consultation with stakeholders, Welsh medium support for pupils with ALN was identified as one of the seven areas of transformation for the ALN service. Furthermore, Welsh language provision is being addressed within each of the other six areas of transformation identified e.g. Early Years, mainstream, specialist provision etc.

The authority has acknowledged that the size and capacity of the Welsh-medium ALN workforce in Powys is insufficient, and that improvements need to be made.

Where do we aim to be within the first 5 years of this Plan and how we propose to get there?

Planning and Review

- A Welsh language ALN working group will be established during 2021 to oversee the consideration and integration of Welsh language provision into all areas of work within the ALN department. This group will carry out an audit of current demand and provision by August 2022 and develop an ALN Welsh Language policy. They will also establish formal links with the Welsh Language transformation workstream; identify opportunities to enhance the Welsh language exposure for ALN pupils, e.g. through mainstream programmes such as the Siarter Iaith / Cymraeg Campus; coordinate and disseminate regional developments in this area; review opportunities for access to specialist Welsh language resources and expertise; and provide advice to project managers within the ALN team on Welsh language provision.

Early Years

- The newly appointed Early Years ALN Lead Officer (EYALNLO) will, in line with the requirements of ALNET, and with immediate effect, ensure that where it is identified that any Additional Learning Provision is required to be delivered through the medium of Welsh, every reasonable effort will be made to secure it.

Mainstream

- All Welsh language teachers and teaching assistants in mainstream schools will have the skills and expertise to meet the ALN needs of pupils who are able to be supported in mainstream education. Welsh resources will be sourced and provided to support the workforce.
- At Ysgol Bro Hyddgen, a collaboration agreement will be established with Ceredigion to provide Welsh language specialist support.

Specialist Provision

- By 2022, special school provision (for ALN pupils with the most complex needs) will be established in North Powys, with capability to deliver Welsh language support as and when any demand is identified.
- In September 2023, new buildings for two existing special schools in Powys are planned to open. As part of the planning of these schools, consideration will be given to capacity for Welsh language provision.
- A new model for specialist centre service delivery will be developed during 2021 and 2022. Demand and supply of Welsh language support will be considered as part of the development of this new model.
- By 2022, a Welsh medium cluster nurture programme will be developed at Ysgol Dyffryn y Glowyr to support pupils with behavioural, emotional, and social difficulties.

- The process of appointing of a Welsh speaking KS2 teacher at the Pupil Referral Unit (PRU) in Brecon is underway. A similar appointment will be considered in the PRU in Newtown.

Post 16

- Work on transformation of ALN Post-16 provision is in early stages. However, during 2021, a working group will be established to formulate Powys County authority's plans for this area of focus. The terms of reference for this group will include consideration of Welsh language ALP provision for those up to age 25 (as required by the ALN Act).

Workforce Development

- All ALN training delivered by the authority will be offered through the medium of Welsh by 2025.
- Access to Welsh speaking specialist professionals, either through direct recruitment or through collaboration with neighbouring authorities will be secured, as per identified demand.
- The ability of central and school staff to support pupils with ALN through the medium of Welsh will be improved.
- Increasing Welsh use with parents

Additional Learning Needs Educational Tribunal Act (Wales)

In line with the requirements of the Act, the Local authority will, from September 2021:

- consider whether Additional Learning Provision (ALP) should be provided to any child or young person with ALN, in Welsh and, where they decide that it should be provided in Welsh, specify this in the Individual Development Plan (IDP).
- take all reasonable steps to secure Welsh ALP where it is specified in an IDP.
- review the sufficiency of arrangements for the provision of ALP in Welsh, and should it be considered that the availability of ALP in Welsh is not sufficient, take all reasonable steps to remedy the matter.
- be proactive about identifying opportunities to share Welsh language resources with other local authorities (as detailed above).

Where do we expect to be at the end of our ten year Plan?

We will review our achievements at the 5 year stage and plan activity for the next 5 years in order to contribute to achieving the Council's vision as outlined at the beginning of this document.

Outcome 7:

Increase the number of teaching staff able to teach Welsh (as a subject) and teach through the medium of Welsh

Where are we now?

We have supported and promoted Welsh Government's Welsh-language Sabbatical Scheme courses. The following number of staff attended Sabbatical courses between 2015 and 2020:

Sabbatical Courses 2015-2020	
Sylfaen (11 weeks)	Cymraeg mewn Blwyddyn
36 teachers	3 teachers

The following provision is planned for September 2021:

Sabbatical Courses 2021-2022	
Part 1 Cymraeg Mewn Blwyddyn	Part 2 Cymraeg mewn Blwyddyn
12 teachers	6 teachers

- Revision courses have been held for teachers who have completed the Sabbatical Sylfaen courses.
- Targeted sessions for teachers with no Welsh language skills have been provided by the Athrawon Bro. Supply cover paid to release staff. As a result, most of the teachers are able to use incidental Welsh effectively.
- Welsh online courses have been promoted and links shared with all schools
- Welsh acquisition results of Calon Cymru, Caereinion and Gwernyfed secondary school staff have been analyzed and training needs of the workforce identified in order to move them along the language continuum. An 11 week (4hr weekly sessions) Mynediad Course (W2) was organized for Ysgol Calon Cymru and Ysgol Caereinion during Spring 2021. Eleven staff members from Calon Cymru secondary school and 5 staff members from Caereinion secondary school attended. As a result, the school workforce has significantly increased their Welsh language skills. The Calon Cymru group will continue for a further 11 weeks (2hr weekly sessions) in summer term 2021. The Llanfair Caereinion group will continue for a further 8 weeks (1hr weekly session). A 10 week (2hr weekly sessions) Intermediary Course targeting Calon Cymru staff on W3 will be commencing on May 10th. Six members of staff will be attending.

However, the authority is concerned that the impact of this additional training has not resulted in significantly increasing the number of teaching staff and support staff with the Welsh language skills that will be required in order to meet the

aspirations to increase the number of Welsh-speakers, and therefore a more targeted approach is required within the first few years of this plan.

Where do we aim to be within the first 5 years of this Plan and how we propose to get there?

- The authority will work with our partners and Welsh Government on ensuring that we have a suitably skilled school workforce. This will include implementing the new Professional Standards for Teachers, increasing the number of teachers who can teach Welsh as a subject and work effectively in bilingual settings, take advantage of alternative routes into teaching, access national workforce planning systems and the Wales-wide approach to small and rural schools.
- The authority will also analyse results from the School Workforce Annual Census (SWAC) – Welsh language skills framework and evaluate the Welsh acquisition results of schools. The authority will also identify the training needs and broker relevant training programmes, for examples via Aberystwyth University, for the workforce to move along the language continuum.
- Support and promotion of a systematic take-up of the Welsh Government's Welsh- language Sabbatical Scheme courses (all levels) will be delivered.
- Targeted 'Cymraeg i Oedolion' training programmes will be provided, facilitated by University of Wales, Aberystwyth to improve the Welsh language acquisition of teachers in Powys, prioritising schools that are a part of the transformation strategy / vision in Powys.
- The authority will also promote the use of the Camau Nesaf resource pack designed for teachers who have been on Sabbatical Scheme courses. The pack will include information for practitioners on how to use and build on their Welsh language and teaching skills in their schools and the support available to them.
- Aftercare and support will be provided, as well as further revision courses, for staff following the completion of Sabbatical courses.
- Teachers with little or no Welsh language skills will be supported to have non-contact time to complete the online training courses provided by 'Learn Welsh Cymru'.
- Good practice will be disseminated through case studies and headteacher meetings etc.

Where do we expect to be at the end of our ten year Plan?

It is expected that there will be an increased workforce in Powys schools to be able to teach through the medium of Welsh. It is also expected that there would be a pool of supply staff who are able to teach through the medium of Welsh. The authority will also focus on enhancing the Welsh language skills of its own central workforce as well.

We will review our achievements at the 5 year stage and plan activity for the next 5 years

How we will work with others to achieve our vision

The authority's Welsh-medium Education Forum meets at least once a term, and brings together a range of stakeholders working to develop Welsh-medium Education, including local authority officers, school representatives and representatives of other Welsh language organisations.

The Forum will continue to oversee implementation of the authority's Welsh in Education Strategic Plan for 2022-32.

During the period of the WESP, the authority will further develop the role of the Welsh-medium Education Forum, by introducing / re-establishing sub-groups to take forward specific aspects of the Welsh in Education Strategic Plan. These will include the following:

- Promotion of Welsh-medium education
- Extra-curricular use of Welsh
- Additional Learning Needs
- Professional Development



Welsh in Education Strategic Plan 2022-2032

CONSULTATION REPORT

January 2022

Contents

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- 2. Summary of the Consultation**
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The Council's 10 year vision

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 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

Outcome 5: More learners with higher-level Welsh-language skills

Outcome 6: Welsh-medium provision for learners with Additional Learning Needs (ALN)

Outcome 7: Workforce planning and continuing professional development (CPD)

Impact on the Welsh language

Impact on Protected Characteristic Groups

- 4. Other Written Responses**

1. INTRODUCTION

Section 84 of the School Standards and Organisation (Wales) Act 2013¹ requires all local authorities in Wales to prepare a Welsh in Education Strategic Plan (WESP) which sets out how the local authority will improve the planning of the provision of education through the medium of Welsh. Further to this, the Welsh in Education Strategic Plans (Wales) Regulations 2019² set out the requirements for all local authorities in Wales to submit WESPs to the Welsh Ministers every 10 years.

The Regulations also require local authorities to carry out consultation on their draft plan before it is submitted to the Welsh Ministers. Consultation on this plan took place in accordance with the requirements of the Regulations, from the 24 September 2021 and the 19 November 2021. This report summarises the responses received.

The draft plan will be amended to take account of issues raised during the consultation period and an updated version of the Council's Welsh in Education Strategic Plan for 2022-2032 will be considered by the Council's Cabinet before being submitted to the Welsh Ministers for their approval. Following submission, the School Standards and Organisation (Wales) Act 2013 states that Ministers may:

- Approve the Plan as submitted
- Approve the Plan with modifications; or
- Reject the Plan and prepare another one.

Once approved by the Welsh Ministers, progress on the Objectives outlined within the Plan will be monitored by the Council's Welsh-medium Education Forum, which will meet on a termly basis, and through the Schools Service's Accountability Framework.

The Council will be required to report annually on progress to the Welsh Government. This progress report will be shared with the Council's Cabinet before being submitted to the Welsh Government.

The Council's WESP for 2022-2032 is aligned to the Council's Strategy for Transforming Education 2020-2030. Any school reorganisation proposals required in order to achieve the objectives of the WESP will be subject to the formal process as outlined in the policy and the School Organisation Code (2018).

2. SUMMARY OF THE CONSULTATION

2.1 The Consultation period

Consultation on the Council's WESP for 2022-2032 took place between the 24th September 2021 and the 19th November 2021.

Information about the consultation was shared with stakeholders in accordance with the requirements of the Regulations, and the consultation response form was available on the Council's website throughout the consultation period. Information about the consultation was also shared in the local press and on the Council's social media.

2.2 Responses received

11 respondents completed the Welsh language version of the consultation response form, and 82 respondents completed the English language version of the consultation response form which was available online.

In addition, a number of written consultation responses were received. 2 written responses were received in Welsh, and 11 written responses were received in English.

As well as responses from individuals, responses were received from the following organisations:

- Welsh Language Commissioner
- Mudiad Meithrin
- Rhieni dros Addysg Gymraega (RhAG) – Parents for Welsh-medium Education
- Estyn
- UCAC
- Coleg Cymraeg Cenedlaethol
- Governing Body of Ysgol Dyffryn Trannon
- Llanidloes Schools' Federation Governing Body
- Cyngor Cymuned Llandysillio Community Council
- Cyngor Cymuned Llandrinio & Arddleen Community Council
- Cyngor Cymuned Glantwymyn Community Council
- Cyngor Tref Llanidloes Town Council

3. CONSULTATION RESPONSE FORMS

The following section summarises the feedback received in the consultation response forms which were completed.

Part 1 – About you

1. Please note in what context you have an interest in this consultation:

Response	No.	%
Parent / carer or guardian	46	48%
Pupil	3	3%
Staff in Powys school	12	13%
Governor of Powys school	14	15%
Powys resident	11	12%
Other	7	7%
Not Answered	2	2%
Total responses	95	100.0%

If you answered 'other' please provide further details

Response	No.	%
Former Headteacher	1	1%
Governor	1	1%
Member of staff	3	3%
Member of the community	2	2%
Organisation	1	1%
Other	1	1%
Not Answered	82	90%
Total responses	91	100.0%

2. Please provide your postcode:

Response	No.	%
Newtown	13	14%
Welshpool	11	12%
Builth Wells	8	9%
Brecon	6	6%
Llandrindod	2	2%
Llanymynech	6	6%
Llanidloes	3	3%
Crickhowell	3	3%
Caersws	3	3%
Llanidloes	3	3%
Llanfyllin	1	1%
Knighton	1	1%
Llanfyllin	1	1%
Oswestry	1	1%

Llandinam	1	1%
Montgomery	1	1%
Llangammarch Wells	1	1%
Rhayader	1	1%
Swansea	2	2%
Shrewsbury	1	1%
Not answered	26	28%
Total responses	93	100.0%

3. How old are you?

Response	No.	%
Under 16	2	2%
17-24	2	2%
25-34	16	17%
35-44	27	29%
45-54	15	16%
55-64	12	13%
65-74	5	5%
75-84	0	0%
85+	0	0%
Prefer not to say	13	14%
Not answered	2	2%
Total responses	94	100.0%

4. What is your gender?

Response	No.	%
Male	20	21%
Female	56	60%
Gender fluid	2	2%
Non-Binary	3	3%
Gender neutral	0	0%
Prefer not to say	10	11%
Not answered	3	3%
Total responses	94	100.0%

5. Can you understand, speak or write Welsh?

Response	No.	%
Yes	39	40%
No	27	28%
Prefer not to say	27	28%
Not answered	4	4%
Total responses	97	100.0%

6. If you have school-aged children, are they entitled to receive free school meals?

Response	No.	%
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Yes	5	5%
No	59	62%
Prefer not to say	15	16%
Not answered	16	17%
Total responses	95	100.0%

7. If you have school-aged children, do they have additional learning needs?

Response	No.	%
Yes	11	12%
No	52	56%
Prefer not to say	14	15%
Not answered	16	17%
Total responses	93	100.0%

8. Do you consider yourself to be disabled?

Response	No.	%
Yes	6	%
No	66	%
Prefer not to say	14	%
Not answered	7	%
Total responses	93	100.0%

9. What is your ethnic group?

Response	No.	%
White	70	74%
Asian	1	1%
Black, African or Caribbean	1	1%
Mixed	2	2%
Gypsy/Traveller	2	2%
Other	1	1%
Prefer not to say	14	15%
Not Answered	4	4%
Total	95	100.0%

Part 2 – Response to consultation exercise

General comments on the Council's 10 year vision

Q1 The Council's draft WESP includes a target to increase the year 1 pupils being taught through the medium of Welsh in Powys by 14 percentage points to 36% by 2023.

What is your view on this target?

Response	No.	%
The target is too high	43	46%

The target is about right	36	38%
The target is too low	11	12%
Don't know	4	4%
Total	94	100.0%

Q2 Please provide any comments you have on the Council's target to increase year 1 pupils being taught through the medium of Welsh in Powys to 36% by 2032.

13 respondents provided additional comments.

Here is a summary of the comments received:

- The target is sufficiently challenging, yet reasonable
- Welsh language primary provision is currently very mixed
- More focus is needed on developing Welsh as a second language
- The plans are too ambitious
- Careful promotion is need of any developments so that parents don't feel this is being forced on them
- Promotion of bilingualism / Welsh-medium education to new parents
- Any growth can only come from families that don't currently speak Welsh
- Concern about the lack of Welsh speaking teachers to implement the plan
- Concern about lack of support in the home for pupils from households where no Welsh is spoken
- Concern about the impact on border areas
- All pupils should be taught through the medium of Welsh
- Education through the medium of Welsh should be available to all who wish it, but it should not be to the detriment of those who wish education through the medium of English.
- There should be more emphasis on spoken Welsh
- More increase in the Foundation Phase e.g. all dual stream schools to only teach through the medium of Welsh in the Foundation Phase
- A clear pathway is needed from early years through to secondary
- Need more provision, particularly in towns where there is currently no Welsh-medium early years / primary provision

Q3 The Council's overall ten year vision to increasing and improving the planning and provision of Welsh-medium education in Powys is outlined on page 1-2 of the draft WESP. To what extent do you agree with the Council's vision?

Response	No.	%
Strongly agree	10	11%
Tend to agree	25	28%
Neither agree nor disagree	15	17%
Tend to disagree	9	10%
Strongly disagree	29	32%
Don't know	2	2%
Total	90	100%

Q4 If you answered ‘Tend to disagree’ or ‘Strongly disagree’, please suggest how the Council could improve this section.

13 respondents provided additional comments.

Here is a summary of the comments received:

- Concern about access to Welsh-medium secondary provision
- There should be more focus on developing dual stream provision
- Concern that more travel would be needed in order to access English-medium provision
- The Council should acknowledge that Welsh-medium schools are the best model in order to create bilingual citizens and this is the model that will be adopted
- Concern that focussing on ‘moving schools along the language continuum’ will take a very long to implement
- There are opportunities to establish Welsh-medium provision in areas such as Llanidloes which aren’t reflected in the WESP

Q5 Please provide any other comments you have in relation to this outcome.

13 respondents provided additional comments.

Here is a summary of the comments received:

- In South Wales there are Welsh medium schools rather than streams / units within English speaking schools. This creates a Welsh speaking ethos/culture in the school.
- Concern that single language schools (e.g. Welsh-medium or English-medium) split the pupils.
- Concern that the work done to ensure access to Welsh in the primary will be diluted in the secondary sector
- More Welsh is needed in some areas, e.g. Builth and Presteigne
- Concern about the ability to recruit Welsh speaking staff at all levels – at Cylch Meithrin and in school. This limits the opportunities to expand.
- Concern about lack of detail and timelines in the WESP
- There is no financial appraisal of the costs involved.
- There is no information about demand for Welsh-medium education

Outcome 1: More Nursery children / three-year-olds receive their education through the medium of Welsh

Q6 To what extent do you agree that the Council’s plans for Outcome 1 would result in the number of 3-year-olds receiving their education through the medium of Welsh by 2032?

Response	No.	%
Strongly agree	16	17%

Tend to agree	31	34%
Neither agree nor disagree	11	12%
Tend to disagree	16	17%
Strongly disagree	18	20%
Don't know	0	0%
Total	92	100%

Q7 If you answered “Tend to disagree” or “Strongly disagree”, please suggest how the Council could improve its plans for this Outcome.

13 respondents provided additional comments.

Here is a summary of the comments received:

- Concern about lack of Welsh speaking staff
- Concern that additional training which has been in place has not resulted in significantly increasing the number of teaching staff and support staff with the Welsh language skills needed to meet the aspirations.
- Concern about imposing Welsh-medium teaching in areas which don't have a strong Welsh language tradition
- High quality affordable childcare is what's most important
- How many full time Welsh-medium providers are there in Powys? There is a need for Welsh-medium full-time childcare, which would lead to more Welsh-medium pupils. Currently children have to go to English-medium childcare as no Welsh-medium childcare is available.
- The Council should wait until the childcare sufficiency assessment which is currently underway has been completed to understand whether the targets are reasonable.
- There is not enough detail to assess how and when the increase will happen.

Q8 Please provide any other comments you may have in relation to this Outcome

13 respondents provided additional comments.

Here is a summary of the comments received:

- Staff and settings need to be onboard from the beginning
- Training needs to be in place so that this is a positive move
- Concern about availability of teachers who can teach through the medium of Welsh
- More detail needed about workforce development
- Need more support for parents with no knowledge of Welsh
- Need to improve the teaching of Welsh as a second language
- The Council should return Nursery provision to schools to ensure the children receive the correct level of education and Welsh language skills
- New website needs to be promoted more widely
- Need provision in large villages / towns where there isn't currently provision

- Important that there is continuity from 3 year old provision into Reception
- The application process for starting at Nursery has been confusing
- I doubt whether some of the Nursery sessions being advertised as 'Welsh' will actually take place in Welsh, due to a shortage of Welsh speaking staff.
- Closing rural sites will make it more difficult to access provision in rural areas

Key points for this outcome:

XXXXXX

Outcome 2: More reception class children / five-year-olds who receive their education through the medium of Welsh

Q9 To what extent do you agree that the Council’s plans for Outcome 2 would result in an increase in the number of 5 year olds receiving their education through the medium of Welsh by 2032?

Response	No.	%
Strongly agree	13	14%
Tend to agree	29	32%
Neither agree nor disagree	13	14%
Tend to disagree	17	18%
Strongly disagree	19	21%
Don't know	1	1%
Total	92	100%

Q10 If you answered “Tend to disagree” or “Strongly disagree”, please suggest how the Council could improve its plans for this Outcome.

13 respondents provided additional comments.

Here is a summary of the comments received:

- There is too little choice. Where you live decides, not your choice.
- Driving families out of Welsh communities makes the plan simply unworkable.
- Need for more Welsh-medium provision in towns such as Llanidloes
- Welsh-medium pupil numbers in the nursery and primary phase are growing but need clarity in terms of Welsh-medium secondary provision
- Moving dual stream schools along the language continuum is not enough – there is also a need to establish Welsh-medium provision quickly and align with secondary provision.
- If the long term aim is not to have dual stream provision, the Plan should say so.
- Dual stream schools are useful in areas where the demand is mainly for English medium education as they can help to build up the demand for Welsh-medium education.

- There is no mention of the costs of Welsh Language Centres.
- There is not enough detail/information/current data to assess where, when and how the increase will happen. How will it be funded.

Q11 Please provide any other comments you have in relation to this Outcome.

13 respondents provided additional comments.

Here is a summary of the comments received:

- Training for staff is vital
- The plans would result in an increase of Welsh medium provision, but this may not be a positive for many pupils, families or schools
- Financial impact has not been taken into account
- There needs to be a strong commitment from home to support the speaking of Welsh which may not be there in homes where no Welsh is spoken
- Agree that provision is needed in areas where there is no provision
- There will be a need for more support to ensure sufficient staff are available to encourage young children to be fully immersed in Welsh.
- A clear pathway is needed from pre-school to primary to secondary provision
- A number of immersion centres – possibly in some of the small schools that are under threat.
- Concern that commitments made in the previous WESP have not been kept which has meant that some pupils have been deprived of a chance of a bilingual education e.g. in the Llanidloes area.
- When moving schools along the language continuum, the financial formula needs to ensure that the school can still provide the right number of classes/teachers according to the number of pupils in each stream, not just the whole school.

Key points for this outcome:

XXXXXX

Outcome 3: More children continue to improve their Welsh language skills when transferring from one stage of their statutory education to another

Q12 To what extent do you agree that the Council’s plans for Outcome 3 would result in an increase in the number of five-year-olds receiving their education through the medium of Welsh by 2032?

Response	No.	%
Strongly agree	12	13%
Tend to agree	23	25%
Neither agree nor disagree	16	17%
Tend to disagree	15	16%

Strongly disagree	24	26%
Don't know	3	3%
Total	93	100%

Q13 If you answered, 'Tend to disagree' or 'Strongly disagree', please suggest how the Council could improve its plan for this Outcome.

13 respondents provided additional comments.

Here is a summary of the comments received:

- Numbers attending English medium provision in dual stream schools highlight the fact that parents and children want choice over education.
- There will be fewer children attending and / or living in our communities, due to the lack of local schooling & free transport, therefore outcome 3 will not be realised.
- Border schools and villages would be negatively affected as parents may well choose higher education which does not insist on the Welsh Baccalaureate as part of the curriculum.
- There is a need to increase the Welsh-medium provision at secondary level.
- The offer of Welsh-medium secondary provision is only available in selected areas.
- There should be more provision in Brecon. There will always be large numbers of pupils transferring to English-medium high schools if pupils need to travel to Builth or Ystalyfera for Welsh-medium education.
- There should be a Welsh stream in each high school to pick up any increase in Welsh speaking primary children.
- More dual stream secondary schools needed to encourage pupils to continue in Welsh-medium education.
- Having separate Welsh-medium schools will put people off even starting education in Welsh.
- There is no clear pathway to have full Welsh-medium provision for pupils in east Montgomeryshire.
- The Council should investigate why pupils change language during transition from primary to secondary provision.
- Transport costs to continue to access Welsh-medium provision are prohibitive if on allow income.

Q14 Please provide any other comments you have in relation to this Outcome.

13 respondents provided additional comments.

Here is a summary of the comments received:

- It's no wonder that pupils leave Welsh-medium secondary education in the Brecon catchment given the limited subject offer at the school
- Parents must be reassured that a choice of subjects will be available in secondary school.

- If the secondary offer was better more parents would choose Welsh-medium secondary provision.
- More smaller Welsh streams in existing schools will allow more pupils to access the Welsh language, rather than a few full Welsh speaking schools.
- Welsh-medium schools would give pupils a higher quality of Welsh language, but the Council's aim should be to have more pupils able to speak Welsh, not fewer but better technically.
- There is a need to make it clear to non-Welsh speaking parents that pupils who are fluent at 11 years of age will lose that fluency if they do not use their Welsh.
- There is a need to promote the benefits of full Welsh-medium secondary provision to parents of pupils in yrs 5/6 regularly during the academic year not only in the summer term.
- There is a recruitment crisis in many areas of secondary education that doesn't look like it will improve in the near future. Powys always struggles more than most due to its location.
- There is a need for a clear pathway in Welsh-medium education.

Outcome 4: More learners study for assessed qualifications in Welsh (as a subject) and subjects through the medium of Welsh.

Q15 To what extent do you agree that the Council's plans for Outcome 4 would result in more learners studying for assessed qualifications in Welsh (as a subject) and subjects through the medium of Welsh.

Response	No.	%
Strongly agree	9	10%
Tend to agree	25	27%
Neither agree nor disagree	16	17%
Tend to disagree	20	22%
Strongly disagree	20	22%
Don't know	2	2%
Total	92	100%

Q16 If you answered, 'Tend to disagree' or 'Strongly disagree', please suggest how the Council could improve its plans for this Outcome.

13 respondents provided additional comments.

Here is a summary of the comments received:

- Concern that the majority of Powys learners are unable to access a designated Welsh-medium secondary school and plans which are currently in development will take time to achieve
- Plans are there but all curriculum subjects need to be available through Welsh medium.

- Concern about the Welsh-medium subject provision available at Powys schools as stated in the document – this is unfair to pupils who have accessed all their primary provision in Welsh.
- Concern that there is too much focus on Welsh-medium subjects available – even in schools where the Welsh-medium subject provision is limited, Welsh is used in other areas e.g. assemblies, form groups
- Recruitment of staff able to teach through Welsh medium needs to be a priority.
- The current model of delivering provision in Powys is not attractive to Welsh speaking staff.
- Many children would be choosing higher education in England where this would be irrelevant.
- Concern that whilst there are well developed plans to provide access to full Welsh-medium provision in Machynlleth and Builth Wells, there is no clear plan to ensure access to full Welsh-medium provision for pupils in East Montgomeryshire.

Q17 Please provide any other comments you have in relation to this Outcome.

13 respondents provided additional comments.

Here is a summary of the comments received:

- Concern about further and higher education – the choice of Welsh-medium courses here is extremely limited.
- Concern about pupils that have studied through the medium of Welsh transferring to study in English in higher education.
- Parents are concerned that children may not be considered by English Universities if they have studied through the medium of Welsh – more need to be done to work with English universities and with parents to alleviate fears.
- The Council's decision to retain the Welsh-medium stream in Brecon has confused the Welsh-medium education pathway and has made it more difficult to improve the offer and attract staff.
- Concern that there isn't the necessary leadership, understanding and motivation within the Council to achieve the aims.
- The aim to ensure that there are three Welsh-medium secondary schools is undermined by the Council's travel policy in some areas
- E-sgol should be used to provide access to Welsh-medium subjects for small numbers of pupils
- Ysgol Caer Elen in Pembrokeshire is an excellent example of a local authority's vision, enthusiasm and passion to celebrate success. Why doesn't Powys County Council have the same exciting vision for Welsh-medium education in North East Powys?

Outcome 5: More opportunities for learners to use Welsh in different contexts in school.

Q18 To what extent do you agree that the Council’s plans for Outcome 5 would result in more opportunities for learners to use Welsh in different contexts in school

Response	No.	%
Strongly agree	15	16%
Tend to agree	30	32%
Neither agree nor disagree	23	25%
Tend to disagree	11	12%
Strongly disagree	12	13%
Don’t know	2	2%
Total	93	100%

Q19 If you answered, ‘Tend to disagree’ or ‘Strongly disagree’, please suggest how the Council could improve its plans for this outcome.

13 respondents provided additional comments.

Here is a summary of the comments received:

- Develop the Welsh language Charter, especially in high schools, with support for governors and the leadership team / parents – this should be central to the school’s development plan
- Concern about the timeline for moving the new school in Caereinion along the language continuum – if the school is established in September 2022, when will the school be able to provide a full Welsh ethos, standards, subjects?
- Lack of ambition for developing Welsh first language opportunities in some areas e.g. Llanidloes will adversely affect the extent to which Welsh is used in wider contexts in the schools.

Q20 Please provide any other comments you have in relation to this Outcome.

13 respondents provided additional comments.

Here is a summary of the comments received:

- This aspect is the biggest challenge facing Welsh-medium education
- Concern about how time will be set aside for secondary leaders to draw up a strategic plan for the charter – there is a tendency for this type of activity to take place in addition to the day-to-day activity of busy schools, as opposed to allocating dedicated time for this
- Events need to be organised regularly, e.g. a band playing in the high school every term
- Siatr iaith is a fantastic initiative
- More should be done to bring together Welsh second and first language together by not having two separate awards/entities – this would help with co-ordination in dual stream schools

- Using the Welsh language socially in and around school in different settings is a valuable way of gaining confidence with the language.

Outcome 6: An increase in the provision of Welsh-medium education for pupils with additional learning needs (ALN) (in accordance with the duties imposed by the Additional Learning Needs and Education Tribunal (Wales) Act 2018).

Q21 To what extent do you agree that the Council’s plans for Outcome 6 would result in an increase in the provision of Welsh-medium education for pupils with additional learning needs by 2032?

Response	No.	%
Strongly agree	11	12%
Tend to agree	19	21%
Neither agree nor disagree	20	22%
Tend to disagree	18	20%
Strongly disagree	20	22%
Don't know	4	4%
Total	92	100%

Q22 If you answered , ‘Tend to disagree’ or ‘Strongly Disagree’, please suggest how the Council could improve its plans for this Outcome.

13 respondents provided additional comments.

Here is a summary of the comments received:

- ALN provision should be equitable with the provision available in other schools.
- Provision should be available to all, not just when the demand is identified.
- All pupils should be offered the option of Welsh, no matter at what level they are learning.
- Concern that pupils with ALN will be disadvantaged by proposals move schools along the language continuum or to increase Welsh-medium provision.
- Existing provision could be further developed to provide more Welsh-medium ALN support e.g. Welsh-medium provision could be offered at the ASD centre in Llanidloes.
- Concern about lack of Welsh-medium resources
- There is a lack of detail and information
- It would be much easier to achieve in designated Welsh-medium schools where the headteacher, senior leadership team and governors are 100% behind the aims.

Q23 Please provide any other comments you have in relation to this Outcome.

13 respondents provided additional comments.

Here is a summary of the comments received:

- Quality and depth of teaching staff is not high
- This is a vital area to help be inclusive
- There is a need to source outside agencies such as play therapists, speech therapists, behavioural specialist who are Welsh speaking to support schools and pupils
- I don't think this section is detailed enough to show how the outcomes sought will be achieved – more detail is needed, especially given the impact of new ALN legislation in Wales.
- Schools need to be equipped with trained staff who are able to deliver lessons through the medium of Welsh and also be trained in ALN requirements.
- Individuals involved in assessments need to be able to converse through the medium of Welsh.

Outcome 7: Increasing the number of teaching staff able to teach Welsh (as a subject) and teach through the medium of Welsh.

Q24 To what extent do you agree that the Council's plans for Outcome 7 would result in an increase in the number of teaching staff who are able to teach Welsh (as a subject) and teach through the medium of Welsh by 2032?

Response	No.	%
Strongly agree	13	14%
Tend to agree	24	26%
Neither agree nor disagree	22	24%
Tend to disagree	15	16%
Strongly disagree	18	20%
Don't know	0	0%
Total	92	100%

Q25 If you answered, 'Tend to disagree' or 'Strongly disagree', please suggest how the Council could improve its plans for the Outcome

13 respondents provided additional comments.

Here is a summary of the comments received:

- Sabbatical costs do not cover the costs to the school in supply therefore this is not being taken up by as many practitioners as possible
- No support has been provided by the Athrawon Bro since March 2020
- Additional training has not resulted in significantly increasing the number of teaching and support staff with the language skills required to meet the aspirations.

- The take up for support and training offered to date has been low, which makes meeting the targets very challenging.
- Workshops should be provided to get teachers speaking naturally together and build up their confidence.
- The Council is discriminating against professionals who are established in their roles and who are not Welsh speaking, particularly those from areas where they already have to be familiar in other languages for example Polish.
- All support staff should be taught to communicate in Welsh
- Concern that teachers that don't speak Welsh will be forced across the border.
- Concern that this would impact on the quality of teachers, as the main criteria will be whether or not a teacher can speak Welsh, regardless of how good they are.
- More opportunities to access Welsh-medium education in order to create more Welsh speaking teachers in the future.
- More detail and guidance is needed in terms of how to get to grips with the shortage of Welsh speaking staff. Concentrating on designated schools would help with this – streams are expensive and take up resources.

Q26 Please provide any further comments you have in relation to this outcome

- This needs to be well planned for, forward thinking is needed
- Sabbatical schemes work best when more than one member of staff attends at the same time
- How are headteachers able to be released to follow a sabbatical?
- There needs to be more training opportunities for all staff within schools.
- Need to be more strategic when targeting which teachers need to have the ability to improve their language skills sufficiently to be able to teach in Welsh
- Staff need more opportunities to use Welsh in the workplace.
- Expecting all teaching staff to be able to speak to a level where they can hold a conversation with a fluent speaker is optimistic.
- Concern that this would put more stress on teachers who already have enough to do.
- Need to expand on the detail in the first bullet point on page 33 to identify how you will evaluate / adapt the work you are undertaking should the actions listed not result in an increase in workforce skills
- Need to improve the quality of Welsh taught so that more students have a better knowledge of Welsh when leaving school. There is too much emphasis on written Welsh rather than spoken Welsh.

Impact on the Welsh language

Q27 In your opinion, what positive or adverse effects would the Council's draft WESP for 2022-2032 have on opportunities for persons to use the Welsh language and treating the Welsh language no less favourably than the English language?

13 respondents provided comments.

Here is a summary of the comments received:

- Concern about adverse effects for pupils attending English-medium schools who would be denied an opportunity to attend English-medium secondary provision in the same town.
- Concern about discrimination against children from English speaking families where choice is removed.
- Concern that staff will be discriminated against and made to feel less valued.
- There should be choice – pupils should be able to choose to be taught in Welsh or English.
- More opportunities for Welsh-medium education
- The actions will have a positive impact on use of Welsh. Any adverse effects would only materialise if insufficient resource is made available to realise the outcomes sought.
- Secondary aged pupils would still be disadvantaged, particularly in the Newtown / Severn Valley area.
- Without Welsh-medium secondary schools offering all subjects in Welsh, the Council is continuing to treat those choosing Welsh-medium education less favourably.
- Governor development will be needed to support the Council's vision – they will influence the movement of schools along the language continuum.
- Concern that lack of secondary provision in some parts of the county could mean that pupils / parents don't choose Welsh-medium primary provision.

Q28 How do you think the Council's draft WESP for 2022-2032 could be formulated or revised so that it would have positive / more positive effects, or so that it would not have adverse effects / less adverse effects on opportunities for persons to use the Welsh language and treating the Welsh language no less favourably than the English language?

13 respondents provided comments.

Here is a summary of the comments received:

- The Council should reconsider plans for Welsh-medium only secondary provision and instead invest money into resources to improve bilingualism.
- Welsh only schools would disadvantage Welsh-medium pupils and would mean that pupils would have to travel unacceptable distances
- Ensure that Welsh-medium secondary provision includes all the communities it serves – which may be wider than the town where the provision is located.
- Need to ensure that the Welsh-medium provision is equal to the English-medium provision, in terms of subjects and extra-curriculum provision

- Clear timelines for establishing Welsh-medium secondary provision in the 3 identified locations so that this is operational within 10 years
- Support for more use of Welsh socially / by employers and support for parents to use Trochi.
- Appropriate funding to support dual streams who are in the process of transition
- The Plan should make reference to demand in Powys for Welsh medium provision – some independent assessment based on sound methodology is required
- Need to make the offer more widespread throughout the county – inclusivity in all areas
- The plan needs to be reviewed and monitored regularly, weaknesses need to be recorded and strengthened, good practice shared and developed
- There is a need for the leadership and scrutiny needed to ensure that the plan is implemented – this has been missing in the past.
- Continue to support schools/governors/learners/parents/sharing of good practice
- Concern that the plan treats the English language less favourably and removes the choice of parents and children.

Impact on protected characteristic groups

Q29 Do you have any comments or concerns about the impact of the Council's draft WESP for 2022-2032 on people with protected characteristics under the Equality Act 2010?

13 respondents provided comments.

Here is a summary of the comments received:

- Children with learning disabilities who speak English would be at a disadvantage not learning in their own language.
- Discriminates about teachers who are not Welsh speakers – concern that these would feel undervalued
- Suggestion that the Council's transport policy is discriminatory.
- The plan would not have a negative impact on protected characteristic groups.

4. OTHER WRITTEN RESPONSES

WRITTEN RESPONSES AND OTHER COMMENTS RECEIVED

Summary of written responses received from individuals and Community Councils

Issue	Points raised
	Are there any costings and environmental impact statements to sit alongside the document? For example the cost of transportation for Severn Valley pupils from Newtown and Welshpool to Caereinion and the impact on the number of buses on pollution.
	Powys failed to meet any target contained in its previous WESP, 2012-2019, and there is insufficient detail in the current WESP to be able to make a proper comparison.
	The number of Powys pupils transferring from year 6 Welsh-medium to year 7 Welsh-medium has declined from 90% in 2010/11 to 82.75 in 2019/20
	The number of pupils aged 16-19 being taught 2 subjects through the medium of Welsh 2015/16 was 1.76%. There is no corresponding data in the current WESP.
	WESP 2012/13 had a stated intention to make Caereinion, Llanfyllin and Llanidloes High Schools Category 2B by 2020. This has not been achieved. In the meantime there has been a reduction in the number of subjects being taught through the medium of Welsh in these schools.
	WESP 2017/20 had a stated intention to establish a Welsh-medium secondary school in the Severn Valley. This has not been achieved.
	WESP's 2012-2019. No increase of any significance in Welsh-medium education in east Montgomeryshire, and a decrease in relation to some aspects.
	The current WESP is unlikely to have any impact in the provision of Welsh-medium education in East Montgomeryshire. It contains no plan to provide what is really needed – which is a Welsh-medium secondary school central to East Montgomeryshire that provides subsequent Welsh-medium provision to over 800 Welsh-medium primary pupils within reasonable distance to where they live.
	Nid yw Powys wedi cyrraedd yr un targed yn y maes hwn ar amser. Mae eu strategaeth yn anghywir o hyd ac ni fyddent yn cyrraedd y targedau lleiaf uchelgeisiol.
	The target means a more significant increase than that achieved over the last ten years, therefore the targets need to be clear and measurable, to include all areas of the county. There is need to include all the information and current data community by community in order to plan properly.
	This target is not realistic. Welsh streams in dual stream schools will not achieve the target. Welsh-medium primary schools are needed.
	There is no clear plan to establish Welsh-medium schools.
	What exactly is meant by 'improving access to Welsh-medium provision across each key stage and 'dual-stream schools to move along the language continuum?'
	The authority needs to understand that centralising Welsh-medium teaching resources in Welsh-medium schools is the only way to cater for the increasing numbers of Welsh-medium pupils the authority wants to see.

	'Establishing Welsh-medium secondary provision in at least 3 areas'. A totally useless statement, as there is currently secondary Welsh-medium provision available in 3 areas, but it is insufficient. More details are needed as to the effectiveness of the provision.
	Outcome 1 - Four Crosses and Llandysilio are the same school. Why was Llansanffraid not included with Carreghwfa, Llandysilio and Arddleen?
	Outcome 2 – There is a dire need to establish effective Welsh-medium secondary provision in East Montgomery. Since 1989, the authority's plan has been to move dual-stream schools along the language continuum by offering trochi provision in the Foundation stage. This has not been effective.
	Outcome 3 – A loss of 17% of Welsh-medium pupils when transferring from KS3 to KS4 is a matter of concern. The reasons for this are obvious, and there is therefore no need to 'hold an annual inquiry' to see why this happens.
	Outcome 4 – There is an obvious lack of subject choice to Welsh-medium secondary pupils in South Powys. Similarly, the Council's objective to establish Welsh-medium Secondary provision is not realistic as Welsh-medium provision for years 7 to 11 has decreased between 2013 and 2019. Providing only 20 academic and 4 vocational courses through the Welsh-medium for post-16 learners in Powys by 2031 is insufficient. Neither is e-sgol provision sufficient. There is no point developing governors as they generally have no interest in the Welsh language.
	Outcome 5 – The best way to succeed with Outcome 5 is to provide designated Welsh-medium schools.
	Outcome 7 – Resources should be centralised by establishing designated Welsh-medium schools – this would attract Welsh speaking teachers who would want to teach through the medium of Welsh in designated schools.
	Ysgol Dafydd Llwyd is not supported by a Welsh-medium secondary school, forcing pupils to travel out of Newtown. This makes it likely that pupils will not choose Welsh-medium secondary education, and possibly means that primary Welsh-medium education is not chosen in the first place.
	Prif wendid y CSGA yw diffyg ymrwymiad i sefydlu ysgol uwchradd cyfrwng Cymraeg ddynodedig i wasanaethu dwyrain Maldwyn. Bu addewid yn y CSGA blaenorol ond ni wireddwyd. Mae angen dilyniant llawn a di-dor i dros 800 o ddisgyblion cynradd cyfrwng Cymraeg presennol yr ardal hon.

COMMENTS RECEIVED REGARDING LLANIDLOES SCHOOLS' FEDERATION

Issue	Points raised
	Establish a new Cylch Ti a Fi and Cylch Meithrin in the Llanidloes area.
	Establish early years provision when the next tendering occurs in 2024.
	Establish a new Welsh-medium stream in Primary School – page 12 of the WESP.
	Establish Trochi provision in the Llanidloes area.
	Support both schools in the Llanidloes Federation to move along the language continuum from English medium to bilingual in the primary, and from T1 to bilingual in the secondary - page 18 of the WESP.
	Celebrate the strengths of dual stream secondary provision in Powys. Commit to supporting dual stream schools as they move towards delivering equal curriculum breadth across each stream – page 21 of the WESP. The WESP currently deals

	with improving Welsh-medium secondary education in the County, by focusing exclusively on a vision of creating new Welsh-medium schools. Dual stream schools can also make a positive contribution to the needs of Welsh learners.
	Include Llanidloes High School in the WESP vision to improve Welsh-medium secondary provision – page 21 of the WESP.
	Plan for capital investment in the Llanidloes area, as the number and proportion of pupils in Welsh-medium education in Llanidloes High School significantly exceeds that in other areas of the County, which have nonetheless been prioritised for investment – Pages 8 and 14 of the WESP.

COMMENTS RECEIVED REGARDING YSGOL CALON CYMRU BY YSGOL CALON CYMRU HEADTEACHER

Issue	Points raised
	The WESP sets out a confident vision for Powys. There are clear outcomes and actions that will need to be taken by the authority and school leaders to achieve the WESP goals.
	Full support is given to the authority's intention to expand access to Welsh-medium education by investing in Welsh-medium childcare facilities and expansion of primary schools settings in the Llandrindod and Builth Wells catchment.
	Support is given to the commitment that 92% of pupils accessing Welsh-medium education in year 6 will continue to access their education through the medium of Welsh from Year 7. However, for this to become a reality, the support of the authority will be needed to develop a strategic and robust plan to ensure sufficient capacity within Ysgol Claon Cymru 's structure to provide learners with the means to continue their education through the medium of Welsh.
	Welsh-medium curriculum provision at secondary level is limited in Powys, and in Calon Cymru only 14% of pupils take their subjects through the medium of Welsh with only 7 subjects offered through the medium of Welsh. There needs to be more Welsh-medium subject choices. This needs support and guidance from Powys.
	Trochi needs to be fully embraced at Ysgol Calon Cymru.
	Calon Cymru staff have recently undertaken Welsh language courses and further opportunities for staff and others to further develop their Welsh language skills would be welcomed.
	Ysgol Calon Cymru is working hard to embed Welsh ethos at the school and encourage extra-curricular activities, as this increases the opportunities for Welsh to be used at school, and Ysgol Claon Cymru would be interested in working with Powys to pilot the Welsh language charter/Caymraeg Campus.
	The focus on promoting the benefit of the bilingualism in the plan is welcomed. The most important part of the WESP is to ensure that young people leave school confident in their ability and opportunities to use their Welsh language skills.

COMMENTS RECEIVED FROM GOVERNING BODY OF YSGOL DYFFRYN TRANNON

Issue	Points raised
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	To protect the development of Welsh-medium education at Dyffryn Trannon, care should be taken if Welsh-medium classes are introduced at nearby schools, as it may threaten the viability of Welsh-medium education in the cluster.
	The WESP does not make transport implications clear. It is stated that transport is offered to the nearest Welsh-medium primary, but would that also include transport to nearby Welsh stream schools?
	The WESP makes it clear that new dual stream schools will be created, although Dyffryn Trannon Governing Body was told that dual stream schools would be phased out. Governors of Ysgol Dyffryn Trannon felt misled.
	Whilst the WESP is clear on targets and strategies for early years and primary provision, the secondary situation is not clear. A rough calculation suggests that YDT educates about 20% of the Llanidloes primary cluster pupils, yet only 16% learn through Welsh at Llanidloes High School. The offer at Llanidloes High School needs to be strengthened but there is no mention of this in the WESP.
	It is difficult enough recruiting Welsh speaking teachers, but if there are more Welsh-medium settings, this difficult situation will be made even worse. There is a worrying lack of Welsh speaking supply teachers, a fact that is not mentioned in the WESP. The same is true for Welsh speaking support staff. The Welsh sabbatical does not appear to have been successful in providing teacher confidence and competence in Welsh.

COPIES OF RESPONSES WRITTEN RESPONSES

1. Coleg Cymraeg Cenedlaethol – Cymraeg

Annwyl gyfaill,

Cynllun Strategol Cymraeg mewn Addysg 2022-2032

Diolch am y cyfle i ymateb ar ran y Coleg Cymraeg Cenedlaethol i'r ymgynghoriad ar

Gynllun Strategol Cymraeg mewn Addysg eich Sir. Mae'r Coleg Cymraeg yn arwain datblygiad addysg a hyfforddiant cyfrwng Cymraeg a dwyieithog yn y sector ôl-orfodol yng Nghymru, ac yn cyflawni hyn drwy weithio mewn partneriaeth â phrifysgolion, sefydliadau addysg bellach a darparwyr prentisiaethau er mwyn adeiladu cyfundrefn addysg a hyfforddiant cyfrwng Cymraeg cynhwysol o'r radd flaenaf.

Sefydlwyd y Coleg yn 2011 ac erbyn hyn mae darpariaeth helaeth yn y Gymraeg ac yn ddwyieithog wedi ei ddatblygu ar draws pob prif bwnc a ddarperir ym mhrifysgolion Cymru. Yn 2018 derbyniodd y Coleg gyfrifoldeb am Addysg Bellach a

Phrentisiaethau ac mae gennym gynlluniau uchelgeisiol i ddatblygu'r darpariaeth i ddysgwyr yn y sectorau hyn dros y blynyddoedd nesaf.

Mae gwaith y Coleg felly yn dibynnu'n helaeth iawn ar lwyddiant y sector addysg orfodol i gynnig arlwy addysg Gymraeg deniadol a hygyrch a thrwy hynny ddatblygu sgiliau Cymraeg disgyblion fel eu bod yn gallu elwa yn llawn ar y cyfleoedd sydd iddynt barhau a'u hastudiaethau ôl-16 yn ddwyieithog. Mae'n allweddol felly bod y Cynlluniau Strategol sirol yn cynllunio'n bwrpasol ar gyfer twf addysg Gymraeg a chefnogi'r twf hwnnw.

Mae tair elfen y byddai'r Coleg yn dymuno i chi ystyried yn benodol:

Dilyniant leithyddol (deilliant 3 yn bennaf).

Ar hyn o bryd does dim trafodaeth sylweddol yn eich cynllun am y ddarpariaeth addysgiadol i ddysgwyr wedi iddynt adael y sector gorfodol. Er mwyn sicrhau bod y cynllun yn gyflawn credwn yn gryf bod angen sylw i'r llwybrau dilyniant ymlaen i'r chweched dosbarth / colegau Addysg Bellach ac wedi hynny, lle bo'n berthnasol, i brifysgolion a'r byd gwaith. Mae angen felly i'r cynlluniau i roi ystyriaeth lawn i

gyfraniad chweched dosbarth, colegau addysg bellach a darparwyr prentisiaethau at lwyddiant y Cynllun Strategol a, lle bo hynny'n berthnasol, nodi'n glir targedau dilyniant. Prin yw'r data a gyflwynir yn eich cynlluniau, ac awgrymir y dylech gynnwys data a thargedau meintiol sy'n dangos y sefyllfa gyfredol a thargedau yn dangos eich cynlluniau i gynyddu'r ddarpariaeth cyfrwng Cymraeg a dwyieithog. O ran arfer da, credwn bod [cynllun drafft Casnewydd](#) yn cynnig engrhaifft dda o'r math o ddata a thargedau meintiol y gellid eu cynnwys yn eich cynllun terfynol.

Cymraeg fel Pwnc a Chymwysterau drwy gyfrwng y Gymraeg (deilliant 4).

Mae'r Coleg yn ymwybodol o'r drafodaeth ar ddyfodol darpariaeth Safon Uwch yn ysgolion Powys, ac yn hyderu y bydd ystyriaeth ofalus ar yr opsiynau ar gyfer darpariaeth yn y Gymraeg fel pwnc, ac mewn pynciau a gynigir drwy gyfrwng y

Gymraeg, er mwyn diogelu a chynyddu'r cyfleoedd a gynigir i ddysgwyr ar draws y sir.

Prin iawn yw'r targedau a'r cynlluniau a geir yn yr adran hon i gefnogi a datblygu'r Gymraeg fel pwnc. Mae angen cynllunio'n bwrpasol ac yn rhagweithiol i sicrhau bod unrhyw ddisgybl sy'n dymuno astudio'r pwnc yn cael y cyfle i wneud. Dylid rhoi ystyriaeth deg a chyson i'r Gymraeg fel pwnc wrth gynllunio opsiynau Safon Uwch. Mae angen nodi sut y bwriedir mynd ati i greu a chynnal diddordeb disgyblion yn y pwnc. Dylid hefyd gymryd mantais lawn o'r cyfleoedd mae'r Coleg Cymraeg a phartneriaid eraill yn eu cynnig fel rhan o gynllun cenedlaethol i hyrwyddo'r Gymraeg fel pwnc (dan arweiniad Llywodraeth Cymru).

Mae'r patrwm hynny hefyd yn cael ei adlewyrchu yn yr ymdriniaeth o faint o ddisgyblion sy'n cyflawni cymwysterau drwy gyfrwng y Gymraeg. Mae angen cynllun bwriadus yn y maes hwn a chydweithio effeithiol gyda Chymwysterau Cymru i sicrhau argaeledd cymwysterau yn enwedig mewn meysydd galwedigaethol, a gynhigir i ddisgyblion o 14 mlwydd oed ymlaen.

Y Gweithlu Addysg (deilliant 7).

Mae'r Coleg wedi cyflwyno tystiolaeth i Lywodraeth Cymru am yr heriau sy'n deillio o gwmp yn nifer o hyfforddeion addysg sy'n cymhwyso i ddysgu drwy gyfrwng y Gymraeg a'r Gymraeg fel pwnc. Tra bod eich cynllun yn nodi pwysigrwydd sicrhau gweithlu addas ar gyfer yr ysgolion presennol (a newydd) a ddatblygir yn sgil y cynlluniau hyn, arwynebol ar y cyfan yw'r drafodaeth am y maes hwn. Beth yw'r sefyllfa o ran y gweithlu addysg o fewn eich sir ar hyn o bryd? Faint yn fwy o athrawon a staff cynorthwyol fydd eu hangen arnoch er mwyn gwireddu'r cynlluniau ar gyfer twf a nodir yn eich cynllun? Pa gynlluniau sydd gennych i rannu'r dadansoddiad yma gyda'r Llywodraeth a'r Cyngor Gweithlu Addysg er mwyn sicrhau fod digon o gyflenwad o staff cymwys i ateb y galw?

Mae'r pwyntiau am y gweithlu addysg yn ei ystyr ehangach hefyd yn berthnasol i ddeilliant 1 a datblygiad darpariaeth feithrin, a byddwn fel Coleg yn cydweithio gyda cholegau addysg bellach a'r Mudiad Meithrin i ehangu'r ddarpariaeth gofal plant fel bod cyflenwad addas o staff fydd yn gallu darparu gofal plant ac addysg feithrin ddwyieithog o'r radd flaenaf.

Mae'r Coleg yn dymuno'n dda iawn i chi wrth ystyried yr ymatebion i'r ymgynghoriad hwn. Mae'r Cynlluniau Strategol yn rhan gwbl allweddol o wireddu'r uchelgais cenedlaethol o greu miliwn o siaradwyr Cymraeg erbyn 2050. Edrychwn ymlaen yn fawr at wneud ein rhan i gyfrannu at y nod hwnnw ac adeiladu ar lwyddiant y sector gorfodol wrth ddatblygu addysg Gymraeg hygyrch a deniadol ym mhob cymuned.

Coleg Cymraeg Cenedlaethol – English Translation

Dear Colleague,

Welsh in Education Strategic Plan 2022-2032

Thank you for the opportunity to respond on behalf of the Coleg Cymraeg Cenedlaethol to the consultation on your County's Welsh in Education Strategic Plan. The Coleg Cymraeg leads the development of Welsh-medium and bilingual education and training in the post-compulsory sector in Wales, and achieves this by working in partnership with universities, further education institutions and apprenticeship providers to build a world-class inclusive Welsh-medium education and training system.

The College was established in 2011 and now extensive provision in Welsh and bilingually has been developed across all main subjects provided in Welsh universities. In 2018 the College took over responsibility for Further Education and Apprenticeships and we have ambitious plans to develop provision for learners in these sectors over the next few years.

The College's work therefore relies very heavily on the success of the compulsory education sector to offer an attractive and accessible Welsh-medium education offer and thereby develop pupils' Welsh language skills so that they can benefit fully from the opportunities for them to continue with their post-16 studies bilingually. It is therefore key that the county Strategic Plans plan purposefully for the growth of Welsh-medium education and support that growth.

There are three elements that the College would like you to consider specifically:

Linguistic Progression (mainly outcome 3).

There is currently no significant discussion in your plan about the educational provision for learners after they leave the compulsory sector. In order to ensure that the scheme is complete we strongly believe that the progression routes on to sixth forms / Further Education colleges and thereafter, where relevant, to universities and the world of work need to be addressed. The plans should therefore take full account of the contribution of sixth forms, further education colleges and apprenticeship providers to the success of the Strategic Plan, and where relevant, need to set out clearly progression targets. There is little data presented in your plans, and it is suggested that you include quantitative data and targets showing the current situation and targets showing your plans to increase Welsh-medium and bilingual provision. In terms of good practice, we believe that [Newport's draft plan](#) offers a good example of the kind of quantitative data and targets that could be included in your final plan.

Welsh as a Subject and Qualifications through the medium of Welsh (outcome 4).

The College is aware of the discussion on the future of A-level provision in Powys schools, and is confident that there will be careful consideration of the options for the provision of Welsh language as a subject, and in subjects offered through the

medium of Welsh, in order to safeguard and increase the opportunities offered to learners across the county.

There are very few targets and plans in this section to support and develop the Welsh language as a subject. Purposeful and proactive planning is needed to ensure that any pupil wishing to study the subject has the opportunity to do so. Fair and consistent consideration should be given to the Welsh language as a subject when planning A-level options. There is a need to identify how pupils' interest in the subject is to be created and maintained. Full advantage should also be taken of the opportunities offered by the Coleg Cymraeg and other partners as part of a national scheme to promote the Welsh language as a subject (led by the Welsh Government).

That pattern is also reflected in the approach of how many pupils achieve qualifications through the medium of Welsh. There needs to be an intentional plan in this area and effective collaboration with Qualifications Wales to ensure the availability of qualifications particularly in vocational areas, which are offered to pupils from the age of 14 onwards.

Education Workforce (outcome 7).

The College has submitted evidence to the Welsh Government about the challenges arising from a fall in the number of education trainees qualifying to teach through the medium of Welsh and Welsh as a subject. While your plan identifies the importance of ensuring a suitable workforce for the existing (and new) schools developed as a result of these plans, the discussion about this area is generally superficial. What is the current situation regarding the education workforce within your county? How many more teachers and support staff will you need to deliver the growth plans set out in your plan? What plans do you have to share this analysis with the Government and the Education Workforce Council to ensure that there is sufficient supply of qualified staff to meet demand?

The points about the education workforce in its wider sense are also relevant to outcome 1 and the development of nursery provision, and we as a College will work with further education colleges and Mudiad Meithrin to expand childcare provision so that there is a suitable supply of staff who will be able to provide first-class bilingual childcare and nursery education.

The College wishes you very well when considering the responses to this consultation. The Strategic Plans are an absolutely key part of realising the national ambition of creating a million Welsh speakers by 2050. We very much look forward to doing our part to contribute to that aim and to build on the success of the compulsory sector in developing accessible and attractive Welsh-medium education in all communities.

2. Estyn – Cymraeg

Gwybodaeth gefndir am Estyn

Estyn yw Swyddfa Arolygiaeth Ei Mawrhydi dros Addysg a Hyfforddiant yng Nghymru. Fel corff y Goron, mae Estyn yn annibynnol ar Lywodraeth Cymru.

Prif nod Estyn yw codi safonau a gwella ansawdd addysg a hyfforddiant yng Nghymru. Caiff hyn ei nodi yn Neddf Dysgu a Sgiliau 2000 a Deddf Addysg 2005 yn bennaf. Wrth gyflawni ei swyddogaethau, mae'n rhaid i Estyn ystyried:

- Ansawdd addysg a hyfforddiant yng Nghymru;
- Y graddau y mae addysg a hyfforddiant yn bodloni anghenion dysgwyr;
- Y safonau addysgol a gyflawnir gan ddarparwyr addysg a hyfforddiant yng Nghymru;
- Ansawdd arweinyddiaeth a rheolaeth y darparwyr addysg a hyfforddiant hynny;
- Datblygiad ysbrydol, moesol, cymdeithasol a diwylliannol dysgwyr; a'r
- Cyfraniad a wneir at les dysgwyr.

Mae cylch gwaith Estyn yn cynnwys (ond nid yn unig) meithrinfeydd a lleoliadau nas cynhelir, ysgolion cynradd, ysgolion uwchradd, ysgolion annibynnol, unedau cyfeirio disgyblion, addysg bellach, dysgu oedolion yn y gymuned, gwasanaethau addysg llywodraeth leol, dysgu yn y gwaith, ac addysg a hyfforddiant athrawon.

Gall Estyn roi cyngor i'r Senedd ar unrhyw fater sy'n gysylltiedig ag addysg a hyfforddiant yng Nghymru. Er mwyn cyflawni rhagoriaeth i ddysgwyr, mae Estyn wedi pennu tri amcan strategol:

- Darparu atebolrwydd i ddefnyddwyr gwasanaeth ar ansawdd a safonau addysg a hyfforddiant yng Nghymru;
- Llywio datblygiad polisi cenedlaethol gan Lywodraeth Cymru;
- Meithrin gallu i wella'r system addysg a hyfforddiant yng Nghymru.

Nid yw'r ymateb hwn yn gyfrinachol.

Cwestiynau'r ymgynghoriad

Gweledigaeth 10 mlynedd y Cyngor

Nodwch unrhyw sylwadau sydd gennych ar darged y Cyngor i gynyddu'r disgyblion blwyddyn 1 sy'n cael eu dysgu drwy gyfrwng y Gymraeg ym Mhowys i 36% erbyn 2032:

Mae targed Cyngor Sir Powys o gynyddu disgyblion blwyddyn 1 sy'n cael eu haddysgu drwy gyfrwng y Gymraeg ym Mhowys o 22% ar hyn o bryd i 36% erbyn 2032 yn agos ati. Mae'r ganran yn cyfateb â tharged uchaf yr ystod a awgrymir gan Lywodraeth Cymru ar gyfer yr awdurdod lleol. Yn gyffredinol, mae'r amcanion a nodir yn y Cynllun Strategol Cymraeg Mewn Addysg (CSCA) yn uchelgeisiol ac yn cefnogi bwriad Powys i wneud cynnydd o 14 pwynt canran dros y ddegawd nesaf.

Mae gweledigaeth deng mlynedd y Cyngor i gynyddu a gwella y cynllunio a'r ddarpariaeth o addysg cyfrwng Cymraeg ym Mhowys wedi ei amlinellu ar dudalen 1-2 o'r CSGA drafft.

Nodwch unrhyw sylwadau eraill sydd gennych mewn perthynas â'r Deilliant yma.

Mae cyswllt agos rhwng y CSCA a'r Strategaeth ar gyfer Trawsnewid Addysg ym Mhowys 2020-30 (Y Strategaeth). Mae'r dogfennau hyn yn cydblethu'n dda â'i gilydd er mwyn gwireddu gweledigaeth Powys ar gyfer cefnogi addysg cyfrwng Cymraeg ym mhob rhan o'r sir. Yn bennaf, mae Amcan Strategol 3 - *Gwella mynediad at ddarpariaeth cyfrwng Cymraeg ar draws pob cyfnod allweddol* yn ogystal â dogfennau eraill fel 'Gweledigaeth ar gyfer cynyddu nifer y dysgwyr cwbl ddwyieithog ym Mhowys' yn cefnogi gweledigaeth yr awdurdod lleol yn dda ac yn cefnogi amcanion y CSCA yn llwyddiannus.

Deilliant 1: Mwy o blant Meithrin / 3 oed yn cael eu haddysgu drwy gyfrwng y Gymraeg

Nodwch unrhyw sylwadau eraill sydd gennych mewn perthynas â'r deilliant yma.

Rydym yn cefnogi nodau'r amcan hwn ac rydym o'r farn mai dyma yw sail holl elfennau'r strategaeth o gynyddu nifer y plant a disgyblion sydd am dderbyn eu haddysgu drwy'r Gymraeg. Mae'r CSCA yn nodi pwysigrwydd dadansoddi canfyddiadau'r Aseiad Digonolrwydd Gofal Plant 2022 i lywio'r cylch tendro nesaf er mwyn sicrhau mynediad cynnar i ddarpariaeth cyfrwng Cymraeg. Mae hyn yn cefnogi targed yr awdurdod o gael mwy o blant meithrin a 3 oed i dderbyn addysg cyfrwng Cymraeg trwy osod sylfaen ieithyddol gadarn iddynt o'r cychwyn cyntaf.

Mae'r CSCA yn cynnwys crynodeb buddiol o'r sefyllfa bresennol o ran y ddarpariaeth cyfrwng Cymraeg cyn ysgol ar gyfer plant 3 a 4 oed. Mae'r defnydd o ddata gan gynnwys nifer y lleoedd blyneddodedd cynnar cyfrwng Cymraeg a ariennir yn bresennol yn ogystal â'r nifer o leoedd sy'n derbyn darpariaeth Dechrau'n Deg cyfrwng Cymraeg dros y pedair blynedd diwethaf, yn ddefnyddiol o ran gosod darlun clir o'r sefyllfa gyfredol. Yn ogystal, maent yn ystyried yn briodol y nifer o blant sy'n parhau i ddilyn addysg cyfrwng Cymraeg wrth drosglwyddo o Gylchoedd Meithrin i ysgolion cynradd.

Mae cyfeiriad at gydweithio gyda phartneriaid allweddol fel Mudiad Meithrin, sy'n gadarnhaol wrth anelu at ehangu darpariaeth cyfrwng Cymraeg ar draws Powys, er enghraifft trwy sefydlu lleoliadau 'Cylch Ti a Fi' a 'Cylch Meithrin' mewn ardaloedd lle nad oes darpariaeth ar hyn o bryd o fewn pum mlynedd. Mae'r awdurdod lleol yn adnabod yr angen i'r cylch tendro nesaf ar gyfer darpariaeth blynyddoedd cynnar fynd i'r afael â'r diffyg lleoliadau cyfrwng Cymraeg mewn rhai ardaloedd. Mae hyn yn cyd-fynd yn llwyddiannus â chynllun 'Trawsnewid Addysg ym Mhowys' trwy ddarparu darpariaeth cyfrwng Cymraeg mewn ardaloedd strategol allweddol a chefnogi ysgolion i symud ar hyd y continwmm iaith. Mae'r strategaeth yn anelu at sicrhau darpariaeth cyfrwng Cymraeg lawn mewn ardaloedd fel Machynlleth, Llanfair Caereinion, Llanfair-ym-muallt a Llanfyllin. er mwyn sicrhau bod darpariaeth cyfrwng Cymraeg lawn o ansawdd uchel ar gael i bob plentyn o fewn pellter teithio rhesymol. Yn ogystal, mae'r CSCA yn cydgysylltu'n briodol gyda datblygiadau cyfalaf yr awdurdod lleol gan gynnwys sut mae'r ddarpariaeth ar gyfer plant Meithrin / 3 oed yn rhan bwysig o weledigaeth y Cyngor i ddatblygu ysgolion pob oed.

Mae'r cynllun yn nodi'n glir yr angen i hysbysu rhieni a gwarchodwyr o fanteision dwyieithrwydd a hybu addysg cyfrwng Cymraeg yn gyffredinol er mwyn cynyddu'r nifer o blant Meithrin / 3 oed sy'n cael eu haddysgu drwy gyfrwng y Gymraeg. Mae'r cynlluniau ar gyfer datblygu hyn dros y pum mlynedd nesaf yn adeiladu'n llwyddiannus ar ddulliau presennol yr awdurdod sy'n darparu gwybodaeth ddefnyddiol i rieni a gwarchodwyr trwy wefan 'Taith at Ddwy Iaith: manteision dewis addysg Gymraeg'. Yn ogystal, maent wedi adnabod yr angen i gryfhau cysylltiadau gyda phartneriaid strategol fel Mudiad Meithrin, Cymraeg i Oedolion a'r bwrdd iechyd lleol i hyrwyddo addysg cyfrwng Cymraeg a chefnogi rhieni a gwarchodwyr. Mae'r awdurdod lleol hefyd yn nodi'r angen i ddatblygu'r gweithlu fel blaenoriaeth dros bum mlynedd cyntaf y cynllun. Mae hyn yn cynnwys darparu datblygiad proffesiynol i gefnogi medrau iaith staff a sicrhau bod dysgwyr ôl-16 yn gallu dilyn cyrsiau gofal plant drwy gyfrwng y Gymraeg a chael profiad mewn Cylchoedd Meithrin.

Mae'r CSCA yn cynnwys targedau heriol o ran nifer / canran y plant 3 oed a addysgir drwy gyfrwng y Gymraeg y bydd yr awdurdod lleol yn bwriadu eu cyflawni o fewn 10 mlynedd y cynllun hwn. Maent yn anelu at gynydd o 18 pwynt canran dros y ddegawd, i weld 44% o blant yn derbyn eu haddysg trwy gyfrwng y Gymraeg yn 2031/32. Yn gyffredinol, mae'r gweithgareddau a nodwyd yn rhan 'Deilliant 1' o'r CSCA yn cefnogi'r targed hwn yn briodol.

Deilliant 2: Mae mwy o blant dosbarth Derbyn / pum mlwydd oed yn cael eu haddysgu drwy gyfrwng y Gymraeg

Nodwch unrhyw sylwadau eraill sydd gennych mewn perthynas â'r Deilliant yma.

Ar hyn o bryd, mae deg ysgol gynradd cyfrwng Cymraeg a deg ysgol dwy ffrwd yn cynnig cyfleoedd i ddisgyblion ddilyn addysg cyfrwng Cymraeg ym Mhowys. Mae tua 20% o ddisgyblion oedran Derbyn / 5 oed yn derbyn eu haddysg trwy'r Gymraeg yn yr ysgolion hyn. Erbyn 2027, mae'r awdurdod lleol yn anelu at

ymestyn y ganran hon i 30% trwy weithredu ar ystod addas o flaenoriaethau a gweithgareddau a nodir yn y rhan 'Deilliant 2' o'r CSCA. Yn ogystal, mae'r awdurdod yn nodi'n glir lawer o weithgareddau sydd eisoes wedi cael eu gweithredu yn ystod cyfnod y cynllun blaenorol, i gefnogi darpariaeth cyfrwng Cymraeg yn ei ysgolion. Mae hyn yn cynnwys sefydlu dwy ysgol cyfrwng Cymraeg newydd a dosbarth derbyn newydd mewn ysgol yn y de, sefydlu canolfan dreialu Trochi Cymraeg a chymorth i hwyrdyffodiaid, hybu addysg cyfrwng Cymraeg a manteision dwyieithrwydd drwy wefan yr awdurdod yn ogystal â darparu hyfforddiant iaith i staff ysgolion cyfrwng Cymraeg. Yn ogystal, addaswyd polisi cludiant y cyngor i gynnwys darparu cludiant i ddisgyblion fynychu darpariaeth cyfrwng Cymraeg. Mae hyn oll yn cefnogi blaenoriaethau a gweithgareddau yn ymwneud â 'Deilliant 2' o'r CSCA 2022/32 yn briodol.

Dros y pum mlynedd nesaf, mae'r CSCA yn nodi cynlluniau'r awdurdod i gydweithio gydag ysgolion cynradd i ddatblygu eu darpariaeth cyfrwng Cymraeg. Yn ogystal, maent yn bwriadu ymgynghori â rhanddeiliaid gyda'r nod o sefydlu darpariaeth cyfrwng Cymraeg newydd yn y 13 dalgylch o fewn cyfnod deng mlynedd y Cynllun hwn. Mae'r awdurdod yn nodi'n glir y camau gweithredu sy'n aml yn gysylltiedig â deilliannau eraill yn y CSCA gan gynnwys cefnogi ymarferwyr y blynyddoedd cynnar i sefydlu partneriaethau cadarn â rhieni / gofalwyr i gefnogi eu penderfyniad i fynd ar drywydd addysg cyfrwng Cymraeg i'w plant. Yn ogystal, mae'r awdurdod yn bwriadu gwneud defnydd o arbenigedd ysgolion cyfrwng Cymraeg i chwarae rhan arweiniol mewn ardal leol er mwyn cefnogi ysgolion eraill i wella eu hethos cyfrwng Cymraeg, darparu cymorth i staff eraill, rhannu arferion gorau, ac ati. Yn ymarferol, mae hyn yn her a bydd angen cefnogaeth ac adnoddau ar yr ysgolion cyfrwng Cymraeg i'w cefnogi i gyflawni'r bwriad yma.

Fel y nodwyd ynghynt, mae'r awdurdod yn awyddus i drosglwyddo gwybodaeth am ddarpariaeth cyfrwng Cymraeg i rieni a gwarchodwyr yn syth yn dilyn cais i fynychu ysgol ym Mhowys. Mae hyn yn cynnwys eu hysbysu o'r rhaglen drochi a fydd yn caniatáu i ddysgwyr ddewis addysg cyfrwng Cymraeg pe baent yn dymuno. Mae'r cynllun hyn yn cynnwys sefydlu canolfannau trochi ar draws y sir yn dilyn gwerthusiad o effaith canolfan drochi'r Drenewydd yn ogystal ag arbrofi gyda dulliau rhithiol i gefnogi dysgwyr sydd heb fynediad i ganolfan ar hyn o bryd. Yn ogystal mae'n fwriad gan yr awdurdod gydweithio gydag awdurdodau lleol eraill i ddarparu cymorth trochi i ddisgyblion, sydd yn gymorth i sicrhau gwell fynediad i ddysgwyr sy'n dewis mynychu canolfan drochi yn agos i'w hardal leol. Mae'r llinell amser yn amlinellu cynllun uchelgeisiol i agor un ganolfan Trochi'r Gymraeg y flwyddyn dros y pum mlynedd nesaf, sy'n cefnogi bwriad yr awdurdod i ddatblygu addysg Cyfrwng Cymraeg ym mhob un o'r 13 dalgylch o fewn terfyn amser y CSCA hwn.

Fel y nodwyd yn Neilliant 1, mae'r Cyngor hefyd yn cynllunio buddsoddiad cyfalaf i gefnogi darpariaeth cyfrwng Cymraeg mewn ardaloedd penodol, a fyddai'n cynnwys cyfleusterau i ddarparu addysg blynyddoedd cynnar, gofal plant a darpariaeth gofleidiol. Yn ogystal, mae Prosiectau Cyfalaf Ysgolion yr 21ain Ganrif ar y gweill gydag Ysgol Gymraeg y Trallwng yn agor ym mis Medi 2022 a Champws Cymunedol Ysgol Bro Hyddgen yn agor ym mis Medi 2024. Mae'r CSCA yn

cynnwys targedau heriol o ran nifer / canran y disgyblion 5 oed a addysgir drwy gyfrwng y Gymraegi o fewn 10 mlynedd. Maent yn anelu at gynnydd o 18 pwynt canran dros y ddegawd, gyda 40% o blant yn derbyn eu haddysg trwy gyfrwng y Gymraeg yn 2031/32. Yn gyffredinol, mae'r gweithgareddau a nodwyd yn rhan 'Deilliant 2' y CSCA yn cefnogi'r targed hwn yn briodol.

Deilliant 3: Mae mwy o blant yn parhau i wella eu sgiliau Cymraeg wrth drosglwyddo o un cyfnod addysg statudol i un arall

Nodwch unrhyw sylwadau eraill sydd gennych mewn perthynas â'r Deilliant yma.

Cefnogwn fwrriad yr awdurdod i barhau i wella sgiliau Cymraeg disgyblion wrth drosglwyddo o un cyfnod o'u haddysg statudol i un arall. Tua 83% oedd y cyfraddau pontio rhwng ysgolion cynradd ac uwchradd cyfrwng Cymraeg yn 2020. Nid yw'r awdurdod wedi cynnwys data o flynyddoedd cynt yn y ddogfen ddrafft, ac felly nid yw'n bosib gwneud sylw ar dueddiadau dros amser. Ar hyn o bryd, darperir darpariaeth uwchradd cyfrwng Cymraeg mewn nifer o ysgolion dwy ffrwd. Mewn ychydig o ardaloedd, yn enwedig yn ne'r sir, mae disgyblion yn teithio allan o'r sir i gael darpariaeth cyfrwng Cymraeg, er enghraifft trwy fynychu Ysgol Gymraeg Ystalyfera Bro Dur yn Awdurdod Lleol Castell-nedd Port Talbot. Mae'r awdurdod yn nodi'n gywir yr angen i wella cynllunio trosglwyddo rhwng darpariaeth cyfrwng Cymraeg gynradd ac uwchradd.

Erbyn 2027, rhagwelir y bydd 92% o ddisgyblion sy'n cael darpariaeth cyfrwng Cymraeg ym mlwyddyn 6 ym Mhowys yn parhau i gael darpariaeth cyfrwng Cymraeg ym mlwyddyn 7. Ar hyn o bryd, nid yw'r cynllun yn nodi'r rhesymau pam mae rhai teuluoedd yn dewis peidio â pharhau i anfon eu plant i addysg Gymraeg ym mlwyddyn 7. Yn ogystal, nodwyd y bydd nifer o gamau gweithredu yn Neilliannau 1 a 2 yn cyfrannu at Ddeilliant 3 y CSCA. Yn ogystal, mae'r targedau ar gyfer y pum mlynedd nesaf yn canolbwyntio at yr ystod o weithgareddau pontiosy'n digwydd wrth i ddisgyblion ddilyn eu haddysg, gan gynnwys cryfhau gweithdrefnau pob cam o'r ffordd. Er enghraifft, sicrhau bod ysgolion yn gwahodd rhieni a gofalwyr o leoliadau blynyddoedd cynnar i gyflwyniad yn yr ysgol gynradd er mwyn rhannu gwybodaeth am ddysgu iaith a sut maent yn datblygu sgiliau Cymraeg y dysgwyr. Mae llawer o'r gweithgareddau hefyd yn canolbwyntio'n briodol ar wella trefniadau pontio rhwng blwyddyn 5/6 cyfrwng Cymraeg cynradd a darparwyr uwchradd dwyieithog / cyfrwng Cymraeg penodedig.

O ganlyniad i'r ystod addas o weithgareddau a amlinellwyd yn Neilliant 3 y cynllun, mae'r awdurdod wedi gosod targedau heriol o ran nifer / canran y disgyblion sy'n parhau i wella eu sgiliau Cymraeg wrth drosglwyddo o un cyfnod addysg statudol i un arall. Maent yn anelu at gynnydd o 18 pwynt canran dros y ddegawd, gyda phob disgybl yn parhau i ddatblygu eu medrau Cymraeg ar ôl trosglwyddo yn 2031/32. Er bod y targed hwn yn uchelgeisiol, mae'r gweithgareddau a nodwyd yn rhan 'Deilliant 3' o'r CSCA yn cefnogi'r targed hwn yn briodol.

Deilliant 4: Mae mwy o ddysgwyr yn astudio ar gyfer cymwysterau a asesir yn y Gymraeg (fel pwnc) a phynciau drwy gyfrwng y Gymraeg

Nodwch unrhyw sylwadau eraill sydd gennych mewn perthynas â'r Deilliant yma.

Mae Cynllun Strategol blaenorol a Strategaeth ar gyfer Trawsnewid Addysg ym Mhowys yr awdurdod yn amlinellu'r anghydraddoldeb o ran mynediad i addysg cyfrwng Cymraeg lawn yn y sector uwchradd ym Mhowys. Er mwyn mynd i'r afael â'r mater hwn, mae'r awdurdod wedi ymrwmo i gefnogi ysgolion i symud ar hyd y continwmm iaith ac i sefydlu darparwyr cyfrwng Cymraeg newydd. Mae hyn yn cynnwys newid categori iaith Ysgol Bro Hyddgen fesul cam o ddwy ffrwd i gyfrwng Cymraeg o fis Medi 2022; sefydlu ysgol pob oed yn Llanfair Caereinion ym mis Medi 2022 gyda'r uchelgais o symud yr ysgol ar hyd y continwmm iaith i ddod yn un pob oed cyfrwng Cymraeg. Mae'n allweddol bod penodiadau i'r rolau arweiniol yn yr ysgol hon yn eiriol dros y strategaeth, ac yn ei chefnogi.

Yn ogystal, mae'r awdurdod hefyd am ymgynghori fel rhan o'r broses ad-drefnu ysgolion ar sefydlu ysgol cyfrwng Cymraeg pob oed newydd yn Llanfair-ym-muallt yn 2024/25. Mae'r awdurdod hefyd wrthi'n sefydlu strwythur rheoli strategol newydd i oruchwylio'r gwaith o ddarparu darpariaeth ôl-16, sy'n cynnwys gwella i ba raddau y mae'r pynciau cyfrwng Cymraeg ar gael i bobl ifanc Powys. Er bod y cynllun yn nodi'r bwriad i sefydlu'r tair ysgol o fewn y pum mlynedd nesaf, cydnabyddir y bydd trawsnewid i fod yn ysgolion cyfrwng Cymraeg llawn yn cymryd amser, yn enwedig o ran darpariaeth uwchradd ac ôl16. Cefnogwn ddyhead yr awdurdod i wella'r ddarpariaeth ôl-16 cyfrwng Cymraeg dros y ddegawd nesaf, ond prin yw'r wybodaeth yn y CSCA i gefnogi hyn yn llawn. Ni amlinellir y cynlluniau'n ddigon manwl i gyfleu darlun clir o'r ddarpariaeth a fydd ar gael i bobl ifanc Powys dros y ddegawd nesaf. Byddai nodi cynlluniau'r Cyngor i wella ansawdd darpariaeth Cymraeg fel ail iaith a'r ddarpariaeth ehangach o ran lefel Ayn y pwnc yn cryfhau'r ddogfen. Yn ogystal, bydd yna her o ran monitro a sicrhau ymlyniad at y cynllun fel y nodir yn y CSCA yn yr ysgolion unigol. Byddai cyfeiriad yn y fersiwn nesaf o'r ddogfen at sut mae'r awdurdod yn bwriadu gwneud hyn hefyd yn cryfhau'r CSCA.

Deilliant 5: Mwy o gyfleoedd i ddysgwyr ddefnyddio'r Gymraeg mewn cyd-destunau gwahanol yn yr Ysgol

Nodwch unrhyw sylwadau eraill sydd gennych mewn perthynas â'r Deilliant yma.

Rydym yn cefnogi gwaith yr awdurdod wrth barhau â'r cymorth llwyddiannus a ddarperir ar gyfer y Siarter Iaith a Chymraeg Campus a'r amcanion cysylltiedig o fewn y cynllun. Hyd yn hyn, mae pob ysgol gynradd cyfrwng Cymraeg wedi ennill gwobr efydd o leiaf ar gyfer y Siarter Iaith, ac mae'r siarter iaith Cymraeg Campus ar waith ym mhob ysgol gynradd cyfrwng Saesneg ym Mhowys. Mae'r awdurdod wedi cynnig gweithdai pwrpasol a digwyddiadau arbennig yn ddiweddar i godi ymwybyddiaeth o'r iaith ac i gynyddu'r cyfleoedd i bobl ifanc ddefnyddio'r Gymraeg mewn lleoliadau anffurfiol ar draws pob clwstwr. Mae'r CSGA drafft yn adeiladu ar

y gweithgareddau hyn yn briodol trwy nodi y bydd y Siarter Iaith yn cael ei gweithredu ym mhob ysgol uwchradd ym Mhowys dros y pum mlynedd nesaf.

Cefnogwn gynlluniau arfaethedig y CSGA i sicrhau y bydd pob ysgol yn gweithio o fewn Fframwaith Cenedlaethol Siarter Iaith i gyflawni nod Llywodraeth Cymru o sicrhau bod dysgwyr yn hyderus wrth ddefnyddio'u sgiliau Cymraeg; yn meithrin agweddau cadarnhaol tuag at yr iaith ac yn cynyddu'r defnydd o'r iaith yn yr ysgol a'r tu allan. Dros y pum mlynedd nesaf, mae'r camau gweithredu yn anelu at gryfhau darpariaeth mewn ysgolion uwchradd er mwyn sicrhau gwell ymwybyddiaeth o bwysigrwydd y Siarter Iaith, yn ogystal â chynnig cefnogaeth i arweinwyr lunio cynlluniau strategol i'w gweithredu. Rydym yn croesawu'r bwriad i gydweithio ag awdurdodau eraill a hybu'r defnydd o gymunedau dysgu proffesiynol, er mwyn rhannu arfer dda ac adnoddau i gefnogi arweinwyr ysgolion i ddatblygu pob elfen o'r Siarter Iaith. Mae'r pwyslais ar gydweithio hefyd yn amlwg yn y cynllun sy'n amlinellu gwaith gyda phartneriaid fel Mentrau Iaith, yr Urdd, S4C ac ati i hybu prosiectau penodol mewn ysgolion sy'n cefnogi'r defnydd o'r Gymraeg tu fewn a thu hwnt i'r dosbarth. Cefnogwn y cysyniad o gydblethu amcanion Deilliant 5 gyda'r 'Safonau Proffesiynol' er mwyn sicrhau bod staff yn manteisio ar bob cyfle i ddatblygu eu sgiliau Cymraeg ac yn defnyddio'r Gymraeg gyda'i gilydd a gyda'r plant a'r bobl ifanc. Gwneir hyn, er enghraifft, trwy ymgymryd â chyrsgiau sabothol neu ddefnyddio apiau a chyrsgiau dysgu Cymraeg yr awdurdod. Mae hyn yn cryfhau capasiti ysgolion i gynnig darpariaeth werth chweil i ddysgwyr barchu pwysigrwydd yr iaith a defnyddio'r Gymraeg mewn cyddestunau gwahanol tu fewn a thu hwnt i'r ystafell ddosbarth.

Deilliant 6: Cynnydd yn y ddarpariaeth addysg cyfrwng Cymraeg i ddisgyblion sydd ag anghenion dysgu ychwanegol (ADY) yn unol â'r dyletswyddau a osodir gan Ddeddf Anghenion Dysgu Ychwanegol a'r Tribiwnlys Addysg (Cymru) 2018

Nodwch unrhyw sylwadau eraill sydd gennych mewn perthynas â'r Deilliant yma.

Ar hyn o bryd, cyfyng yw'r ddarpariaeth cyfrwng Cymraeg ar gyfer disgyblion ag anghenion dysgu ychwanegol (ADY) ac nid oes darpariaeth Ysgol Arbennig cyfrwng Cymraeg (ar gyfer y disgyblion â'r anghenion mwyaf cymhleth) o fewn yr awdurdod. Cydnabyddir y diffygion hyn yn y Strategaeth Trawsnewid Addysg a nodwyd bod cymorth cyfrwng Cymraeg i ddisgyblion ag ADY yn un o saith maes trawsnewid y gwasanaeth ADY. Yn ogystal â hynny, ymdrinnir â darpariaeth Gymraeg ym mhob un o'r chwe maes trawsnewid arall a nodwyd yn y ddogfen. Mae'r awdurdod wedi cydnabod nad yw maint na chapasiti'r gweithlu ADY cyfrwng Cymraeg ym Mhowys yn ddigonol, a bod angen gwneud gwelliannau.

Mae Deilliant 6 o'r CSGA yn nodi cynlluniau addas ar gyfer cryfhau'r ddarpariaeth cyfrwng Cymraeg ADY ar gyfer pob sector, o'r blynyddoedd cynnar hyd at Ôl-16, gan gynnwys darpariaeth arbenigol. Yn ogystal, mae'r cynllun yn cydblethu'n briodol gyda gofynion y Ddeddf Anghenion Dysgu Ychwanegol a'r Tribiwnlys Addysg

(Cymru) gan adnabod yr her o ddatblygu'r gweithle er mwyn darparu darpariaeth ADY drwy gyfrwng y Gymraeg. Cefnogwn syniadau'r awdurdod ynglŷn â chynyddu adnoddau ADY Cymraeg ar draws Powys yn ogystal â'r amcan o gydweithio ag awdurdodau cyfagos er mwyn cefnogi'r ddarpariaeth ADY drwy gyfrwng y Gymraeg mewn rhai ardaloedd. Fodd bynnag, prin yw'r wybodaeth yn y cynllun am effaith y nifer a fydd yn derbyn eu haddysg trwy'r Gymraeg yn y dyfodol, ar ddarpariaeth ADY cyfrwng Cymraeg.

Deilliant 7: Cynyddu nifer y staff addysgu sy'n gallu addysgu Cymraeg (fel pwnc) ac addysgu drwy gyfrwng y Gymraeg

Nodwch unrhyw sylwadau eraill sydd gennych mewn perthynas â'r Deilliant yma.

Dros y pum mlynedd diwethaf, mynychodd dros hanner cant o athrawon hyfforddiant Cynllun Sabothol Iaith Gymraeg Llywodraeth Cymru. Mae'r awdurdod wedi darparu amrywiaeth eang o hyfforddiant a chefnogaeth ar gyfer ymarferwyr sydd am ddatblygu eu medrau Cymraeg. Er hyn, maent yn cydnabod nad yw effaith yr hyfforddiant ychwanegol hwn wedi arwain at gynnydd sylweddol yn nifer y staff sydd â'r medrau Cymraeg y bydd eu hangen i fodloni'r dyhead o gynyddu nifer y siaradwyr Cymraeg yn ysgolion Powys. O ganlyniad, maent yn nodi'r elfennau pwysig y mae angen eu targedu a'u gwella yn ystod blynyddoedd cyntaf gweithredu'r CSGA.

O fewn pum mlynedd cyntaf y CSGA, mae'n fwriad gan yr awdurdod gydweithio gyda phartneriaid eraill, gan gynnwys Llywodraeth Cymru, i sicrhau bod ganddynt weithlu sydd â'r medrau angenrheidiol i gefnogi'r Gymraeg. Maent yn bwriadu manteisio ar ystod o strategaethau cenedlaethol fel gweithredu'r Safonau Proffesiynol newydd ar gyfer Athrawon a pharhau i hybu cyrsiau Cynllun Sabothol Iaith Gymraeg Llywodraeth Cymru. Yn ogystal, maent yn cydnabod yr angen i werthuso medrau Cymraeg ymarferwyr er mwyn cynllunio rhaglenni hyfforddi perthnasol i gefnogi'r gweithlu i symud ar hyd y continwmm iaith. Rydym yn croesawu'r defnydd o raglenni cenedlaethol fel 'Cymraeg i Oedolion' i gefnogi ymarferwyr, yn enwedig y rhai sy'n gweithio mewn ysgolion a lleoliadau sy'n rhan o'r strategaeth drawsnewid ym Mhowys. Mae'r cynlluniau i ddatblygu swyddogaeth y Fforwm Addysg Cyfrwng Cymraeg ymhellach yn rhoi ffocws clir ar ddatblygu agweddau penodol ar y Cynllun Strategol, gan gynnwys hyrwyddo addysg cyfrwng Cymraeg, ADY a datblygiad proffesiynol. Mae cyfarfodydd rheolaidd rhwng ystod o randdeiliaid sy'n rhan o'r Fforwm yn ffordd synhwyrol o fonitro cynnydd yn erbyn blaenoriaethau'r CSGA dros y ddegawd nesaf.

Estyn – English Translation

Response to Powys County Council WESP Consultation

Background information about Estyn

Estyn is the Office of Her Majesty's Inspectorate for Education and Training in Wales. As a Crown body, Estyn is independent of the Welsh Government.

Estyn's main aim is to raise standards and improve the quality of education and training in Wales. This is set out mainly in the Learning and Skills Act 2000 and the Education Act 2005. In dis carrying out its functions, Estyn must have regard to:

- The quality of education and training in Wales;
- The extent to which education and training meets the needs of learners;
- The educational standards achieved by education and training providers in Wales;
- The quality of leadership and management of those education and training providers;
- Learners' spiritual, moral, social and cultural development; and the
- Contribution made to the wellbeing of learners.

Estyn's remit includes (but not exclusively) nurseries and non-maintained settings, primary schools, secondary schools, independent schools, pupil referral units, further education, adult community learning, local government education services, work-based learning, and teacher education and training. Estyn can advise Parliament on any matter relating to education and training in Wales. To achieve excellence for learners, Estyn has set three strategic objectives:

- Provide accountability to service users on the quality and standards of education and training in Wales;
- Informing the development of national policy by the Welsh Government;
- Building capacity to improve the education and training system in Wales.

This response is not confidential.

Consultation questions

The Council's 10-year vision

Please provide any comments you have on the Council's target to increase year 1 pupils taught through the medium of Welsh in Powys to 36% by 2032:

Powys County Council's target of increasing year 1 pupils taught through the medium of Welsh in Powys from 22% currently to 36% by 2032 is close to it. The percentage matches the maximum target of the range suggested by the Welsh Government for the local authority. Overall, the objectives set out in the Welsh in

Education Strategic Plan (WESP) are ambitious and support Powys' intention to make an increase of 14 percentage points over the next decade.

The Council's ten year vision to increase and improve the planning and provision of Welsh-medium education in Powys is set out on page 1-2 of the draft CSGA.

Please provide any other comments you have in relation to the Outcome here.

The WESP is closely linked to the Strategy for Transforming Education in Powys 2020-30 (The Strategy). These documents are well intertwined to achieve Powys's vision for supporting Welsh-medium education in all parts of the county. In the main, Strategic Objective 3 - *Improving access to Welsh-medium provision across all key stages* as well as other documents such as 'A vision for increasing the number of fully bilingual learners in Powys' supports the local authority's vision well and successfully supports the objectives of the WESP.

Outcome 1: More Nursery / 3 year olds being taught through the medium of Welsh

Please provide any other comments you have in relation to this outcome.

We support the aims of this objective and consider that this is the basis of all the elements of the strategy of increasing the number of children and pupils who want to receive their education through the medium of Welsh. The WESP notes the importance of analysing the findings of the Childcare Sufficiency Assessment 2022 to inform the next tender round to ensure early access to Welsh-medium provision. This supports the authority's target of more nursery and 3 year olds receiving Welsh medium education by laying a sound linguistic foundation for them from the outset.

The WESP contains a useful summary of the current situation regarding Pre-school Welsh-medium provision for 3 and 4 year olds. The use of data including the number of Welsh-medium early years places funded present as well as the number of places receiving Welsh-medium Flying Start provision over the last four years, is useful in setting out a clear picture of the current situation. In addition, they consider appropriately the number of children who continue to pursue Welsh-medium education when transferring from Cylch Meithrin to primary schools.

There is reference to co-operating with key partners such as Mudiad Meithrin, who are positive in aiming to expand Welsh-medium provision across Powys, for example by establishing 'Cylch Ti a Fi' and 'Cylch Meithrin' settings in areas where there is currently no provision, within five years. The local authority recognises the need for the next tender round for early years provision to address the lack of Welsh-medium placements in some areas. This is successfully aligned with the 'Transforming Education in Powys' strategy by providing Welsh-medium provision in key strategic areas and supporting schools to move along the language continuum. The strategy aims to ensure full Welsh-medium provision in areas such as Machynlleth, Llanfair Caereinion, Builth Wells and Llanfyllin. to ensure that full, high quality Welsh-medium provision is available to all children within a reasonable travelling distance. In addition, the WESP connects appropriately with local authority capital developments

including how provision for Nursery / 3 year olds is an important part of the Council's vision to develop all-age schools.

The plan clearly identifies the need to inform parents and guardians of the benefits of bilingualism and to promote Welsh-medium education in general in order to increase the number of Nursery / 3 year olds taught through the medium of Welsh. The plans for developing this over the next five years build successfully on the authority's current methods which provide useful information for parents and guardians through the 'Taith at Ddwy Iaith: the benefits of choosing Welsh-medium education' website. In addition, they have identified the need to strengthen links with strategic partners such as Mudiad Meithrin, Welsh for Adults and the local health board to promote Welsh-medium education and support parents and guardians. The local authority also identifies the need for workforce development as a priority over the first five years of the plan. This includes providing professional development to support staff language skills and ensuring that post-16 learners are able to attend childcare courses through the medium of Welsh and gain experience in Cylchoedd Meithrin.

The WESP includes challenging targets in terms of the number / percentage of 3 year olds taught through the medium of Welsh that the local authority intends to achieve within the 10 years of this plan. They aim for an 18 percentage point increase over the decade, to see 44% of children receiving their education through the medium of Welsh in 2031/32. Overall, the activities identified in the 'Outcome 1' part of the CSCA appropriately support this target.

Outcome 2: More Reception / five year olds are being taught through the medium of Welsh

Please provide any other comments you have in relation to the Outcome here.

Currently, ten Welsh-medium primary schools and ten Dual-stream schools offer opportunities for pupils to pursue Welsh-medium education in Powys. Around 20% of Reception / 5 year olds receive their education through the medium of Welsh in these schools. By 2027, the local authority aims to extend this percentage to 30% by acting on a suitable range of priorities and activities set out in the 'Outcome 2' part of the WESP. In addition, the authority clearly identifies many activities that have already been implemented during the previous plan period, to support Welsh-medium provision in its schools. This includes the establishment of two new Welsh-medium schools and a new reception class in a school in south Wales, the establishment of a Welsh Immersion pilot centre and support for latecomers, the promotion of Welsh-medium education and the benefits of bilingualism through the authority's website as well as the provision of language training for staff of Welsh-medium schools. In addition, the council's transport policy has been adapted to include the provision of transport for pupils to attend Welsh-medium provision. All of this appropriately supports priorities and activities relating to 'Outcome 2' of the 2022/32 WESP.

Over the next five years, the WESP sets out the authority's plans to work with primary schools to develop their Welsh-medium provision. In addition, they intend to consult with stakeholders with a view to establishing new Welsh-medium provision in

the 13 catchment areas within the ten-year period of this Scheme. The authority clearly sets out the actions often associated with other outcomes in the WESPs including supporting early years practitioners to establish strong partnerships with parents / carers to support their decision to pursue Welsh-medium education for their children. In addition, the authority intends to make use of the expertise of Welsh-medium schools to play a leading role in a local area in order to support other schools to improve their Welsh-medium ethos, provide support to other staff, share best practice, etc. In practice, this is a challenge and Welsh-medium schools will need support and resources to support them to achieve this intention.

As noted earlier, the authority is keen to pass on information about Welsh-medium provision to parents and guardians immediately following an application to attend a school in Powys. This includes informing them of the immersion programme which will allow learners to choose Welsh-medium education should they wish. This scheme includes the establishment of immersion centres across the county following an evaluation of the impact of the Newtown immersion centre as well as experimenting with virtual methods to support learners who do not currently have access to a centre. In addition the authority intends to work with other local authorities to provide immersion support for pupils, which helps to ensure better access for learners who choose to attend an immersion centre close to their local area. The timeline outlines an ambitious plan to open one Welsh Immersion centre per year over the next five years, which supports the authority's intention to develop Welsh-medium education in all 13 catchment areas within the time limit of this WESP.

As noted in Neilliant 1, the Council is also planning capital investment to support Welsh-medium provision in specific areas, which would include facilities to provide early years education, childcare and wrap-around provision. In addition, 21st Century Schools Capital Projects are underway with Ysgol Gymraeg y Trallwng opening in September 2022 and Ysgol Bro Hyddgen Community Campus opening in September 2024. The WESP includes challenging targets in terms of the number / percentage of 5-year-olds taught through the medium of Welsh within 10 years. They aim for an 18 percentage point increase over the decade, with 40% of children receiving their education through the medium of Welsh in 2031/32. Overall, the activities identified in the 'Outcome 2' part of the WESP appropriately support this target.

Outcome 3: More children continue to improve their Welsh language skills when transferring from one statutory phase of education to another

Please provide any other comments you have in relation to the Outcome here.

We support the authority's intention to continue to improve pupils' Welsh language skills when transferring from one phase of their statutory education to another. Transition rates between Welsh-medium primary and secondary schools in 2020 were around 83%. The authority has not included data from previous years in the draft document, and therefore it is not possible to comment on trends over time. Currently, Welsh-medium secondary provision is provided in a number of Dual-stream schools. In a few areas, particularly in the south of the county, pupils travel

out of the county for Welsh-medium provision, for example by attending Ysgol Gymraeg Ystalyfera Bro Dur in Neath Port Talbot Local Authority. The authority correctly identifies the need to improve transition planning between primary and secondary Welsh-medium provision.

By 2027, it is anticipated that 92% of pupils receiving Welsh-medium provision in year 6 in Powys will continue to receive Welsh-medium provision in year 7. At present, the scheme does not set out the reasons why some families choose not to continue sending their children to Welsh-medium education in year 7. In addition, it was noted that a number of actions in Outcomes 1 and 2 will contribute to Outcome 3 of the WESP. In addition, the targets for the next five years focus on the range of transition activities that take place as pupils pursue their education, including strengthening procedures every step of the way. For example, ensuring that schools invite parents and carers from early years settings to a presentation in primary school to share information about language learning and how they develop learners' Welsh language skills. Many of the activities also focus appropriately on improving transition arrangements between primary Welsh-medium year 5/6 and dedicated bilingual / Welsh-medium secondary providers.

As a result of the suitable range of activities outlined in Outcome 3 of the Plan, the authority has set challenging targets in terms of the number / percentage of pupils who continue to improve their Welsh language skills when transferring from one statutory phase of education to another. They aim for an increase of 18 percentage points over the decade, with all pupils continuing to develop their Welsh language skills following transfer in 2031/32. While this target is ambitious, the activities identified in the 'Outcome 3' part of the CSCA appropriately support this target.

Outcome 4: More learners are studying for qualifications assessed in Welsh (as a subject) and subjects through the medium of Welsh

Please provide any other comments you have in relation to the Outcome here.

The authority's previous Strategic Plan and Strategy for Transforming Education in Powys outlines the inequality of access to full Welsh-medium education in the secondary sector in Powys. In order to address this issue, the authority is committed to supporting schools to move along the language continuum and to establish new Welsh-medium providers. This includes a phased change in the language category of Ysgol Bro Hyddgen from dual stream to the medium of Welsh from September 2022; the establishment of an all-age school in Llanfair Caereinion in September 2022 with the ambition of moving the school along the language continuum to become a Welsh-medium all-age one. It is key that appointments to the lead roles in this school advocate and support the strategy.

In addition, the authority also wants to consult as part of the school reorganisation process on the establishment of a new all-age Welsh-medium school in Built Wells in 2024/25. The authority is also in the process of establishing a new strategic management structure to oversee the delivery of post-16 provision, which includes improving the availability of Welsh-medium subjects for young people in Powys. Although the plan sets out the intention to establish the three schools within the next

five years, it is recognised that the transition to full Welsh-medium schools will take time, particularly in terms of secondary and post-16 provision. We support the authority's aspiration to improve Welsh-medium post-16 provision over the next decade, but there is little information in the WESP to fully support this. The plans are not outlined in sufficient detail to convey a clear picture of the provision that will be available to the young people of Powys over the next decade. Setting out the Council's plans to improve the quality of Welsh as a second language provision and the wider provision in terms of A level in the subject would strengthen the document. In addition, there will be a challenge in monitoring and ensuring adherence to the Plan as set out in the WESP in the individual schools. A reference in the next version of the document to how the authority intends to do this would also strengthen the WESP.

Outcome 5: More opportunities for learners to use Welsh in different contexts in the School

Please provide any other comments you have in relation to the Outcome here.

We support the authority's work in continuing the successful support provided for the Siartr Iaith, Cymraeg Campus and the associated objectives within the scheme. To date, all Welsh-medium primary schools have won at least a bronze award for the Siartr Iaith, and Cymraeg Campus is in place in all English-medium primary schools in Powys. The authority has recently offered bespoke workshops and special events to raise awareness of the language and to increase opportunities for young people to use Welsh in informal settings across all clusters. The draft WESP builds on these activities appropriately by noting that the Siartr Iaith will be implemented in all secondary schools in Powys over the next five years.

We support the WESP's proposed plans to ensure that all schools will work within the National Language Charter Framework to achieve the Welsh Government's aim of ensuring that learners are confident in using their Welsh language skills; foster positive attitudes towards the language and increase the use of the language in and out of school. Over the next five years, the action plan aims to strengthen provision in secondary schools to ensure a better awareness of the importance of the Siartr Iaith, as well as offering support for leaders to draw up strategic plans for their implementation. We welcome the intention to work with other authorities and promote the use of professional learning communities, in order to share good practice and resources to support school leaders in developing all elements of the Siartr Iaith. The emphasis on collaboration is also evident in the scheme which outlines work with partners such as Mentrau Iaith, the Urdd, S4C and so on to promote specific projects in schools that support the use of Welsh within and beyond the classroom. We support the concept of intertwining the objectives of Outcome 5 with the 'Professional Standards' to ensure that staff take advantage of every opportunity to develop their Welsh language skills and use Welsh with each other and with the children and young people. This is done, for example, by undertaking sabbatical courses or using the authority's Apps and Welsh language learning courses. This strengthens the capacity of schools to offer worthwhile provision for

learners to respect the importance of the language and to use Welsh in different contexts within and beyond the classroom.

Outcome 6: Increase in the provision of Welsh-medium education for pupils with additional learning needs (ALN) in accordance with the duties imposed by the Additional Learning Needs and Education Tribunal (Wales) Act 2018

Please provide any other comments you have in relation to the Outcome here.

Currently, Welsh-medium provision for pupils with additional learning needs (ALN) is limited and there is no Welsh-medium Special School provision (for pupils with the most complex needs) within the authority. These shortcomings are recognised in the Education Transformation Strategy and Welsh-medium support for pupils with ALN has been identified as one of the seven areas of transformation of the ALN service. In addition, Welsh language provision is dealt with in each of the other six areas of transformation identified in the document. The authority has recognised that the size and capacity of the Welsh-medium ALN workforce in Powys is not sufficient, and that improvements need to be made.

Outcome 6 of the WESP sets out suitable plans for strengthening WELSH-medium ALN provision for all sectors, from early years through to Post-16, including specialist provision. In addition, the plan fits appropriately with the requirements of the Additional Learning Needs Act and the Education Tribunal (Wales) recognising the challenge of developing the workplace in order to provide ALN provision through the medium of Welsh. We support the authority's ideas about increasing Welsh-medium ALN resources across Powys as well as the objective of working with neighbouring authorities to support ALN provision through the medium of Welsh in some areas. However, there is little information in the plan about the impact of the number who will receive their education through the medium of Welsh in the future, on Welsh-medium ALN provision.

Outcome 7: Increase the number of teaching staff able to teach Welsh (as a subject) and teach through the medium of Welsh

Please provide any other comments you have in relation to the Outcome here.

Over the last five years, over fifty teachers attended the Welsh Government's Welsh Language Sabbatical Scheme training. The authority has provided a wide range of training and support for practitioners who want to develop their Welsh language skills. However, they recognise that the impact of this additional training has not led to a significant increase in the number of staff with the Welsh language skills that will be needed to meet the aspiration of increasing the number of Welsh speakers in Powys schools. As a result, they identify the important elements that need to be targeted and improved during the first years of implementation of the WESP.

Within the first five years of the WESP, the authority intends to work with other partners, including the Welsh Government, to ensure that they have a workforce with the necessary skills to support the Welsh language. They intend to take advantage of a range of national strategies such as implementing the new Professional Standards for Teachers and continuing to promote the Welsh Government's Welsh

Language Sabbatical Scheme courses. In addition, they acknowledge the need to evaluate practitioners' Welsh language skills in order to plan relevant training programmes to support the workforce to move along the language continuum. We welcome the use of national programmes such as 'Welsh for Adults' to support practitioners, particularly those working in schools and settings that are part of the transformation strategy in Powys. The plans to further develop the role of the Welsh-medium Education Forum provide a clear focus on developing specific aspects of the Strategic Plan, including the promotion of Welsh-medium education, ALN and professional development. Regular meetings between a range of stakeholders involved in the Forum are a sensible way of monitoring progress against the WESP's priorities over the next decade.

3. Welsh Language Commissioner – Cymraeg

Annwyl Gyfaill,

Cynllun Strategol Cymraeg mewn Addysg 2022-2032 Cyngor Sir Powys

Sylwadau agoriadol

1.1 Yn gyffredinol credwn fod y cynllun strategol hwn yn adlewyrchu gweledigaeth gadarnhaol y Sir dros y Gymraeg ym myd addysg. Rydym yn croesawu'r camau gweithredu sydd wedi'u cynnwys a bydd cyflawni amcanion a thargedau'r cynllun hwn yn gam arwyddocaol yng nghyd-destun cyfraniad y sir at y weledigaeth genedlaethol o Gymru gynyddol ddwyieithog. Er ein bod felly yn gefnogol i dargedau a phrif gonglfeini'r cynllun hwn, credwn byddai modd cryfhau'r cynllun pe bai'r cyngor yn rhoi sylw i'r materion a godir yn ein hymateb isod. Rydym yn edrych ymlaen at gydweithio ymhellach wrth i'r sir weithredu'r cynllun ac i gyflawni ei gweledigaeth dros yr iaith Gymraeg.

1.2 Un pwynt cyffredinol sy'n crynhoi ein safbwynt cyffredinol ar y cynllun dan sylw yw'r angen i gynnwys mwy o fanylder, ymrwymadau mwy pendant, ac amserlen eglur ar gyfer gweithredu. Mae hyn yn arbennig o wir yng nghyd-destun Deilliant 2 a 4 y cynllun. Er ein bod yn croesawu'r weledigaeth a'r cyfeiriad cyffredinol, mae'r ymrwymadau yn rhy amwys ac amhendant. Fel mae *Strategaeth ar gyfer Trawsnewid Addysg ym Mhowys 2020-2030* yn ei gydnabod, un o'r problemau sydd wedi bodoli yn y gorffennol o ran ehangu addysg cyfrwng Cymraeg ym Mhowys yw diffyg gweithredu gwahanol gynigion, yn enwedig yn achos ysgolion uwchradd y sir. Yn y cyd-destun hwn, credwn fod angen i'r cynllun nodi yn glir y camau gweithredu penodol, ynghyd ag amserlen fanwl ar gyfer eu gweithredu. Yn absenoldeb y manylder yma mae'n anodd deall beth yn union mae'r Sir yn ymrwymo i'w wneud, ac felly mae'n anodd dod i farn bendant ynghylch a yw'r cynllun yn ddigonol ai peidio.

1.3 Fel pwynt cyffredinol, hoffem bwysleisio'r berthynas agos sy'n bodoli rhwng gofynion llunio CSCA, a dyletswyddau'r Sir yn unol â Mesur y Gymraeg (Cymru) 2011.

- Fel y gwyddoch, yn sgil Mesur y Gymraeg (Cymru) 2011 mae gofyn i'r Sir gydymffurfio â safonau'r Gymraeg. Mae 5 math o safonau perthnasol ac yn eu plith mae'r safonau llunio polisi a safonau sy'n ei gwneud yn ofynnol i'r sir lunio strategaeth 5 mlynedd sy'n esbonio sut yr ydych yn bwriadu mynd ati i hybu'r Gymraeg ac i hwyluso defnyddio'r Gymraeg yn ehangach yn eich ardal.
- Mae'r safonau llunio polisi yn cynnwys gofynion i gorff sicrhau bod ystyriaeth briodol yn cael ei rhoi i effeithiau penderfyniadau polisi ar gyfleoedd i ddefnyddio'r Gymraeg ac i beidio â thrin y Gymraeg yn llai ffafriol na'r Saesneg. Nid yw gofynion y safonau llunio polisi yn bodoli mewn gwagle

ar wahân i ofynion sy'n deillio o ddeddfau neu ddyletswyddau eraill, er enghraifft Deddf Safonau a Threfniadaeth Ysgolion (Cymru) 2013 a'r ddyletswydd ar awdurdodau lleol i gyflwyno CSCA.

- Credwn fod manteision amlwg i'r Cyngor ystyried y dyletswyddau sydd arno dan y safonau llunio polisi ochr yn ochr â dyletswyddau cysylltiedig y CSCA a Deddf Safonau a Threfniadaeth Ysgolion (Cymru) 2013. Bydd sicrhau bod gweledigaeth ac amcanion y CSCA yn ganolog i'r broses fwy cyffredinol o asesu effaith penderfyniadau polisi'r sir yn hwyluso cydymffurfiaeth â'r safonau llunio polisi. Yn yr un modd bydd sicrhau cydymffurfiaeth lawn â gofynion y safonau llunio polisi wrth asesu effaith cynigion polisi yn y dyfodol yn cyfrannu at wireddu gweledigaeth ac amcanion y CSCA. Y pwynt allweddol yma yw'r angen i'r sir sicrhau proses drylwyr ar gyfer asesu a diwygio cynigion polisi yn y dyfodol, a hynny er mwyn sicrhau effeithiau mwyaf cadarnhaol posib ar y Gymraeg a chyflawniad y CSCA. Mae hyn yn berthnasol i benderfyniadau polisi ym maes addysg yn benodol, ond hefyd penderfyniadau polisi mwy eang, er enghraifft, yn ymwneud â chynllunio, yr economi, neu gludiant.

- Er hynny, mae'n bwysig sylweddoli y gall y gofynion i ystyried effeithiau penderfyniadau ar y Gymraeg fod yn wahanol o dan safonau'r Gymraeg o'i gymharu â'r ddyletswydd dan ddeddfwriaethau eraill. Amlygwyd hyn yn ddiweddar mewn achosion gerbron yr Uchel Lys a'r Llys Apêl, a gadarnhaodd nad yw tystiolaeth o gydymffurfiaeth â'r ddyletswydd asesu effaith penderfyniadau i addrefnu ysgolion o dan y Cod Trefniadaeth Ysgolion yn arwain o reidrwydd at gydymffurfiaeth â'r safonau llunio polisi yn Mesur y Gymraeg (Cymru) 2011. Mae'n golygu y gallai gofynion y safonau ei gwneud yn ofynnol i awdurdodau lleol gymryd camau pellach i gydymffurfio â'r safonau.

- Ym mis Medi 2020 cyhoeddodd Gomisiynydd y Gymraeg ddogfen cyngor arferion da Safonau Llunio Polisi, sy'n cynnig syniadau a chyngor ymarferol ynghylch sut i fynd ati i gydymffurfio â dyletswyddau iaith statudol, yn enwedig mewn perthynas â gofynion deddfwriaethol eraill sy'n berthnasol i'r Gymraeg. Credwn y bydd y ddogfen gyngor yma yn gymorth i'r Cyngor, nid yn unig o ran cydymffurfio a gofynion Mesur y Gymraeg Cymru, ond hefyd er mwyn sicrhau bod gweledigaeth y sir dros yr iaith Gymraeg yn treiddio'n llwyr i agenda a phenderfyniadau polisi addysg y sir.

Deilliannau CSCA Deiliant 1: Mwy o blant meithrin/tair oed yn cael eu haddysg drwy gyfrwng y Gymraeg

2.1 Mae'n gadarnhaol bod yr adran yma yn trafod ystod o ddata perthnasol am y sector. Er hyn rydym yn sylwi bod y data sy'n cael ei grybwyll yn y ddogfen ymgynghori yn wahanol i ddata diweddaraf yr Arolygiaeth Gofal Cymru (AGC). Yn ôl

data'r AGC ar gyfer 2019-20, mae 482 o leoedd gofal cyfrwng Cymraeg, sy'n cyfateb i 13% o leoedd gofal plant yn y sir. Yn ôl data sydd wedi'i gynnwys yn y ddogfen ymgynghori, mae 390 o leoedd blynyddoedd cynnar cyfrwng Cymraeg yn Ebrill 2021, sy'n cyfateb i 24.4%. Rydym yn tybio mai'r rheswm am y gwahaniaeth hwn yw bod data'r AGC yn cynnwys pob gwasanaeth gofal plant a chwarae yng Nghymru sydd wedi'u cymeradwyo, tra bod y data yn y ddogfen ymgynghori yn trafod y gwasanaethau hynny sy'n darparu addysg blynyddoedd cynnar ar gyfer plant 3 a 4 oed? Er bod Deilliant 1 yn canolbwyntio ar gynyddu'r nifer o blant meithrin/tair oed sy'n cael eu haddysg drwy gyfrwng y Gymraeg, mae sefyllfa ehangach gofal plant yr ardal yn berthnasol. Byddem yn croesawu rhagor o drafodaeth am sefyllfa gofal plant cyfrwng Cymraeg yn ei gyfanrwydd, a sut gellir siapio'r ddarpariaeth hon mewn ffordd fydd yn hwyluso a symbylu twf mewn addysg drwy gyfrwng y Gymraeg.

2.2 Yn dilyn o'r pwynt blaenorol, un o heriau'r sir o safbwynt ehangu addysg drwy gyfrwng y Gymraeg yw bod y boblogaeth wedi'i gwasgaru dros ardal ddaearyddol sylweddol. Yn y cyd-destun hwn, credwn gallai'r adran hon gael ei chryfhau petai mwy o fanylder yn cael ei ddarparu o ran lleoliad a daearyddiaeth y ddarpariaeth cyfrwng Cymraeg. Mae hyn yn hollbwysig yng nghyd-destun yr egwyddor y dylai addysg cyfrwng Cymraeg fod ar gael ac yn hwylus i bawb.

2.3 Rydym yn falch o weld fod y Cyngor yn bwriadu cydweithio â'r Mudiad Meithrin i sefydlu darpariaeth Cylch Ti a Fi a Chylch Meithrin newydd mewn ardaloedd lle nad oes darpariaeth cyfrwng Cymraeg ar hyn o bryd. Er bod y ddogfen ymgynghori yn manylu ar leoliadau'r ddarpariaeth newydd hon, buasai'n ddefnyddiol cynnwys rhagor o fanylder o ran amserlen sefydlu'r ddarpariaeth newydd. Byddai hefyd yn ddefnyddiol trafod arwyddocâd y datblygiadau hyn yng nghyd-destun y targedau sydd wedi'u gosod. Hynny yw, faint o leoedd cyfrwng Cymraeg newydd fydd yn cael eu cynnig yn sgil y datblygiadau hyn?

2.4 Rydym yn croesawu'r bwriad i archwilio sgiliau iaith yr holl staff blynyddoedd cynnar ym Mhowys, a hefyd nifer o bwyntiau gweithredu eraill ar gyfer y gweithlu gofal plant ac addysg blynyddoedd cynnar. Credwn fod angen cynnal yr adolygiad hwn o sgiliau iaith yn gynnar yn oes y cynllun, a hynny er mwyn sicrhau bod gweddill y strategaeth ar gyfer y gweithlu yn cael ei gweithredu ar sail darlun mor fanwl â phosib o'r sefyllfa gyfredol. Byddai cynnwys ymrwymadau mwy pendant o ran natur ac amserlen yr adolygiad yn cryfhau'r adran hon.

2.5 Yn gysylltiedig â phwynt 2.1 uchod, rydym yn croesawu bod y cyngor eisoes yn gweithredu cynlluniau cyfalaf ar gyfer ehangu darpariaeth blynyddoedd cynnar cyfrwng Cymraeg, ac yn cynllunio ar gyfer buddsoddiad cyfalaf pellach. Unwaith eto, byddai'n ddefnyddiol cael rhagor o wybodaeth o ran amserlen ac effaith tebygol y datblygiadau hyn yng nghyd-destun targedau'r Cyngor ar gyfer deilliant 1 a 2. Hynny yw, beth fydd effaith y datblygiadau arfaethedig ar gapasiti cyfrwng Cymraeg y

sector, ac a yw hyn yn debygol o fod yn ddigonol ar gyfer cyflawni'r targedau ar gyfer deilliant 1 a 2.

2.6 Mae'r adran sy'n trafod lle mae'r Cyngor yn disgwyl bod ar ddiwedd y cynllun deg mlynedd yn rhy amwys. Er ein bod yn derbyn y bydd angen adolygu a diwygio cynlluniau ar gyfer ail hanner oes y cynllun yn nes at yr amser, credwn fod angen rhagor o fanylder yma. Rhan o'r broblem efallai yw nad oes digon o fanylder ynghylch effaith tebygol datblygiadau sydd eisoes ar y gweill neu am gael eu gweithredu yn ystod y 5 mlynedd cyntaf ar gapasiti'r sector gofal ac addysg blynyddoedd cynnar cyfrwng Cymraeg. Byddai dadansoddiad mwy manwl a thrylwyr o effaith tebygol y datblygiadau hyn, a'u perthynas â'r targedau, yn darparu syniad llawer gwell o hyd a lled y cynlluniau ychwanegol fydd angen eu hystyried yn ail hanner oes y cynllun. Byddem yn dymuno gweld mwy na dim ond cynnwys ymrwymiad amwys iawn y bydd y Cyngor yn adolygu cyflawniad ar ôl 5 mlynedd, ac yn cynllunio gweithgareddau am 5 mlynedd olaf y cynllun ar sail hynny.

Deilliant 2: Mwy o blant dosbarth derbyn/pump oed yn cael eu haddysgu drwy gyfrwng y Gymraeg

2.7 Ar y cyfan rydym yn croesawu'r strategaeth ar gyfer cynyddu nifer y plant dosbarth derbyn fydd yn cael eu haddysgu drwy gyfrwng y Gymraeg. Mae'r pwyslais ar ddatblygu darpariaeth newydd a hefyd symud ysgolion presennol ar hyd y continwmm ieithyddol am gyfrannu yn uniongyrchol at gyflawni'r targedau sydd wedi'u gosod. Er hyn credwn fod angen rhagor o fanylder ynghylch natur y datblygiadau hyn, yn ogystal â'r amserlen ar gyfer eu gweithredu. Er enghraifft, mae tudalen 12 yn rhestru ardaloedd lle bydd y cyngor yn sefydlu darpariaeth cyfrwng Cymraeg newydd neu yn symud ysgolion ar hyd continwmm ieithyddol. Er ein bod yn cefnogi'r datblygiadau hyn, mae'r ymrwymadau yn amwys iawn, ac nid oes unrhyw fanylder ynghylch natur y cynigion, pryd fydd y Cyngor yn ymgynghori ar y datblygiadau, pryd y bwriedir gweithredu'r cynlluniau, a beth fydd effaith y datblygiadau yng nghyd-destun cyflawni'r targedau sydd wedi'u gosod. Nid yw'n glir beth yn union yw hyd a lled yr ymrwymadau hyn, nac ychwaith sut maent yn cysylltu ag ymrwymadau 'Strategaeth ar gyfer Trawsnewid Addysg ym Mhowys 2020-2030'. Mae'r diffyg manylder ac eglurder hyn yn debygol o lesteirio proses fonitro ac atebolrwydd cadarn. Credwn felly byddai modd cryfhau'r adran hon drwy gynnig mwy o fanylder a bod yn fwy penodol.

2.8 Rydym yn croesawu'n fawr ymrwymadau'r cyngor o ran sefydlu rhagor o ddarpariaeth hwyrddyfodiad yn y sir. Mae'n gadarnhaol bod y Cyngor yn cynnwys amserlen benodol gydag ymrwymadau pendant. Un peth sy'n aneglur fodd bynnag, yw a fydd y canolfannau trochi hyn ar gyfer disgyblion Cyfnod Allweddol 2 yn unig? Os felly, credwn y dylid ystyried strategaethau ar gyfer ymestyn y ddarpariaeth hwyrddyfodiad hon i ddisgyblion o wahanol oeddrannau yn y dyfodol.

2.9 Yn gysylltiedig â phwynt 2.7 uchod, mae angen rhagor o eglurder am y prosiectau cyfalaf sydd yn amodol ar ymgynghoriad a chymeradwyaeth y Cabinet, ynghyd â chymeradwyaeth cyllid gan Lywodraeth Cymru. Unwaith eto nid yw'n glir beth yw natur y cynigion hyn, pryd fydd penderfyniad yn debygol o gael ei wneud, a beth fydd effaith tebygol y datblygiadau ar gapasiti'r sector cynradd cyfrwng Cymraeg. Mae'n ymddangos i ni bod llawer o ddatblygiadau cadarnhaol yn cael eu hystyried a'u cynllunio, ond mae'r diffyg manylder ac eglurder yma yn ei gwneud yn anodd dod i farn ynghylch pa mor gadarn yw'r pwyntiau gweithredu ar gyfer y deilliant hollbwysig yma.

Deilliant 3: Mwy o blant yn parhau i wella eu sgiliau Cymraeg wrth drosglwyddo o un cyfnod o'u haddysg statudol i un arall

2.10 Mae cyfraddau trosglwyddo rhwng ysgolion cynradd ac uwchradd i raddau yn gysylltiedig â chynigion y cyngor o ran ehangu darpariaeth uwchradd drwy gyfrwng y Gymraeg (Deilliant 4). Mae'r rhan fwyaf o'n sylwadau mewn perthynas â Deilliant 4 felly yn berthnasol yng nghyd-destun Deilliant 3 yn ogystal.

2.11 Mae'r data ar dudalen 16 yn nodi bod 82.7% o ddisgyblion gafodd addysg cyfrwng Cymraeg ym mlwyddyn 6 yn parhau i gael darpariaeth cyfrwng Cymraeg ym mlwyddyn 7. Byddai'n ddefnyddiol yma ymhelaethu ar ddiffiniad o addysg cyfrwng Cymraeg ym mlwyddyn 7 ac yng ngweddill y cyfnod uwchradd. O edrych ar y drafodaeth ar gyfer Deilliant 4 mae'n amlwg nad oes ysgolion cyfrwng Cymraeg uwchradd yn y sir, ac mae'r ddarpariaeth cyfrwng Cymraeg uwchradd sydd yn cael ei darparu yn amrywio o ysgol i ysgol. A yw felly yn fwy teg dweud mai 82.7% o ddisgyblion sy'n parhau i gael rhywfaint o addysg drwy gyfrwng y Gymraeg? Nid yw'n glir beth yn union yw'r ddarpariaeth cyfrwng Cymraeg yn yr ysgolion uwchradd, a sut mae'r ddarpariaeth hon yn amrywio wrth i ddisgyblion fynd o un cyfnod allweddol i'r llall. O edrych ar yr ail dabl yn Neilliant 4, ymddengys nad yw'r ysgolion uwchradd sy'n cynnig darpariaeth cyfrwng Cymraeg (oni bai am Ysgol Bro Hyddgen) yn cynnig darpariaeth cyfrwng Cymraeg sy'n cymharu yn ffafriol â'r ddarpariaeth cyfrwng Saesneg. Ym mwyafrif yr ysgolion mae'r nifer o bynciau sy'n cael eu haddysgu drwy gyfrwng y Gymraeg yng Nghyfnod Allweddol 4 ymhell o dan hanner nifer y pynciau sy'n cael eu cynnig drwy gyfrwng y Saesneg. Credwn fod lle i gynnig trafodaeth llawer mwy tryloyw o realiti darpariaeth uwchradd y sir yn yr adran hon, gan gynnwys sut bod natur darpariaeth cyfrwng Cymraeg yn newid o un cyfnod allweddol i'r nesaf. Mae'r drafodaeth ar gyfer Deilliant 4 yn onest iawn ynghylch y sialensiau sy'n wynebu darpariaeth uwchradd cyfrwng Cymraeg yn y sir, a dylai hyn gael ei adlewyrchu wrth drafod dilyniant ieithyddol yn ogystal.

2.12 Yn gysylltiedig â'r pwynt uchod, mae lle i gynnwys rhagor o ddata ar gyfer y Deilliant hwn, gan gynnwys data ar gyfer cyfraddau trosglwyddo rhwng holl gyfnodau allweddol, ac nid dim ond rhwng blwyddyn 6 a 7. Er enghraifft, mae'r nifer o ddysgwyr sydd wedi cael eu hasesu yn y Gymraeg fel iaith gyntaf ar ddiwedd y

Cyfnod Sylfaen wedi aros yn weddol gyson dros y deng mlynedd diwethaf. Yn 2021, roedd 261 o ddysgwyr, ac yn 2019 roedd 247 o ddysgwyr. Er hyn, mae nifer y dysgwyr sy'n astudio Cymraeg fel iaith gyntaf yng nghyfnod allweddol 4 yn llawer is, er enghraifft, 139 yn 2020/21. Byddai cynnwys dadansoddiad o'r ystadegau fel hyn yn cynnig darlun mwy cyflawn o ddilyniant ieithyddol yn y sir.

Deilliant 4: Mwy o ddysgwyr yn astudio ar gyfer cymwysterau Cymraeg (fel pwnc) a phynciau drwy gyfrwng y Gymraeg

2.13 Rydym yn falch o weld bod y Cyngor yn cydnabod yr angen am 'newid mawr' i'r ddarpariaeth uwchradd cyfrwng Cymraeg ym Mhowys. Mae *Strategaeth ar gyfer Trawsnewid Addysg ym Mhowys 2020-2030* yn ogystal â'r ddogfen *Gweledigaeth ar gyfer cynyddu nifer y dysgwyr cwbl ddwyieithog ym Mhowys* yn cynnig dadansoddiad manwl ac eglur o ddiffygion darpariaeth cyfrwng Cymraeg ac uwchradd ym Mhowys. Mae'n amlwg fod gan y Cyngor weledigaeth glodwiw ac eglur ar gyfer gwella darpariaeth uwchradd cyfrwng Cymraeg a dwyieithog yn y sir. Rydym yn cytuno yn llwyr nad yw'r model presennol o chwe ysgol uwchradd dwy ffrwd yn gweithio. Rydym felly yn croesawu yn fawr fod y cynllun strategol yn cynnig cynllun gweithredu ar gyfer sefydlu ysgolion uwchradd dwyieithog a chyfrwng Cymraeg ar draws y sir.

2.14 Mae'r penderfyniad i newid categori iaith Ysgol Bro Hyddgen i fod yn ysgol categori 2A yn gam cadarnhaol yn y cyd-destun uchod. Rydym hefyd yn cefnogi'n llwyr gynlluniau'r sir i sefydlu ysgol cyfrwng Cymraeg pob oed newydd yn Llanfair-ymMuallt erbyn 2024/25.

2.15 Rydym yn pryderu rhywfaint, fodd bynnag, am y trydydd cam gweithredu ar gyfer y deilliant hwn, sef y bydd yr ysgol pob oed newydd sy'n cael ei sefydlu yn Llanfair Caereinion ym Mis Medi 2022 yn datblygu i fod yn ysgol cyfrwng Cymraeg dros gyfnod o amser. Nid ydym yn gwrthwynebu'r cynllun fel y cyfryw, ond mae'r ymrwymiad yn amwys iawn, ac nid oes unrhyw eglurhad am pryd a sut bydd hyn yn cael ei weithredu.

2.16 Mae sefyllfa darpariaeth uwchradd yng Ngogledd y sir wedi bod yn broblem ers blynnyddoedd. Rydym yn pryderu bod yr ymrwymiad hwn i symud ysgol Llanfair Caereinion ar hyd continwrm ieithyddol gyfystyr ag ymrwymadau tebyg sydd wedi'u gwneud yn y gorffennol, ond na chafodd eu gweithredu. Er enghraifft, roedd CSGA 2017-20 Cyngor Sir Powys yn cydnabod yr heriau sy'n bodoli o geisio cyflawni gweledigaeth flaenorol (CSGA 2014-17) y sir o ran sicrhau bod ysgolion dwy ffrwd yn datblygu fel ysgolion categori 2B erbyn 2020. Oherwydd hyn nodir bod angen datblygu 'opsiynau amgen ar gyfer gwella cyfleoedd sydd ar gael i ddisgyblion cyfrwng Cymraeg drwy bob cyfnod allweddol.' Roedd CSGA 2017-20 Cyngor Sir Powys yn ymrwymo i sefydlu un neu fwy o ysgolion categori 2A yng ngogledd

Powys. Ni lwyddwyd i weithredu ar yr ymrwymiad yma yn ystod oes y cynllun 201720.

2.17 Mae *Strategaeth ar gyfer Trawsnewid Addysg ym Mhowys 2020-2030* yn cydnabod bod diffyg gweithredu wedi bod yn broblem yn y gorffennol ac wedi arwain at sefyllfa lle bo'r ddarpariaeth uwchradd cyfrwng Cymraeg yn annerbyniol. Er ein bod yn falch o weld y gydnabyddiaeth hon, nid ydym o'r farn bod yr ymrwymadau ar gyfer ysgol Llanfair Caereinion yn ddigon manwl nac eglur. Nid yw nodi uchelgais a bwriad i symud ysgol ar hyd continwrm ieithyddol yn debygol o fodloni'r nifer helaeth o rieni'r ardal sydd am addysg cyfrwng Cymraeg i'w plant. Mae hyn yn arbennig o wir o ystyried bod ymrwymadau dilys tebyg yn y gorffennol wedi methu â dwyn ffrwyth mewn gwirionedd. Credwn felly bod angen mwy o eglurder yma ynghylch symud ysgol Llanfair Caereinion ar hyd y continwrm ieithyddol. Credwn y byddai'n ddefnyddiol ymrwymo i ddatblygu cynllun datblygu penodol ar gyfer y cam gweithredu hwn. Hynny yw, cynllun manwl ar gyfer yr ysgol sy'n nodi'n glir y camau cynnydd a'r amserlen ar gyfer eu cyflawni.

2.18 Yn gysylltiedig â'r pwyntiau uchod, byddai'n ddefnyddiol cynnwys rhagor o wybodaeth ynghylch natur ieithyddol yr ysgolion uchod. Mae'r ddogfen yn trafod sefydlu ysgolion 'cyfrwng Cymraeg' ond mae hefyd sôn am ysgolion dwyieithog 2A. Fel y gwyddoch, mae Llywodraeth Cymru ar hyn o bryd yn ystyried ymatebion i'r ymgynghoriad ar fframwaith categoreiddio ieithyddol ac mae rhywfaint o ansicrwydd ynghylch beth yn union fydd natur a diffiniad ysgolion categori 2 a 3 o dan y drefn newydd. Mae'r diffiniadau y gwnaeth y Llywodraeth ymgynghori arnynt ym mis Mawrth 2021 yn golygu y byddai ysgol categori 2 (ysgol ddwyieithog) yn gallu gweithredu yn debyg iawn i ysgolion dwy ffrwd ar hyn o bryd. Hynny yw, gall yr ysgol gynnig isafswm o 40% o bynciau drwy gyfrwng y Gymraeg a bod o leiaf 40% o ddisgyblion yn dilyn 3 neu fwy o bynciau drwy gyfrwng y Gymraeg. Gall hyn olygu bod y 60% yn weddill o ddisgyblion ddim yn astudio unrhyw bwnc drwy gyfrwng y Gymraeg. Canlyniad hyn fyddai ysgol ddwyieithog sydd i bob pwrpas gyfystyr ag ysgol uwchradd dwy ffrwd ar hyn o bryd. Gan fod y Cyngor yn glir fod y trefniadau presennol o ran ysgolion uwchradd dwy ffrwd heb arwain at sefyllfa dderbyniol i ddysgwyr sy'n dymuno addysg cyfrwng Cymraeg, byddem yn gwerthfawrogi trafodaeth bellach ar hyn yn y strategaeth. Gwyddom wrth gwrs nad oes modd i'r Cyngor ddylanwadu yn uniongyrchol ar natur y fframwaith categoreiddio ieithyddol genedlaethol, ond mae lle yma i'r Cyngor ddarparu rhagor o wybodaeth ynghylch beth fydd natur ieithyddol yr ysgolion uwchradd cyfrwng Cymraeg/dwyieithog dan sylw.

2.19 Mae dogfen 'Gweledigaeth ar gyfer cynyddu nifer y dysgwyr cwbl ddwyieithog ym Mhowys' yn nodi y dylai 'rhaglen drawsnewid geisio sicrhau bod darpariaeth cyfrwng Cymraeg/dwyieithog ar gael mewn ysgolion cynradd ac uwchradd ym mhob cwr o Bowys.' O ystyried cyd-destun poblogaeth a daearyddiaeth y sir, credwn fod lle i drafod y graddau y bydd addysg cyfrwng Cymraeg yn hwylus ac o fewn pellter

teithio rhesymol i bawb. Hynn yw, a yw'r datblygiadau i'r sector uwchradd sydd wedi'u cynnwys yn y cynllun hwn am sicrhau bod addysg uwchradd drwy gyfrwng y Gymraeg yn opsiwn gwirioneddol i bawb sy'n ei ddymuno? Mae lle i gryfhau'r elfen ddaearyddol hon drwy'r cynllun yn ei gyfanrwydd, ac efallai bod modd trafod polisïau a strategaethau eraill yn y cyd-destun hwn hefyd (er enghraifft teithio gan ddysgwyr).

2.20 Mae'r ddogfen ymgynghori yn nodi bod y Cyngor wedi cynnal adolygiad cynhwysfawr o ddarpariaeth ôl-16 yn y sir. Un o ganfyddiadau'r adolygiad oedd bod angen sylweddol i wella darpariaeth pynciau ôl-16 drwy gyfrwng y Gymraeg. Er hyn, yr unig bwnc gweithredu sy'n cael ei gynnwys yma yw bod y Cyngor wedi bod yn treialu esgol yn ystod y blynyddoedd diwethaf. Credwn fod lle yma i gynnwys llawer mwy o fanylder ynghylch sefyllfa darpariaeth ôl-16 drwy gyfrwng y Gymraeg, gan gynnwys effaith tebygol sefydlu ysgolion cyfrwng Cymraeg uwchradd ar y ddarpariaeth hon yn y dyfodol. Er enghraifft, ar hyn o bryd mae'r ddarpariaeth cyfrwng Cymraeg yn gwanhau wrth i ddisgyblion symud o un cyfnod allweddol i'r nesaf. Fel sy'n wir ar lefel genedlaethol, mae'n debyg bod darpariaeth ôl-16 cyfrwng Cymraeg yn gallu bod yn gyfyngedig iawn i nifer o ddysgwyr. Sut yn union mae'r Cyngor yn cynllunio ar gyfer gwella hyn yn sgil sefydlu ysgolion uwchradd cyfrwng Cymraeg?

2.21 Nid oes digon o sylw yn yr adran yma ar nifer y disgyblion sy'n astudio'r Gymraeg fel pwnc, yn enwedig fel pwnc lefel A. Credwn fod yma le i gynnwys rhywfaint o'r data am y niferoedd sy'n astudio Cymraeg fel pwnc TGAU a Lefel A (iaith gyntaf ac ailiaith). Byddai'n ddefnyddiol hefyd trafod cynlluniau mwy penodol o ran sicrhau cynnydd yn y niferoedd sy'n astudio'r Gymraeg fel pwnc Lefel A yn benodol. Gall hyn gynnwys strategaethau hyrwyddo, yn ogystal â materion mwy ymarferol er enghraifft ym mha golofn(au) mae'r Gymraeg fel pwnc yn cael ei gosod wrth i ddisgyblion ddewis pynciau astudio Lefel A.

Deilliant 5: Mwy o gyfleoedd i ddysgwyr ddefnyddio'r Gymraeg mewn cyd-destunau gwahanol yn yr ysgol

2.22 Rydym yn croesawu'r camau gweithredu a'r manylder sydd wedi'u cynnwys ar gyfer y Deilliant hwn, ac yn enwedig y targedau penodol ar gyfer dyfarniadau siarter iaith ar gyfer y 5 mlynedd nesaf.

2.23 Rhan ganolog o CSCA y sir yw'r bwriad i symud nifer o ysgolion ar hyd continwmm ieithyddol. A oes angen felly ystyried materion yn ymwneud ag arweinyddiaeth ac ethos yr ysgolion hyn yn benodol? Mae symud o fod yn ysgol ddwy ffrwd i fod yn ysgol cyfrwng Cymraeg yn golygu newidiadau yn ethos yr ysgol, ac yn nefnydd y

Gymraeg y tu hwnt i'r dosbarth. Byddai'n ddefnyddiol derbyn rhagor o wybodaeth ynghylch y gefnogaeth a'r arweiniad fydd yn cael eu darparu i ysgolion ar yr agweddau hyn.

2.24 Fel y gwyddoch, mae gan y Cyngor Strategaeth Hybu'r Gymraeg, a gafodd ei gymeradwyo yn 2016. Fe fydd disgwyl i'r Cyngor gyflwyno a chyhoeddi fersiwn diwygiedig o'r strategaeth hybu 5 mlynedd ar ôl cyhoeddi'r strategaeth gychwynnol. Mae manteision amlwg i ystyried a datblygu cynnwys y strategaethau hyn ochr yn ochr, ac mae lle amlwg i gyfeirio at y strategaeth hybu 5 mlynedd yng nghyswllt Deilliant 5.

Deilliant 6: Cynnydd yn y ddarpariaeth addysg cyfrwng Cymraeg i ddisgyblion ag anghenion dysgu ychwanegol ('ADY')

2.25 Mae ADY yn faes lle mae darparu'n unol ag anghenion iaith unigolion yn gwbl allweddol i safon ac effeithiolrwydd y ddarpariaeth dan sylw. Mae'n destun pryder felly bod darpariaeth ADY cyfrwng Cymraeg y sir yn gyfyngedig, a bod yr awdurdod yn cydnabod bod maint a chapasiti'r gweithlu ADY cyfrwng Cymraeg ym Mhowys yn annigonol. Rydym yn derbyn fod darparu ADY cyfrwng Cymraeg mewn ardal ddaearyddol mor sylweddol â Phowys yn her, ac yn croesawu'r camau gweithredu sydd wedi'u cynnwys ar gyfer gwella'r sefyllfa.

2.26 Mae'r ymrwymiad i sefydlu gweithgor ADY Cymraeg yn gam cadarnhaol iawn, ac mae'r gwaith bydd y gweithgor hwn yn ei gyflawni yn cwmpasu popeth ddylai gael ei gynnwys ar gyfer y deilliant hwn. Credwn ei bod felly yn hollbwysig diweddarau'r Deilliant hwn wrth i'r gweithgor adrodd a darparu cyngor i dîm ADY y sir. Mae'r ymrwymiad i'r gweithgor gynnal archwiliad o'r galw a'r ddarpariaeth bresennol erbyn mis Awst 2022, ac yn sgil hynny ddatblygu polisi ADY cyfrwng Cymraeg, yn gyfle amlwg i fireinio ac adolygu camau gweithredu ar gyfer y Deilliant hwn.

Deilliant 7: Cynnydd yn nifer y staff addysgu sy'n gallu addysgu Cymraeg (fel pwnc) a thrwy gyfrwng y Gymraeg

2.27 Mae'r ddogfen ymgynghori yn nodi bod yr awdurdod yn pryderu nad yw effaith yr hyfforddiant cyrsiau sabothol wedi arwain at gynnydd sylweddol yn nifer y staff addysgu a'r staff cymorth sydd a'r sgiliau Cymraeg angenrheidiol i fodloni'r dyhead i gynyddu nifer y siaradwyr Cymraeg. Rydym felly yn cytuno â'r cyngor bod angen dull sydd wedi'i dargedu yn fwy yn ystod cyfnod y cynllun strategol hwn. Er hyn, nid yw'n glir sut yn union fydd y Cyngor yn symud i'r cyfeiriad hwn, ac mae'r ymrwymadau sydd wedi'u cynnwys yn annelwig. Er enghraifft, mae ymrwymiad i gefnogi a hybu defnydd systematig o gyrsiau Cynllun Sabothol ac i ddarparu Cymraeg i oedolion wedi eu targedu, ond nid oes unrhyw fanylder am beth mae hyn yn ei olygu. Hynny

yw, beth sydd am fod yn wahanol i'r hyn sydd eisoes wedi bod yn digwydd, a sut bydd y trefniadau newydd yn debygol o arwain at y newidiadau sydd angen eu gweld o ran sgiliau Cymraeg y gweithlu. Byddai modd cryfhau'r adran yma drwy gynnig mwy o fanylder ac amserlen benodol ar gyfer cyflawni'r camau gweithredu.

2.28 Mae'n rhwystredig mai un cam gweithredu yw'r bwriad i ddadansoddi canlyniadau'r cyfrifiad blynyddol o'r gweithlu ysgolion, a chynllunio ar sail hynny. Mae'r ystadegau yma eisoes wedi'u cyhoeddi, ac mae ystod o ddata am y gweithlu ar gael gan y Cyngor a gan y Cyngor Gweithlu Addysg. Byddem yn disgwyl i ddadansoddiad o'r fath gael ei gynnwys yn y cynllun strategol, a chael ei ddefnyddio fel sail ar gyfer camau gweithredu penodol. Nid yw'n ddigonol cynnwys ymrwymiad i wneud y gwaith hanfodol hwn rywbryd yn y dyfodol.

2.29 Yn gysylltiedig â'r pwynt uchod, er bod y ddogfen ymgynghori yn nodi'r angen a'r bwriad i gynyddu nifer yr athrawon sy'n gallu gweithio drwy gyfrwng y Gymraeg, nid yw'n glir beth yw maint yr her sy'n wynebu'r sir yn hyn o beth. Mae lle i fod yn fwy manwl yma gan gyfeirio at ddata ac ystadegau. Byddai'n ddefnyddiol cael dadansoddiad lefel uchel ynghylch faint o gynnydd a datblygiad sydd eu hangen o safbwynt y gweithlu cyfrwng Cymraeg er mwyn gallu cyflawni gweddill amcanion y cynllun dan sylw (er enghraifft, i alluogi symud ysgolion ar hyd continwrm ieithyddol).

Yr eiddoch yn gywir,

Aled Roberts

Comisiynydd y Gymraeg

Welsh Language Commissioner – English Translation

Dear Friend,

Powys County Council Welsh in Education Strategic Plan 2022-2032

1. Opening remarks

1.1 Overall we believe that this strategic plan reflects the County's positive vision for the Welsh language in education. We welcome the action plan included and achieving the objectives and targets of this scheme will be a significant step in the context of the county's contribution to the national vision of an increasingly bilingual Wales. Whilst we are therefore supportive of the targets and main cornerstones of this scheme, we believe that the scheme could be strengthened if the council addressed the issues raised in our response below. We look forward to working further together as the county implements the scheme and to achieve its vision for the Welsh language.

1.2 A general point summarising our overall position on the plan in question is the need to include more detail, more concrete commitments, and a clear timetable for implementation. This is particularly true in the context of Outcome 2 and 4 of the plan. While we welcome the overall vision and direction, the commitments are too vague and inconclusive. As the Powys Strategy for Transforming Education 2020-2030 recognises, one of the problems that has existed in the past in expanding Welsh-medium education in Powys is the inaction of different proposals, particularly in the case of the county's secondary schools. In this context, we believe that the plan needs to set out clearly the specific actions, together with a detailed timetable for their implementation. In the absence of this detail it is difficult to understand exactly what the County is committing to doing, and so it is difficult to come to a firm view on whether the scheme is adequate or not.

1.3 As a general point, we would like to emphasise the close relationship that exists between the requirements of drawing up a WESP, and the County's duties in accordance with the Welsh Language (Wales) Measure 2011.

As you know, as a result of the Welsh Language (Wales) Measure 2011 the County is required to comply with Welsh language standards. There are 5 types of relevant standards and these include the policy making standards and standards that require the county to produce a 5 year strategy explaining how you intend to promote the Welsh language and to facilitate the wider use of the Welsh language in your area.

The policy making standards include requirements for a body to ensure that due consideration is given to the effects of policy decisions on opportunities to use the Welsh language and not to treat the Welsh language less favourably than the English language. The requirements of the policy making standards do not exist in a vacuum other than requirements arising from other laws or duties, for example the School Standards and Organisation (Wales) Act 2013 and the duty on local authorities to introduce a WESPs. '

We believe that there are clear advantages for the Council to consider the duties it has under the policy making standards alongside the associated duties of the WESP and the School Standards and Organisation (Wales) Act 2013. Ensuring that the vision and objectives of the WESP are central to the more general process of assessing the impact of the county's policy decisions will facilitate compliance with the policy making standards. Similarly ensuring full compliance with the requirements of the policy-making standards when assessing the impact of future policy proposals will contribute to the realisation of the WESP's vision and objectives. The key point here is the need for the county to ensure a thorough process for assessing and revising future policy proposals, to ensure the most positive possible impacts on the Welsh language and the achievement of the WESP. This applies to policy decisions in the field of education in particular, but also more extensive policy decisions, for example, relating to planning, the economy, or transport. '

However, it is important to recognise that the requirements to consider the effects of decisions on the Welsh language may be different under Welsh language standards compared to the duty under other legislation. This has recently been highlighted in cases before the High Court and the Court of Appeal, which confirmed that evidence of compliance with the impact assessment duty of school reorganisation decisions under the School Organisation Code does not necessarily lead to compliance with the policy making standards in the Welsh Language (Wales) Measure 2011. It means that the requirements of the standards could require local authorities to take further steps to comply with the standards. '

In September 2020 the Welsh Language Commissioner published a good practice advice document Policy Making Standards, which offers practical ideas and advice on how to go about complying with statutory language duties, particularly in relation to other legislative requirements relevant to the Welsh language. We believe that this advice document will help the Council, not only in complying with the requirements of the Welsh Language Measure for Wales, but also to ensure that the county's vision for the Welsh language fully permeates the county's education policy agenda and decisions.

2. WESP Outcomes

Outcome 1: More nursery/three-year-olds receiving their education through the medium of Welsh

2.1 It is positive that this section discusses a range of relevant data about the sector. However, we note that the data mentioned in the consultation document differs from the latest Care Inspectorate Wales (CIW) data. According to CIW data for 2019-20, there are 482 Welsh-medium care places, equivalent to 13% of childcare places in the county. According to data included in the consultation document, there are 390 Welsh-medium early years places in April 2021, equivalent to 24.4%. We assume that this difference is because CIW data includes all approved childcare and play services in Wales, while the data in the consultation document discusses those services that provide early years education for 3 and 4-year-olds? Although Outcome 1 focuses on increasing the number of nursery/three-year-olds receiving their education through the medium of Welsh, the wider position of childcare in the area is

relevant. We would welcome further discussion about the situation of Welsh-medium childcare as a whole, and how this provision can be shaped in a way that will facilitate and stimulate growth in Welsh-medium education.

2.2 Following on from the previous point, one of the county's challenges in expanding Welsh-medium education is that the population is spread over a significant geographical area. In this context, we believe that this section could be strengthened if more detail was provided in terms of the location and geography of Welsh-medium provision. This is crucial in the context of the principle that Welsh-medium education should be accessible and accessible to all.

2.3 We are pleased to see that the Council intends to work with Mudiad Meithrin to establish new Cylch Ti a Fi and Cylch Meithrin provision in areas where there is currently no Welsh-medium provision. Although the consultation document details the locations of this new provision, it would be useful to include more detail in terms of the timetable for establishing the new provision. It would also be useful to discuss the significance of these developments in the context of the targets that have been set. That is, how many new Welsh-medium places will be offered as a result of these developments?

2.4 We welcome the intention to examine the language skills of all early years staff in Powys, and also a number of other action points for the childcare workforce and early years education. We believe that this review of language skills needs to be undertaken early in the life of the scheme, to ensure that the remainder of the workforce strategy is implemented on the basis of as detailed a picture as possible of the current situation. The inclusion of more concrete commitments as to the nature and timescale of the review would strengthen this section.

2.5 Linked to point 2.1 above, we welcome the council's already implementing capital plans for expanding Welsh-medium early years provision, and planning for further capital investment. Again, it would be useful to have more information on the timescale and likely impact of these developments in the context of the Council's targets for outcomes 1 and 2. That is, what the impact of the proposed developments will be on the Sector's Welsh-medium capacity, and whether this is likely to be sufficient to achieve the targets for outcome 1 and 2.

2.6 The section discussing where the Council expects to be at the end of the ten year plan is too ambiguous. Whilst we accept that plans for the second half of life of the plan will need to be reviewed and revised nearer the time, we believe that more detail is needed here. Part of the problem may be that there is insufficient detail about the likely impact of developments already underway or to be implemented during the first 5 years on the capacity of the Welsh-medium early years care and education sector. A more detailed and thorough analysis of the likely impact of these developments, and their relationship to the targets, would provide a much better indication of the extent of the additional plans that will need to be considered in the second half of the plan's life. We would wish to see more than just the inclusion of a very vague commitment that the Council will review achievement after 5 years, and plan activities for the last 5 years of the plan on that basis.

Outcome 2: More reception/five year olds receiving their education through the medium of Welsh

2.7 We generally welcome the strategy for increasing the number of reception class children who will be taught through the medium of Welsh. The emphasis is on developing new provision and also moving existing schools along the linguistic continuum for contributing directly to the achievement of the targets that have been set. However, we believe that more detail is needed on the nature of these developments, as well as the timescale for their implementation. For example, page 12 lists areas where the council will establish new Welsh-medium provision or move schools along a linguistic continuum. Whilst we support these developments, the commitments are very vague, and there is no detail on the nature of the proposals, when the Council will consult on the developments, when the plans are to be implemented, and what the impact of the developments will be in the context of achieving the targets that have been set. It is not clear exactly what the extent of these commitments is, nor how they link to the 'Strategy for Transforming Education in Powys 2020-2030' commitments. This lack of detail and clarity is likely to hinder robust monitoring and accountability. We therefore believe that this section could be strengthened by offering more detail and being more specific.

2.8 We very much welcome the council's commitments in establishing more latecomer provision in the county. It is positive that the Council includes a specific timetable with concrete commitments. One thing that is unclear, however, is whether these immersion centres will be for Key Stage 2 pupils only? If so, we believe that strategies for extending this latecomer provision to pupils of different ages should be considered in the future.

2.9 Linked to point 2.7 above, further clarity is needed on the capital projects subject to Cabinet consultation and approval, together with funding approval from the Welsh Government. Again it is not clear what the nature of these proposals is, when a decision is likely to be made, and what the likely impact of the developments will be on the capacity of the Welsh-medium primary sector. It seems to us that many positive developments are being considered and planned, but this lack of detail and clarity makes it difficult to come to a view on the robustness of the action points for this crucial outcome.

Outcome 3: More children continue to improve their Welsh language skills when transferring from one stage of their statutory education to another

2.10 Transition rates between primary and secondary schools are to some extent linked to the council's proposals for expanding secondary provision through the medium of Welsh (Outcome 4). Most of our comments in relation to Outcome 4 are therefore relevant in the context of Outcome 3 as well.

2.11 The data on page 16 indicates that 82.7% of pupils who received Welsh-medium education in year 6 continue to receive Welsh-medium provision in year 7. It

would be useful here to expand on a definition of Welsh-medium education in year 7 and in the rest of the secondary phase. Looking at the discussion for Outcome 4 it is clear that there are no secondary Welsh-medium schools in the county, and the secondary Welsh-medium provision provided varies from school to school. Is it therefore more fair to say that 82.7% of pupils continue to receive some education through the medium of Welsh? It is not clear exactly what Welsh-medium provision is in secondary schools, and how this provision varies as pupils go from one key stage to the other. Looking at the second table in Outcome 4, it appears that the secondary schools offering Welsh-medium provision (except for Ysgol Bro Hyddgen) do not offer Welsh-medium provision that compares favourably with English-medium provision. In the majority of schools the number of subjects taught through the medium of Welsh at Key Stage 4 is well under half the number of subjects offered through the medium of English. We believe that there is room to offer a much more transparent discussion of the reality of the county's secondary provision in this section, including how the nature of Welsh-medium provision changes from one key stage to the next. The discussion for Outcome 4 is very frank about the challenges facing Welsh-medium secondary provision in the county, and this should also be reflected in discussing linguistic progression.

2.12 Linked to the above point, there is room to include further data for this Outcome, including data for transition rates between all key stages, and not just between year 6 and 7. For example, the number of learners who have been assessed in Welsh as a first language at the end of the Foundation Phase has remained fairly constant over the last ten years. In 2021, there were 261 learners, and in 2019 there were 247 learners. However, the number of learners studying Welsh as a first language at key stage 4 is much lower, for example, 139 in 2020/21. Including an analysis of the statistics in this way would provide a more complete picture of linguistic progression in the county.

Outcome 4: More learners studying for Welsh qualifications (as a subject) and subjects through the medium of Welsh

2.13 We are pleased to see that the Council recognises the need for a 'major change' to Welsh-medium secondary provision in Powys. The Strategy for Transforming Education in Powys 2020-2030 as well as the Vision for increasing the number of fully bilingual learners in Powys provide a detailed and clear analysis of the shortcomings of Welsh-medium and secondary provision in Powys. It is clear that the Council has a clear and commendable vision for improving Welsh-medium and bilingual secondary provision in the county. We fully agree that the current model of six two-stream secondary schools is not working. We therefore very much welcome the strategic plan proposing an action plan for the establishment of bilingual and Welsh-medium secondary schools across the county.

2.14 The decision to change the language category of Ysgol Bro Hyddgen to a category 2A school is a positive step in the above context. We also fully support the county's plans to establish a new all-age Welsh-medium school in Builth Wells by 2024/25.

2.15 We are somewhat concerned, however, about the third action for this outcome, namely that the new all-through school being established in Llanfair Caereinion in September 2022 will develop into a Welsh-medium school over a period of time. We are not opposed to the scheme as such, but the commitment is very vague, and there is no explanation as to when and how this will be implemented.

2.16 The situation of secondary provision in the North of the county has been an issue for years. We are concerned that this commitment to move Llanfair Caereinion school along a linguistic continuum is synonymous with similar commitments that have been made in the past, but have not been implemented. For example, Powys County Council's 2017-20 WESP recognised the challenges that exist in trying to achieve the county's previous vision (WESP 2014-17) in ensuring that two stream schools develop as category 2B schools by 2020. For this it is noted that there is a need to develop 'alternative options for improving opportunities available to Welsh-medium pupils through all key stages.' Powys County Council's 2017-20 WESP committed to establishing one or more category 2A schools in north Powys. This commitment has not been implemented during the lifetime of the 2017-20 scheme.

2.17 The Strategy for Transforming Education in Powys 2020-2030 recognises that inaction has been a problem in the past and has led to a situation where Welsh-medium secondary provision is unacceptable. While we are pleased to see this recognition, we do not consider that the commitments for Llanfair Caereinion school are sufficiently detailed or clear. Identifying ambition and intention to move school along a linguistic continuum is unlikely to satisfy the vast number of parents in the area who want Welsh-medium education for their children. This is particularly true given that similar valid commitments in the past have in fact failed to bear fruit. We therefore believe that more clarity is needed here about moving Llanfair Caereinion school along the linguistic continuum. We believe that it would be useful to commit to developing a specific development plan for this action. That is, a detailed plan for the school that clearly sets out the stages of progress and the timescale for achieving them.

2.18 Linked to the above points, it would be useful to include further information on the linguistic nature of the above schools. The document discusses the establishment of 'Welsh-medium' schools but also mentions bilingual schools 2A. As you know, the Welsh Government is currently considering responses to the consultation on a linguistic categorisation framework and there is some uncertainty about exactly what the nature and definition of category 2 and 3 schools will be under the new regime. The definitions that the Government consulted on in March 2021 mean that a category 2 school (a bilingual school) would be able to operate very similarly to two-stream schools at present. That is, the school can offer a minimum of 40% of subjects through the medium of Welsh and that at least 40% of pupils follow 3 or more subjects through the medium of Welsh. This can mean that the remaining 60% of pupils do not study any subject through the medium of Welsh. The result would be a bilingual school that is effectively synonymous with a two-stream secondary school at present. As the Council is clear that the current arrangements in respect of two-stream secondary schools have not resulted in an acceptable situation for learners wishing to receive Welsh-medium education, we

would appreciate further discussion on this in the strategy. We know of course that the Council cannot directly influence the nature of the national linguistic categorisation framework, but there is room here for the Council to provide more information on what the linguistic nature of the Welsh-medium/bilingual secondary schools in question will be.

2.19 The 'Vision for increasing the number of fully bilingual learners in Powys' document states that 'a transformation programme should seek to ensure that Welsh-medium/bilingual provision is available in primary and secondary schools across Powys.' Given the context of the county's population and geography, we believe that there is scope to discuss the extent to which Welsh-medium education will be convenient and within reasonable travelling distance for all. That is, do the developments for the secondary sector included in this scheme want to ensure that secondary education through the medium of Welsh is a real option for all those who want it? There is room to strengthen this geographical element throughout the plan, and it may also be possible to discuss other policies and strategies in this context (for example learner travel).

2.20 The consultation document states that the Council has undertaken a comprehensive review of post-16 provision in the county. One of the findings of the review was that there was a significant need to improve the provision of post-16 subjects through the medium of Welsh. Despite this, the only topic of action included here is that the Council has been trialling e-sgol in recent years. We believe that there is room here to include much more detail about the position of post-16 provision through the medium of Welsh, including the likely impact of the establishment of secondary Welsh-medium schools on this provision in the future. For example, Welsh-medium provision is currently weakening as pupils move from one key stage to the next. As is the case at a national level, Welsh-medium post-16 provision can probably be very limited to many learners. How exactly is the Council planning to improve this with the establishment of Welsh-medium secondary schools?

2.21 There is not enough attention in this section on the number of pupils studying Welsh as a subject, particularly as an A level subject. We believe that there is room to include some of the data on the numbers studying Welsh as a GCSE and A Level subject (first language and second language). It would also be useful to discuss more specific schemes in terms of ensuring an increase in the numbers studying Welsh as an A Level subject in particular. This may include promotional strategies, as well as more practical issues for example in which column(s) Welsh as a subject is set when pupils choose subjects of study at A Level.

Outcome 5: More opportunities for learners to use Welsh in different contexts in school

2.22 We welcome the actions and detail included for this Outcome, and in particular the specific targets for language charter awards for the next 5 years.

2.23 A central part of the county's WESP is the intention to move a number of schools along a linguistic continuum. Is there therefore a need to consider issues relating to the leadership and ethos of these schools in particular? Moving from a two-stream school to a Welsh-medium school means changes in the ethos of the school, and in the use of the Welsh language beyond the classroom. It would be useful to receive further information on the support and guidance that will be provided to schools on these aspects.

2.24 As you know, the Council has a Welsh Language Promotion Strategy, which was approved in 2016. The Council will be expected to submit and publish a revised version of the promotion strategy 5 years after the publication of the initial strategy. There are clear benefits to considering and developing the content of these strategies in parallel, and there is clear reference to the 5 year promotion strategy in relation to Outcome 5.

Outcome 6: Increase in the provision of Welsh-medium education for pupils with additional learning needs ('ALN')

2.25 ALN is an area where provision in line with the language needs of individuals is absolutely key to the standard and effectiveness of the provision in question. It is therefore of concern that the county's Welsh-medium ALN provision is limited, and that the authority recognises that the size and capacity of the Welsh-medium ALN workforce in Powys is inadequate. We accept that providing Welsh-medium ALN in a geographical area as significant as Powys is a challenge, and welcome the actions included for improving the situation.

2.26 The commitment to establish a Welsh-language ALN working group is a very positive step, and the work that this working group will undertake encompasses everything that should be included for this outcome. We believe that it is therefore vital to update this Outcome as the working group reports and provides advice to the county's ALN team. The commitment for the working group to undertake an audit of current demand and provision by August 2022, and consequently to develop a Welsh-medium ALN policy, is a clear opportunity to refine and review actions for this Outcome.

Outcome 7: Increase in the number of teaching staff able to teach Welsh (as a subject) and through the medium of Welsh

2.27 The consultation document states that the authority is concerned that the impact of the sabbatical course training has not led to a significant increase in the number of teaching and support staff with the necessary Welsh language skills to meet the aspiration to increase the number of Welsh speakers. We therefore agree with the council that a more targeted approach is needed during the period of this strategic plan. However, it is not clear exactly how the Council will move in this direction, and the commitments contained are vague. For example, a commitment to support and promote the systematic use of Sabbatical Scheme courses and to provide Welsh for adults is targeted, but there is no detail about what this means. That is, what is going to be different from what has already been happening, and

how the new arrangements are likely to lead to the changes that need to be seen in terms of the Welsh language skills of the workforce. This section could be strengthened by offering more detail and a specific timetable for delivering the actions.

2.28 It is frustrating that one action is the intention to analyse and plan based on the results of the annual school workforce census. These statistics have already been published, and a range of workforce data is available from the Council and from the Education Workforce Council. We would expect such an analysis to be included in the strategic plan, and to be used as a basis for specific actions. It is not sufficient to include a commitment to undertake this vital work at some point in the future.

2.29 Linked to the above point, although the consultation document sets out the need and intention to increase the number of teachers able to work through the medium of Welsh, it is not clear the scale of the challenge facing the county in this regard. There is room for more detail here with reference to data and statistics. It would be useful to have a high level analysis of how much progress and development is needed in terms of the Welsh-medium workforce in order to be able to achieve the remaining objectives of the scheme in question (for example, to enable schools to be moved along a linguistic continuum).

Yours faithfully,

Aled Roberts

Welsh Language Commissioner

4. Undeb Cenedlaethol Athrawon Cymru (UCAC) – Cymraeg

Cynllun Strategol y Gymraeg mewn Addysg Powys

Mae UCAC yn undeb sy'n cynrychioli athrawon, arweinwyr ysgol, tiwtoriaid a darlithwyr ym mhob sector addysg ledled Cymru.

Gweledigaeth 10 mlynedd y Cyngor

1. Mae CSGA drafft y Cyngor yn cynnwys targed i gynyddu y disgyblion blwyddyn 1 sy'n cael eu dysgu drwy gyfrwng y Gymraeg ym Mhowys 14 pwynt canran i 36% erbyn 2032. Beth yw eich barn am y targed yma?

Mae'r targed yn agos i'w le.

2. Nodwch unrhyw sylwadau sydd gennych ar darged y Cyngor i gynyddu'r disgyblion blwyddyn 1 sy'n cael eu dysgu drwy gyfrwng y Gymraeg ym Mhowys i 36% erbyn 2032:

Mae UCAC yn croesawu uchelgais yr awdurdod i gynyddu niferoedd o 14 pwynt canran i 36%.

Cydnabyddir hefyd bwysigrwydd y Strategaeth ar gyfer Trawsnewid Addysg ym Mhowys 2020-30 a hefyd Dogfen Gweledigaeth yr awdurdod ar gyfer addysg cyfrwng Cymraeg wrth gyflawni'r targed hwn.

Yn hollol ganolog i lwyddiant y strategaeth yw'r targed o ddatblygu'r gweithlu er mwyn sicrhau bod cyflenwad da o staff gofal plant, staff ysgolion a staff yr awdurdod yn gallu darparu eu gwasanaethau drwy gyfrwng y Gymraeg. Mae pob targed a deilliant arall yn ddibynnol ar gyflawni'r elfen hon.

3. Mae gweledigaeth deng mlynedd y Cyngor i gynyddu a gwella y cynllunio a'r ddarpariaeth o addysg cyfrwng Cymraeg ym Mhowys wedi ei amlinellu ar dudalen 1-2 o'r CSGA drafft. I ba raddau yr ydych yn cytuno efo gweledigaeth y Cyngor?

Tueddu i gytuno

4. Os ydych wedi ateb 'Tueddu i anghytuno' neu 'Anghytuno'n gryf', awgrymwch sut y gall y Cyngor wella'r adran yma.
5. Nodwch unrhyw sylwadau eraill sydd gennych mewn perthynas â'r Deilliant yma

Deilliant 1: Mwy o blant Meithrin / 3 oed yn cael eu haddysgu drwy gyfrwng y Gymraeg

6. I ba raddau yr ydych yn cytuno y byddai cynlluniau'r Cyngor ar gyfer Deilliant 1 yn arwain at gynnydd yn nifer y plant 3 oed sydd yn derbyn eu haddysg drwy gyfrwng y Gymraeg erbyn 2032?

Tueddu i gytuno

7. Os ydych wedi ateb ‘Tueddu i anghytuno’ neu ‘Anghytuno’n gryf’, awgrymwch sut y gall y Cyngor wella ei gynlluniau ar gyfer y deilliant yma.

Byddai'r Cynllun yn elwa'n fawr iawn o gynnwys data mwy manwl ynghylch y sefyllfa gyfredol, ac ar sail hynny, dadansoddiad mwy ystyrion o'r sefyllfa ar lefel leol iawn. Gallai hynny arwain at gynigion mwy pendant ac adeiladol, a chaniatáu gosod targedau penodol ar gyfer twf – rhywbeth sydd wir ei angen ar y Cynllun.

8. Nodwch unrhyw sylwadau eraill sydd gennych mewn perthynas â'r deilliant yma.

Rydym yn falch o nodi'r cynnydd yn nifer y lleoedd blynyddoedd cynnar cyfrwng Cymraeg sydd ar gael yn y sir, gan gynnwys y cynnydd yn narpariaeth Dechrau'r Deg. Fodd bynnag, mae'n amlwg bod tipyn o le i ddatblygu ymhellach, ac angen gwneud hynny'n ddi-oed. Byddai mwy o fanylder a dadansoddiad yn rhoi sail gwell ar gyfer cynllunio'r camau nesaf, a byddai'n dda gweld hynny yn y Cynllun terfynol.

Pwysleisiwn bwysigrwydd y ddarpariaeth nas cynhelir, y ddarpariaeth o ddwy oed ymlaen, a'r ddarpariaeth anffurfiol fel y Cylchoedd Ti a Fi – nid y ddarpariaeth sy'n rhan o'r Cynnig Gofal Plant yn unig. Gorau po cyntaf y bydd plant yn cael eu trochi yn yr iaith, a rhieni'n gweld y manteision. Mae data dilyniant Mudiad Meithrin a ddarperir ar dudalen 4 yn dyst i hynny, ac rydym yn croesawu'r bwriad i geisio rhagori eto ar y cyfraddau presennol.

Rydym yn cefnogi cynlluniau'r awdurdod i sicrhau cynnydd yn y ddarpariaeth blynyddoedd cynnar yn y cylch tendro nesaf, ac i wneud popeth posib i sicrhau bod hyn yn digwydd mewn modd daearyddol strategol i gyd-fynd â chynlluniau ehangach ar gyfer symud ar hyd y continwmm. Mae'r pwyslais ar bellter teithio rhesymol yn gwbl allweddol, fel ag y mae gofal cofleidiol i sicrhau darpariaeth gyflawn, yn enwedig i rieni sy'n gweithio. Nodwn y byddai'n ddefnyddiol cael mwy o fanylder yngylch y sefyllfa daearyddol bresennol a'r bwriadau o ran datblygiad y ddarpariaeth i lenwi'r bylchau daearyddol cyfredol.

Mae'n dda gweld bod tudalen we a brand newydd wedi'u datblygu i hyrwyddo addysg cyfrwng Cymraeg a manteision dwyieithrwydd. Hoffem weld mwy o fanylder yn y Cynllun ynghylch sut caiff y wefan a'r wybodaeth hyn ei hyrwyddo. Byddai'n dda cael rhagor o fanylder ynghylch y bwriad i ddatblygu 'ymgyrch hybu ychwanegol' gan gynnwys cydweithio gyda'r Bwrdd Iechyd. A yw'n fwrdd i gynnwys y Gwasanaeth Gwybodaeth i Deuluoedd yn yr ymgyrch? Sut mae'r awdurdodau yn bwriadu sicrhau bod teuluoedd sy'n newydd i'r ardal yn derbyn gwybodaeth? Pwysleisiwn bwysigrwydd hyrwyddo gwybodaeth gywir, a deunyddiau atyniadol, hygyrch, ond hefyd sicrhau lefel ddigonol o arbenigedd ymhlith staff y gwasanaethau perthnasol.

Croesawn y cynigion mewn perthynas â datblygu'r gweithlu – bydd y camau hyn yn gwbl allweddol.

Mae UCAC yn cymeradwyo uchelgais yr awdurdod i gynyddu niferoedd a % y plant 3 oed a addysgir drwy gyfrwng y Gymraeg i 44% dros gyfnod y cynllun ac yn cefnogi'r camau i wireddu'r cynllun ynghyd â'r bwriad i adolygu cynnydd ar ôl pum mlynedd.

Deilliant 2: Mae mwy o blant dosbarth Derbyn / pum mlwydd oed yn cael eu haddysgu drwy gyfrwng y Gymraeg

9. I ba raddau yr ydych yn cytuno y byddai cynlluniau'r Cyngor ar gyfer Deilliant 2 yn arwain at gynnydd yn nifer y plant pum mlwydd oed sy'n derbyn eu haddysg drwy gyfrwng y Gymraeg erbyn 2032?

Tueddu i gytuno

10.Os ydych wedi ateb 'Tueddu i anghytuno' neu 'Anghytuno'n gryf', awgrymwch sut y gall y Cyngor wella ei gynlluniau ar gyfer y Deilliant yma.

11.Nodwch unrhyw sylwadau eraill sydd gennych mewn perthynas â'r Deilliant yma.

Mae UCAC yn cefnogi uchelgais a thargedau'r awdurdod i gynyddu nifer y disgyblion dosbarth derbyn/pum oed sy'n derbyn eu haddysg drwy gyfrwng y Gymraeg.

Mae'r cynigion ynghylch darpariaeth i hwyrddyfodiaid i'w croesawu'n arbennig, gan gynnwys y posibilrwydd o ymestyn darpariaeth rithwir, a chydweithio gydag awdurdodau cyfagos.

Deilliant 3: Mae mwy o blant yn parhau i wella eu sgiliau Cymraeg wrth drosglwyddo o un cyfnod addysg statudol i un arall

12.I ba raddau yr ydych yn cytuno y byddai cynlluniau'r Cyngor ar gyfer Deilliant 3 yn arwain at gynnydd yn nifer y plant sy'n parhau i wella eu sgiliau iaith Gymraeg pan yn trosglwyddo o un cyfnod addysg statudol i un arall erbyn 2032?

Tueddu i gytuno

13.Os ydych wedi ateb 'Tueddu i anghytuno' neu 'Anghytuno'n gryf', awgrymwch sut y gall y Cyngor wella ei gynlluniau ar gyfer y deilliant yma.

14.Nodwch unrhyw sylwadau eraill sydd gennych mewn perthynas â'r Deilliant yma.

Gwerthfawrogi'r gydnabyddiaeth fod y cyfraddau trosglwyddo, o ddarpariaeth cyfrwng Cymraeg ym mlwyddyn 6 i ddarpariaeth cyfrwng Cymraeg ym mlwyddyn 7, yn amrywio'n fawr ledled y sir. Cytunwn fod hwn yn faes ble mae lle i wella'n sylweddol yn ystod cyfnod y Cynllun.

Byddai'n dda gweld sylw yn y Cynllun terfynol i'r cyfraddau pontio rhwng CA4 a 5, yn ogystal â'r cyfnodau blaenorol sy'n ymddangos yn y Cynllun drafft.

Ar gyfer yr holl bwyntiau pontio, byddai'n fuddiol gweld y ffigyrau fesul lleoliad, er mwyn cael dealltwriaeth well o'r sefyllfa, a gwell dadansoddiad o'r gweithredu sydd ei angen i sicrhau cynnydd. Nid yw'r ffigyrau cyffredinol wir yn ystyrlon o ran cynllunio am newid.

Deilliant 4: Mae mwy o ddysgwyr yn astudio ar gyfer cymwysterau a asesir yn y Gymraeg (fel pwnc) a phynciau drwy gyfrwng y Gymraeg

15. I ba raddau yr ydych yn cytuno y byddai cynlluniau'r Cyngor ar gyfer Deilliant 4 yn arwain at gynydd yn nifer y dysgwyr sy'n astudio ar gyfer cymwysterau a asesir yn y Gymraeg (fel pwnc) a phynciau drwy gyfrwng y Gymraeg erbyn 2032?

Tueddu i gytuno

16. Os ydych wedi ateb 'Tueddu i anghytuno' neu 'Anghytuno'n gryf', awgrymwch sut y gall y Cyngor wella ei gynlluniau ar gyfer y Deilliant yma.

Rydym yn cymeradwyo'n fawr sylweddoliad a phenderfyniad yr awdurdod bod angen gwneud newidiadau sylweddol iawn i wella'r ddarpariaeth uwchradd cyfrwng Cymraeg yn y sir. Byddai'n dda gweld datganiad cwbl glir mai addysg cyfrwng Cymraeg yw'r ffordd ymlaen, gan symud i ffwrdd o ddarpariaeth ddwyieithog, neu hyd yn oed dwy ffrwd.

Rydym yn hynod o falch ynghylch yn penderfyniad y bydd Ysgol Bro Hyddgen yn troi yn ysgol bob oed cyfrwng Cymraeg. Nodwn fodd bynnag mai ym mis Medi 2022 y bydd y broses honno'n dechrau, ac felly y bydd yn cymryd nifer o flynyddoedd nes ei fod yn cyrraedd Blwyddyn 7, heb sôn am Flwyddyn 11 neu 13.

Mae croeso hefyd i'r penderfyniad ynghylch yr ysgolion bob oed yn Llanfair Caereinion a Llanfair ym Muallt. Fodd bynnag, mae'r broses a'r amserlen ar gyfer trosi'r ddwy ysgol hynny'n rhai cyfrwng Cymraeg yn anelwig, ac felly, cymrwn yn ganiataol, yn broses hirach eto nag ar gyfer Ysgol Bro Hyddgen.

Gofynnwn a oes unrhyw ystyriaeth wedi'i rhoi i sefydlu ysgol uwchradd cyfrwng Cymraeg yn nwyrain Maldwyn, ble mae'n amlwg bod galw a brwdfrydedd mawr gan deuluoedd?

Er bod rhywfaint o wybodaeth yma, byddem yn awyddus iawn i weld mwy o fanylder ynghylch sut y bwriedir cynyddu ac ehangu'r ddarpariaeth uwchradd yn y cyfamser. Sut yn union y bwriedir gweithio gyda'r ysgolion dan sylw "fel eu bod yn gallu cynnig darpariaeth gwricwlaidd ac allgyrsiol lawn drwy gyfrwng y Gymraeg"? Nid ydym 'chwaith yn sicr o beth yw union ystyr "Cydwethredu â chyfleoedd cyfagos ynghylch ehangu'r ddarpariaeth" – byddai'n dda cael mwy o eglurder a manylder. Cymeradwywn yn fawr ddatblygiad e-sgol a'r defnydd cynyddol ohono i ehangu'r ddarpariaeth; mae'r cynnig galwedigaethol cyfrwng Cymraeg yn arbennig o argyfyngus.

Oes unrhyw gynlluniau i gynyddu'r ddarpariaeth ymhlith ysgolion eraill y sir?

17. Nodwch unrhyw sylwadau eraill sydd gennych mewn perthynas â'r Deilliant yma.

Wrth ddatblygu'r strategaeth hyn, tybed a oes angen mynd ymhellach i gydnabod rôl a dylanwad y cwricwlwm newydd? Mi ddylai continwrm y Gymraeg (o'i weithredu'n gywir) olygu nad oes unrhyw ddisgybl yn llithro am yn ôl o ran safon eu Cymraeg, na lefel y disgwyliadau ohonynt, waeth pa gyfrwng iaith yw'r ddarpariaeth maent wedi'i dewis. Mewn egwyddor, mi ddylai arwain at siaradwyr mwy hyderus – a allai arwain, dros gyfnod, at fwy o barodrwydd i sefyll cymwysterau yn y Gymraeg.

Deilliant 5: Mwy o gyfleoedd i ddysgwyr ddefnyddio'r Gymraeg mewn cyd-destunau gwahanol yn yr ysgol

18. I ba raddau yr ydych yn cytuno y byddai cynlluniau'r Cyngor ar gyfer Deilliant 5 yn arwain at fwy o gyfleoedd i ddysgwyr ddefnyddio'r Gymraeg mewn cyd-destunau gwahanol yn yr ysgol erbyn 2032?

Tueddu i gytuno

19. Os ydych wedi ateb 'Tueddu i anghytuno' neu 'Anghytuno'n gryf', awgrymwch sut y gall y Cyngor wella ei gynlluniau ar gyfer y Deilliant yma.

20. Nodwch unrhyw sylwadau eraill sydd gennych mewn perthynas â'r Deilliant yma.

Mae UCAC yn cydnabod defnydd yr awdurdod o'r Siarter Iaith ac yn cefnogi hyn a'r strategaethau eraill a amlinellir, gan gynnwys y rheiny sy'n datblygu sgiliau ieithyddol staff ysgolion.

Deilliant 6: Cynnydd yn y ddarpariaeth addysg cyfrwng Cymraeg i ddisgyblion sydd ag anghenion dysgu ychwanegol (ADY) yn unol â'r dyletswyddau a osodir gan Ddeddf Anghenion Dysgu Ychwanegol a'r Tribiwnlys Addysg (Cymru) 2018

21. I ba raddau yr ydych yn cytuno y byddai cynlluniau'r Cyngor ar gyfer Deilliant 6 yn arwain at gynnydd yn y ddarpariaeth addysg cyfrwng Cymraeg i ddisgyblion sydd ag anghenion dysgu ychwanegol erbyn 2032?

Cytuno'n gryf

22. Os ydych wedi ateb 'Tueddu i anghytuno' neu 'Anghytuno'n gryf', awgrymwch sut y gall y Cyngor wella ei gynlluniau ar gyfer y Deilliant yma.

23. Nodwch unrhyw sylwadau eraill sydd gennych mewn perthynas â'r Deilliant yma.

Mae UCAC yn croesawu gonestrwydd yr awdurdod wrth gydnabod nad yw maint na chapasiti'r gweithlu ADY cyfrwng Cymraeg ym Mhowys yn ddigonol, a bod angen gwneud gwelliannau.

Rydym yn siomedig gyda diffyg data ynghylch y sefyllfa gyfredol (o ran anghenion ieithyddol plant, niferoedd staff, natur a lled y ddarpariaeth a'r arbenigeddau penodol). Cytunwn felly fod angen gweithredu yn ddi-oed i gynnal awdit (ac i'w gynnal yn gyson) ac i weithredu ar ei sail.

Awgrymwch fod angen cyfeirio at bontio cynradd/uwchradd a hefyd at bontio o'r uwchradd i'r camau nesaf o addysg, hyfforddiant neu gyflogaeth gan fod gofynion y Ddeddf Anghenion Dysgu Ychwanegol a'r Tribiwnlys Addysg yn darparu ar gyfer grŵp oedran 0-25, gyda phwyslais arbennig ar gyfnodau pontio.

Er y byddai arbenigedd o fewn y sir yn ddelfrydol, cydnabyddir fod yr awdurdod yn ystyried elfennau o ddarpariaeth ac arbenigedd traws-ffiniol, o bosib ar sail cydweithio rhanbarthol. Rydyn yn cydnabod y gallai fod yn haws darparu rhai elfennau o'r ddarpariaeth a'r gwasanaethau Cymraeg ar lefel ddaearyddol

ehangach, ond byddem yn tybio bod angen ffurfioli trefniadau o'r fath i sicrhau darpariaeth briodol i anghenion dysgwyr a theuluoedd y sir.

Deiliant 7: Cynyddu nifer y staff addysgu sy'n gallu addysgu Cymraeg (fel pwnc) ac addysgu drwy gyfrwng y Gymraeg

24. I ba raddau yr ydych yn cytuno y byddai cynlluniau'r Cyngor a gyfer Deiliant 7 yn arwain at gynnydd yn nifer y staff addysgu sydd yn medru addysgu Cymraeg (fel pwnc) ac addysgu drwy gyfrwng y Gymraeg erbyn 2032?

Tueddu i gytuno

25. Os ydych wedi ateb 'Tueddu i anghytuno' neu 'Anghytuno'n gryf', awgrymwch sut y gall y Cyngor wella ei gynlluniau ar gyfer y Deiliant yma.

26. Nodwch unrhyw sylwadau eraill sydd gennych mewn perthynas â'r Deiliant yma.

Heb sicrhau y gellir cynyddu nifer y staff sy'n gallu dysgu'r Gymraeg fel pwnc, a/neu sy'n gallu dysgu trwy gyfrwng y Gymraeg, mae'n deg dweud na fydd unrhyw obaith cyrraedd at y deilliannau eraill; mae'r Deiliant hwn yn gonglfaen ar gyfer popeth arall yn y Cynllun.

Nodwn y gwaith sydd eisoes wedi digwydd o fewn y sir, a'r gwaith y bwriedir ei gyflawni drwy gynlluniau sabothol ac yn y blaen. Bydd hyn oll yn allweddol i sicrhau'r cynnydd angenrheidiol yn niferoedd y staff sy'n gallu dysgu'r Gymraeg fel pwnc neu sy'n gallu dysgu trwy gyfrwng y Gymraeg. Cytunwn fod angen parhau â ffocws strategol yn y maes hwn, gan adnabod blaenoriaethau ar gyfer twf a chynnydd.

Cymeradwywn y pwyslais ar y gweithlu cyflenwi, a gweithlu canolog yr awdurdod ei hun.

Byddai'n ddefnyddiol gweld mwy o ddadansoddiad ystadegol yn y Cynllun o ran lefelau sgiliau gweithlu addysg y sir (penaethiaid/athrawon/cynorthwyr/staff eraill ysgolion a'r awdurdod ei hun) mewn perthynas â'r Gymraeg. Byddai dadansoddiad o'r fath yn sail ar gyfer gosod targedau cynnydd penodol i gyd-fynd â thargedau Llywodraeth Cymru dan ei strategaeth Cymraeg 2050.

Teimlwn, er tegwch i Gyngor Sir Powys a chynghorau eraill, bod llawer o'r rheolaeth dros y cyflenwad o staff yn nwylo cyrff eraill e.e. Llywodraeth Cymru, Cyngor y Gweithlu Addysg (a'r Bwrdd Achredu AGA), darparwyr Addysg Gychwynnol Athrawon, ac y bydd angen gweithredu mewn partneriaeth i sicrhau'r dulliau gweithredu mwyaf effeithiol.

Ym mha gyd-destun y mae gennych ddiddordeb yn yr ymgynghoriad hwn:

Arall: undeb llafur yn cynrychioli athrawon, tiwtoriaid a darlithwyr

Os hoffech gael gwybod pan fyddwn yn cyhoeddi'r adroddiad ymgynghori rhowch eich e-bost yn y blwch isod os gwelwch yn dda: rebecca@ucac.cymru; gareth@ucac.cymru

Undeb Cenedlaethol Athrawon Cymru (UCAC) – English Translation

Powys Welsh in Education Strategic Plan

UCAC is a union representing teachers, school leaders, tutors and lecturers in all sectors of education across Wales.

The Council's 10-year vision

- 1. The Council's draft WESP includes a target to increase year 1 pupils taught through the medium of Welsh in Powys by 14 percentage points to 36% by 2032. What are your views on this target?**

The target is close to place.

- 2. Please provide any comments you have on the Council's target to increase year 1 pupils taught through the medium of Welsh in Powys to 36% by 2032:**

UCAC welcomes the authority's ambition to increase numbers by 14 percentage points to 36%.

The importance of the Strategy for Transforming Education in Powys 2020-30 and also the authority's vision for Welsh-medium education in achieving this target is also recognised.

At the centre of the strategy's success is the target of workforce development to ensure that a good supply of childcare staff, school staff and authority staff are able to provide their services through the medium of Welsh. All other targets and outcomes are dependent on the achievement of this element.

- 3. The Council's ten year vision to increase and improve the planning and provision of Welsh-medium education in Powys is set out on page 1-2 of the draft WESP. To what extent do you agree with the Council's vision?**

Tend to agree

- 4. If you have answered 'Tend to disagree' or 'Strongly disagree', please suggest how the Council can improve this section.**
- 5. Please provide any other comments you have in relation to the Outcome here**

Outcome 1: More Nursery / 3 year olds being taught through the medium of Welsh

- 6. To what extent do you agree that the Council's plans for Outcome 1 would lead to an increase in the number of 3-year-olds receiving their education through the medium of Welsh by 2032?**

Tend to agree

- 7. If you have answered 'Tend to disagree' or 'Strongly disagree', suggest how the Council can improve its plans for this outcome.**

The Plan would benefit greatly from the inclusion of more detailed data on the current situation, and on that basis, a more meaningful analysis of the situation at a very local level. That could lead to more concrete and constructive proposals, and allow specific targets for growth to be set – something that the Plan really needs.

8. Please provide any other comments you have in relation to this outcome.

We are pleased to note the increase in the number of Welsh-medium early years places available in the county, including the increase in Flying Start provision. However, it is clear that there is considerable room for further development, and that needs to be done without delay. More detail and analysis would provide a better basis for planning the next steps, and it would be good to see that in the final Plan.

We emphasise the importance of non-maintained provision, the provision from the age of two onwards, and the informal provision such as the Ti a Fi Groups – not just the provision that is part of the Childcare Offer. The sooner children are immersed in the language, the better, and parents see the benefits. Mudiad Meithrin progression data provided on page 4 is testament to that, and we welcome the intention to try to exceed the current rates.

We support the authority's plans to ensure an increase in early years provision in the next tender round, and to do everything possible to ensure that this happens in a strategic geographical way to fit in with wider plans for moving along the continuum. The emphasis on reasonable travel distances is absolutely key, as is wrap-around care to ensure complete provision, particularly for working parents. We note that it would be useful to have more detail on the current geographical situation and the intentions in terms of the development of provision to fill the current geographical gaps.

It is good to see a new web page and brand developed to promote Welsh-medium education and the benefits of bilingualism. We would like to see more detail in the Plan about how this website and information will be promoted. It would be good to have more detail on the intention to develop an 'additional promotion campaign' including a relationship with the Health Board. Is it intended to include the Family Information Service in the Plan? How do the authorities intend to ensure that families new to the area receive information? We emphasise the importance of promoting accurate information, and attractive, accessible materials, but also ensuring an adequate level of expertise among the staff of the relevant services.

We welcome the proposals in relation to workforce development – these actions will be absolutely key.

UCAC endorses the authority's ambition to increase the numbers and % of 3-year-olds taught through the medium of Welsh to 44% over the years of the scheme and supports the actions to realise the scheme and the intention to review progress after five years.

Outcome 2: More Reception / five year olds are being taught through the medium of Welsh

9. To what extent do you agree that the Council's plans for Outcome 2 would lead to an increase in the number of five-year-olds receiving their education through the medium of Welsh by 2032?

Tend to agree

10. If you have answered 'Tend to disagree' or 'Strongly disagree', suggest how the Council can improve its plans for this Outcome.

11. Please provide any other comments you have in relation to the Outcome here.

UCAC supports the authority's ambition and target to increase the number of reception/five year olds receiving their education through the medium of Welsh.

The proposals for latecomers' provision are particularly welcome, including the possibility of extending virtual provision, and working with neighbouring authorities.

Outcome 3: More children continue to improve their Welsh language skills when transferring from one statutory phase of education to another

12. To what extent do you agree that the Council's plans for Outcome 3 would lead to an increase in the number of children continuing to improve their Welsh language skills when transferring from one statutory phase of education to another by 2032?

Tend to agree

13. If you have answered 'Tend to disagree' or 'Strongly disagree', suggest how the Council can improve its plans for this outcome.

14. Please provide any other comments you have in relation to the Outcome here.

The recognition that the transfer rates, from Welsh-medium provision in year 6 to Welsh-medium provision in year 7, vary widely across the county is appreciated. We agree that this is an area where there is room for significant improvement during the plan period.

It would be good to see attention in the final Plan to the transition rates between KS4 and 5, as well as the previous stages appearing in the draft Plan.

For all transition points, it would be beneficial to see the figures by location, in order to gain a better understanding of the situation, and a better analysis of the action needed to ensure progress. The overall figures are not really meaningful in terms of planning for change.

Outcome 4: More learners are studying for qualifications assessed in Welsh (as a subject) and subjects through the medium of Welsh

15. To what extent do you agree that the Council's plans for Outcome 4 would lead to an increase in the number of learners studying for qualifications assessed in Welsh (as a subject) and subjects through the medium of Welsh by 2032?

Tend to agree

16. If you have answered 'Tend to disagree' or 'Strongly disagree', suggest how the Council can improve its plans for this Outcome.

We very much commend the authority's real realcation and determination that very significant changes need to be made to improve Welsh-medium secondary provision in the county. It would be good to see an absolutely clear statement that Welsh-medium education is the way forward, moving away from bilingual provision, or even two streams.

We are extremely pleased about the decision that Ysgol Bro Hyddgen will become a Welsh-medium all-through school. We note however that that process will begin in September 2022, and will therefore take a number of years until it reaches Year 7, let alone Year 11 or 13.

There is also welcome given to the decision on the all-age schools in Llanfair Caereinion and Builth Wells. However, the process and timetable for converting those two schools into Welsh-medium schools is vague, and

therefore, we take it for granted, a longer process again than for Ysgol Bro Hyddgen.

We ask whether any consideration has been given to establishing a Welsh-medium secondary school in east Montgomery, where it is clear that there is great demand and enthusiasm from families?

Although there is some information here, we would be very keen to see more detail on how secondary provision is to be increased and expanded in the meantime. How exactly is it intended to work with the schools concerned "so that they can offer full curricular and extra-curricular provision through the medium of Welsh"? Nor are we sure of the exact meaning of "Co-operation with neighbouring opportunities around expanding provision" – it would be good to have greater clarity and detail. We very much commend the development of e-sgol and the increased use of it to expand provision; the Welsh-medium vocational offer is particularly critical.

Are there any plans to increase provision amongst other schools in the county?

17. Please provide any other comments you have in relation to the Outcome here.

In developing this strategy, I wonder whether there is a need to go further in recognising the role and influence of the new curriculum? The Welsh language continuum (if implemented correctly) should mean that no pupil slips back in terms of the standard of their Welsh, or the level of expectations of them, regardless of which language medium they have chosen. In principle, it should lead to more confident speakers – which could lead, over time, to a greater willingness to take qualifications in Welsh.

Outcome 5: More opportunities for learners to use Welsh in different contexts in school

18. To what extent do you agree that the Council's plans for Outcome 5 would lead to more opportunities for learners to use Welsh in different contexts in school by 2032?

Tend to agree

19. If you have answered 'Tend to disagree' or 'Strongly disagree', suggest how the Council can improve its plans for this Outcome.

20. Please provide any other comments you have in relation to the Outcome here.

UCAC recognises the authority's use of the Language Charter and supports this and the other activities outlined, including those that develop the linguistic skills of school staff.

Outcome 6: Increase in the provision of Welsh-medium education for pupils with additional learning needs (ALN) in accordance with the duties imposed by the Additional Learning Needs and Education Tribunal (Wales) Act 2018

21. To what extent do you agree that the Council's plans for Outcome 6 would lead to an increase in the provision of Welsh-medium education for pupils with additional learning needs by 2032?

Strongly agree

22. If you have answered 'Tend to disagree' or 'Strongly disagree', suggest how the Council can improve its plans for this Outcome.

23. Please provide any other comments you have in relation to the Outcome here.

UCAC welcomes the authority's honesty in recognising that the size or capacity of the Welsh-medium ALN workforce in Powys is not sufficient, and that improvements need to be made.

We are disappointed with the lack of data on the current situation (in terms of children's linguistic needs, staff numbers, the nature and extent of specific provision and specialisms). We therefore agree that action is needed without delay to conduct an audit (and to maintain it consistently) and to act on it.

We suggest that reference needs to be made to primary/secondary transition and also to transition from secondary to the next stages of education, training or employment as the requirements of the Additional Learning Needs Act and the Education Tribunal provide for an 0-25 age group, with particular emphasis on transition periods.

Whilst expertise within the county would be ideal, it is recognised that the authority is considering elements of cross-border provision and expertise, possibly on the basis of regional collaboration. We recognise that it may be easier to provide some elements of Welsh language provision and services at a wider geographical level, but we would consider that such arrangements need to be formalised to ensure appropriate provision for the needs of learners and families in the county.

Outcome 7: Increase the number of teaching staff able to teach Welsh (as a subject) and teach through the medium of Welsh

24. To what extent do you agree that the Council's plans for Outcome 7 would lead to an increase in the number of teaching staff able to teach Welsh (as a subject) and teach through the medium of Welsh by 2032?

Tend to agree

25. If you have answered 'Tend to disagree' or 'Strongly disagree', suggest how the Council can improve its plans for this Outcome.

26. Please provide any other comments you may have in relation to the Outcome here.

Without ensuring that the number of staff able to learn Welsh as a subject can be increased, and/or able to teach through the medium of Welsh, it is fair to say that there will be no prospect of reaching the other outcomes; this Outcome is a cornerstone of everything else in the Plan.

We note the work that has already taken place within the county, and the work that is planned to be carried out through sabbatical schemes and so on. All of this will be key to ensuring the necessary increase in the numbers of staff able to learn Welsh as a subject or who can teach through the medium of Welsh. We agree that there is a need to continue with a strategic focus in this area, identifying priorities for growth and progress.

We commend the emphasis on the delivery workforce, and the authority's own central workforce.

It would be useful to see more statistical analysis in the Plan in terms of the skill levels of the county's education workforce (headteachers/teachers/assistants /other school staff and the authority itself) in relation to the Welsh language. Such an

analysis would form the basis for setting specific progress targets to accompany the Welsh Government's targets under its Welsh language strategy 2050.

We feel that, in fairness to Powys County Council and other councils, much of the control over the supply of staff rests with other bodies e.g. the Welsh Government, the Education Workforce Council (and the ITE Accreditation Board), Initial Teacher Education providers, and that partnership action will be needed to ensure the most effective approaches.

In what context are you interested in this consultation:

Other: a trade union representing teachers, tutors and lecturers

If you would like to know when we publish the consultation report please enter your e-mail in the box [below: rebecca@ucac.wales](mailto:rebecca@ucac.wales); gareth@ucac.wales

5. Mudiad Meithrin – Cymraeg

I Sylw: Ymgynghoriad Cyngor Sir Powys ar y Cynllun Strategol y Gymraeg mewn Addysg

Ymateb Mudiad Meithrin

Mae Mudiad Meithrin yn croesau'r cyfle i ymateb i'r ymgynghoriad gan ein bod fel Mudiad yn rhan annatod o'r broses. Sefydlwyd Mudiad Meithrin yn 1971 er mwyn cynnal tirwedd gyfoethog o brofiadau chwarae a dysgu trwy gyfrwng y Gymraeg i blant o'u genedigaeth hyd oedran ysgol. Eleni wrth ddathlu Hanner Can Mlynedd ers ein sefydlu yr un yw'r nod o *roi cyfle i bob plentyn ifanc yng Nghymru fanteisio ar wasanaethau a phrofiadau blynyddoedd cynnar trwy gyfrwng y Gymraeg er mwyn creu siaradwyr Cymraeg newydd.*

Y weledigaeth.

Rydym yn falch fo Powys yn ymgeisio i gyrraedd y % uchaf sef 36% o ddisgyblion blwyddyn 1 i gael eu haddysgu trwy gyfrwng y Gymraeg erbyn 2032 ac hefyd wedi cynnwys y nod strategol o **“gwella Mynediad at ddarpariaeth Gymraeg ar draws pob cyfnod allweddol”**.

Tra'n ganmoladwy o'r weledigaeth mae'n siom nad yw'r llwybr clir at Addysg Gymraeg Uwchradd (trwy sefydlu ysgol benodedig cyfrwng Cymraeg yng Ngogledd y Sir) yn bodoli o fewn y weledigaeth dros y 10 mlynedd nesaf.

Deilliant 1

Ychydig iawn a sylw a roi'r i ddarpariaeth cyn i'r plentyn droi'n 3 oed. Gwyddwn fo'r oedran mynediad arferol i Gylch Meithrin ar draws Cymru bellach wedi gostwng i 2 oed er mwyn sicrhau dilyniant a gwasanaeth gofal o safon trwy gyfrwng y Gymraeg. Yn ychwanegol at hyn byddai'n ddiddorol gwybod beth yw'r % o blant sy'n derbyn gwasanaeth Dechrau'n Deg trwy gyfrwng y Gymraeg fel gwaelodlin ac a yw'r gwasanaeth hwn yn cael ei hyrwyddo'n ddigonol trwy gyfrwng y Gymraeg (nifer wedi ei nodi yn y CSGA). Byddai cefnogaeth bellach gan y Sir ar gyfer yr oedran hyn yn gosod sylfaen gadarn mewn ardaloedd fwy difreintiedig i sicrhau cyrraedd y dilyniant o 100%. Mae tystiolaeth yn dangos mai'r Cylch Meithrin yw'r pwynt mynediad i addysg Gymraeg felly mae “Mwy o Gylchoedd Meithrin yn arwain at fwy o blant mewn addysg Gymraeg”

Cywiriad – angen ychwanegu cylch Dechrau Disglair a Chylch Rhaeadr.
Niferoedd yn 19 Cylch Meithrin

Mudiad Meithrin - Rydych i'ch canmol am y cydweithio gyda'r Mudiad i ddatblygu gwasanaeth pellach trwy'r Cynllun Sefydlu o Symud o fewn ardaloedd penodol ac am gynnwys cylchoedd Ti a Fi yn y weledigaeth, tybed a oes cyfle yma i fuddsoddi yn hyn trwy gyllido oriau ychwanegol i Swyddogion Ti a Fi Teithiol i sicrhau darpariaeth ar draws y Sir. Cofiwch hefyd fod cynlluniau megis Cymraeg i Blant yn

darparu'n helaeth yn y Sir a Clwb Cwtsh hefyd yn sicrhau y cam cyntaf at y Gymraeg ar gyfer rhieni plant ifanc. Mae gennym hefyd raglen Croesi'r Bont a Clebran y gallwn eu cynnig wrth gydweithio o fewn y Sir a gellir prynu'r gwasanaethau hyn i symud darpariaethau di-Gymraeg yn gynt ar hyd y continwwm ieithyddol.

Hybu addysg Cyfrwng Cymraeg – Mae hyn i'w groesawu, ond mae rhaid bod yn gryf a chadarn yma. Mae addysg cyfrwng Cymraeg yn perthyn i bawb a rhaid sicrhau fo'r neges mai **Canlyniad yw dwyieithrwydd** nid dull ac mai dim ond trwy Addysg Gymraeg mae cyrraedd y canlyniad hwnnw.

Datblygu'r Gweithlu - Croesawn eich brwdfrydedd i gydweithio a buddsoddi yng ngwaith y Mudiad i sicrhau hyfforddiant o safon ar gyfer gweithlu y blynyddoedd cynnar ac edrychwn ymlaen i sicrhau amserlen gadarn ar gyfer y 5 mlynedd nesaf er mwyn gwireddu hyn. A oes targed i sicrhau fo'r gefnogaeth sirol sydd ar gael i'r Cylchoedd Meithrin ar gael trwy gyfrwng y Gymraeg?

Datblygiadau Cyfalaf – Eto i'w croesawu gyda'r Mudiad Meithrin yn gwerthfawrogi y mewnbwn hanfodol i'r cynlluniau hyn.

Categoriâu Ysgolion - Gobeithiwn y daw mwy o arweiniad gan y Sir ar hyn yn hytrach na” *rhoi'r hyblygrwydd i ysgolion gynyddu eu darpariaeth cyfrwng Cymraeg yn y ffordd sydd fwyaf addas iddynt.* Mae peryg os na ddigwydd hyn fydd dim posibilrwydd cynllunio datblygiadau ar gyfer y blynyddoedd i ddod gan mai bach iawn fyddai'r newidiadau ac y bydd perygl o beidio cyrraedd y targed. Gall hyn hefyd effeithio ar y darged o ddilyniant 100% os nad yw'r dewis o addysg Gymraeg yn gryf o fewn ysgol Dwy ffrwd.

Deilliant 2

Gall cynnwys deilliant 2 ddylanwadu'n fawr ar Ddeilliant 1 a chreu rhwystredigaeth i rieni nad yw'r gwasanaeth y maent yn ei ddymuno ar gael iddynt yn sgil datblygiad yn neilliant 1 – felly mae'n hynod bwysig fo gyd gysylltu a thrafod yn digwydd gyda'r Mudiad Meithrin a chynlluniau deilliant 2. Mae'r Mudiad Meithrin felly'n croesawu'r awydd i gynyddu'r ddarpariaeth gynradd cyfrwng Cymraeg mewn 13 dalgylch o fewn cyfnod 10 mlynedd ac mae'r sir yn enwi'r mwyafrif o'r ardaloedd hyn yn y cynllun.

Hyrwyddo – Rhaid sicrhau fo'r hyrwyddo yn cyrraedd cynifer o rieni a phosib a croesawn y cyfle i gydweithio a Powys i gyd hyrwyddo. Yn benodol gyda ysgolion Dwy ffrwd – carwn sicrhau fo'r neges o ddeilliannau ysgol dwy ffrwd yn hollol eglur i rieni a bo'r neges mai **Canlyniad yw dwyieithrwydd** nid dull ac mai dim ond trwy Addysg Gymraeg mae cyrraedd y canlyniad hwnnw. Nid yw mynychu ffrwd Saesneg mewn ysgol dwy ffrwd yn eich arwain i fod yn fwy dwyieithog na petaech yn ddisgybl mewn ysgol cyfrwng Saesneg. Mae angen i'r cyngor i gyd fabwysiadu'r cynllun er mwyn sicrhau neges bositif am addysg cyfrwng Cymraeg ar hud a lled y Sir ac ym mhob adran gan fo canlyniad hyn yn bellgyrhaeddol i holl adrannau'r Cyngor.

Darpariaeth – Cefnogwn eich cydnabyddiaeth “fod addysg drochi cyfrwng Cymraeg yn rhoi'r cyfle gorau i blant fod yn gwbl ddwyieithog...”. Bydd yn her yn yr ardaloedd a enwir a cefnogwn eich 3 pwynt ar dudalen 12 i gynnig dull o sut y bydd hyn yn digwydd.

Trochi – rydym yn croesawu eich cymorth i hwyrddyfodiaid.

Datblygiadau Cyfalaf – eto i'w groesawu, ond bod angen cyd gynllunio manwl i sicrhau'r gwasanaeth gorau.

Categoriâu Ysgolion – o ran hyn mae angen sicrhau amserlen gadarn ar gyfer yr ysgolion – neu ni fydd canlyniad o gwbl erbyn diwedd cyfnod y CSGA.

Deilliant 3

Darpariaeth – Croesawn eich ymrwymiad i hwyluso'r gwaith trosglwyddo cryf sy'n digwydd yn barod rhwng Cylchoedd Meithrin a'r ysgolion cynradd. Mae'n ystadegau yn dangos dros y 5 mlynedd diwethaf fo dilyniant wedi codi o 74.27% yn 15-16 i 81.79% ar gyfer 20-21 – ac ar gyfer Gogledd y Sir mae'r dilyniant yn 91.08%. Mae angen parhau a hyn i sicrhau fo'r dilyniant hyn yn parhau i godi tuag at 100%.

Fodd bynnag i sicrhau fo'r cynnydd hyn yn parhau i digwydd ar hyd blynyddoedd addysgol y plant rhaid sicrhau fo llwybr dilyniant clir i addysg uwchradd Cyfrwng Cymraeg yn bodoli – heb i riant feddwl beth yw'r pwynt gan na fydd addysg gyflawn Gymraeg uwchradd ar gael ar gyfer fy mhlentyn. Unwaith eto rhaid bod yn gadarn yn y neges mai **Canlyniad yw dwyieithrwydd** nid dull ac mai dim ond trwy Addysg Gymraeg mae cyrraedd y canlyniad hwnnw.

Deilliant 4

Unwaith eto mae'n rhaid mynd i'r afael a sicrhau nad yw'r plentyn sy'n dewis cael eu haddysg uwchradd trwy gyfrwng y Gymraeg o dan anfantais oherwydd nad yw'r dewis Cymraeg ar gael ar draws pob pwnc. E.e yn ysgol Caereinion er bo mwy o blant yn derbyn eu haddysg trwy'r Gymraeg na'r Saesneg – nid yw'r dewis pynciau ar gyfer pynciau CA4 yn bell o fod yn hafal.

Deilliant 5

Siarter Iaith Croesawn yr ymrwymiad hwn. Fodd bynnag byddai'n ddiddorol dadansoddi sut mae hyn yn gweithio o fewn ysgol Dwy Ffrwd ac wrth i ysgolion symud ar hyd y continwmm ieithyddol – beth fyddai'r deilliannau hyn? A oes angen targed uwch o fewn y 5 mlynedd nesaf i fwy gyrraedd yr AUR.

Deilliant 6

Rydych yn onest yn eich adroddiad nad oes capasiti i ddarparu darpariaeth cyfrwng Cymraeg na dwyieithog mewn unrhyw Ganolfannau Arbenigol eraill ledled Powys, heblaw am Bro Hyddgen a Dyffryn y Glowyr felly croesawn y gweithgor a sefydlir yn 2021 ac edrychwn ymlaen at weld y polisi a'r cydreddeg gyda Swyddog Arweiniol ADY blynyddoedd Cynnar sydd wedi ei benodi.

Gyda'r ddarpariaeth Gymraeg yn cael ei darparu **yn ôl y galw a gwneir pob ymdrech**– rhaid sicrhau nad yw'r ddarpariaeth Gymraeg yn wannach na'r ddarpariaeth cyfrwng Saesneg. A oes lle i ddarparu targed benodol o ran amserlen yma i sicrhau darpariaeth cyfrwng Cymraeg ledled Powys? Mae'n hanfodol fo'r iaith

Gymraeg yn flaenllaw yn yr adran hon. Rhaid sicrhau bo'r gwasanaeth cyfrwng Cymraeg a chyfrwng Saesneg yn gyfartal ac ar gael ar draws y sir i bawb.

Deilliant 7

Mae'r her nad oes digon o staff all weithio trwy gyfrwng y Gymraeg yn bryder cynyddol sydd hefyd yn her sy'n ymestyn ar draws pob deilliant. Yn Neilliant 1 cyfeirir at y cydweithio a Mudiad Meithrin ar gyfer cymhwysio myfyrwyr ar gyfer y blynyddoedd cynnar, ond gall hyn hefyd sicrhau fo staff all weithio trwy gyfrwng y Gymraeg ar gael i ysgolion ac o phosib yn gam cyntaf i ambell un feddwl am dilyn gyrfa fel athro. Awgrymwn y dylid edrych ar weithlu'r blynyddoedd cynnar o fewn Deilliant 7 yn ogystal.

Os nad oes arfer o dderbyn addysg uwchradd gynhwysfawr trwy gyfrwng y Gymraeg ym Mhowys – mae gofyn i gyn ddisgyblion ddatblygu yn weithlu cyfrwng Cymraeg yn her a fydd yn parhau.

Mudiad Meithrin – English Translation

For Attention: Powys County Council's consultation on the Welsh in Education Strategic Plan

Mudiad Meithrin's Response

Mudiad Meithrin welcomes the opportunity to respond to the consultation as we as a Mudiad are an integral part of the process. Mudiad Meithrin was established in 1971 to maintain a rich landscape of play and learning experiences through the medium of Welsh for children from birth to school age. This year in celebrating the Fiftieth Anniversary of our founding our aim remains the same which is *to give all young children in Wales the opportunity to access early years services and experiences through the medium of Welsh in order to create new Welsh speakers.*

The vision.

We are pleased that Powys strives to reach the top %, that is 36% of year 1 pupils to be taught through the medium of Welsh by 2032 and have also included the strategic aim of "**improving Access to Welsh language provision across all key stages**".

While laudable from the vision, it is disappointing that the clear path to Welsh-medium Secondary Education (through the establishment of a dedicated Welsh-medium school in the North of the County) does not exist within the vision over the next 10 years.

Outcome 1

Little attention is given to the provision before the child turns 3 years old. We know that the normal age of entry to Cylch Meithrin across Wales has now been reduced to 2 years to ensure continuity and a quality care service through the medium of Welsh. In addition it would be interesting to know the % of children receiving a Flying Start rovisoin through the medium of Welsh as a baseline and whether this service is being promoted adequately through the medium of Welsh (numbers set out in the WESP). Further support from the County for these ages would lay a solid foundation in more deprived areas to ensure 100% progression is reached. Evidence shows that the Cylch Meithrin is the entry point to Welsh-medium education so "More Cylch Meithrin leads to more children in Welsh-medium education"

Correction – need to add a Bright Start and Rhayader Cylch Meithrin.

Numbers at 19 Cylch Meithrin

Mudiad Meithrin - You are to be commended for the collaboration with the Mudiad to develop a further service through the Cynllun Sefydlu o Symud within specific areas and for including cylchoedd Ti a Fi in the vision, and we wonder whether there is an opportunity here to invest in this by funding additional hours for travelling Ti a Fi Officers to ensure provision across the County. Remember also that schemes such as Welsh for Children provide extensively in the County and Clwb Cwtsh also ensures the first step to the Welsh language for parents of young children. We also

have the Croesi'r Bont and Clebran programme that we can offer when working together within the County and these services can be purchased to move non-Welsh speaking provisions more quickly along the linguistic continuum.

Promoting Welsh-medium education – This is to be welcomed, but we must be strong and robust here. Welsh-medium education belongs to everyone and the message must be that **bilingualism is a result** not a method and that that outcome is only achieved through Welsh-medium Education.

Workforce Development - We welcome your enthusiasm to work together and invest in the work of the Mudiad to ensure quality training for the early years workforce and look forward to ensuring a robust timetable for the next 5 years to achieve this. Is there a target to ensure that the county support available to the Cylch Meithrin is available through the medium of Welsh?

Capital Developments – Again, this is welcomed, with Mudiad Meithrin appreciating the essential input into these schemes.

School Categories - We hope that more guidance will come from the County on this rather than " *giving schools the flexibility to increase their Welsh-medium provision in the way that best suits them.*" There is a danger that if this does not happen it will not be possible to plan developments for future years as the changes would be very small and there will be a risk of not meeting the target. This can also affect the target of 100% progression if the choice of Welsh-medium education is not strong within a Dual-stream school.

Outcome 2

The inclusion of outcome 2 can have a major influence on Outcome 1 and create frustration for parents that the service they want is not available to them as a result of development in outcome 1 – so it is extremely important that all contact and discussion takes place with Mudiad Meithrin and outcome plans 2. Mudiad Meithrin therefore welcomes the desire to increase Welsh-medium primary provision in 13 catchment areas within a 10-year period and the county names the majority of these areas in the scheme.

Promotion – We must ensure that the promotion reaches as many parents as possible and we welcome the opportunity to work together with Powys jointly promote. Specifically with the Dual-stream schools – I would like to ensure that the message from Dual-stream school outcomes is absolutely clear to parents and that the message that **bilingualism is a result** and not a method and that reaching that outcome is only possible through Welsh Education. Attending an English stream in a Dual-stream school does not lead you to be more bilingual than if you were a pupil at an English-medium school. The whole council needs to adopt the plan to ensure a positive message about Welsh-medium education all across the County and in all departments as the outcome of this is far-reaching for all Council departments.

Provision – We support your recognition that "Welsh-medium immersion education gives children the best opportunity to be fully bilingual...". It will be a challenge in the

named areas and we support your 3 points on page 12 to provide a means of how this will happen.

Immersion – we welcome your support for latecomers.

Capital Developments – yet welcome, but in-depth joint planning is needed to ensure the best service.

School Categories – for this there is a need to ensure a robust timetable for the schools – or there will be no outcome at all by the end of the WESP period.

Outcome 3

Provision – We welcome your commitment to facilitating the strong transition that is already taking place between Cylchoedd Meithrin and the primary schools. Our statistics show that over the last 5 years progression has risen from 74.27% at 15-16 to 81.79% for 20-21 – and for the North of the County the progression is 91.08%. This needs to continue to ensure that this progression continues to rise towards 100%.

However to ensure that these progress continues to occur throughout the children's educational years it must be ensured that a clear progression route to Welsh-medium secondary education exists – so that parents do not think why bother, because of insufficient Secondary education being available for my child. Again we must be firm in conveying the message that **bilingualism is a Result** not a method and that this outcome is only achieved through Welsh Education.

Outcome 4

Again we must address and ensure that the child who chooses to receive their secondary education through the medium of Welsh is not disadvantaged because the Welsh option is not available across all subjects. E.g. at Caereinion school although more children receive their education through the medium of Welsh than English – the choice of subjects for KS4 is far from equal.

Outcome 5

Language Charter We welcome this commitment. However it would be interesting to analyse how this works within a Dual-Stream school and as schools move along the linguistic continuum – what would the outcomes be? Is there a need for a higher target within the next 5 years for more to reach the AUR?

Outcome 6

You are honest in your report that there is no capacity to provide Welsh-medium or bilingual provision in any other Specialist Centres across Powys, with the exception of Bro Hyddgen and Dyffryn y Glowyr and we therefore welcome the working group to be established in 2021 and look forward to seeing the policy and the co-running with the appointed Early Years ALN Lead Officer.

With Welsh language provision provided **as required** and **every effort being made— it must** be ensured that Welsh-medium provision is not weaker than English-medium provision. Is there room to provide a specific timetable target here to ensure Welsh-medium provision across Powys? It is essential that the Welsh Language is at the forefront of this section. It must be ensured that the Welsh-medium and English-medium service is equal and available across the county to all.

Outcome 7

The challenge of not enough staff working through the medium of Welsh is a growing concern which is also a challenge that extends across all outcomes. In Outcome 1 reference is made to the collaboration and Mudiad Meithrin for ensuring qualified students for the early years, but this can also ensure that staff who can work through the medium of Welsh are available to schools and may be a first step for a few to think about pursuing a career as a teacher. We suggest that the early years workforce should also be looked at within Outcome 7.

If there is no practice of receiving comprehensive secondary education through the medium of Welsh in Powys – asking former pupils to develop into a Welsh-medium workforce is a challenge that will continue.

6. Rhieni dros Addysg Gymraeg (RhAG) – Cymraeg

Mudiad yw Rhieni dros Addysg Gymraeg sy'n cynrychioli rhieni sydd â phlant mewn ysgolion Cymraeg.

Nod RhAG fel mudiad yw cefnogi datblygiad addysg Gymraeg ledled Cymru.

Mae RhAG yn gwerthfawrogi'r cyfle i gyfrannu'r sylwadau hyn fel rhan o'r broses o lunio Cynllun Strategol y Gymraeg mewn Addysg 2022 – 2031, Cyngor Sir Powys.

Mae'r Cynllun hwn yn cynnig cyfle pwysig i osod cyfeiriad y gwaith o gynllunio strategol ar gyfer twf addysg Gymraeg yn y Sir dros y ddegawd nesaf. Rhaid sicrhau bod y Cynllun yn ymateb mewn modd cydlynus, rhagweithiol ac uchelgeisiol fel rhan o gyfraniad pwysig Cyngor Sir Powys tuag at wireddu targedau cenedlaethol Cymraeg 2050 a'r nod o gael miliwn o siaradwyr Cymraeg.

Y system addysg yw'r peiriant fydd yn cynhyrchu siaradwyr Cymraeg, ac mae disgwyliad bod siroedd bellach yn mabwysiadu ymagwedd o **symbylu a hyrwyddo twf** yn y sector, rhaid i hynny fod wrth galon y cynllun hwn, gyda'r nod o beidio â chyfyngu'r iaith i'r dosbarth yn unig.

Nodwn hefyd y pwysigrwydd fod y Sir yn ymgynghori ar eu Strategaeth ar gyfer y Gymraeg rhwng 2021 a 2026. Byddem yn annog cyd-berthynas agos a pharhaus rhwng y ddau Gynllun wrth eu llunio, eu gweithredu a'u monitro.

Mae cyfle euraidd yma i sicrhau pwyslais ar gyfraniad Addysg Gymraeg o safbwynt yr Agenda Trechu Tlodi a byddai'n dda gweld pa strategaethau penodol y gallai'r Sir eu mabwysiadu i roi hyn ar waith.

Awgrymwn y dylai'r ystyriaethau canlynol fod yn egwyddorion craidd wrth lunio a mireinio'r Cynllun hwn:

1. Mae angen cydnabod a nodi natur unigryw addysg cyfrwng Cymraeg - llai o ysgolion mewn rhai siroedd, dalgylchoedd mwy, pellteroedd ac amseroedd teithio uwch i'r ysgol. Mae llawer mwy o her (yn ddaearyddol ac ymarferol) i ddisgyblion i gael mynediad i ddarpariaeth cyfrwng Cymraeg, felly mae'n hanfodol fod polisiau a strategaethau'r Cyngor yn adlewyrchu hyn.
2. Byddai mabwysiadu'r egwyddor o edrych ar ddatblygu darpariaeth yn lleol – ac i hon fod yn egwyddor arweiniol wrth galon y Cynllun, yn gam pwysig ymlaen, er mwyn sicrhau mynediad rhwydd i addysg Gymraeg ar gyfer teuluoedd a hynny o fewn pellter rhesymol i'w cartrefi.
3. O safbwynt addysg Gymraeg, ac yn wir o safbwynt unrhyw fath o addysg, sicrhau bod digon o ysgolion lleol, o fewn pellter rhesymol ac o ansawdd dda yw'r ffordd orau o osgoi sefyllfa lle mae rhieni a disgyblion yn

teithio allan o'u dalgylch naturiol neu 'swyddogol' a hynny o'r blynyddoedd cynnar hyd at ôl 16.

4. Gosod datblygiad Addysg Gymraeg wrth galon gwaith a swyddogaeth yr awdurdod lleol, gan ddefnyddio Cynlluniau Datblygu Lleol i gynnig cyfeiriad i'r cynllunio, adnabod cyfleoedd am dwf o fewn yr ardaloedd o bwysigrwydd strategol ar draws y sir a gweld y cynllun hwn yn rhan allweddol o fuddsoddiad economaidd hirdymor y sir.

Sylwadau penodol ar Gynllun Strategol Cymraeg mewn Addysg Cyngor Sir Powys

<p>Gweledigaeth</p>	<ul style="list-style-type: none"> • Mae RhAG yn gwerthfawrogi bod Cyngor Sir Powys yn ymwybodol o'r rôl bwysig sydd ganddi o hyrwyddo'r defnydd o'r Gymraeg, yng nghyd-destun amcanion a thargedau Llywodraeth Cymru. • Mae'r weledigaeth yn nodi'r dyhead erbyn Medi 2032 mai, 'targed Cyngor Sir Powys yw cynnydd o 14 pwynt canran i 36% i'r [sic] disgyblion blwyddyn 1 a addysgir drwy gyfrwng y Gymraeg ym Mhowys.' • Nodwn mai dyma'r targed uchaf ar gyfer yr ystod a awgrymir gan Lywodraeth Cymru ar gyfer Powys ac mai uchelgais y Cyngor yw rhagori ar y targed hwnnw. • Rydym yn croesawu'r weledigaeth hon, sy'n ymateb i ddisgwyliadau Llywodraeth Cymru bod siroedd yn anelu i ragori ar y targedau twf a ddisgwylir ganddynt lle bo hynny'n bosibl. Mae'n dda gweld Cyngor Sir Powys yn amcanu i wneud hynny. • Mae'r targed hwn yn golygu y bydd angen i niferoedd disgyblion cyfrwng Cymraeg gynyddu wrth 59% yn ystod oes y Cynllun hwn. Ar sail patrwm twf y ddegawd ddiwethaf, sef tua 3.4%, bydd cyflawni hyn yn heriol. • Beth sy'n hanfodol yn awr yw rhoi hyn ar waith, trwy bontio dyhead ac uchelgais gyda gweithredu o ddifrif: dim ond Cynllun cadarn a chydlynus wedi'i seilio ar dargedau pendant a mesuradwy all gyflawni hynny. • Byddai'n dda gweld datganiad pellach o fewn y weledigaeth am sut y mae Cyngor Sir Powys yn bwriadu sicrhau'r dilyniant ieithyddol ar gyfer Deilliant 1 a'r gydberthynas bwysig fydd rhwng targed deilliant 2 a thargedau deilliant 4. • Credwn i'r perwyl hwnnw fod angen datganiad polisi
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diamwys sy'n mabwysiadu'r egwyddor mai Ysgolion Cyfrwng Cymraeg Dynodedig yw'r model a ffefrir wrth gyflwyno addysg Gymraeg yn y sector cynradd a'r uwchradd.

- Nodwn fod y Cynllun yn croesgyfeirio at *Strategaeth ar gyfer Trawsnewid Addysg ym Mhowys 2020 – 2030* a dogfen gweledigaeth yr awdurdod ar gyfer addysg Gymraeg, dwy ddogfen a gymeradwywyd gan Gabinet y sir yn 2020.
- Rydym yn gwerthfawrogi bod yna lawer o strategaethau a pholisïau eraill sy'n sail i'r ddogfen hon. Byddai'n werthfawr pe bai modd cynnwys ac enwi'r strategaethau hyn yn y ddogfen hon er mwyn sicrhau tryloywder a darparu cyd-destun clir ar gyfer monitro a chynllunio yn y dyfodol.
- Mae'n hanfodol cadarnhau statws y Cynllun hwn fel dogfen strategol trosfwaol, sy'n pontio sawl maes, ac sy'n rhan greiddiol o wasanaeth corfforaethol y Cyngor.
- Ymhellach at hynny, mae angen cyd-berthynas llawer agosach rhwng y CSGAau, Safon Iaith 145 a'r Strategaeth iaith: miliwn o siaradwyr. Mae angen i siroedd bellach osod targedau penodol ar gyfer tyfu niferoedd siaradwyr iaith: mae'n amlwg mai'r sector addysg yw'r prif beiriant ar gyfer cynhyrchu siaradwyr yr iaith. h.y. ardaloedd poblog gyda'r dwysedd lleiaf o siaradwyr Cymraeg fydd yn gorfod cyfrannu fwyaf at gyrraedd y targed.
- Byddem yn disgwyl gweld croesgyfeirio cliriach rhwng y Cynllun hwn a Strategaeth Iaith Pum Mlynedd Cyngor Powys ac yn annog cyd-berthynas agos a pharhaus rhwng y ddau Gynllun wrth eu llunio, eu gweithredu a'u monitro.
- Awgrymwn hefyd y gellir cryfhau'r weledigaeth i gadarnhau swyddogaeth y CSGA o ran hyrwyddo a chynyddu defnydd y Gymraeg o fewn peuoedd y teulu a'r gymuned.
- Byddai'n dda nodi gwybodaeth mewn perthynas â Chyfrifiad 2011, sy'n nodi bod 18.6% o boblogaeth y sir yn medru siarad Cymraeg, ac i fanylu ar yr ystod ddaearyddol ledled y sir, e.e. Glantwymyn (57.8%), Banwy (56%), Machynlleth (51.6%) a'r ardaloedd hynny lle mae'r ganran ar ei hisaf megis Crughywel (8.6%), Pencraig (6.8%) a'r Ystog (4.3%).
- Daw data Cyfrifiad 2021 yn hysbys y flwyddyn nesaf ac felly bydd modd diweddarau'r Cynllun gyda'r wybodaeth honno. Bydd hyn yn gosod cyd-destun gwerthfawr ac yn cadarnhau nod ac amcan ehangach y Cynllun hwn, sef gweithredu fel erfyn allweddol o safbwynt cynllunio ieithyddol i gryfhau statws a sefyllfa'r Gymraeg ym Mhowys.
- Byddai'n ddefnyddiol nodi'r meysydd polisi eraill y mae'r Cyngor yn eu hystyried yn berthnasol i'r cynllun hwn y tu hwnt i Cymraeg 2050, yn cynnwys y Cynllun Datblygu Lleol

	<p>er enghraifft, gan nodi'r cyswllt rhyngddynt pan ddaw at gynllunio darpariaethau addysg newydd o fewn datblygiadau tai neu wasanaethau mewn ardaloedd newydd.</p>
<p>Deilliant 1: Mwy o blant Meithrin / 3 oed yn cael eu haddysg drwy gyfrwng y Gymraeg</p>	<ul style="list-style-type: none"> • Mae angen i'r adran hon nodi'n benodol ym mha rannau o Bowys y mae darpariaeth cyn-ysgol / Blynyddoedd Cynnar trwy gyfrwng y Gymraeg yn anhygyrch ac anghyfartal ar hyn o bryd. • Nid yw'n glir beth yw'r ddarpariaeth cyn-ysgol Cymraeg presennol a pha mor agos yw'r ddarpariaeth honno i deuluoedd pob ardal. • Byddem yn disgwyl ymarferiad mapio manwl o ddarpariaeth ledled y sir, gan nodi'r ddarpariaeth bresennol a nodi bylchau. Y cam nesaf wedyn fyddai mapio sut y bydd y bylchau hyn yn cael eu llenwi. • Un gwendid sylfaenol yn yr adran hon yw diffyg data cyflawn, yn niferoedd a chanrannau, ar gyfer yr holl agweddau perthnasol. • Mae data sir gyfan yn cuddio diffygion mewn darpariaethau unigol ac mae angen i'r Sir fod yn llawer mwy tryloyw gyda hyn os am wir gynllunio ar gyfer cyrraedd pob ardal a phob teulu gyda dewis cydradd a chyfartal. • Mae'r cysyniad o gymunedau 15 munud yn prysur ddod yn ffordd effeithiol o gynllunio gwasanaethau lleol. Er bod hyn wedi'i wreiddio mewn cyd-destun dinesig, byddai'n bosibl mabwysiadu'r egwyddor hon (neu o leiaf ei haddasu) ar gyfer rhai rhannau penodol o'r sir a'i gymhwyso i ddeilliant un er mwyn sicrhau bod darpariaeth cyn-ysgol digonol ar gael trwy gyfrwng Cymraeg ac yn agos at deuluoedd ym mhob cymuned ledled y sir. • Nid yw'r Cynllun yn cynnwys unrhyw wybodaeth yn seiliedig ar Aseiad Digonolrwydd Gofal Plant. Mae cynllunio ar sail data aseiad a gynhaliwyd nôl yn 2014 yn gwbl annigonol gan nad oes modd cael darlun cywir a chyfredol o anghenion presennol rhieni Powys fel sail i flaengynllunio cadarn e.e. beth yw'r sefyllfa bresennol o ran gwarchodwyr plant sy'n gallu cynnig gwasanaeth trwy gyfrwng y Gymraeg? • Yng ngwyneb diffyg gwybodaeth felly mae'n anodd cynnig sylwadau ystyrlon ar yr adran hon. • Dechrau'n Deg: unwaith eto mae diffyg data yma, heblaw am y tabl ar dudalen 4. Nid yw nodi bod 'cynnydd yn nifer y plant sy'n defnyddio darpariaeth Dechrau'n Deg trwy gyfrwng y Gymraeg' yn ddigon da. Mae angen gwybodaeth am yr holl ddarparwyr yn y Gymraeg a'r Saesneg, gyda niferoedd a

	<p>chanrannau, ar lefel sirol. O ganlyniad, nid yw'n glir beth yw'r ganran sirol ar hyn o bryd o safbwynt darpariaeth cyfrwng Cymraeg.</p> <ul style="list-style-type: none"> • Mae nodi y bydd y sir yn 'parhau i weithio gyda Mudiad Meithrin i ddarparu darpariaeth Dechrau'n Deg' yn annigonol. Mae angen cynnwys targed twf ac i nodi'n glir ym mha ardaloedd y bydd y lleoedd hynny yn cael eu darparu. • Mae angen i'r targed ar gyfer cynyddu lleoedd gofal cyfrwng Cymraeg Rhaglen Dechrau'n Deg gydreddeg â'r targed twf ar gyfer Deilliant 1 a 2. Yn wir, byddem yn pwysu ar y sir i gymryd camau pendant er mwyn symud at sefyllfa lle mae 50% o'r ddarpariaeth ar gael trwy gyfrwng y Gymraeg, gan mai dyma fyddai'n cynnig cyfleoedd cyfartal gwirioneddol i deuluoedd ledled y sir. • Ar hyn o bryd, nodwn fod y cyfrifoldeb ar y rhiant/gwarcheidwad i ofyn am le gofal plant cyfrwng Cymraeg ar Raglen Dechrau'n Deg. Byddem yn pwysu'n gryf am newid polisi sylfaenol yma, gyda symudiad tuag at gynnig rhagweithiol gan y Sir ynghylch cyfrwng iaith y ddarpariaeth wrth i rieni wneud ymholiadau. • Nodwn ymhellach fod rhieni/gwarcheidwaid yn aml yn gwrthod y cynnig gofal plant oherwydd bod lleoliad gofal plant cyfrwng Saesneg yn agosach at eu cartref. Mae'r ardal felly – yn hytrach na'u dewis iaith wreiddiol – yn llywio'u penderfyniad. • Dyma'n syml iawn grynhoi a thanlinellu pwysigrwydd sylfaenol yr angen i agor darpariaethau gofal plant / Blynyddoedd Cynnar - ac ysgolion Cymraeg – mewn cymunedau newydd. Nid yw helaethu ac ehangu'r ddarpariaeth bresennol o reidrwydd yn cael gwared ar y rhwystrau sy'n parhau i wneud addysg Gymraeg yn ddewis amhosibl i gynifer o deuluoedd. Rhaid i'r Cynllun hwn gydnabod ac ymateb i'r her honno mewn modd ystyrlon. • Cynnig Gofal Plant: Mewn perthynas â'r cynnig Gofal Plant 30 awr, a yw rhieni'n gallu manteisio ar y cynnig llawn? A oes digon o leoedd sydd o fewn pellter rhesymol, o ran elfen addysgol y pecyn, fel bod cydraddoldeb â'r cynnig cyfrwng Saesneg? • Beth yw'r sefyllfa o ran Darparwyr Addysg Cofrestredig? A oes niferoedd digonol o ddarpariaethau sy'n gallu cynnig y ddarpariaeth hon ymhob rhan o'r sir? • Nid oes unrhyw ddata yn cael ei ddarparu i nodi dilyniant ar gyfer cylchoedd unigol, fel sy'n cael ei ddarparu yn flynyddol gan Mudiad Meithrin. Mae angen cynnwys hyn. Byddai nodi niferoedd a chyfraddau trosglwyddo ar gyfer pob Ti a Fi a Chylch Meithrin unigol yn rhoi darlun mwy cyflawn ac yn
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	<p>adnabod yr ardaloedd sydd angen sylw penodol er mwyn cynnal a chynyddu'r niferoedd sy'n parhau yn y sector cyfrwng Cymraeg.</p> <ul style="list-style-type: none"> • Mae'r Cynllun yn adnabod 'ardaloedd strategol allweddol' lle mae bwriad i wahodd tendrau er mwyn cynnig darpariaeth cyfrwng Cymraeg, gan nodi Machynlleth, Llanfair Caereinion, Llanfair-ym-muallt, Llanfyllin, yn benodol, ond yn hepgor cynnig unrhyw fanylion ynghylch sut a phryd y bydd hyn yn cael ei wireddu yn ystod oes y Cynllun. • Yn yr un modd, rydym yn croesawu'r bwriad i weithio gyda Mudiad Meithrin i sefydlu Cylchoedd Ti a Fi a Chylchoedd Meithrin newydd yn Y Gelli Gandryll, Crughywel, Llanandras, Llanidloes ac ar y ffin yn ardal Ogleddol Powys. Ond unwaith eto, mae diffyg manylder o ran sut a phryd y caiff y targedau hyn eu cyflawni, gan gynnwys amserlen glir, a thafllwybr yn amlygu'r gydberthynas gyda'r targedau twf ar gyfer Deilliant 1 a 2. • Ymhellach at hynny, nodir y bwriad i gynllunio buddsoddiad cyfalaf er mwyn sicrhau cyfleusterau i ddarparu addysg blynyddoedd cynnar, gofal plant a darpariaeth gofleidiol yn ardaloedd Llandrindod/Llanfair-ym-muallt, dalgyllch Aberhonddu a Llanfyllin. Unwaith eto, mae angen nodi targedau pendant, mesuradwy yma, gan nodi sut y bydd y cynigion yn cyd-fynd â chynlluniau arfaethedig i adrefnu addysg yn yr ardaloedd hyn ac o ran gwireddu deilliannau'r Cynllun hwn. • Mae nifer sylweddol o brosiectau arfaethedig yn cael eu rhestru yn yr adran hon, ond y gwendid mawr ar hyn o bryd yw bod angen nodi'r rhain ar ffurf targedau pendant, mesuradwy gydag amserlen glir o ran eu cyflawni a thafllwybr clir o ran sut y byddant yn cyfrannu at gyflawni deilliannau'r Cynllun yn ei gyfanrwydd. Byddai'n dda nodi'r rhain ar ffurf targedau 5 a 10 mlynedd yn ystod oes y Cynllun hwn. • Mae'n dda gennym weld cydnabyddiaeth bod angen i'r Cyngor wneud mwy i hyrwyddo a chynyddu ymwybyddiaeth am Addysg Gymraeg a manteision dwyieithrwydd. • Carwn nodi fod datblygiadau diweddar mewn perthynas â'r gwaith o hyrwyddo addysg Gymraeg yn y sir i'w croesawu'n fawr ac mae RhAG yn falch o'n cyfraniad ninnau fel mudiad wrth gyflawni'r gwaith hwnnw. • Mae diffyg gwybodaeth am addysg Gymraeg yn fater sy'n parhau i fod angen sylw, yn arbennig mewn pocedi o'r sir. Gyda newid mewn demograffeg a'r newidiadau anorfod o ran demograffeg dros y blynyddoedd nesaf, bydd yn ofynnol dyfeisio a gweithredu cynllun hybu a hyrwyddo a fydd yn
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	ymateb yn benodol i'r heriau hynny.
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- Mae'r rhieni hynny'n cynnwys unigolion a fagwyd yn y sir yn ogystal â theuluoedd sydd wedi mewnfudo o Loegr ac ardaloedd eraill lle na fyddai ganddynt unrhyw amgyffred am fodolaeth addysg Gymraeg.
- Mae angen i'r Cynllun hwn amlinellu ffyrdd blaengar o adeiladu ar lwyddiannau'r gwaith sydd eisoes wedi'i gyflawni, fel rhan o ymgyrch gydlynus sy'n cwmpasu'r holl ddarpariaeth ac sy'n amlygu llwybr clir o'r Blynyddoedd Cynnar i ddarpariaeth Addysg Bellach o fewn ffiniau'r sir.
- Mae angen i bob sir berchnogi 'stori addysg Gymraeg' eu hardal leol hwy, ac i gyfleu hynny trwy brofiadau eu disgyblion a'u teuluoedd, er mwyn grymuso'r to nesaf o deuluoedd fydd yn gwneud penderfyniadau am addysg eu plant. Mae angen dybryd am ymgyrch genedlaethol, wedi ei harwain gan Lywodraeth Cymru, ond fel rhan o'r ymdrech honno, mae'r gwaith a wneir ar lawr gwlad wrth gyflwyno a chyfleu'r negeseuon hyn o safbwynt lleol, yr un mor bwysig.
- Awgrymwn fod angen llunio Cynllun Gweithredu manwl, fel rhan o waith is-grŵp hyrwyddo'r Fforwm Addysg Gymraeg, fel elfen anhepgorol o'r Cynllun 10 mlynedd.
- Mae'r ddogfen yn nodi rhai camau gweithredu penodol, ond awgrymwn ystyried camau eraill megis:
 - sicrhau bod gwybodaeth ar gael i werthwyr tai ac asiantaethau rhentu yn yr ardal i'w darparu i deuluoedd sy'n symud i mewn e.e. ar ffurf pecyn croeso;
 - llunio adnoddau hyrwyddo priodol, strategaeth cyfathrebu benodol, astudiaethau achos, rhannu profiadau a llwyddiannau rhieni a disgyblion ayyb.
 - darparu hyfforddiant ymwybyddiaeth iaith a manteision addysg Gymraeg / dwyieithrwydd i weithwyr rheng-flaen y Cyngor (adran Derbyniadau Ysgol, Gwasanaeth Gwybodaeth i Deuluoedd, rhaglenni megis Dechrau'n Deg) ac i weithio gyda'r Bwrdd Iechyd er mwyn darparu'r un hyfforddiant i fydwragedd ac ymwelwyr iechyd a chanfod ffyrdd o rannu negeseuon cadarnhaol mewn modd cyson a thrylwyr;
- Mae angen sicrhau bod gwybodaeth am addysg Gymraeg a manteision dwyieithrwydd yn hysbys i bawb. Dylid cael cyllideb benodol ar gyfer llunio, datblygu a gweithredu ymgyrch print a digidol effeithiol i hyrwyddo addysg Gymraeg a manteision dwyieithrwydd yn flynyddol.

	<ul style="list-style-type: none"> • Rydym yn croesawu'n fawr y bwriad i symud tuag at bolisi cynnig gweithredol wrth ymateb i ymholiadau gan rieni newydd. • Mae angen i'r polisi hwn fod yn unffurf ac iddo gael ei weithredu'n gyson. Bydd gofyn cael rhaglen hyfforddi ar gyfer yr holl weithwyr rheng flaen (Gwasanaeth Gwybodaeth i Deuluoedd, adran Derbyniadau Ysgolion) fel bod y negeseuon yn gyson a chlir.
<p>Deilliant 2: Mwy o blant dosbarth derbyn / 5 oed yn cael eu haddysg drwy gyfrwng y Gymraeg</p>	<ul style="list-style-type: none"> • Mae'n dda gweld cydnabyddiaeth yn yr adran hon mai addysg drochi cyfrwng Cymraeg sy'n rhoi'r cyfle gorau i blant fod yn gwbl ddwyieithog ac mai ysgolion sy'n gweithredu trwy gyfrwng y Gymraeg sy'n gallu cynnig hyn i ddisgyblion. • Byddem yn argymhell cynnwys y datganiad hwn yn y weledigaeth gyffredinol ar frig y Cynllun. Yn wir, dyma'r egwyddor a ddylai lywio'r holl dargedau a nodir ar gyfer y Cynllun yn ei gyfanrwydd. • Croesewir y datganiad mai sefydlu mwy o ysgolion cynradd cyfrwng Cymraeg fydd yn galluogi Cyngor Powys i gyflawni targed y Deilliant dan sylw. • Unwaith eto ceir rhestr sy'n adnabod nifer o ardaloedd (i) lle nad oes unrhyw ddarpariaeth cyfrwng Cymraeg ar hyn o bryd; (ii) awgrym i ddatblygu rhagor o ddarpariaeth cyfrwng Cymraeg lle mae peth darpariaeth yn bodoli ar hyn o bryd. • Ceir cyfeiriad hefyd at y cynllun peilot yn Ysgol Cribarth, lle cyflwynwyd dosbarth Derbyn cyfrwng Cymraeg newydd ym Medi 2021. Byddai'n dda cynnig diweddariad ar lwyddiant cynnar y prosiect yma, gan gynnwys niferoedd, staffio, sut y caiff ei hyrwyddo, gweledigaeth i'w ddatblygu yn y tymor hir ac ati. Bydd y gwersi a ddysgwyd yn hollbwysig ar gyfer ehangu'r cynllun mewn rhannau eraill o'r sir. • Mae'r adran hon yn awgrymu'n lled amwys amrywiol ffyrdd o gynyddu'r ddarpariaeth Gymraeg, gan gynnwys symud ysgolion dwy ffrwd ar hyd y continwmm ieithyddol, trwy drosi iaith y Cyfnod Sylfaen, ac i ymestyn y cynllun peilot yn Ysgol Cribarth mewn ysgol(ion) eraill. • Ond nid yw'n manylu pa ysgolion neu ardaloedd sydd dan sylw i roi'r cynlluniau hyn ar waith. Mae angen i'r ddogfen osod targedau penodol a mesuradwy gydag amserlen glir ar gyfer cynyddu nifer yr ysgolion Cymraeg, a sut yr eir ati i wneud hyn. • Rhaid i'r Cynllun hefyd nodi beth yw bwriadau'r awdurdod o ran cyflwyno ceisiadau cyllid cyfalaf i sylw Llywodraeth Cymru. Ceir cyfeiriad at geisiadau posib ar gyfer y sector Blynyddoedd Cynnar ond nid yw'n nodi dim am y sector

	<p>cynradd, ac eithrio'r cyllid sydd eisoes wedi'i ddyfarnu ar gyfer Ysgol Gymraeg y Trallwng, oedd yn un o dargedau'r CSGA blaenorol.</p> <ul style="list-style-type: none"> • Mae disgwyl y bydd Band C, cyllid cyfalaf Rhaglen Ysgolion 21 Ganrif yn weithredol yn ystod ail hanner oes y Cynllun, ac felly mae angen i'r awdurdod ddangos yn glir pa brosiectau cyfrwng Cymraeg fydd yn cael blaenoriaeth wrth baratoi'r don nesaf o geisiadau. • Cludiant: mae'n dda gweld bod yr awdurdod wedi adolygu a chymeradwyo Polisi Cludiant Rhwng y Cartref â'r Ysgol diwygiedig yn 2020, sydd bellach yn darparu cludiant i ddarpariaeth cyfrwng Cymraeg. Dyma newid i'r polisi blaenorol, oedd yn darparu cludiant i'r ysgol agosaf yn y 'dewis iaith'. • A yw'r Cyngor yn fodlon bod rhieni'n ymwybodol o'r polisi cludiant ac yn deall eu hawliau mewn perthynas â chludiant i gael Addysg Gymraeg? Cafwyd problemau mawr yn y gorffennol oherwydd methiannau wrth rannu gwybodaeth gywir mewn modd hygyrch a thryloyw, yn wir roedd cryn anghysondeb wrth weithredu'r polisi. • Mewn sir wledig fel Powys, mae'n gwbl allweddol sicrhau eglurder i rieni ar bolisi cludiant y Cyngor. • Carwn wybod pa waith sydd wedi'i wneud i asesu llwyddiant y polisi newydd hwn? • Rydym yn croesawu'r ymrwymiad i agor canolfannau Trochi Cymraeg newydd, gyda'r ganolfan gyntaf yn cael ei hagor yn Y Drenewydd ym mis Tachwedd 2021 ar gyfer disgyblion CA2. • Sonnir mai'r bwriad, yn dilyn gwerthuso effaith y ddarpariaeth, yw agor canolfannau eraill mewn rhannau eraill o'r sir. Beth fydd amserlen y gwaith gwerthuso a phryd y caiff ei wneud yn hysbys? Pa ardaloedd eraill sydd wedi'i clustnodi? Beth fydd amserlen arfaethedig agor y canolfannau ychwanegol hynny? • Roedd datganiad diweddar Llywodraeth Cymru i gynnig grant o £22 miliwn i gefnogi hwyrdyfodiaid yn un arwyddocaol a hyderwn fod y Cyngor wedi gwneud cais am gyllid o'r gronfa honno ac y bydd diweddariad yn cael ei gynnwys yn fersiwn terfynol y Cynllun hwn. • Rydym yn llongyfarch Cyngor Powys ar y gwaith blaengar a dyfeisgar o fynd ati i ddarparu Trochi rhithwir yn ystod y flwyddyn heriol ddiwethaf. Mae'n dda gweld ymdrechion creadigol i ymateb i'r heriau, nid yn unig a gafwyd yn sgil Covid, ond yr heriau hynny sy'n annatod mewn sir wledig fel Powys. Beth fydd amserlen y gwerthusiad a phryd y caiff ei wneud yn gyhoeddus? Byddai'n dda nodi mwy o fanylion
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	<p>ynghylch cynlluniau'r sir, yn ddibynnol ar gasgliadau'r gwerthusiad, i ddatblygu'r ddarpariaeth hon ymhellach. Byddai'n sicr yn fanteisiol i rannu'r arfer dda hon gyda siroedd eraill, a byddem yn annog hynny'n fawr.</p>
<p>Deilliant 3: Mwy o blant yn parhau i wella eu sgiliau Cymraeg wrth drosglwyddo o un cyfnod o'u haddysg statudol i un arall</p>	<ul style="list-style-type: none"> • Mae'n glir fod y sefyllfa wedi gwaethygu dros y ddegawd diwethaf mewn perthynas â dilyniant ieithyddol o CA2 i CA3. • Ac mae colli 17% o ddisgyblion cyfrwng Cymraeg rhwng y cyfnodau allweddol hynny yn her y mae'n rhaid i'r awdurdod ei hwynebu. • Nid yw'n ddigonol nodi bod 'cyfraddau trosglwyddo, o ddarpariaeth cyfrwng Cymraeg ym mlwyddyn 6 i ddarpariaeth cyfrwng Cymraeg ym mlwyddyn 7, yn amrywio'n fawr ledled y sir.' • Mae angen i'r adran hon roi sylw i sefyllfa ysgolion unigol, gan gynnwys data penodol, er mwyn sicrhau tryloywder a chyfrannu at ffyrdd ystyrlon i ddatrys y sefyllfa. • Y mae'n hanfodol bod y Sir yn dryloyw gyda'r holl ddata sydd ar gael gan gymryd y cyfle i nodi data 2021 CYBLD ar drosglwyddo o flwyddyn 6 i 7 yn ystod cyfnod mireinio'r Cynllun. • Mae angen cydberthynas glir rhwng targed deilliant 2, gyda deilliant 3 a 4. • Byddem yn awgrymu'n gryf bod dilyniant i ddarpariaeth uwchradd cyfrwng Cymraeg yn allweddol i sicrhau'r cyfraddau uwch hyn a bod mynd i'r afael â'r mater hwn yn flaenoriaeth. • Y gwendid mwyaf yn y Cynllun fel y saif ar hyn o bryd, yw diffyg ymrwymiad i sefydlu ysgol uwchradd cyfrwng Cymraeg ddynodedig i wasanaethu Dwyrain Maldwyn, fel a gafwyd yn y CSGA blaenorol ond na'i wireddwyd, fel bod dilyniant ieithyddol llawn a di-dor ar gael i dros 800 o ddisgyblion cynradd cyfrwng Cymraeg presennol yr ardal honno. Mae'n destun pryder mawr i ni fod nifer mor sylweddol o ddisgyblion yn dal i fethu cyrchu dilyniant ieithyddol llawn. Yn wir, mae'n anodd meddwl am unrhyw ardal arall yng Nghymru ble mae sefyllfa o'r fath yn bodoli. Rhaid i'r Cynllun hwn osgoi unrhyw oedi pellach ac ysgwyddo'r cyfrifoldeb o ddarparu'r dilyniant ieithyddol hwnnw a ddylai fod ar gael i'r disgyblion hyn. • Heb weithredu ar hyn, ofnwn y byddai'r methiant hwnnw'n tanseilio ymdrechion i wireddu'r mwyafrif o dargedau'r Cynllun hwn. • Mae'r cyfeiriad at gynnal archwiliad blynyddol i dracio taith pob disgybl ar bob cam o'u haddysg, yn un canmoladwy, ac yn sicr yn arfer dda OND mae eisoes yn hysbys beth yw llawer o'r rhwystrau presennol sy'n gyfrifol am y llithro rhwng

	<p>CA2 a CA3: diffyg dewis cydradd o ran darpariaeth uwchradd, difyg dilyniant o ran pynciau cyfrwng Cymraeg wrth symud o CA3 i CA4 a CA5 mewn ysgolion dwy ffrwd, diffyg cydraddoleb o ran ystod y pynciau cyfrwng Cymraeg yn yr ysgolion hynny.</p> <ul style="list-style-type: none"> • Nodwn nad oes trefniant ffurfiol gydag awdurdod Bwrdeistref Sirol Castell-nedd Port Talbot, mewn perthynas â threfniadau cludiant ar gyfer y nifer sylweddol o ddisgyblion o Dde Powys sy'n derbyn eu haddysg yn Ysgol Gymraeg Ystalyfera Bro Dur (safle Ystalyfera). Byddem yn annog gweithredu ar hyn er mwyn rhoi sicrwydd i'r teuluoedd sy'n manteisio ar hyn.
<p>Deilliant 4: Mwy o ddysgwyr yn astudio ar gyfer cymwysterau Cymraeg (fel pwnc) a phynciau drwy gyfrwng y Gymraeg.</p>	<ul style="list-style-type: none"> • Mae'r datganiad cyntaf yn yr adran hon, sef 'darperir darpariaeth uwchradd cyfrwng Cymraeg mewn nifer o ysgolion dwy ffrwd a leolir ledled Powys ar hyn o bryd,' yn gamarweiniol ac i raddau helaeth yn cuddio'r gwirionedd. • Byddai'n fwy cywir i nodi fod peth darpariaeth uwchradd cyfrwng Cymraeg mewn rhai ysgolion uwchradd a bod hynny'n amrywio'n fawr o ysgol i ysgol a rhwng cyfnodau allweddol yn yr ysgolion hynny. • Mae'r tablau ar dudalen 20 yn rhoi rhan o'r darlun hwnnw ond nid yw'n ddigonol o bell ffordd • Credwn ei bod yn hollbwysig cynnwys data cyflawn, yn niferoedd a chanrannau, ar gyfer pob ysgol unigol, yn manylu ar yr holl bynciau a gynigir ym mhob cyfnod allweddol gan nodi'r niferoedd sy'n astudio ac yn cael eu arholi. • Gall data ysgol gyfan guddio diffygion ac mae angen i'r sir fod yn llawer fwy tryloyw gyda hyn os am wir gynllunio ar gyfer cyrraedd pob ardal a phob teulu gyda dewis cydradd a chyfartal. • Serch hynny, mae'r wybodaeth sydd ar gael yn amlygu'r diffyg dewis presennol ac yn dangos yn glir fod disgyblion cyfrwng Cymraeg dan anfantais sylweddol o gymharu a'u cyfoedion yn y sector cyfrwng Saesneg. • Mae'n amlwg nad yw'r gyfundrefn bresennol yn y sector uwchradd ym Mhowys yn gynaliadwy; naill ai'n addysgol, ieithyddol nac yn ariannol. Nid yw'r drefn fel ag y mae yn darparu cyfleoedd cyfartal i ddisgyblion ym mhob rhan o Bowys gael addysg gyflawn, di-dor drwy gyfrwng y Gymraeg; ar hyn o bryd, teithio allan o'r sir yw'r unig ffordd o gael mynediad at ddarpariaeth o'r fath. • Yn ne'r sir mae nifer cynyddol o ddisgyblion yn gwneud y daith honno: ni all hyn fod yn sefyllfa dderbyniol. • Bu ymdrechion CSGAau blaenorol i droi ysgolion dwy ffrwd yn ysgolion categori 2B yn fethiant.

	<ul style="list-style-type: none"> • Mae'n rhaid i Ysgolion Uwchradd Cyfrwng Cymraeg (Categori 2A) fod yn rhan o'r datrysiad ac mae'n rhaid cynnwys yn y Cynllun hwn ymrwymiad clir i weithredu ar hynny gyda thargedau pendant ac amserlen gadarn er mwyn ei wireddu ar gyfer pob rhan o'r sir. • Tra bod y cam diweddar i sefydlu Ysgol Bro Hyddgen yn un cyfrwng Cymraeg o'r blynyddoedd cynnar i'w groesawu, bydd hyn yn cymryd 14 mlynedd i'w wireddu, ac ni ellir aros tan fod y disgyblion hynny'n cyrraedd oed TGAU cyn gweld ystod eang o gymwysterau trwy gyfrwng y Gymraeg ar gael i'r disgyblion. • Rhaid cofio hefyd nad yw Bro Hyddgen yn ganolog i weddill Powys. • Roedd CSGA 2014-17 yn nodi bwriad i sefydlu ysgol uwchradd cyfrwng Cymraeg dynodedig yn Nyffryn Hafren. Ond rhoddwyd y cynllun hwnnw i'r neilltu, gan newid cyfeiriad polisi a datgan bwriad i greu ysgolion gydol oes dwy ffrwd mewn tri safle yn Nwyrain Maldwyn. Roedd hyn yn siom aruthrol ac mae'n anodd deall y rhesymeg dros wneud hynny. • Fel nodwyd yn ein sylwadau ar Ddeiliant 3, gwendid pennaf y Cynllun hwn yw'r diffyg ymrwymiad i sefydlu ysgol uwchradd cyfrwng Cymraeg ddynodedig i wasanaethu Dwyrain Maldwyn, fel a gafwyd yn y CSGA blaenorol ond na'i wireddwyd, fel bod dilyniant ieithyddol llawn a di-dor ar gael i dros 800 o ddisgyblion cynradd cyfrwng Cymraeg presennol yr ardal honno, sy'n cyfateb i 43% o holl ddisgyblion cynradd cyfrwng Cymraeg Powys. • Byddai sefydlu Ysgolion Uwchradd Cyfrwng Cymraeg Dynodedig yn gwneud cyfraniad sylweddol wrth wireddu nifer healeth o dargedau'r Cynllun hwn, gan gynnwys: <ul style="list-style-type: none"> - symbylu twf yn y sector cyfrwng Cymraeg, ac yn arwain at gynyddu'r nifer yn yr Ysgol Uwchradd dros gyfnod. Dyma yw'r profiad cyffredinol mewn rhannau eraill o Gymru - byddai'n rhwym o gael effaith gadarnhaol ar dwf niferoedd yn y sector cynradd a chyn-ysgol cyfrwng Cymraeg a rhoi'r un profiad addysgol i ddisgyblion cyfrwng Cymraeg o'i gymharu â disgyblion yn y ffrwd Saesneg, trwy gynnig ystod llawn a di-dor o bynciau ym mhob cyfnod allweddol - yn cael effaith gadarnhaol ar wella a chynyddu'r dilyniant rhwng cyfnodau allweddol - yn cael effaith gadarnhaol ar wella a chynyddu cyfraddau disgyblion sy'n astudio'r Gymraeg fel iaith gyntaf ar gyfer cymhwyster TGAU a safon AS ac A
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	<ul style="list-style-type: none"> - yn atal disgyblion rhag symud o'r ffrwd cyfrwng Cymraeg i'r ffrwd cyfrwng Saesneg - creu sefyllfa a fydd yn caniatáu i'r Ysgol newydd ddenu staff cymwys ar draws yr ystod llawn o bynciau - creu Ysgol fydd ag ethos gwbl Gymraeg a Chymreig, fydd yn gosod yr amodau gorau i feithrin a datblygu hyder a sgiliau'r disgyblion yn y Gymraeg - yn cyd-fynd â pholisi cenedlaethol o safbwynt cryfhau, ehangu a datblygu addysg Gymraeg ac yn caniatáu i Gyngor Powys gyrraedd targedau cenedlaethol sydd wedi'i pennu gan Lywodraeth Cymru. <ul style="list-style-type: none"> • Mae profiad a llwyddiant diweddar Cyngor Sir Penfro wrth sefydlu Ysgol Caer Elen yn Hwlfordd yn dangos fod modd gwneud hyn yn llwyddiannus, a phwyswn ar Gyngor Powys i ailystyried ar fyrder ac i wneud ymrwymiad diamwys yn y Cynllun hwn i wireddu hyn. • Mae'r cynlluniau sydd yn yr arfaeth ar gyfer sefydlu ysgol cyfrwng Cymraeg pob oed newydd yn Llanfair-ym-Muallt, yn ddatblygiad sydd i'w groesawu'n fawr, ond pryderwn ynghylch yr oedi a'r ansicrwydd o ran yr amserlen; mae angen i'r sir sicrhau bod llwybr clir mewn lle ar gyfer agor yr ysgol newydd. • Wrth ystyried y datblygiadau diweddar ym Machynlleth, a'r hyn sydd yn yr arfaeth ar gyfer ardal Llanfair-ym-Muallt, mae'n dwysau eto fyth yr anghydraddoldeb y bydd gwireddu'r cynlluniau yma'n ei greu i 800+ o blant Dwyrain Maldwyn sydd eisoes yn derbyn addysg gynradd cyfrwng Cymraeg. • Wrth baratoi a gweithredu'r Cynllun hwn, rhaid bod cysondeb, tegwch a chydraddoleb i holl ddysgwyr cyfrwng Cymraeg Powys, wrth galon y Cynllun hwn. • Rydym yn bryderus iawn am y diffyg dewis pynciau trwy gyfrwng y Gymraeg yn y cyfnod ôl-16 ledled Powys. • Sefydlu ysgolion cyfrwng Cymraeg dynodedig ledled Powys fydd y gyrrwr allweddol wrth greu màs critigol o ddysgwyr sydd eu hangen i ddatblygu darpariaeth uwchradd ac ôl-16 yn y sir. • Byddai sefydlu Ysgol Uwchradd Cyfrwng Cymraeg yn fodd o ddiogelu'r 6ed dosbarth fel rhan hanfodol o'r ysgol gan sicrhau dilyniant ieithyddol cadarn. Byddai hefyd yn galluogi'r sir i gynllunio a chynnig yr ystod ehangaf posib o bynciau trwy gyfrwng y Gymraeg yn unol â dyletswyddau statudol y Mesur Dysgu a Sgiliau (Cymru) 2009. • Roedd y Cynllun blaenorol yn crybwyll bod y mwyafrif o ddarpariaeth alwedigaethol ym Mhowys yn cael ei ddarparu gan Grŵp Colegau CNPT yn eu campysau yn Y Drenewydd
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	<p>ac Aberhonddu. Eto nid oes darpariaeth cyfrwng Cymraeg yn un o'r ddau gampws ar hyn o bryd. Yn y Cynllun blaenorol roedd targed i weithio gyda Grwp Colegau CNPT i adnabod ffyrdd o ddatblygu mwy o gyrsiau galwedigaethol drwy gyfrwng y Gymraeg. Mae angen cynnwys targed tebyg yn y Cynllun hwn.</p> <ul style="list-style-type: none"> • Dylid cytuno ar strategaeth gyda'r Coleg a gosod targedau i ddatblygu cyrsiau mewn meysydd galwedigaethol allweddol e.e. Iechyd a Gofal, Twristiaeth, Blynyddoedd Cynnar ac ati. Gallai Hyrwyddwr Dwyieithrwydd y Coleg arwain ar hyn ar y cyd â'r Awdurdod Lleol. Dylai hyn gael ei gynnwys yn y Cynllun. • Gyda datblygiadau cyffrous ar y gweill ar gyfer addysg ôl-16 yn y sector Saesneg, mae'n bwysig iawn buddsoddi yn y sector Gymraeg hefyd fel bod cynnig yr un mor ddeniadol ar gael trwy gyfrwng y Gymraeg a'r ystod ehangaf posib o gyrsiau cyfrwng Cymraeg ar gael i fyfyrwyr. • Mae angen hefyd datblygu cyfleoedd i gydweithio gyda'r Coleg Cymraeg Cenedlaethol er mwyn hyrwyddo llwybrau astudio yn y sector Addysg Uwch. • Mae angen i'r Cyngor arwain ar y gwaith hwn, fel prif gyflogwr yr ardal, a chymryd rôl rhagweithiol wrth hyrwyddo cyfleoedd i ymuno â'r gweithlu ar draws holl ystod gwasanaethau'r Cyngor. • Y mae'n amlwg iawn i ni fod dysgwyr sydd am astudio trwy gyfrwng y Gymraeg o dan anfantais difrifol yn Sir Powys. Rhaid gweld camau breision i newid y sefyllfa hon yn gynnar o fewn oes y cynllun hwn. Rhaid i'r gwaith o ehangu'r cynnig cyfrwng Cymraeg ddechrau nawr.
<p>Deilliant 5: Mwy o gyfleoedd i ddysgwyr ddefnyddio'r Gymraeg mewn cyd-destunau gwahanol yn yr ysgol.</p>	<ul style="list-style-type: none"> • Rhaid sylweddoli arwyddocâd a phwysigrwydd y deilliant hwn wrth i'r strategaeth hwn fynd yn ei flaen. Rhaid ystyried y deilliant yn ei gyd-destun cymunedol yn ogystal gan nodi'n glir beth yw swyddogaeth y partneriaid cymunedol gyda'r gwaith o fewn y deilliant hwn. • Mae'n dda gweld gweld bod y Siarter Iaith ar waith ac yn cael ei weithredu'n eang ar draws y Sir. • Mae'r deilliant yn brin o dargedau meintiol er bod nifer o gamau penodol canmoladwy wedi eu nodi. Byddai manylion ar sut a phryd fydd y camau yn cael eu gweithredu o fudd. • Byddwn yn dymuno gweld gwaelodlin a thargedau gan y Fenter Iaith leol a'r Urdd fel partneriaid y Gymraeg ond hefyd gan asiantaethau a gwasanaethau allweddol eraill megis gwasanaeth ieuencid y Sir, Clybiau Ffermwyr Ifanc ayyb • Yn y deilliant hwn hefyd y byddwn yn disgwyl gweld

	dadansoddiad o'r berthynas gyda'r Cynllun Hyrwyddo 5 mlynedd sydd yn cael ei adolygu ar hyn o bryd.
Deilliant 6: Cynnydd yn y ddarpariaeth addysg cyfrwng Cymraeg i ddisgyblion ag Anghenion Dysgu Ychwanegol	<ul style="list-style-type: none"> • Y mae angen gwaith sylweddol i wella'r agwedd hon o'r ddarpariaeth. Y mae'n hynod annheg nad oes darpariaeth gydradd ar gael ar draws y Sir ar gyfer dysgwyr ag ADY. • Awgrymwn felly mai dyma un o adrannau gwannaf y Cynllun. Mae'n amlwg bod y ddarpariaeth yn syrthio'n brin o'r hyn sy'n ddisgwyliedig a bod y gwasanaeth ar draws y sir yn parhau'n dameidiog a darniog. • Ymddangys mai bach iawn fu unrhyw gynnydd gwirionedd yn y maes ers y Cynllun blaenorol, ac mae hynny'n peri pryder. Mae angen i'r gwaith hwn fod yn flaenoriaeth yn ystod oes y Cynllun dan sylw. Mae'n fater sylfaenol o gydraddoldeb. Rhaid i Gyngor Powys gymryd camau ar fyrder er mwyn cryfhau'r drefn bresennol ac ymateb yn llawn i'r cyfrifoldebau a'r dyletswyddau a bennwyd wrth i'r ddeddf newydd ddod i rym. • Wrth i'r Cynllun hwn amcanu i dyfu'r sector cyfrwng Cymraeg mae'n rhaid i ddarpariaeth ADY cyfrwng Cymraeg Cyngor Powys weld gwelliannau sylweddol er mwyn gallu ymateb i'r twf hwnnw. • Nodwn bod darpariaeth ar gael yng Nghanolfan Arbenigol Ysgol Gymraeg Dyffryn y Glowyr a darpariaeth ddwyieithog yn Ysgol Bro Hyddgen, sydd i'w groesawu, ond mae hynny'n golygu nad yw mwyafrif disgyblion y sir o fewn hwylus i ddarpariaeth mewn canolfan arbenigol er mwyn cefnogi gwaith yr ysgolion. • Mae bylchau enfawr o ran darpariaeth arbenigol ar gyfer disgyblion sydd a'r anghenion mwyaf dwys a chymhleth a gwyddom bod disgyblion yn y gorffennol wedi gorfod teithio allan o'r sir (ac mewn un achos y gwyddom amdani, dros y ffin i Loegr) er mwyn cael mynediad at y gefnogaeth angenrheidiol. Nid yw hynny'n sefyllfa dderbyniol. Ymddengys hefyd fod gwendid yn y ddarpariaeth ar gyfer disgyblion hyn / ôl-16. • Mae'r Cynllun yn cydnabod nad yw maint na chapasiti'r gweithlu ADY cyfrwng Cymraeg yn y sir yn ddigonol a bod angen cymryd camau i unioni'r sefyllfa honno. • Byddem yn disgwyl fod y Cynllun hwn yn cynnwys manylion ynghylch sefyllfa gyfredol o safbwynt arbenigedd personél cyflogedig gan y sir e.e Seicolegwyr Addysg, Therapyddion Iaith a Lleferydd, cefnogaeth ar gyfer Dyslecsia ayb? • Roedd y Cynllun blaenorol yn crybwyll cynnal awdit ffurfiol o'r

	<p>ddarpariaeth. Beth fu casgliadau'r awdit hwnnw a pham nad yw'n cael ei gynnwys yn y Cynllun hwn? Byddai hynny'n gosod cyd-destun mwy llawn ac yn rhoi gorolwg mwy manwl o'r sefyllfa ar draws y sir.</p> <ul style="list-style-type: none"> • Mae sôn y bydd gweithgor ADY Cymraeg yn cael ei sefydlu yn ystod 2021 er mwyn goruchwyllo'r gwaith yn y maes. A yw'r grŵp hwn wedi'i sefydlu eto? Beth fydd aelodaeth y grŵp? Beth yn union fydd ei gylch gorchwyl? Byddai'n dda nodi mwy o fanylder mewn perthynas â hyn. • Nodir hefyd y caiff archwiliad o'r galw ei gynnal erbyn Awst 2022. Pryd caiff casgliadau'r archwiliad hwnnw ei wneud yn hysbys. Awgrym y dylai'r gwaith hwn hefyd gwmpasu awdit llawn arall o'r holl ddarpariaeth a'r gweithlu presennol er mwyn rhoi darlun clir o'r sefyllfa ar draws y sir, i adnabod y bylchau a gosod sylfaen gref i lunio Cynllun Gweithredu manwl. • Blynnyddoedd Cynnar: mae'n galonogol gweld fod Swyddog Arweiniol wedi'i benodi ond nid yw 'gwneud pob ymdrech resymol' i sicrhau darpariaeth ADY yn y cyfnod hwn yn dderbyniol. Rhaid i'r Cynllun roi camau gweithredu clir mewn lle i sicrhau bod disgyblion cyfrwng Cymraeg yn cael yr un tegwch a'u cyfoedion yn y sector cyfrwng Saesneg. • Mae'n dda gweld ar dudalen 30 eich bod yn nodi y bydd darpariaeth ysgol arbennig yn cael ei sefydlu yng ngogledd Powys yn 2022. • Mae'r Cynllun yn cynnwys cyfres o dargedau ond mae llawer ohonynt yn cynnwys "ysytyrir" yn hytrach na bwriad pendant i weithredu. Mae angen cysoni hyn er mwyn i'r holl dargedau a nodir fod yn rhai caled, mesuradwy. • Nodwn nad oes cytundeb ffurfiol gyda siroedd cyfagos (megis Ceredigion) sydd yn amlwg gyda'r staff â sgiliau Cymraeg yn y mwyafrif o'r meysydd anghenion addysgol ychwanegol. Gwyddom eu bod yn y gorffennol wedi rhannu arfer dda ac arbenigedd gyda siroedd eraill, gan gynnwys Powys, a byddem yn annog bod hyn yn parhau, lle bo hynny'n bosibl. • Beth yw'r bwriad o ran symud at gydweithio rhanbarthol ac ystyried ffurfioli trefniant o'r fath? Ydy hwn yn faes ble y gall ERW ddarparu arweiniad? • Mae angen parhau i weithio'n agos gyda rhieni ac ysgolion er mwyn cael darlun llawn o'r sefyllfa sirol ac i ymateb yn briodol i'r anghenion hynny.
Deilliant 7:	<ul style="list-style-type: none"> • Awgrymwn bod cyfle yn y deilliant hwn i adnabod pwy yw'r

Cynnydd yn nifer y staff addysgu sy'n gallu addysgu Cymraeg (fel pwnc) a thrwy gyfrwng y Gymraeg.

“staff addysgu”. Ar yr olwg gyntaf efallai y byddai nodi'r rhai sydd yn gweithio fel athrawon a phenaethiaid yn ddigon, ond fel mudiad, rydym yn argyhoeddedig bod rhaid i Awdurdodau lleol ystyried yr ystod cyfan o weithlu sydd yn cefnogi addysg – yn cynnwys y staff gweinyddol o fewn yr ysgolion, swyddogion cefnogi o fewn yr awdurdod lleol a'r consortiwm addysg yn ogystal â'r cynorthwyddion. Gwyddom ond yn rhy dda pa mor bwysig yw sicrhau'r ystod cyfan o weithlu i gefnogi cynllun o bwysigrwydd fel y Cynllun hwn.

- Disgwylw'n felly ddadansoddiad manwl o sgiliau Cymraeg holl weithlu Addysg y Sir gan eu bod i gyd, mewn un ffordd neu'r llall yn gyfrifol am y Gymraeg o fewn eu gwaith.
- Pwysig hefyd fydd nodi faint o staff ychwanegol bydd eu hangen ar gyfer y cynlluniau sydd mewn golwg ar gyfer y Cyfnod Sylfaen yn ystod oes y Cynllun hwn a sut fydd y sir yn mynd ati i hyrwyddo'r swyddi hyn a chefnogi datblygiad proffesiynol y gweithlu addysg.
- Byddai tabl i ddangos data sgiliau iaith holl staff y sir wedi bod yn ddefnyddiol i osod gwaleodlin yn y deiliant hwn er mwyn dangos sgiliau iaith y gweithlu addysg sydd naill ai yn medru addysgu/gweithio drwy gyfrwng y Gymraeg ond ddim yn gwneud neu ddim yn medru addysgu/gweithio drwy gyfrwng y Gymraeg o gwbl. Byddai hyn wedi rhoi syniad i ni o aelodau staff, sy'n adnodd gwerthfawr, sydd heb eu defnyddio'n llawn fel petai. Gwelwn mewn siroedd eraill bod angen adnabod beth yw'r rhesymau dros hyn a dyfeisio ffyrdd i hwyluso a chefnogi'r gwaith o uwch sgilio'r athrawon hyn. Byddai gweld hyn yn y cynllun diwygiedig o fudd i'r Sir wrth gynllunio ar gyfer twf y dyfodol.
- Mae 'n dda gweld bod Powys yn nodi eich bod yn danfon athrawon ar y cwrs sabothol. Mae angen datblygu cyrsiau hyfforddi pellach proffesiynol cyfrwng Cymraeg i athrawon, a chynnig cyrsiau gloywi dwys i athrawon sy'n fodlon trosi i addysg Gymraeg, eto trwy gynlluniau rhyddhau o'r gwaith a thrwy ddatblygu'r Cynllun Sabothol.
- Mae sicrhau cyflenwad o benaethiaid ar gyfer y dyfodol yn flaenoriaeth bwysig. Mae'n rhaid rhoi cynlluniau ar waith mewn da bryd i sicrhau bod yr awenau yn cael eu trosglwyddo i'r genhedlaeth nesaf o arweinwyr yn y maes.
- Mae angen hefyd i hyrwyddo cyfleoedd i ddysgu trwy gyfrwng y Gymraeg ymhlith disgyblion sy'n dewis gyfaoedd.

	<ul style="list-style-type: none"> • Oes modd datblygu trafodaethau rhwng yr ysgolion, yr Undebau Athrawon a'r consortia i ymchwilio i'r posibiladau ar lefel lleol tybed? • Mae angen cydnabod nad oes modd i'r Awdurdod Lleol fod yn gyfrifol am holl gynnwys y targed hwn chwaith a bod ymateb i fylchau a heriau recriwtio hefyd yn gyfrifoldeb ar Lywodraeth Cymru yn ogystal â llywodraeth leol. Dylid sicrhau bod yna fecanwaith ffurfiol i goladu gwybodaeth ar yr heriau hyn a modd systematig i'w cyfathrebu'n effeithiol a chyflym yn ôl i Adran Addysg Llywodraeth Cymru er mwyn iddo fwydo strategaeth y gweithlu cenedlaethol. • Awgrymwn ychwanegu adran ddata allweddol ar gyfer y deilliant hwn yn nodi'r wybodaeth uchod am sgiliau iaith presennol staff addysg y Sir a thargedau meintiol pendant i'w cyrraedd ar ôl 5 a 10 mlynedd.
	<p>Byddem yn croesawu'r cyfle i gwrdd â swyddogion i ymhelaethu ar ein sylwadau.</p>

Rhieni dros Addysg Gymraeg (RhAG) – English translation

Parents for Welsh Education is an organisation representing parents with children in Welsh-medium schools.

RhAG as an organisation aims to support the development of Welsh-medium education across Wales.

RhAG appreciates the opportunity to contribute these comments as part of the process of drawing up the Welsh in Education Strategic Plan 2022 – 2031, Powys County Council.

This Plan offers an important opportunity to set the direction of strategic planning for the growth of Welsh-medium education in the County over the next decade. It must be ensured that the Scheme is in a coherent, proactive and ambitious manner as part of Powys County Council's important contribution to the realisation of the 2050 Welsh national targets and the aim of having a million Welsh speakers.

The education system is the engine that will produce Welsh speakers, and there is an expectation that counties are now adopting an approach of **stimulating and promoting growth** in the sector, that must be at the heart of this scheme, with the aim of not limiting the language to the class alone.

We also note the importance of the County consulting on their Welsh Language Strategy between 2021 and 2026. We would encourage a close and ongoing inter-relationship between the two Plans in their formulation, implementation and monitoring.

There is a golden opportunity here to ensure an emphasis on the contribution of Welsh Education in terms of the Defeating Poverty Agenda and it would be good to see what specific strategies the County could adopt to implement this.

We suggest that the following considerations should be core principles in the formulation and refinement of this Scheme:

1. The unique nature of Welsh-medium education needs to be recognised and noted – fewer schools in some counties, larger catchment areas, higher distances and journey times to school. There is much more challenge (geographically and practically) for pupils to access Welsh-medium provision, so it is essential that the Council's policies and strategies reflect this.
2. Adopting the principle of looking at the development of provision locally – and for this to be a guiding principle at the heart of the Scheme, would be an important step forward, e.g. to ensure easy access to Welsh-medium education for families within a reasonable distance of their homes.
3. In terms of Welsh-medium education, and indeed in terms of any form of education, ensuring that there are sufficient local schools, within a reasonable

distance and of good quality is the best way of avoiding a situation where parents and pupils travel out of their natural or 'official' catchment area from the early years up to post-16.

4. Place the development of Welsh Education at the heart of the local authority's work and function, using Local Development Plans to provide direction to the planning, identify opportunities for growth within the areas of strategic importance across the county and see this plan as a key part of the county's long-term economic investment.

**Specific comments on The Welsh in Education Strategic Picture
Powys County Council**

Vision	<p>RhAG appreciates that Powys County Council is aware of its important role in promoting the use of Welsh, in the context of the Welsh Government's objectives and targets.</p> <ul style="list-style-type: none"> ● The vision sets out the aspiration by September 2032 that, 'Powys County Council's target is an increase of 14 percentage points to 36% to the 1 pupils taught through the medium of Welsh in Powys.' ● We note that this is the highest target for the range suggested by the Welsh Government for Powys and that the Council's ambition is to exceed that target. ● We welcome this vision, which responds to the Welsh Government's expectations that counties aim to exceed the growth targets expected of them where possible. It is good to see Powys County Council aiming to do that. ● This target means that welsh-medium pupil numbers will need to increase by 59% over the lifetime of this Scheme. Based on the growth pattern of the last decade of around 3.4%, achieving this will be challenging. ● What is essential now is to implement this, by bridging aspiration and ambition with serious action: only a robust and coherent Plan based on concrete and measurable targets can achieve that. ● It would be good to see a further statement within the vision of how Powys County Council intends to ensure the linguistic progression for Outcome 1 and the important correlation will be between outcome 2 target and outcome 4 targets. ● We believe to that end that an unambiguous policy statement is needed
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adopting the principle that Designated Welsh Medium Schools are the preferred model in the delivery of Welsh-medium education in the primary and secondary sectors.

- We note that the Plan cross-refers to the Strategy for Transforming Education in *Powys 2020 – 2030* and the authority's vision document for Welsh-medium education, two documents approved by the county's Cabinet in 2020.
- We appreciate that there are many other strategies and policies that underpin this document. It would be valuable if these strategies could be included and named in this document to ensure transparency and provide a clear context for future monitoring and planning.
- It is essential to confirm the status of this Plan as an overarching strategic document, which straddles many areas, and is a core part of the Council's corporate service.
- Furthermore, there needs to be a much closer inter-relationship between the WESP's, Language Standard 145 and the language Strategy: one million speakers. Counties now need to set specific targets for growing the numbers of language speakers: it is clear that the education sector is the main engine for producing speakers of the language. i.e. densely populated areas with the smallest density of Welsh speakers will have to contribute most to achieving the target.
- We would expect to see clearer cross-referencing between this Scheme and Powys Council's Five Year Language Strategy and encourage a close and ongoing inter-relationship between the two Schemes in their formulation, implementation and monitoring.
- We also suggest that the vision can be strengthened to confirm the role of the CSGA in promoting and increasing the use of the Welsh language within the family and community.
- It would be good to note information in relation to the 2011 Census, which states that 18.6% of the county's population can speak Welsh, and to detail the geographical range across the county, e.g. Glantwymyn (57.8%), Banwy (56%), Machynlleth (51.6%) and those areas where the percentage is lowest such as Crickhowell (8.6%), Pencraig (6.8%) and Churchstog (4.3%).
- The 2021 Census data will become known next year and it will therefore be possible to update the Plan with that information. This will set a valuable context and confirm the wider aim and objective of this Plan, which is to act as a key tool in terms of pre-linguistic formulation to strengthen the status and position of the Welsh language in Powys.

	<ul style="list-style-type: none"> • It would be useful to identify the other policy areas that the Council considers relevant to this scheme beyond Welsh 2050, including the Local Development Plan
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	<p>for example, noting the link between them when it comes to planning new education provisions within housing developments or services in new areas.</p>
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<p>Outcome 1: More Nursery / 3 year olds receiving their education through the medium of Welsh</p>	<p>This section needs to set out specifically in which parts of Powys pre-school / Early Years provision through the medium of Welsh is currently inaccessible and unequal. It is not clear what the current Welsh-medium pre-school provision is and how close that provision is to the families of each area.</p> <ul style="list-style-type: none"> • We would expect a detailed mapping exercise of provision across the county, identifying existing provision and identifying gaps. The next step would then be to map how these gaps will be filled. • A fundamental weakness in this section is the lack of arbiterddata, in numbers and percentages, for all relevant aspects. • County-wide data masks shortcomings in individual provisions and the County needs to be much more transparent with this if there is to be real planning for reaching all areas and families with equal and equal choice. • The concept of 15-minute communities is fast becoming an effective way of planning local services. Although this is rooted in a civic context, it would be possible to adopt this principle (or at least adapt it) for certain parts of the county and apply it to outcome one to ensure that adequate pre-school provision is available through the medium of Welsh and close to families in all communities across the county. • The Plan does not contain any information based on a Childcare Sufficiency Assessment. Planning on the basis of assessment data carried out back in 2014 is totally inadequate as it is not possible to get an accurate and up-to-date picture of the current needs of Powysparents e.g. what is the current situation with regard to childminders who can offer a service through the medium of Welsh? • In the face of a lack of information it is therefore difficult to comment meaningfully on this section.
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	<ul style="list-style-type: none"> ● Flying Start: again there is a lack of data here, except for the table on page 4. Noting that there is an 'increase in the number of children using Flying Start provision through the medium of Welsh' is not good enough. Information is needed on all providers in Welsh and English, with numbers and
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	<p>percentages, at county level. As a result, it is not clear what the county percentage is at present in terms of Welsh-medium provision.</p> <ul style="list-style-type: none"> ● It is noted that the county will 'continue to work with Mudiad Meithrin to provide Flying Start provision' is inadequate. There is a need to include a growth target and to set out clearly in which areas those places will be provided. ● The target for increasing Welsh-medium care places of the Flying Start Programme needs to run concurrently with the growth target for Outcome 1 and 2. Indeed, we would urge the county to take decisive action in order to move to a situation where 50% of provision is available through the medium of Welsh, as this would provide real equal opportunities for families across the county. ● At present, we note that the onus is on the parent/guardian to request a Welsh-medium childcare place on the Flying Start Programme. We would strongly press for a fundamental policy change here, with a move towards a proactive proposal from the County about the language medium of provision as parents enquire about the provision. ● We further note that parents/guardians often refuse the childcare offer because an English-medium childcare setting is closer to home. The area therefore – rather than their preferred original language – informs their decision. ● This simply summarises and underlines the fundamental importance of the need to open up childcare / Early Years provisions – and Welsh-medium schools – in new communities. The extension and expansion of existing provision does not necessarily remove the barriers that continue to make Welsh-medium education an impossible option for so many families. This Plan must recognise and respond to that challenge in a meaningful way. ● Childcare Offer: In relation to the 30 hour Childcare offer, are parents able to take up the full offer? Are there sufficient places that are within a reasonable distance, in terms of the educational element of the package, so that there is parity with the English-medium offer? ● What is the position with regard to Registered Education Providers? Are there sufficient numbers of providers that can offer this provision in all parts of the county?
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	<ul style="list-style-type: none"> No data is provided to identify progression for individual groups, as is provided annually by Mudiad Meithrin. This needs to be included. Identifying numbers and transfer rates for each Ti a Fi and a single Cylch Meithrin would provide a more complete picture and
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	<p>identify the areas that need particular attention in order to maintain and increase the numbers that remain in the Welsh-medium sector.</p> <ul style="list-style-type: none"> The Plan identifies 'key strategic areas' where there is an intention to invite tenders in order to offer Welsh-medium provision, noting Machynlleth, Llanfair Caereinion, Builth Wells, Llanfyllin, in particular, but omits to offer any details of how and when this will be realised during the lifetime of the Plan. Similarly, we welcome the intention to work with Mudiad Meithrin to establish Ti a Fi Groups and new Cylchoedd Meithrin at Hay-on-Wye, Crickhowell, Presteigne, Llanidloes and on the border in the North Powys area. But again, a lack of detail on how and when these targets will be achieved, including a clear timetable, and path highlighting the relationship with the growth targets for Outcome 1 and 2. Furthermore, the intention to plan capital investment to secure facilities to provide early years education, childcare and embracing provision is set out in the Llandrindod Wells/Builth Wells, Brecon and Llanfyllin catchment areas. Again, there is a need to identify concrete, measurable targets here, setting out how the proposals will fit with proposed plans to reorganise education in these areas and in terms of realising the outcomes of this Scheme. A significant number of proposed projects are listed in this section, but the major weakness at present is that these need to be identified in the form of concrete, measurable targets with a clear timetable for delivery and a clear task in terms of how they will contribute to achieving the outcomes of the Plan as a whole. It would be good to note these in the form of 5 and 10 year targets during the lifetime of this Plan. We are pleased to see recognition that the Council needs to do more to promote and increase awareness of Welsh-medium Education and the benefits of bilingualism. I would like to note that recent developments in relation to the promotion of Welsh-medium education in the county are very welcome and RhAG is proud of our contribution as an organisation in carrying out that work.
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	<ul style="list-style-type: none"> ● The lack of information about Welsh-medium education is an issue that continues to need attention, particularly in pockets of the county. With a change in demographics and the inevitable changes in demographics over the next few years, it will be necessary to devise and implement a promotion plan that will
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	<p>respond specifically to those challenges.</p> <ul style="list-style-type: none"> ● Those parents include individuals who grew up in the county as well as families who have im-immigration from England and other areas where they would have no perception of the existence of Welsh-medium education. ● This Plan needs to outline innovative ways of building on the successes of the work that has already been undertaken, as part of a coherent campaign that encompasses all provision and highlights a clear pathway from the Early Years to Further Education provision within the county boundaries. ● All counties need to take ownership of the 'Welsh-medium education story' of their local area, and to communicate that through the experiences of their pupils and families, in order to empower the next generation of families who will make decisions about their children's education. There is an urgent need for a national campaign, led by the Welsh Government, but as part of that effort, the work that is being done on the ground in delivering and communicating these messages from a local perspective, is equally important. ● We suggest that a detailed Action Plan needs to be drawn up, as part of the work of the Welsh Education Forum's promotional sub-group, as an indispensable element of the 10-year Plan.
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	<ul style="list-style-type: none"> ● The document sets out some specific actions, but we suggest considering other actions such as: <ul style="list-style-type: none"> - make information available to estate agents and rental agencies in the area to be provided to families moving e.g. in the form of a welcome pack; - produce appropriate promotional resources, a specific communication strategy, case studies, sharing the experiences and successes of parents and pupils etc. - provide language awareness training and the benefits of Welsh-medium / bilingualism education for the front-line workers of the Council (School Admissions department, Family Information Service, programmes such as Flying Start) and to work with the Health Board to provide the same training for midwives and health visitors and find ways of sharing positive messages in a consistent and thorough manner ● There is a need to ensure that information about Welsh-medium education and the benefits of bilingualism are known to all. There should be a specific budget for the production, development and implementation of an effective print and digital campaign to promote Welsh-medium education and the benefits of bilingualism on an annual basis.
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	<ul style="list-style-type: none"> ● We very much welcome the intention to move towards an active offer policy in response to enquiries from new parents. ● This policy needs to be uniform and consistently implemented. A training programme will be required for all frontline workers (Family Information Service, School Admissions department) so that the messages are consistent and clear.
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<p>Outcome 2: More reception class / 5 year olds receiving their education through the medium of Welsh</p>	<ul style="list-style-type: none"> ● It is good to see recognition in this section that Welsh-medium immersion education gives children the best opportunity to be fully bilingual and that schools operating through the medium of Welsh can offer this to pupils. ● We would recommend that this statement be included in the overall vision at the top of the Plan. Indeed, this is the principle that should guide all the targets set out for the Scheme as a whole. ● The statement that the establishment of more Welsh-medium primary schools will enable Powys Council to achieve the target of the Outcome in question is welcome.
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	<ul style="list-style-type: none"> ● Again there is a list that identifies a number of areas (i) where there is currently no Welsh-medium provision; (ii) a suggestion to develop more Welsh-medium provision where some provision currently exists. ● There is also reference to the pilot scheme at Ysgol Cribarth, where a new Welsh-medium Reception class was introduced in September 2021. It would be good to provide an update on the early success of this project, including numbers, staffing, how it will be promoted, webcasting for long-term development etc. The lessons learned will be crucial to expanding the scheme in other parts of the county. ● This section suggests quite ambiguous various ways of increasing Welsh-medium provision, including moving Dual-stream schools along the linguistic continuum, by converting the language of the Foundation Phase, and to extend the pilot scheme at Ysgol Cribarth to other schools. ● But it does not detail which schools or areas are involved in implementing these plans. The document needs to set specific and measurable targets with a clear timetable for increasing the number of Welsh-medium schools, and how this will be done. ● The Plan must also set out the authority's intentions in relation to submitting capital funding applications to the attention of the Welsh Government. There is reference to potential applications for the Early Years sector but sets out nothing about the
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	<p>Primary sector, with the exception of the funding already awarded for Ysgol Gymraeg y Trallwng, was one of the targets of the previous WESP.</p> <ul style="list-style-type: none"> ● It is expected that Band C, of the 21st Century Schools Programme capital funding will be operational during the second half of the plan's life, and therefore the authority needs to clearly demonstrate which Welsh-medium projects will be given priority in preparing the next wave of applications. ● Transport: it is good to see that the authority has reviewed and approved a revised Home to School Transport Policy in 2020, which now provides transport to Welsh-medium provision. This was a change to the previous policy, which provided transportation to the nearest school in the 'language choice'. ● Is the Council satisfied that parents are aware of the transport policy and understand their rights in relation to transport for Welsh Education? There have been major problems in the past due to failures in sharing accurate information in an accessible and transparent manner, indeed
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there was considerable inconsistency in the implementation of the policy.

- In a rural county such as Powys, it is absolutely key to ensure clarity for parents on the Council's transport policy.
- I would like to know what work has been done to assess the success of this new policy?
- We welcome the commitment to open new Welsh Immersion centres, with the first centre being opened in Newtown in November 2021 for KS2 pupils.
- It is mentioned that, following evaluation of the impact of the provision, the intention is to open other centres in other parts of the county. What will be the timetable for the evaluation and when will it be made known? What other areas have been earmarked? What will be the proposed timetable for the opening of those additional centres?
- The Welsh Government's recent statement to offer a grant of £22 million to support latecomers was significant and we trust that the Council has applied for funding from that fund and that an update will be included in the final version of this Plan.
- We congratulate Powys Council on the innovative work of delivering virtual Immersion during the last challenging year. It is good to see creative efforts to meet the challenges, not only of Covid, but of those challenges inherent in a rural county such as Powys. What will be the timetable for the evaluation and when will it be made public? It would be good to note more detail about the county's plans, depending on the conclusions of the evaluation, to develop this provision further. It would certainly be advantageous to share this good practice with other counties, and we would strongly encourage that.

<p>Outcome 3: More children continue to improve their Skills Welsh when transferring from one period of their statutory education to another</p>	<ul style="list-style-type: none"> ● It is clear that the situation has worsened over the last decade in relation to linguistic progression from KS2 to KS3. ● And the loss of 17% of Welsh-medium pupils between those key stages is a challenge that the authority must face. ● It is not safe to say that 'transfer rates, from Welsh-medium provision in year 6 to Welsh-medium provision in year 7, vary widely across the county.' ● This section needs to address the position of individual schools, including specific data, to ensure transparency and contribute to meaningful ways of resolving the situation. ● It is essential that the County is transparent with all available data and takes the opportunity to identify PLASC's 2021 data on transfer from year 6 to 7 during such time as the scheme is being refined. ● There needs to be a clear correlation between the target of outcome 2, with outcomes 3 and 4. ● We would strongly suggest that progression to Welsh-medium secondary provision is key to achieving these higher rates and that addressing this issue is a priority. ● The biggest weakness in the Scheme as it currently stands, is the lack of a commitment to establish a designated Welsh-medium secondary school to serve East Montgomery, as was the case in the previous but not achieved WESP, so that full and continuous linguistic progression is available to over 800 existing Welsh-medium primary pupils in that area. It is of great concern to us that such a significant number of pupils are still unable to access full linguistic progression. Indeed, it is difficult to think of any other area in Wales where such a situation exists. This Scheme must avoid any further delay and take on the responsibility of providing these pupils with that linguistic progression which should be available. ● Without acting on this, we fear that that failure would undermine efforts to achieve the majority of the targets in this Scheme. ● The reference to conducting an annual audit to track the journey of all pupils at all stages of their education, is laudable, and certainly good practice BUT it is already known what many of the current barriers are responsible for the slippage between
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	<p>KS2 and KS3: lack of equal choice in secondary provision, lack of progression in Welsh-medium subjects when moving from KS3 to KS4 and KS5 in Dual-stream schools, lack of equalisation in the range of Welsh-medium subjects in those schools.</p> <ul style="list-style-type: none"> • We note that there is no formal arrangement with Neath Port Talbot Council, in relation to transport arrangements for the significant number of pupils from South Powys receiving their education at Ysgol Gymraeg Ystalyfera Bro Dur (Ystalyfera site). We would encourage action on this to reassure the families taking advantage of this.
<p>Outcome 4: More learners studying for Welsh qualifications (as a subject) and subjects through the medium of Welsh.</p>	<ul style="list-style-type: none"> • The first statement in this section, 'Welsh-medium secondary provision is provided in a number of Dual-stream schools currently located across Powys,' is misleading and largely obscures the truth. • It would be more accurate to note that there is some Welsh-medium secondary provision in some secondary schools and that that varies widely from school to school and between key stages in those schools. • The tables on page 20 give part of that picture but it is by no means sufficient • I believe that it is vital to include complete data, in numbers and percentages, for each individual school, detailing all the subjects offered at each key stage and identifying the numbers studying and being examined. • Whole-school data can mask shortcomings and the county needs to be much more transparent with this if there is to be real planning for reaching all areas and families with equal and equal choice. • However, the information available highlights the current lack of choice and clearly shows that Welsh-medium pupils are at a significant disadvantage compared to their peers in the English-medium sector. • It is clear that the current system in the secondary sector in Powys is not sustainable; either educationally, linguistically or financially. The system as it stands does not provide equal opportunities for pupils in all parts of Powys to receive a complete, uninterrupted education through the medium of Welsh; at present, travelling out of the county is the only way of accessing such provision. • In the south of the county an increasing number of pupils are making that journey: this cannot be an acceptable situation. • Previous WESPS' attempts to turn Dual-stream schools into category 2B schools have been a failure.

	<ul style="list-style-type: none"> ● Welsh-medium Secondary Schools (Category 2A) must be part of the solution and this Plan must include a clear commitment to take that into action with clear targets and a robust timetable to achieve it for all parts of the county. ● Whilst the recent move to establish Ysgol Bro Hyddgen as a Welsh-medium one from the early years is to be welcomed, this will take 14 years to realise, and it cannot be waited until those pupils reach GCSE age before seeing a wide range of qualifications through the medium of Welsh available to pupils. ● It must also be remembered that Bro Hyddgen is not central to the rest of Powys. ● The 2014-17 CSGA indicated an intention to establish a designated Welsh-medium secondary school in the Severn Valley. But that plan was shelved, changing policy direction and declaring an intention to create Dual-stream lifelong schools at three sites in East Montgomery. This was a huge disappointment and it is difficult to understand the rationale for doing so. ● As noted in our comments on Outcome 3, the main weakness of this Plan is the lack of commitment to establish a designated Welsh-medium secondary school to serve East Montgomery, as was the case in the previous but not achieved WESP, so that a full and continuous linguistic progression is available to over 800 existing Welsh-medium primary pupils in that area, equivalent to 43% of all Powys Welsh-medium primary pupils. ● The establishment of a designated Welsh-medium Secondary Schools would make a significant contribution to achieving a significant number of the targets of this Scheme, including: <ul style="list-style-type: none"> - stimulate growth in the Welsh-medium sector, and lead to an increase in the number in secondary school over time. This is the overall experience in other parts of Wales. - it would be bound to have a positive impact on the growth of numbers in the Welsh-medium primary and pre-school sector and give Welsh-medium pupils the same educational experience compared to pupils in the English stream, by offering a full and continuous range of subjects at all key stages - have a positive impact on improving and increasing the progression between key points - have a positive impact on improving and increasing the rates of pupils studying Welsh as a first language for GCSE and AS and A level
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	<ul style="list-style-type: none"> - prevents pupils from moving from the Welsh-medium stream to the English-medium stream - create a situation that will allow the new School to attract qualified staff across the full range of subjects - create a School with a fully Welsh and Welsh ethos, which will set the best conditions to develop and develop pupils' confidence and skills in Welsh - is in line with national policy in terms of strengthening, expanding and developing Welsh-medium education and allows Powys Council to meet national targets set by the Welsh Government. <ul style="list-style-type: none"> ● Pembrokeshire County Council's recent experience and success in establishing Ysgol Caer Elen in Haverfordwest shows that this can be done successfully, and we press Powys Council to reconsider urgently and to make an unequivocal commitment in this WESP in order to make this a reality. ● The forthcoming plans for the establishment of a new all-age Welsh-medium school in Builth Wells is a very welcome development, but we are concerned about the delay and uncertainty in terms of the timetable; the county needs to ensure that there is a clear route in place for opening the new school. ● In considering the recent developments in Machynlleth, and what is planned for the Builth Wells area, it heightens yet again the inequality that the realisation of these schemes will create for 800+ East Montgomery children who are already receiving Welsh-medium primary education. ● In preparing and implementing this Scheme, there must be consistency, fairness and equality for all Welsh-medium learners in Powys, at the heart of this Scheme. ● We are very concerned about the lack of choice of subjects through the medium of Welsh for post-16 learners across Powys. ● The establishment of designated Welsh-medium schools across Powys will be the key driver in creating a critical mass of learners needed to develop secondary and post-16 provision in the county. ● The establishment of a Welsh-medium Secondary School would be a means of safeguarding the 6th form as an essential part of the school ensuring sound linguistic progression. It would also enable the county to plan and offer the widest possible range of subjects through the medium of Welsh in accordance with the statutory duties of the Learning and Skills (Wales) Measure 2009.
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	<ul style="list-style-type: none"> • The previous Scheme mentioned that the majority of vocational provision in Powys is provided by NPT Group of Colleges at their Newtown and Brecon campuses.
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	<p>Yet there is currently no Welsh-medium provision in any of the two campuses. In the previous Plan there was a target to work with NPT Group of Colleges to identify ways of developing more vocational courses through the medium of Welsh. A similar target is required in this Plan.</p> <ul style="list-style-type: none"> • A strategy should be agreed with the College and targets set to develop courses in key vocational areas e.g. Health and Care, Tourism, Early Years etc. The College's Bilingual Champion could lead on this in conjunction with the Local Authority. This should be included in the Plan. • With exciting developments underway for post-16 education in the English-medium sec, it is also very important to invest in the Welsh sector so that an equally attractive offer is available through the medium of Welsh and the widest possible range of Welsh-medium courses available to students. • There is also a need to develop opportunities to work with the Coleg Cymraeg Cenedlaethol to promote study pathways in the Higher Education sector. • The Council needs to take the lead on this work, as the area's main employer, and take a proactive role in promoting opportunities to enter the workforce across the whole range of Council services. • It is very clear to us that learners who want to study through the medium of Welsh are severely disadvantaged in Powys County. Great strides must be made to change this situation at an early stage within the lifetime of this plan. The expansion of the Welsh-medium offer must now take place.
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<p>Outcome 5: More opportunities for learners to use Welsh in different contexts in school.</p>	<ul style="list-style-type: none"> • The significance and importance of this outcome must be realised as this strategy progresses. The outcome must also be considered in its community context and clearly identify the role of the community partners in the work within this outcome. • It is good to see that the Language Charter is in place and widely implemented across the County. • The outcome lacks quantitative targets although a number of laudable specific actions have been identified. Details on how and when the actions will be implemented would be beneficial.
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	<ul style="list-style-type: none"> • We will wish to see a baseline and targets from the Menter Iaith local and the Urdd as Welsh language partners but also by other key agencies and services such as the County's youth service, Young Farmers Clubs etc • It is also in this outcome that we will expect to see an analysis of the relationship with the 5 year Promotion Plan which is currently under review.
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<p>Outcome 6: Increase in the provision of Welsh-medium education for pupils with Learning Needs Additional</p>	<ul style="list-style-type: none"> • Significant work is needed to improve this aspect of provision. It is extremely unfair that there is no equal provision available across the County for learners with ALN. • • We therefore suggest that this is one of the weakest sections of the Plan. • It is clear that provision falls short of what is expected and that the service across the county remains fragmented. • It is a matter of concern that there has been very little real progress in the field since the previous Plan. <p>This work needs to be a priority during the lifetime of the Plan in question. It is a fundamental issue of equality. Powys Council must take urgent action to strengthen the current regime and respond fully to the responsibilities and duties assigned as the new law comes into force.</p> <ul style="list-style-type: none"> • As this Scheme aims to grow the Welsh-medium sector Powys Council's Welsh-medium ALN provision must see significant improvements in order to be able to respond to that growth. • We note that provision is available at Ysgol Gymraeg Dyffryn y Glowyr Specialist Centre and bilingual provision at Ysgol Bro Hyddgen, which is to be welcomed, but that means that the majority of pupils in the county are not within easy distance of provision in a specialist centre to support the work of the schools. • There are huge gaps in specialist provision for pupils with the most profound and complex needs and we know that in the past pupils have had to travel out of the county (and in one case we know of, across the border to England) in order to get the necessary support. That is not an acceptable situation. There also appears to be a weakness in provision for older / post-16 pupils. • The Scheme recognises that the size and capacity of the Welsh-medium ALN workforce in the county is not sufficient and that steps need to be taken to rectify that situation.
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	<ul style="list-style-type: none"> ● We would expect this Scheme to include details of the current situation regarding the expertise of employed personnel by the county e.g. Educational Psychologists, Speech and Language Therapists, support for Dyslexia etc? ● The previous Plan mentioned the conduct of a formal audit of the
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	<p>Provision. What have been the conclusions of that audit and why is it not included in this Plan? This would set a fuller context and provide a more detailed overview of the situation across the county.</p> <ul style="list-style-type: none"> ● It is mentioned that a Welsh-medium ALN working group will be established during 2021 to oversee the work in the field. Has this group yet been established? What will be the membership of the group? What exactly will its terms of reference be? It would be good to set out more detail in this respect. ● It is also noted that an audit of demand will be carried out by August 2022. When will the conclusions of that audit be made known. We suggest that this work should also cover another full audit of all existing provision and workforce to provide a clear picture of the situation across the county, to identify the gaps and lay a strong foundation to produce a detailed Action Plan. ● Early Years: it is encouraging to see that a Lead Officer has been appointed but 'making every reasonable effort' to secure ALN provision at this stage is not acceptable. The Scheme must put clear actions in place to ensure that Welsh-medium pupils receive the same fairness as their peers in the English-medium sector. ● It is good to see on page 30 that you state that special school provision will be established in north Powys in 2022. ● The Plan contains a series of targets but many contain a "plan" rather than a definite intention to take action. This needs to be harmonised so that all the targets identified are tough, measurable. ● We note that there is no formal agreement with neighbouring counties (such as Ceredigion) which is evident with staff with Welsh language skills in the majority of additional educational needs areas. We know that in the past they have shared good practice and expertise with other counties, including Powys, and we would encourage that this continues, where possible.
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	<ul style="list-style-type: none"> • What is the intention in terms of moving to regional collaboration and considering formalising such an arrangement? Is this an area where ERW can provide leadership? • There is a need to continue to work closely with parents and schools in order to get a full picture of the county situation and to respond appropriately to those needs.
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<p>Outcome 7: Increase in number of staff teaching that can teach Welsh (as a subject) and through the medium of Welsh.</p>	<p>We suggest that there is an opportunity in this outcome to identify who are the "teaching staff "</p> <p>At first glance identifying those working as teachers and headteachers may be enough, but as an organisation, we are convinced that local Authorities must consider the whole range of workforce that supports education – including the administrative staff within the schools, support officers within the local authority and the education consortium as well as the assistants. We know only too well how important it is to secure the whole range of workforce to support a scheme of importance such as this Plan.</p> <ul style="list-style-type: none"> • We therefore expect a detailed analysis of the Welsh language skills of the county's education workforce as they are all, in one way or another, responsible for the Welsh language within their work. • It will also be important to identify how many additional staff will be required for the plans in mind for the Foundation Phase during the lifetime of this Scheme and how the county will actively promote these posts and support the professional development of the education workforce. • A table to show the language skills data of all staff in the county would have been useful to place a baseline for this outcome in order to demonstrate the language skills of the education workforce who can either teach/work through the medium of Welsh but do not do or cannot teach/work through the medium of Welsh at all. This would have given us an idea of staff, which is a valuable resource, which is not fully used as it were. We see in other counties the need to identify the reasons for this and devise ways to facilitate and support the senior skilling of these teachers. Seeing this in the revised scheme would benefit the County in planning for future growth.
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	<ul style="list-style-type: none"> ● It is good to see that Powys notes that you are sending teachers on the sabbatical course. There is a need to develop further Welsh-medium professional training courses for teachers, and to offer intensive refresher courses for teachers who are willing to convert to Welsh-medium education, again through release plans from work and through the development of the Sabbaticals Scheme. ● Ensuring a supply of headteachers for the future is an important priority. Plans must be put in place in good time to ensure that the lead is transferred to the next generation of leaders in the field. ● There is also a need to promote opportunities for learning through the medium of Welsh among pupils choosing careers.
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	<ul style="list-style-type: none"> ● Is it possible to develop discussions between the schools, the Teaching Unions and the consortia to investigate the possibilities at a local level I wonder? ● It needs to be recognised that the local Authority cannot be responsible for the full content of this target either and that responding to recruitment challenges is also the responsibility of the Welsh Government as well as local government. It should be ensured that there is a formal mechanism to collate information on these challenges and a systematic way of communicating them effectively and quickly back to the Welsh Government's Department for Education to inform the national workforce strategy. ● We suggest adding a key data section for this outcome setting out the above information on the current language skills of the County's education staff and definite quantitative targets to be met after 5 and 10 years.
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	<p>We would welcome the opportunity to meet officials to make our comments public.</p>
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7. Response from an individual – Cymraeg

Gorolwg a chrynodeb o ffeithiau perthnasol yng nghynlluniau CauSGA blaenorol Powys 2012 – 2019

Niferoedd disgyblion.

% Disgyblion Cyfrwng Cymraeg Powys

	Blwyddyn 2	Blwyddyn 6	Blwyddyn 7	Blwyddyn 9
2012/13 Data	16.8%	17.3%	---	10.4%
Targed 2015	20.2%	---	---	15%
Targed 2020	25%	---	---	20%
2015/16 Data	18.5%	17.3%	18.5%	14.1%
Targed 2019	20.5%	---	20.5%	14.5%
2019/20 Data	20.2%	---	---	---
Targed 2031	40%	---	---	---

Noder. 1) Ni wnaeth yr Awdurdod cyrraedd yr un targed o'r CSGA flaenorol 2012 - 2019.

2) Dydi'r manylion ddim ar gael yn y CSGA cyfredol i wneud cymhariaeth lawn a mwy gwybodus.

% y disgyblion Powys sy'n trosglwyddo o flwyddyn 6 cynradd cyfrwng Cymraeg i flwyddyn 7 cyfrwng Cymraeg uwchradd.

2010/11	2011/12	2015/16	2019/20
90%	86%	78%	82.7%

Noder. Er yr holl addewidion mae'r sefyllfa wedi gwaethygu.

Disgyblion Powys oed 16 i 19.

% y disgyblion yn dysgu 2 bwnc cyfrwng Cymraeg 2015/16 = 1.76%

Noder. Dim manylion yn y CSGA gyfredol.

Sefyllfa gywilyddus.

Manylu ar ddwyrain Maldwyn a'r CSGA blaenorol 2012 - 2019.

CSGA 2012/13. Datgan y bwriad i wneud ysgolion uwchradd Caereinion, Llanfyllin a Llanidloes yn categori 2B erbyn 2020. Heb ei gyflawni.

Yn y cyfamser mae nifer y pynciau cyfrwng Cymraeg wedi crebachu yn yr ysgolion uchod. Gostyngiad o rhwng 32% a 39% o bynciau cyfrwng Cymraeg dros gyfnodau allweddol 3 a 4 rhwng 2013 a 2019 yn Llanfair.

CSGA 2017/20. Datgan y bwriad i sefydlu ysgol uwchradd cyfrwng Cymraeg dynodedig yn Nyffryn Hafren. Cychwyn i greu'r cynllun Tachwedd 2017. "Y weledigaeth oedd darparu addysg cyfrwng Cymraeg cydradd i ddwyrain Maldwyn". Heb ei gyflawni. Mae'r gwahaniaeth rhwng darpariaeth cyfrwng Cymraeg a Saesneg blwyddyn 11 ond yn 53% o'r ddarpariaeth Saesneg yn Llanfair ac yn 28% yn Llanfyllin a 21% yn Llanidloes.

Yn y cyfamser newid cyfeiriad polisi o greu ysgol uwchradd ddynodedig canolog i ddwyrain Maldwyn i greu ysgolion gydol oed dwy ffrwd mewn tri safle yn nwyrain Maldwyn i barhau a'r methiannau.

Dadansoddiad o gyraeddiadau'r CSGA blaenorol 2012 - 2019.

Ni welwyd unrhyw gynnydd o sylwedd yn narpariaeth addysg cyfrwng Cymraeg yn nwyrain Maldwyn dros gyfnod o 7 mlynedd ers y CSGA cyntaf. Yn wir gwelwyd dirywiad mewn nifer o agweddau'r ddarpariaeth. Yn amlwg nid yw cynllunio'r awdurdod wedi bod yn effeithiol.

Mae'r awdurdod erioed wedi bod yn gyndyn iawn i ryddhau manylion am addysg cyfrwng Cymraeg ond bellach maent yn cynnig rhesymau sy'n gorfod bod yn gelwyddog i osgoi gwneud. Mae fel tasent eisiau cuddio'r ffeithiau oddi wrth adolygwyr y CSGA. Dywedir nad yw Powys yn gorfod cadw manylion ac eto mae'n hollol amlwg eu bod ar gael oherwydd eu bod yn cyhoeddi categorïau ieithyddol ysgolion i rieni. Yn waeth fyth maent yn cyhoeddi gwybodaeth gamarweiniol i rieni er iddynt gydnabod bod y camgymeriad yn bodoli yn y fersiwn drafft. Yn amlwg roedd yn fwriad i gamarwain rhieni a darllenwyr eraill yn y fersiwn terfynol oherwydd eu bod yn gaeth i'r meddylfryd o bolisi ysgolion dwy ffrwd.

Y tebygrwydd yw na welir unrhyw gynnydd o sylwedd yn narpariaeth addysg cyfrwng Cymraeg yn nwyrain Maldwyn yng nghyfnod 10 mlynedd y CSGA newydd ychwaith. Nid yw'n cynnwys cynllun pendant i sefydlu beth sydd ei wir angen, sef, ysgol uwchradd cyfrwng Cymraeg dynodedig yn ganolog i ddwyrain Maldwyn i gynnig dilyniant llawn i dros 800 o ddisgyblion cynradd cyfrwng Cymraeg (43% o

ddisgyblion cynradd cyfrwng Cymraeg Powys) o fewn pellter rhesymol a chyfleus i'w cartrefi.

Sylwadau cyffredinol ar ddrafft CSGA Powys 2021/31 Tudalen 1 - 3.

Cynyddu'r nifer o ddisgyblion cyfrwng Cymraeg flwyddyn 1 ym Mhowys i 36% erbyn 2031 (tudalen 1).

I gyflawni hyn fe fydd rhaid i'r niferoedd o ddisgyblion cyfrwng Cymraeg gynyddu o 59% mewn 10 mlynedd. Dydi'r gobeithion yma yn y CSGA ddim yn gredadwy heb newid polisi o ystyried y manylion o 2012 i 2019 ble welwyd cynnydd o ddim ond 3.4%.

Drwy sefydlu ysgolion cynradd cyfrwng Cymraeg dynodedig ym Mhowys y gwelwyd y twf fwyaf mewn niferoedd disgyblion cyfrwng Cymraeg. Nid yw disgwyl i ffrydiau Cymraeg ysgolion dwy ffrwd greu twf tebyg ddim yn ymarferol.

Er bod y CSGA yn cyfeirio at yr angen i "Sefydlu ysgolion cynradd cyfrwng Cymraeg newydd" ac fe sefydlwyd Ysgol Gymraeg Y Trallwng yn ystod cyfnod y CSGA diwethaf, nid oes unrhyw gynllun pendant i sefydlu mwy o ysgolion cynradd cyfrwng Cymraeg newydd. Mae'n ddiffyg amlwg yn y CSGA wrth i'r awdurdod ddychwelyd at yr un hen fethiant o awgrymu'r angen am "ddarpariaeth cyfrwng Cymraeg cynradd newydd" tudalen 12, heb unrhyw gynllun pendant i sefydlu ysgolion dynodedig.

"Gwella mynediad at ddarpariaeth Gymraeg ar draws pob cyfnod allweddol" ag "ysgolion dwy ffrwd i symud ar hyd y continwmm iaith".

Beth mae hyn yn golygu? Ai'r bwriad yw trosi pob ysgol dwy ffrwd yn gyfrwng Cymraeg? Beth am hawliau rhieni nad ydynt eisiau addysg cyfrwng Cymraeg yw plant? Gwelwyd y gwrthwynebiad ym Machynlleth er bod rhesymeg ymarferol yr awdurdod yn cyfiawnhau newid statws ieithyddol yr ysgol. Ond mae'r gwrthwynebiad yn parhau yno ac yn debygol o wneud. Mae sefyllfa Llanfair yn hollol wahanol ac ni all yr awdurdod resymegu'r newid yno heb anwybyddu hawliau nifer sylweddol o rieni disgyblion cyfrwng Saesneg fydd yn sicr o wrthwynebu'n gryf.

Ble mae'r dystiolaeth bod hyn yn bosib mewn ysgolion ym Mhowys i gyrraedd dros dreian o ddisgyblion cynradd cyfrwng Cymraeg drwy Bowys mewn 10 mlynedd?

Ble mae'r adnoddau, yn enwedig athrawon? Mae angen i'r awdurdod sylweddoli mai canoli adnoddau athrawon cyfrwng Cymraeg mewn ysgolion dynodedig yw'r unig ffordd i allu diwallu'r cynnydd yn y nifer o ddisgyblion cyfrwng Cymraeg maent am weld.

"Sefydlu darpariaeth uwchradd cyfrwng Cymraeg mewn o leiaf 3 ardal". Datganiad hollol ddbwys oherwydd mae "darpariaeth" uwchradd cyfrwng Cymraeg mewn 6 ardal yn barod ond mae'n hollol annigonol. Heb unrhyw fanylion pendant am effeithiolrwydd y "ddarpariaeth" dydi'r datganiad ddim mwy na bwriad i gamarwain.

Dydi'r CSGA ddim yn gredadwy.

Deilliant 1 Meithrin Tudalen 3 – 8.

Sylw. Mae Four Crosses a Llandysilio yn un ysgol. Pam na chynhwyswyd Llansanffraid gyda Charreghwfa, Llandysilio ag Arddlîn?

Deilliant 2 Derbyn Tudalen 9 – 15

Tudalen 10. Cyfanswm disgyblion cynradd cyfrwng Cymraeg Powys yw 1865 sef 19.5% o'r holl ddisgyblion. Mae 809 yn nwyrain Maldwyn sef 43% o ddisgyblion cyfrwng Cymraeg Powys.

Mae'n dangos yr angen dybryd i sefydlu dilyniant uwchradd cyfrwng Cymraeg effeithiol yn nwyrain Maldwyn. Mae cynlluniau anwadal yr awdurdod i ymateb i hyn yn y CGSA yma yn esgeulustod dirifol.

Mae rhieni yn llai tebygol o dderbyn darpariaeth addysg gynradd cyfrwng Cymraeg i'w plant os na welant ddilyniant uwchradd llawn, ac felly mae'r CSGA yn anghyflawn.

Ers 1989 cynllun yr awdurdod yw "symud ysgolion dwy ffrwd ar hyd y continwmm iaith trwy gynnig addysg trochi cyfrwng Cymraeg yn unig yn y cyfnod Sylfaen a chyflwyno hyn yn raddol i'r ysgol gyfan dros amser". Nid yw wedi bod yn cynllunio effeithiol.

Tudalen 15. Categorïau ysgolion. "Mae symud ysgolion ar hyd continwmm iaith trwy'r isgategorïau trosiannol (posib)" yn flerwch. Pam fuasai ysgol dwy ffrwd, gyda mwyafrif o ddisgyblion cyfrwng Saesneg eisïau cynyddu darpariaeth cyfrwng Cymraeg ar draul darpariaeth cyfrwng Saesneg? Dydi ddim yn mynd i ddigwydd mewn 10 mlynedd. Dim ond ysgolion dynodedig fuasai'n gallu cyflawni targedau'r awdurdod.

Dydi'r CSGA ddim yn gredadwy.

Deilliant 3 Trosglwyddo Tudalen 16 – 19

Tudalen 16. Mae colli 17% o ddisgyblion cyfrwng Cymraeg wrth drosglwyddo o CA2 i CA3 yn her mae'n rhaid i'r awdurdod wynebu. "Mae cynnal archwiliad blynyddol i nodi'r sbardunau sy'n effeithio ar hyn" yn wastraff amser oherwydd mae'r rhesymau'n amlwg rwan ac wedi bod ers degawdau. Mwy o oedi yw cynnig archwiliad blynyddol. A'r rhesymau:

- Dim dewis darpariaeth uwchradd cydradd yn y ddau gyfrwng.
- Diffyg dilyniant pynciau uwchradd cyfrwng Cymraeg mewn ysgolion dwy ffrwd.
- Mwy o ddewis a dilyniant o bynciau cyfrwng Saesneg.
- Gorfodaeth i dderbyn addysg cyfrwng Cymraeg mewn ysgol gynradd leol ac yn dewis newid cyfrwng addysg uwchradd.

- Y gred gyffredinol bod addysg cyfrwng Saesneg yn bwysig ac yn creu mwy o gyfleoedd.
- Pwysedd cyfoedion mewn ysgolion dwy ffrwd na welir mewn ysgolion dynodedig.

Deilliant 4 Uwchradd Tudalen 20 – 23

Sefyllfa bresennol. Mae'n amlwg bod rhieni de Powys yn danfon eu plant allan o Bowys i dderbyn addysg cyfrwng Cymraeg mewn ysgolion dynodedig. Beth mae hyn yn ddweud am bolisi Powys?

Mae'r tabl sy'n dangos y pynciau cyfrwng Cymraeg a Saesneg ym mhob ysgol uwchradd dwy ffrwd yn nwyrain Maldwyn yn uwch oleuo'r diffyg dewis sydd gan ddisgyblion uwchradd cyfrwng Cymraeg yr ardal. O ystyried bod y ddwy ysgol uwchradd cyfrwng Saesneg yn cynnig dewis ehangach fyth o bynciau na'r ysgolion dwy ffrwd mae'r diffyg dewis ac anfanteision i ddarpariaeth addysg disgyblion cyfrwng Cymraeg yn hollol amlwg.

“Mae'n cael ei gydnabod bod angen newid mawr i'r ddarpariaeth cyfrwng Cymraeg” tudalen 21. Paham felly parhau a pholisi o gynnal ysgolion dwy ffrwd? Nid yw'r awdurdod yn barod i wynebu'r ffeithiau, y dystiolaeth, y profiad.

Ymateb yr awdurdod yw “ei fod yn uchelgais i greu ysgol cyfrwng Cymraeg gydol oed yng Nghaereinion”. “Bydd Llanfair yn symud ar hyd y continwmm iaith hyd nes ei fod yn medru darparu rhychwant cyfan o brofiad dysgwyr fel sy'n cael ei gysylltu efo addysg cyfrwng Cymraeg”. Rhwng 2013 a 2019 mae'r ddarpariaeth cyfrwng Cymraeg wedi lleihau rhwng 32% a 39% ym mlynnyddoedd 7 i 11 yn Llanfair. Nid yw gwireddu uchelgais yr awdurdod yn gredadwy.

Dim amserlen, dim manylion, dim sicrwydd. Methwyd yn y gorffennol i gyflawni cynllun tebyg a'r tebygrwydd cryf yw mai methiant fydd yr ymdrech yma. Yr unig sicrwydd yw bydd llawer mwy o ddisgyblion yn cael eu hamddifadu o'u hawliau addysgol yn nwyrain Maldwyn yn ystod y CSGA yma dros y 10 mlynedd nesaf. A'r rhesymau:

- Gan na fydd disgwyl i'r canran o ddisgyblion cynradd cyfrwng Cymraeg sy'n trosglwyddo i'r ddarpariaeth uwchradd gyrraedd 100% tan 2031 nid oes rheswm i gredu y bydd twf ar hyd y continwmm iaith fel mae'r awdurdod yn ddarogan yn mynd i wella'r sefyllfa yn y 10 mlynedd nesaf.
- Fe fydd gwrthwynebiad chwyrn gan rieni disgyblion cyfrwng Saesneg.
- Fe fydd gwrthwynebiad gan lywodraethwr ysgolion dwy ffrwd fydd eisiau gwarchod hawliau rhieni disgyblion cyfrwng Saesneg.
- Fe fydd y disgyblion cyfrwng Saesneg yn symud i fynychu ysgolion cyfrwng Saesneg cyfagos gan fod darpariaeth cyfrwng Saesneg yn well. Mae'r ddarpariaeth cyfrwng Saesneg yn Llanfair wedi gostwng 32% rhwng 2013 a 2019 dros flynyddoedd 7 i 11.
- Bydd eraill yn manteisio ar drefn cludiant i'r ddarpariaeth dros y ffin yn Swydd Amwythig. Colled ariannol ychwanegol i'r awdurdod.
- Fe fydd disgyblion ysgolion cynradd cyfrwng Saesneg yn dewis mynychu ysgolion uwchradd cyfrwng Saesneg cyfagos.

- O ganlyniad fe fydd niferoedd disgyblion Caereinion yn lleihau fel na fydd yr ysgol yn gynaliadwy.
- Fe fydd mwy fyth o gwtogi ar y nifer o bynciau a'r dewis i ddisgyblion Caereinion.
- Sgil effaith hyn fydd mwy o ddisgyblion yn gwrthod mynychu Caereinion yn y ddau gyfrwng fel sy'n digwydd eisoes.
- Ni fydd darpariaeth cyfrwng Cymraeg yn Llanfair byth yn gydradd a darpariaeth cyfrwng Saesneg ysgolion cyfagos.
- Fe fydd nifer o ddisgyblion cyfrwng Saesneg yn symud i Lanfyllin ac o ganlyniad yn cael effaith negyddol ar y ffrwd Gymraeg yno sydd ddigon bregus fel mae.
- Mae'r cynllun yn anwybyddu hawliau nifer helaeth o'r 800 o ddisgyblion cynradd cyfrwng Cymraeg yn nwyrain Maldwyn oherwydd mae lleoliad Caereinion yn anaddas. Mae angen lleoliad canolog gyda'r cysylltiadau trafniadaeth gorau i wasanaethu anghenion disgyblion dwyrain Maldwyn.
- Mae'r cynllun yn anwybyddu dyheadau rhieni disgyblion cyfrwng Cymraeg o'r angen am ysgol uwchradd cyfrwng Cymraeg yn nwyrain Maldwyn gyda darpariaeth lawn mewn sefydliad a nawws Gymraeg gyda llywodraethwyr a staff hollol ymroddedig i ddarparu addysg cyfrwng Cymraeg.
- Y gwir yw bod y cynllun yn hollol anaddas. Mae'n gyfaddawd gwael na fydd yn bodloni neb ac nid yw'n dderbyniol fel cynllun i ddarparu safonau addysg cyfrwng Cymraeg yn yr 21 ganrif.

Darpariaeth ôl 16. Tudalen 22.

Nid yw'r datganiad i ddarparu dim ond 20 pwnc academaidd a 4 galwedigaethol dros Bowys erbyn 2031 yn dderbyniol.

Nid yw darpariaeth e-sgol yn ddigonol.

- Nid yw'n boblogaidd ac yn dderbyniol i rieni a disgyblion.
- Fe fydd yn well ganddynt drosglwyddo i'r ffrwd Saesneg.
- Nid yw darparu pwnc e-sgol cyfrwng Cymraeg cystal ag effeithiolrwydd addysg dosbarth o ddisgyblion ac athro mewn ysgol ddynodedig.
- Yn ystod y cyfnod 'cofid' gwelwyd yr anfanteision i ddisgyblion o addysg fel e-sgol ac fe fuasai hyn yn arbennig o anodd i ddisgyblion o deuluoedd uniaith Saesneg. Mae'r fath fwriad yn tanseilio pwrpas addysg Cymraeg sydd i'w weld yn fwyaf llwyddiannus mewn sefydliad cyfrwng Cymraeg.

Datblygu Llywodraethwyr.

Nid yw mwyafrif llywodraethwyr ysgolion dwy ffrwd Powys erioed wedi hybu a chefnogi addysg cyfrwng Cymraeg. Maent yn ei weld fel bygythiad. Yr unig reswm iddynt dderbyn darparu ychydig o ddarpariaeth cyfrwng Cymraeg yw oherwydd eu bod yn ysgolion a niferoedd bach o ddisgyblion a'u bod angen cadw niferoedd i fynnu.

Dyma sail polisi Powys sef cynnal gormod o ysgolion uwchradd bach eu maint. Plesio llywodraethwyr plwyfol. Nid yw dim i wneud a gwella darpariaeth addysg yn y ddau gyfrwng.

Dydi'r CSGA ddim yn gredadwy.

Deilliant 5 Cyfleoedd i ddysgwyr ddefnyddio'r Gymraeg mewn cyd-destun gwahanol yn yr ysgol. Tudalen 24 – 28.

Mae'r ateb yn hollol amlwg ond mae'r awdurdod yn gwrthod ei dderbyn.

Y ffordd orau i gyflawni hyn yw mewn ysgolion dynodedig.

Nid oes gan yr awdurdod fawr o glem am anghenion addysg cyfrwng Cymraeg effeithiol.

Deilliant 7. Cynyddu nifer yr athrawon. Tudalen 31 – 34

“Mae'r awdurdod yn pryderu nad yw effaith yr hyfforddiant ychwanegol hwn wedi arwain at gynnydd sylweddol yn y nifer y staff addysg bydd eu hangen”.

Oni ddylai Powys sylweddoli nad eu cyfrifoldeb nhw yw datrys hyn ond mae yna gyfrifoldeb llwyr arnynt i wneud y defnydd gorau o'r adnoddau athrawon presennol. Onid canoli adnoddau felly sydd ei angen gan sefydlu mwy o ysgolion dynodedig. Sgil effaith hyn fydd i ddenu mwy o athrawon sydd yn dewis dysgu trwy gyfrwng y Gymraeg mewn ysgolion dynodedig.

Casgliad.

Nid yw'r CSGA yma yn dderbyniol ac yn enwedig i anghenion dwyrain Maldwyn. Nid yw'n ateb gofynion addysgol disgyblion cyfrwng Cymraeg a Saesneg. Mae meddylfryd yr awdurdod i barhau a pholisi ysgolion uwchradd dwy ffrwd yn hollol groes i dystiolaeth addysgol wrthrychol a phrofiad rheini dros ddegawdau.

Response from an individual – English Translation

Response to Powys CSGA 2021-32.

Overview and summary of relevant facts in previous Powys WESP plans 2012 – 2019

Pupil numbers.

% Of Powys Welsh Medium Pupils

	Year 2	Year 6	Year 7	Year 9
2012/13 Data	16.8%	17.3%	---	10.4%
Target 2015	20.2%	---	---	15%
Target 2020	25%	---	---	20%
2015/16 Data	18.5%	17.3%	18.5%	14.1%
Target 2019	20.5%	---	20.5%	14.5%
2019/20 Data	20.2%	---	---	---
Target 2031	40%	---	---	---

Note. 1) The Authority did not meet the same target from the previous WESP 2012 - 2019.

2) The details are not available in the current WESP to make a full and more informed comparison.

% of Powys pupils transferring from Welsh-medium primary year 6 to year 7 of secondary Welsh medium.

2010/11 2011/12 2015/16 2019/20

90% 86% 78% 82.7%

Note. For all the promises the situation has worsened.

Powys pupils aged 16 to 19.

% of pupils learning 2 Welsh-medium subjects 2015/16 = 1.76%

Note. No details in the current CSGA.

A shameful situation.

East Montgomery and the previous WESPS 2012 - 2019.

WESP 2012/13. Declare the power to make Caereinion, Llanfyllin and Llanidloes secondary schools a category 2B by 2020. Not achieved.

Meanwhile the number of Welsh-medium subjects has shrunk in the above schools. A reduction of between 32% and 39% of Welsh-medium subjects over key stages 3 and 4 between 2013 and 2019 in Llanfair.

CSGA 2017/20. Declare the intention to establish a designated Welsh-medium secondary school in the Severn Valley. Start to create the scheme November 2017. "The vision was to provide equal Welsh-medium education to east Montgomery". Not achieved. The difference between year 11 Welsh and English medium provision is only 53% of the English language provision in Llanfair, 28% in Llanfyllin and 21% in Llanidloes.

Meanwhile a change in policy direction from the creation of a central designated secondary school to east Montgomery to the creation of two-stream age-old schools at three sites in east Montgomery to continue with the failures.

Analysis of previous WESP achievements 2012 - 2019.

There has been no significant increase in the provision of Welsh-medium education in east Montgomery over a period of 7 years since the first WESP. Indeed there has been a decline in a number of aspects of provision. Clearly the authority's planning has not been effective.

The authority has always been very reluctant to release details regarding Welsh-medium education but they now offer reasons that must be disguised to avoid doing so. It's like they want to hide the facts from the WESP reviewers. It is said that Powys does not have to keep details and yet it is quite clear that they are available because they publish the linguistic categories of schools to parents. Worse still they publish misleading information to parents although they acknowledged that the error existed in the draft. Clearly it was intended to mislead parents and other readers in the final version because they were addicted to the mindset of a two-stream school policy.

The likelihood is that there will be no significant increase in the provision of Welsh-medium education in east Montgomery in the 10-year period of the new WESP either. It does not include a definite plan to establish what is really needed, namely , a designated Welsh-medium secondary school in central east Montgomery to offer

full continuity to over 800 Welsh-medium primary pupils (43% of Powys Welsh-medium primary pupils) within a reasonable and convenient distance to their homes.

General comments on Powys draft WESP 2021/31 Page 1 - 3.

Increase the number of year 1 Welsh-medium pupils in Powys to 36% by 2031 (page 1).

To achieve this the numbers of Welsh-medium pupils will have to increase by 59% in 10 years. These aspirations in the WESP are not credible without changing policy given the details from 2012 to 2019 where there has been an increase of only 3.4%.

The establishment of designated Welsh-medium primary schools in Powys has seen the greatest growth in numbers of Welsh-medium pupils. Expecting the Welsh streams of two-stream schools to create similar growth is not feasible.

Although the WESP refers to the need to "Establish new Welsh-medium primary schools" and Ysgol Gymraeg Y Trallwng was established during the period of the last WESP, there is no definite plan to establish more new Welsh-medium primary schools. It is a clear deficiency in the WESP as the authority returns to the same old failure of suggesting the need for "new primary Welsh-medium provision" page 12, with no concrete plan to establish designated schools.

"Improving access to Welsh language provision at all key stages" with "the two-stream schools to move along the language continuum".

What does this mean? Is the intention to convert all two-stream schools into Welsh-medium? What about the rights of parents who do not want Welsh-medium education for their children? The objection was seen in Machynlleth although the authority's practical rationale justified changing the linguistic status of the school. But the opposition remains there and is likely to do. Llanfair's position is completely different and the authority cannot rationalise the change there without ignoring the rights of a significant number of parents of English-medium pupils who will undoubtedly object strongly.

Where is the evidence that this is possible in schools in Powys to reach over a third of Welsh-medium primary pupils through Powys in 10 years?

Where are the resources, particularly teachers? The authority needs to recognise that centralising the resources of Welsh-medium teachers in designated schools is the only way to be able to meet the increase in the number of Welsh-medium pupils they want to see.

"Establish Welsh-medium secondary provision in at least 3 areas". A completely trivial statement because there is Welsh-medium secondary "provision" in 6 areas already but it is totally inadequate. Without any concrete details about the effectiveness of the "provision", the statement is nothing more than an intention to mislead.

The WESP is not credible.

Outcome 1 Nursery Page 3 – 8.

Attention. Four Crosses and Llandissilio are one school. Why was Llansanffraid not included with Charreghwfa, Llandissilio and Arddleen?

Outcome 2 Reception Page 9 – 15

Page 10. Powys' total Welsh-medium primary pupils is 1865 which is 19.5% of all pupils. There are 809 in east Montgomery which is 43% of Powys's Welsh-medium pupils.

It demonstrates the urgent need to establish effective Welsh-medium secondary progression in east Montgomery. The authority's volatile plans to respond to this in this WESP are gross negligence.

Parents are less likely to receive Welsh-medium primary education provision for their children if they do not see full secondary progression, and therefore the WESP is incomplete.

Since 1989 the authority's plan has been to "move two-stream schools along the language continuum by offering Welsh-medium immersion education only in the Foundation phase and gradually introduce this to the whole school over time". It has not been effective planning.

Page 15. School categories. "Moving schools along a language continuum through the (possible) transitional sub-categories" is a mess. Why would a two-stream school, with a majority of English-medium pupils want to increase Welsh-medium provision at the expense of English-medium provision? It's not going to happen in 10 years. Only designated schools would be able to achieve the authority's targets.

The WESP is not credible.

Outcome 3 Transfer Page 16 – 19

Page 16. The loss of 17% of Welsh-medium pupils when transferring from KS2 to KS3 is a challenge the authority must face. "Conducting an annual audit to identify the triggers that affect this" is a waste of time because the reasons are obvious now and have been for decades. Offering an annual audit simply causes more delay. And the reasons:

- No choice of equal secondary provision in both media.
- Lack of progression of Welsh-medium secondary subjects in two-stream schools.
- Increased choice and progression of English-medium subjects.
- Compulsion to receive Welsh-medium education in a local primary school and choose to change the medium of secondary education.
- The general belief that English-medium education is important and creates more opportunities.
- Peer pressure in two-stream schools not seen in designated schools.

Outcome 4 Secondary Page 20 – 23

Current situation. It is clear that parents in south Powys are sending their children out of Powys to receive Welsh-medium education in designated schools. What does this say about Powys policy?

The table showing the Welsh and English medium subjects in all two-stream secondary schools in east Montgomery is higher, illuminating the lack of choice that Welsh-medium secondary pupils have in the area. Given that the two English-medium secondary schools offer an even wider choice of subjects than the two-stream schools the lack of choice and disadvantages to the education provision of Welsh-medium pupils is quite obvious.

"It is recognised that a major change is needed to Welsh-medium provision" page 21. Why then continue with a policy of maintaining two-stream schools? The authority is not prepared to face the facts, the evidence, the experience.

The authority's response is that "it is an ambition to create a Welsh-medium school in Caereinion". "Llanfair will move along the language continuum until it can provide a whole range of learners' experience as is linked to Welsh-medium education". Between 2013 and 2019 Welsh-medium provision has reduced between 32% and 39% in years 7 to 11 in Llanfair. Realising the authority's ambition is not credible.

No timetable, no details, no certainty. It has been failed in the past to achieve a similar scheme and the strong likelihood is that this effort will be a failure. The only certainty is that many more pupils will be deprived of their educational rights in east Montgomery during this WESP over the next 10 years. And the reasons:

- As the percentage of Welsh-medium primary pupils transferring to secondary provision will not be expected to reach 100% until 2031 there is no reason to believe that growth along the language continuum as the authority predicts will improve the situation in the next 10 years.
- There will be vehement opposition from parents of English-medium pupils.
- There will be opposition from the governor of two-stream schools who will want to protect the rights of parents of English-medium pupils.
- English-medium pupils will move to neighbouring English-medium schools as English-medium provision is better. English-medium provision in Llanfair has fallen by 32% between 2013 and 2019 over years 7 to 11.
- Others will take advantage of a transport regime for the provision across the border in Shropshire. Additional financial loss to the authority.
- Pupils of English-medium primary schools will choose to attend neighbouring English-medium secondary schools.
- As a result Caereinion pupil numbers will reduce so that the school is not sustainable.
- There will be an even greater reduction in the number of subjects and the choice for Caereinion pupils.
- The knock-on effect of this will be more pupils refusing to attend Caereinion in both language mediums as is already the case.
- Welsh-medium provision in Llanfair will never be equal to the English-medium provision of neighbouring schools.

- Many English-medium pupils will move to Llanfyllin and as a result will have a negative impact on the Welsh stream there that is particularly fragile as it is.
- The scheme ignores the rights of a large number of the 800 Welsh-medium primary pupils in east Montgomery because the location of Caereinion is unsuitable. A central location with the best transport links is needed to serve the needs of pupils in east Montgomery.
- The scheme ignores the aspirations of parents of Welsh-medium pupils for the need for a Welsh-medium secondary school in east Montgomery with full provision in a Welsh-medium institution with Welsh ethos with governors and staff fully committed to the provision of Welsh-medium education.
- The reality is that the plan is totally unsuitable. It is a poor compromise that will not satisfy anyone and it is not acceptable as a plan to provide standards of Welsh-medium education in the 21 century.

Provision 16. Page 22.

The statement to provide only 20 academic and 4 vocational subjects for Powys by 2031 is not acceptable.

E-sgol provision is not sufficient.

- It is not popular and acceptable to parents and pupils.
- They will prefer to transfer to the English stream.
- The provision of a Welsh-medium e-sgol subject is not as good as the effectiveness of the education of a class of pupils and a teacher in a designated school.
- During the 'Covid' period the disadvantages for pupils of education by means such as e-sgol were seen and this would have been particularly difficult for pupils from English-only families. Such an intention undermines the purpose of Welsh-medium education which seems to be most successful in a Welsh-medium institution.

Governor Development.

The majority of governors of Powys's two-stream schools have never promoted and supported Welsh-medium education. They see it as a threat. The only reason that they accepted the provision of some Welsh-medium provision is because they are small schools with small numbers of pupils with the need to keep numbers up.

This is the basis of Powys's policy of maintaining too many small secondary schools. Pleasing parochial governors. It has nothing to do with improving education provision in both language mediums.

The WESP is not credible.

Outcome 5 Opportunities for learners to use Welsh in a different context in school. Page 24 – 28.

The answer is quite obvious but the authority refuses to accept it.

This is best achieved in designated schools.

The authority has little clue about the needs of effective Welsh-medium education.

Outcome 7. Increase the number of teachers. Page 31 – 34

"The authority is concerned that the impact of this additional training has not led to a significant increase in the number of education staff required".

Should Powys not realise that it is not their responsibility to resolve this, but they have a total responsibility to make the best use of existing teacher resources. Is it not therefore the centralisation of resources that is needed with the establishment of more designated schools. The knock-on effect of this will be to attract more teachers who choose to teach through the medium of Welsh in designated schools.

Conclusion.

The WESP here is not acceptable, especially to the needs of eastern Montgomery. It does not meet the educational requirements of Welsh and English medium pupils. The authority's thinking to continue with the policy of two-stream secondary schools is in stark contrast to objective educational evidence and the experience of those over decades.

8. Response from individuals in the Llanidloes catchment – English

Several copies of this response were received.

Response to the Powys Welsh in Education Strategic Plan (WESP)

Dear Powys Transformation Team

Please find below my response to the Local Authority's consultation on the draft 2022-2032 WESP.

Here in the Llanidloes Schools' Federation, our unique local and national culture and heritage stand as a backdrop to teaching and learning. As a member of staff, I am pleased that our schools are committed to providing rich experiences which equip our pupils with the skills and knowledge to fully appreciate what it means to be Welsh and to live in Wales.

I support the Llanidloes Schools' Federation Governing Body's ambitious vision for expanding Welsh-medium provision in the Llanidloes catchment area that complements the Local Authority's vision. The specific proposals that I believe need to be included in the WESP are detailed below.

1) Establish new Cylch Ti a Fi and Cylch Meithrin provision via Mudiad Meithrin's 'Sefydlu a Symud' project in the Llanidloes area

With a positive reassurance campaign and strong parental engagement, I believe there will be viable levels of demand in the area for new Cylch Ti a Fi and Cylch Meithrin provision from September 2022.

2) Further establish early years provision in Llanidloes, depending on demand, through the next round of pre-school provision tendering in 2024

This will help ensure that high quality full provision in Welsh is available within reasonable travelling distance for every child in the Llanidloes catchment area. This will also help Llanidloes Primary School and, in time, Llanidloes High School, move along the language continuum as part of the Strategy for Transforming Education in Powys

3) Commit to establishing a new Welsh Medium stream in Llanidloes Primary School (p12)

Llanidloes Primary School can make a significant contribution to the Local Authority's target of more 5-year olds receiving their education through the medium of Welsh. This can be achieved by establishing a Welsh-medium stream in the school.

I would like the WESP to include a commitment to establishing a Cylch Meithrin in Llanidloes town from September 2022 and a bilingual stream in Llanidloes Primary School from September 2023.

Introducing a Welsh-medium class (in the first instance) in Llanidloes Primary School - which currently only offers English-medium education – would be similar to the pilot that started at Ysgol y Cribarth in September 2021, where a new Welsh-medium reception class has been introduced.

4) Establish Trochi provision in the Llanidloes area

I support the establishment of a new Welsh language Trochi (immersion) centre in Llanidloes to support pupils who move into Powys with little or no Welsh language skills.

5) Support both schools in the Llanidloes Federation to move along the language continuum from ‘English Medium’ to ‘bilingual’ (primary) and ‘T1’ to ‘bilingual’ (high school) (p18)

Through the above changes to the draft WESP, help ensure both federation schools move along the language continuum and become fully bilingual via the expected new ‘transitional sub-categories’, which are meant *‘to enable schools to be flexible as they develop the way of increasing provision in the method that is most suitable to them.’*

6) Celebrate the many strengths of dual stream secondary provision in Powys. Commit to supporting dual stream schools as they move towards delivering equal curriculum breadth across each stream (p21)

The section of the WESP dealing with improving Welsh-medium secondary education in the county currently focuses exclusively on a vision for creating new Welsh-medium schools. At present, this section of the draft WESP does not celebrate any of the positive contributions made to meeting the needs of Welsh learners through excellent teaching in dual stream schools. I believe this needs to change for two reasons.

Firstly, in recent years, the Local Authority has strengthened the funding of dual stream schools across the county. This has been achieved by the introduction of a curriculum led funding approach that takes into account teacher costs associated with running a Welsh stream. As a result, these schools have been able to start recruiting additional Welsh speaking teachers and expand their Welsh medium curriculum offer. Therefore, the following statement on page 21 of the draft - *‘The curriculum offer is increasingly limited for Welsh-medium learners’* – is no longer accurate. The Local Authority has an opportunity to positively support dual stream

schools as they seek to deliver an increasingly equitable curriculum offer across their English and Welsh streams.

Secondly, I would respectfully urge Local Authority colleagues to address the negative tone of p21 in relation to dual stream provision. Instead, make a positive case for BOTH Welsh-medium schools AND dual stream provision. I would like to see an acknowledgement of the valuable work of staff within Powys Welsh streams, where pupils receive excellent teaching and positive value-added residuals in public examinations. This provision ought to be celebrated and supported in the WESP, with a commitment to supporting further improvement in curriculum breadth.

7) Include Llanidloes High School in the WESP vision to improve Welsh-medium secondary provision (p21)

I would like the following bullet point to be added to those at the bottom of p21:

- *It is our intention that Llanidloes High School will move along the language continuum until its Welsh stream is able to provide the entire breadth of learner experience that is associated with a Welsh-medium school.*

To be clear, the Local Authority's Welsh provision at all key stages will be strongest if we have BOTH Welsh-medium schools AND vibrant dual stream schools. This two-pronged commitment needs to be reflected in the WESP.

8) Plan for capital investment in the Llanidloes area (p8, p14)

I would like to urge the Council to include the Llanidloes catchment in its capital investment plans to support Welsh-medium provision.

The number and proportion of pupils in Welsh-medium provision in Llanidloes High School significantly exceeds that in the Brecon catchment area, yet the Brecon catchment area has been prioritised for investment. The proportion of pupils studying through the medium of Welsh in the Llanidloes area is higher than that in Ysgol Calon Cymru, yet Ysgol Calon Cymru is being prioritised for investment. I would like to see the Local Authority working alongside our Governing Body to begin long term capital investment in the Llanidloes schools' estate.

9. Llanidloes Town Council – English

Dear Sir/Madam

Thank you for including us in the consultation for the Powys County Council draft Welsh in Education Strategic Plan and we welcome the opportunity to comment.

As a community we believe we are thoroughly immersed in the Welsh ethos and encouraged by the Llanidloes Schools Federations vision to develop and improve access to Welsh –medium provision at all levels.

We strongly feel and hope that through WESP the Llanidloes catchment area will have the opportunity to expand the provision of Welsh learning and further support the rich experience that our youngsters have by living in Wales.

We are encouraged by the idea that this will start at early years level by the establishment and encouragements of Cylch Ti a Fi and Cylch Meithrin projects into Llanidloes.

We would hope to see a language continuum through Llanidloes Primary School to Llanidloes High School within the Llanidloes catchment area which as the document suggests 'enables schools to be flexible as they develop the way of increasing provision in the method that is most suitable for them.'

Our proposal, and to meet the Local Authority's target of more 5 –year old receiving their education through the medium of Welsh can be achieved by Llanidloes Primary School establishing a Welsh-medium stream in the school of which we would strongly support.

We would also wish Llanidloes High School continuing to move along the language continuum with its Welsh stream encouraged to offer the same opportunities that a Welsh –medium school can offer.

We would also urge the Council to consider the Llanidloes catchment area in its capital investment plans to support Welsh-medium provision.

We are confused when the number of pupils in Welsh-medium provision in Llanidloes High School exceed that in other catchments areas such as Brecon and yet that catchment area has been prioritised for investment. We are conscious that the number of pupils studying through the medium of Welsh in the Llanidloes area is higher than in other schools that have prioritised for investment.

We fully support the Federation in its long term goal to work with the Local Authority to attract long term capital investment in the Llanidloes schools estate.

We earnestly hope that through this proposal Llanidloes catchment Area is given a greater degree of consideration when agreeing the plan and the area can look forward to improved access to Welsh-medium provision across all ages.

10. Ysgol Dyffryn Trannon – English

Ysgol Dyffryn Trannon Governing Body response to Powys County Council Welsh in Education Strategic Plan 2022-23

- In line with the proposed plan Ysgol Dyffryn Trannon will become a Welsh medium school with the process beginning in 2022 by phasing out English medium education in the Reception class.
- In order to protect the development of Welsh medium education at Ysgol Dyffryn Trannon, care must be taken if introducing Welsh medium classes in schools which are very nearby: such a move may threaten the viability of the Welsh medium primary school and lead to retrograde steps in the provision of Welsh medium education in the cluster.
- The plan does not make it clear what the implications would be for transport. The plan states that transport is now offered to pupils to attend their nearest Welsh medium primary school, but would this remain the case if there was a Welsh stream in a school only 5 miles away? There could be unintended consequences, threatening Welsh medium provision if transport is withdrawn.
- In our recent discussions about the change of status at Ysgol Dyffryn Trannon , the LA representatives indicated that dual stream schools were to be phased out, saying that they would only be retained in "corners of Powys where they may be the only reasonable provision going forward" and yet this document makes it clear that new dual stream schools will be created. Governors of Ysgol Dyffryn Trannon were persuaded that the award of the status as the recognised Welsh medium provider in the Llanidloes area would provide an element of protection to the school for the Trefeglwys community and yet it appears that this document was being drafted at the time of those very discussions. As such the Governors at Ysgol Dyffryn Trannon feel that, by failing to let us know the direction of travel as indicated in this document, we were misled.
- Pupils and parents will not commit to a secondary education through the medium of Welsh if the subject offer is weak. Whilst the plan has clear targets and strategies for early years and primary provision, it is far less clear on the situation in secondary schools. A rough calculation without all the necessary figures to hand would suggest that Ysgol Dyffryn Trannon educates about 20% of the primary population of Llanidloes cluster through the medium of Welsh, a proportion which is likely to increase, and yet only 16% go on to learn through Welsh at Llanidloes High School. Offering a Welsh medium high school in Machynlleth is unlikely to resolve these issues due to the difficult journey, particularly in winter. The offer in the local high school needs to be strengthened and yet there is no mention of that or any kind of plan for it in the document.
- Finally, but crucially is the issue of recruitment of Welsh speaking teachers. If there are more settings and classes needing Welsh speaking teachers, an already difficult issue will be made even worse. The head teacher at Ysgol

Dyffryn Trannon has spent a large amount of time in class over recent months, as there is a worrying lack of Welsh speaking supply teachers, a fact not mentioned at all in the document. Recruitment of capable, effective teachers with good standards of Welsh is an ongoing problem. Whilst the situation in the school is currently quite good, this could change overnight. The problem is the same if not worse when trying to recruit Welsh speaking support staff. The Welsh sabbatical does not appear to have been successful in providing the sector with teachers confident and competent in Welsh to enable them to teach the curriculum through the medium of Welsh.

11. Llandysilio Community Council – English

Re; Welsh in Education Strategic Plan for 2022- 2032

We refer to the above consultation which was received on the 24th September 2021. Llandysilio Community Council is concerned about one of the proposals which is for a new Welsh language Primary School in the North Wales Border Area. This Proposal would involve the Primary Schools of Arddleen, Carreghofa and Llandysilio. It is important to note that this area of North Powys is very much part of the Marches Border and as such uses little or no Welsh.

This is borne out by the 2011 Census statistics which shows that 81.27% of the population had no skills in Welsh.

Councillors appreciate that the aim of the Strategic Plan is to increase the number of pupils accessing Welsh Medium education but feel that these proposals will not result in an increase and instead pupils will be taken outside of Powys for their Primary Education. At the moment there is a very good Welsh Medium all age School at Llanfyllin which is easily accessible.

To create a new Welsh Medium Primary school in the North Powys Border would be a waste of valuable resources.

12. Llandrinio & Arddleen Community Council - English

Welsh in Education Strategic Plan

Llandrinio & Arddleen have considered the above document and are concerned about the suggestion of a new Welsh Language Primary School in the North Powys Area.

It is important to remember that this area of Powys is very much on the border with Shropshire and part of the border Marches historically.

The last Census in 2011 showed that 81.15% of the population has no knowledge of Welsh.

Whilst the Community Council understands the importance of the Welsh Language and Culture it must not be forced onto resident's.

There is a new Welsh Medium all age school at Llanfyllin which is easily accessible by resident's of North Powys, particularly as there is a policy currently of providing free transport to anyone wishing to access their children's Education through the medium of Welsh.

The suggestion of building a new Welsh Medium School would not be a good use of resources or Capital and would not result in an increase of children speaking Welsh as their parent's would take them over the border to an English School.

We would suggest that the use of Welsh is encouraged in existing School's by such organisations like the Urdd.

13. Cyngor Cymuned Glantwymyn – Cymraeg

Cysylltaf ar ran Cyngor Cymuned Glantwymyn i ddatgan cefnogaeth y Cyngor i Gynllun Strategol y Gymraeg mewn Addysg Powys a'i amcanion.

Mae'r Cyngor hefyd am bwysleisio pa mor bwysig yw darparu canolfan drochi bwrpasol ar gyfer disgyblion cynradd ac uwchradd, yn debyg i'r ddarpariaeth yng Ngheredigion a Gwynedd. Dyna un o'r diffygion ym Mhowys yn hanesyddol. Byddai trochi'n rhan allweddol o gefnogi datblygiad addysg Gymraeg yr ardal hon, yn ogystal â gweddill y sir, a byddai darpariaeth o'r math hefyd yn tawelu meddwl rhieni plant di-Gymraeg.

Gofynnir hefyd am sicrhau darpariaeth briodol trwy gyfrwng y Gymraeg ar gyfer disgyblion ag anghenion dysgu ychwanegol.

Mae sicrhau darpariaeth blynyddoedd cynnar ledled y Sir yn allweddol fel cam cyntaf ar gyfer dewis addysg Gymraeg. Wrth i dendro gychwyn ar gyfer darpariaeth i'r Blynyddoedd Cynnar felly, pwysleisir pwysigrwydd cynllunio ar gyfer cefnogi dewis iaith yn yr ysgol, a sicrhau bod darpariaeth Blynyddoedd Cynnar Cymraeg yn ei le i gefnogi amcanion Cynllun Strategol y Gymraeg mewn Addysg Cyngor Sir Powys.

Cyngor Cymuned Glantwymyn – English Translation

I am writing on behalf of Glantwymyn Community Council to express the Council's support for the Powys Welsh in Education Strategic Plan and its objectives.

The Council also wants to emphasise the importance of providing a dedicated immersion centre for primary and secondary pupils, similar to provision in Ceredigion and Gwynedd. That is one of the shortcomings in Powys historically. Immersion would be a key part of supporting the development of Welsh-medium education in this area, as well as the rest of the county, and such provision would also reassure parents of non-Welsh speaking children.

Appropriate provision through the medium of Welsh for pupils with additional learning needs is also requested.

Ensuring early years provision across the County is key as a first step for choosing Welsh-medium education. As tendering starts for Early Years provision, the importance of planning to support language choice in school is emphasised, and ensuring that Welsh Early Years provision is in place to support the objectives of Powys County Council's Welsh in Education Strategic Plan.

14. Headmaster of Ysgol Calon Cymru - English

I welcome the opportunity to offer my views and support for Powys' plans to grow Welsh medium Education provision over the next 10 years. This draft WESP sets out a confident vision for Powys. There are clear outcomes and actions that will need to be taken by the authority but also by us as school leaders to achieve those goals. I would like to provide assurance to the authority that as Headteacher of Ysgol Calon Cymru, we will work with you to ensure our learners are given every opportunity to continue to develop, expand and enjoy using their Welsh language skills whilst in our care.

I note that the plan sets out the authority's intention to expand access to Welsh medium education by investing in Welsh-medium childcare facilities and expansion of primary schools settings in our catchment areas of Llandrindod Wells and Builth Wells. There is also a commitment that 92% of pupils accessing Welsh medium education in year 6 will continue to access their education through the medium of Welsh from Year 7. I fully support this and want our future learners and their families to have confidence that Ysgol Calon Cymru will be able to deliver a robust Welsh medium Curriculum offer. However, for this to become a reality, I will need the support of the authority to develop a strategic and robust plan to ensure we have sufficient capacity within our school structure to provide those learners with the means to continue their education through the medium of Welsh.

The authority's Strategy for Transforming Education in Powys identifies that the Welsh medium curriculum offer at secondary level in Powys is limited. In Ysgol Calon Cymru, 14% of our learners take their subjects through the medium of Welsh (with 7 subjects offered in Welsh). I feel that there is much more that we should be doing to offer more subject choices through the medium of Welsh and greater take up of the provision on offer. I don't see that this will be something that can be achieved alone and will therefore be looking for support and guidance from the authority, our challenge advisors and others to work with us.

I'm looking forward to exploring how the school can embrace Trochi at our school. This will of course be of benefit to any new learners to the language, but could also provide an opportunity for us to support our learners that need a little extra support to consolidate their Welsh language skills, particularly after COVID>

A number of our Ysgol Calon Cymru staff had the opportunity to undertake Mynediad and Intermediate Welsh language courses over the past year and I would welcome any further opportunity for them and others to develop their Welsh language skills further. I think it is work acknowledging that language learning is a very long process and encouragement as well as opportunities to use any new skills acquired is important if we are to see any lasting benefits. That's why we are working hard at Ysgol Calon Cymru to embed a strong Welsh ethos at the school and encourage lots of Welsh language extra-curricular activities. I'd be interested in talking with the authority about the Welsh language Charter/ Cymraeg campus at secondary level discussed in the draft plan, and offer Ysgol Calon Cymru as the school to pilot that scheme.

The focus on promoting the benefits of bilingualism is important to acknowledge, and I'm pleased to see this in the plan. From my point of view, I believe the most important part of this plan is that young people leave school feeling confident with the Welsh language skills that they have and their ability and opportunity to use it.

Cyngor Sir Powys County Council

Impact Assessment (IA)

The integrated approach to support effective decision making



Please read the accompanying guidance before completing the form.

This **Impact Assessment (IA)** toolkit, incorporates a range of legislative requirements that support effective decision making and ensure compliance with all relevant legislation. **Draft versions of the assessment should be watermarked as "Draft" and retained for completeness. However, only the final version will be made publicly available. Draft versions may be provided to regulators if appropriate. In line with Council policy IAs should be retained for 7 years.**

Service Area	Schools Service	Head of Service	Lynette Lovell	Portfolio Holder	Clr Phyl Davies
Proposal	Welsh in Education Strategic Plan 2022-2032				
Outline Summary / Description of Proposal					
<ul style="list-style-type: none"> There is a statutory duty on local authorities under section 84 of the School Standards and Organisation (Wales) Act 2013, to prepare a Welsh in Education Strategic Plan. The plan contains the local authority's proposals as to how it will improve the planning of the provision of Welsh-medium education in its area and improve the standards of Welsh-medium education and of the teaching of Welsh in its area. 					

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 1. Version Control (services should consider the impact assessment early in the development process and continually evaluate)

Version	Author	Job Title	Date
1	Sarah Astley / Marianne Evans	Strategic Programme Manager/ Senior Manager Schools Transformation	September 2021
2	Sarah Astley / Marianne Evans	Strategic Programme Manager / Senior Manager Schools Transformation	January 2021

2. Profile of savings delivery (if applicable)

2020-21	2021-22	2022-23	2023-24	2024-25	TOTAL
£	£	£	£	£	£

3. Consultation requirements

Consultation Requirement	Consultation deadline/or justification for no consultation
Public consultation required	Consultation has been carried out between 24 September and 18 November 2021.

Cyngor Sir Powys County Council

Impact Assessment (IA)

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4. Impact on Other Service Areas

**Does the proposal have potential to impact on another service area? (Have you considered the implications on Health & Safety and Corporate Parenting?)
PLEASE ENSURE YOU INFORM / ENGAGE ANY AFFECTED SERVICE AREAS AT THE EARLIEST OPPORTUNITY**

Adult Services		Education	✓	Legal and Democratic Services	✓
Children's Services	✓	Finance	✓	Property, Planning and Public Protection	✓
Commissioning		Highways, Transportation and Recycling	✓	Transformation and Communications	✓
Digital Services	✓	Housing and Community Development		Workforce and OD	✓

Data Protection Impact Assessment

Will the proposal involve processing the personal details of individuals? No
 Not currently, however should the Council proceed with consultation, this would involve processing the personal details of individuals
 Is Powys County Council the data controller? Yes
 If you have answered yes to either of the above you will be required to complete, as a minimum, the screening questions on the data protection impact assessment.
 For further advice please contact the Data Compliance Team.

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4a Geographical Locations

What geographical area(s) will be impacted by the proposal? (Chose all those applicable)

Powys	✓	Brecon	Llandrindod and Rhayader	Machynlleth
North		Builth and Llanwrtyd	Llanfair Caereinion	Newtown
Mid		Crickhowell	Llanfyllin	Welshpool and Montgomery
South		Hay and Talgarth	Llanidloes	Ystradgynlais
		Knighton and Presteigne		

5. How does your proposal impact on Vision 2025?

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Council's Well-being Objective	How does the proposal impact on this Well-being Objective?	IMPACT Please select from drop down box below	What will be done to better contribute to a more positive impact or to mitigate any negative impacts?	IMPACT AFTER MITIGATION Please select from drop down box below
The Economy We will develop a vibrant economy	The intention of the WESP is to increase the number of pupils accessing Welsh-medium education, which would mean that these pupils would be fully bilingual in Welsh and English and would be able to utilise these skills in the workplace, where there is a growing demand for fluency in both languages in Wales.	Good		Choose an item.
Health and Care We will lead the way in providing effective, integrated health and care in a rural environment	The intention of the WESP is to increase the number of pupils accessing Welsh-medium education, which would mean that these pupils would be fully bilingual in Welsh and English and would be able to utilise these skills in the workplace. In the future, this should have a positive impact on the Welsh speaking staff available to work in the health and care sector.	Good		Choose an item.
Learning and skills We will strengthen learning and skills	The intention of the WESP is to increase the number of pupils accessing Welsh-medium education, which would mean that these pupils would be fully bilingual in Welsh and English, supporting the Council's Strategic Aim to 'improve access to Welsh-medium provision across all key stages'.	Good		Choose an item.
Residents and Communities We will support our residents and communities	The intention of the WESP is to increase the number of pupils accessing Welsh-medium education, which would mean that these pupils would be fully bilingual in Welsh and English, and which would contribute to the Welsh Government's target to achieve a million Welsh speakers by 2050, and contributing to increasing the use of Welsh in communities across Powys.	Good		Choose an item.
Source of Outline Evidence to support judgements				

Cyngor Sir Powys County Council

Impact Assessment (IA)

The integrated approach to support effective decision making



Council's Well-being Objective	How does the proposal impact on this Well-being Objective?	<u>IMPACT</u> Please select from drop down box below	What will be done to better contribute to a more positive impact or to mitigate any negative impacts?	<u>IMPACT AFTER MITIGATION</u> Please select from drop down box below

6. How does your proposal impact on the Welsh Government's well-being goals?

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Well-being Goal	How does proposal contribute to this goal?	<u>IMPACT</u> Please select from drop down box below	What will be done to better contribute to a more positive impact or to mitigate any negative impacts?	<u>IMPACT AFTER MITIGATION</u> Please select from drop down box below
<p>A prosperous Wales: An innovative, productive and low carbon society which recognises the limits of the global environment and therefore uses resources efficiently and proportionately (including acting on climate change); and which develops a skilled and well-educated population in an economy which generates wealth and provides employment opportunities, allowing people to take advantage of the wealth generated through securing decent work.</p>	<p>The intention of the WESP is to increase the number of pupils accessing Welsh-medium education, which would mean that these pupils would be fully bilingual in Welsh and English and would be able to utilise these skills in the workplace, where there is a growing demand for fluency in both languages in Wales. This would also contribute to the Welsh Government's aspiration to achieve a million Welsh speakers by 2050.</p> <p>It is possible that there could be some additional travel required for pupils wishing to access Welsh-medium provision, however the aim is to provide improved access to Welsh-medium education in the longer term, which should minimise the need for additional transport.</p>	<p>Good</p>		<p>Choose an item.</p>

Cyngor Sir Powys County Council

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Well-being Goal	How does proposal contribute to this goal?	<u>IMPACT</u> Please select from drop down box below	What will be done to better contribute to a more positive impact or to mitigate any negative impacts?	<u>IMPACT AFTER MITIGATION</u> Please select from drop down box below
A resilient Wales: A nation which maintains and enhances a biodiverse natural environment with healthy functioning ecosystems that support social, economic and ecological resilience and the capacity to adapt to change (for example climate change).	No impact	Neutral		Choose an item.
A healthier Wales: A society in which people's physical and mental well-being is maximised and in which choices and behaviours that benefit future health are understood. Public Health (Wales) Act, 2017: Part 6 of the Act requires for public bodies to undertake a health impact assessment to assess the likely effect of a proposed action or decision on the physical or mental health of the people of Wales.	No impact	Neutral		Neutral

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<p>A Wales of cohesive communities: Attractive, viable, safe and well-connected Communities.</p>	<p>The aim of the WESP is to increase the number of pupils accessing Welsh-medium education and to improve access to Welsh-medium education, meaning that more pupils would be fluent in Welsh and English, increasing the use of Welsh in communities across Powys.</p> <p>In the short term, it is possible that any changes introduced in order to achieve the WESP could lead to some tensions and disagreements within the local communities. Eventually, however, it is expected that these tensions would diminish, and in the longer term as any changes are implemented, it is hoped that the proposal would help to improve community cohesion and ensure attractive, viable, safe and well-connected bilingual communities across Powys.</p> <p>During the consultation concerns were raised that there might be a lack of choice for some pupils who would not wish to attend a Welsh-medium school for education. Whilst school language categories will vary throughout various locations in Powys, the aim of the Council's WESP is to increase the number of pupils accessing Welsh-medium education, leading to an increase in the number of pupils that are fully bilingual in Welsh and English, and contributing to the Welsh Government's aim to achieve a million Welsh speakers by 2050. Implementation of the WESP would also provide enhanced opportunities to use Welsh across Powys and would ensure that more pupils have bilingual skills to take into the workplace.</p>	<p>Neutral</p>		<p>Neutral</p>
<p>A globally responsible Wales: A nation which, when doing anything to improve the economic, social, environmental and cultural well-being of Wales, takes account</p>	<p>Implementation of the WESP should lead to an increase in the number of bilingual citizens, who would be able to contribute to the economic, social,</p>	<p>Good</p>		<p>Choose an item.</p>

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Impact Assessment (IA)

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Well-being Goal	How does proposal contribute to this goal?	<u>IMPACT</u> Please select from drop down box below	What will be done to better contribute to a more positive impact or to mitigate any negative impacts?	<u>IMPACT AFTER MITIGATION</u> Please select from drop down box below
of whether doing such a thing may make a positive contribution to global well-being. Human Rights - is about being proactive (see guidance) UN Convention on the Rights of the Child: The Convention gives rights to everyone under the age of 18, which include the right to be treated fairly and to be protected from discrimination; that organisations act for the best interest of the child; the right to life, survival and development; and the right to be heard.	environmental and cultural well-being of Wales within a global environment. Being fully bilingual in Welsh and English contributes to the cultural wellbeing of Wales, and would enable pupils to take part in local, national and global activities through the medium of Welsh and English. The Council has carried out a consultation on the proposal, which included an opportunity for pupils to give their views on the draft plan.			
A Wales of vibrant culture and thriving Welsh language: A society that promotes and protects culture, heritage and the Welsh language, and which encourages people to participate in the arts, and sports and recreation. <i>Incorporating requirements under the Welsh Language (Wales) Measure 2011 and the Welsh Language Standards</i>				

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Well-being Goal	How does proposal contribute to this goal?	<u>IMPACT</u> Please select from drop down box below	What will be done to better contribute to a more positive impact or to mitigate any negative impacts?	<u>IMPACT AFTER MITIGATION</u> Please select from drop down box below
<p><i>Opportunities for persons to use the Welsh language, and treating the Welsh language no less favourable than the English language</i></p>	<p>The 7 outcomes in the WESP focus on improvements at each key stage of education, starting with early years provision, and also focus on ALN provision and the development of the workforce to support the plans.</p> <p>Eventually, more pupils would be taught through the medium of Welsh, and would become fully bilingual in Welsh and English.</p> <p>As well as ensuring that all pupils are fully bilingual, this would mean that more pupils would benefit from an improved Welsh-medium ethos, leading to enhanced opportunities to use the Welsh language throughout the school, and increased opportunities for participation in Welsh language extra-curricular activities and opportunities.</p> <p>Implementation of the WESP would raise the profile of Welsh-medium education in the area, and create more fluent Welsh speakers able to use the language within the community, therefore contributing to the Welsh Government’s target to achieve a million Welsh speakers by 2050.</p>	<p>Very Good</p>		<p>Choose an item.</p>

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Well-being Goal	How does proposal contribute to this goal?	IMPACT Please select from drop down box below	What will be done to better contribute to a more positive impact or to mitigate any negative impacts?	IMPACT AFTER MITIGATION Please select from drop down box below
<i>Opportunities to promote the Welsh language</i>	The WESP includes a commitment to undertaking promotional work in order to raise awareness of Welsh-medium education across Powys. In addition, Outcome 5 outlines the steps the Council will take in order to improve access to opportunities to use Welsh, for pupils in Welsh-medium education and pupils in English-medium education, for example through the "Siartr Ialith" project.	Very Good		Choose an item.
<i>People are encouraged to do sport, art and recreation.</i>	No impact	Neutral		Choose an item.
A more equal Wales: A society that enables people to fulfil their potential no matter what their background or circumstances (including their socio economic background and circumstances). <i>Incorporating requirements under the Equality Act 2010 (Statutory Duties) (Wales) Regulations 2011 and the Social Economic duty (2020).</i>				
<i>Age</i>	The proposal would provide improved opportunities for all pupils across the county to access Welsh-medium education.	Neutral		Choose an item.
<i>Disability</i>	The proposal would provide improved opportunities for all pupils across the county to access Welsh-medium education. Outcome 6 outlines how the Council will improve access to Welsh-medium ALN provision. There may be concerns about the impact of some aspects of the WESP on pupils with ALN, e.g. any changes to language category of schools. There are also concerns about the Council's ability to provide the appropriate support for pupils with ALN.	Neutral	Consultation would need to be carried out on any proposals to change school provision, which would provide an opportunity to understand and consider the impact on Welsh-medium pupils with ALN. The Council's Transforming Education Strategy and ALN Strategy outline how the Council is planning to improve the ALN provision for Welsh-medium learners. This is outlined in Outcome 6 of the WESP.	Neutral
<i>Gender reassignment</i>	No impact.	Neutral		Choose an item.
<i>Marriage or civil partnership</i>	No impact.	Neutral		Choose an item.

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Well-being Goal	How does proposal contribute to this goal?	IMPACT Please select from drop down box below	What will be done to better contribute to a more positive impact or to mitigate any negative impacts?	IMPACT AFTER MITIGATION Please select from drop down box below
<i>Race</i>	The proposal would provide improved opportunities for all pupils across the county to access Welsh-medium education.	Neutral		Choose an item.
<i>Religion or belief</i>	The proposal would provide improved opportunities for all pupils across the county to access Welsh-medium education.	Neutral		Choose an item.
<i>Sex</i>	The proposal would provide improved opportunities for all pupils across the county to access Welsh-medium education.	Neutral		Choose an item.
<i>Sexual Orientation</i>	The proposal would provide improved opportunities for all pupils across the county to access Welsh-medium education.	Neutral		Choose an item.
<i>Pregnancy and Maternity</i>	No impact.	Neutral		Choose an item.
<i>Socio-economic duty</i>	<p>The proposal would provide improved opportunities for all pupils across the county to access Welsh-medium education, including any learners from economically disadvantaged backgrounds.</p> <p>It is anticipated that this would lead to improved employment opportunities for pupils in the future, as more pupils would be fully bilingual in Welsh and English, and therefore able to take advantage of employment opportunities which require Welsh language skills.</p>	Neutral		Choose an item.

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Source of Outline Evidence to support judgements

7. How does your proposal impact on the council's other key guiding principles?

Principle	How does the proposal impact on this principle?	<u>IMPACT</u> Please select from drop down box below	What will be done to better contribute to a more positive impact or to mitigate any negative impacts?	<u>IMPACT AFTER MITIGATION</u> Please select from drop down box below
Sustainable Development Principle (5 ways of working)				
<i>Long Term: Looking to the long term so that we do not compromise the ability of future generations to meet their own needs.</i>	The WESP aims to increase the number of pupils accessing Welsh-medium education in Powys, in order to increase the number of pupils that are fully bilingual in Welsh and English, and to contribute to achieving the Welsh Government aim to have a million Welsh speakers by 2050.	Good		Choose an item.
<i>Collaboration: Working with others in a collaborative way to find shared sustainable solutions.</i>	The Council has worked with stakeholders such as Mudiad Meithrin and Headteachers in order to develop the WESP, and will continue to work in partnership with stakeholders in order to implement the new WESP.	Good		Choose an item.

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Cyngor Sir Powys County Council

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Principle	How does the proposal impact on this principle?	<u>IMPACT</u> Please select from drop down box below	What will be done to better contribute to a more positive impact or to mitigate any negative impacts?	<u>IMPACT AFTER MITIGATION</u> Please select from drop down box below
<p>Involvement (including Communication and Engagement): <i>Involving a diversity of the population in the decisions that affect them including:</i></p> <p>Unpaid Carers: <i>Ensuring that unpaid carers views are sought and taken into account</i></p>	<p>A consultation has been carried out on the WESP between 24th September and 19th November 2022 on the WESP, which will ensure that all interested parties have the opportunity to give their views. An updated version of the WESP has been prepared which considers the views expressed during the consultation period, and will be considered by Cabinet. This impact assessment will be updated throughout the process to reflect any feedback received.</p> <p>All stakeholders have had the opportunity to give their views, including any unpaid carers in the area.</p>	<p>Good</p>		<p>Choose an item.</p>
<p>Prevention: <i>Understanding the root causes of issues to prevent them from occurring including:</i></p> <p>Safeguarding: <i>Preventing and responding to abuse and neglect of children, young people and adults with health and social care needs who can't protect themselves.</i></p>	<p>No impact</p>	<p>Neutral</p>		<p>Choose an item.</p>
<p>Integration: <i>Taking an integrated approach so that public bodies look at all the well-being goals in deciding on their well-being objectives.</i></p>	<p>The WESP is closely aligned with the Council's Transforming Education Strategy which aims to improve Learner Entitlement and Experience across a range of areas.</p>	<p>Good</p>		<p>Choose an item.</p>
<p>Powys County Council Workforce: What Impact will this change have on the Workforce?</p>	<p>Outcome 7 of the WESP outlines the Council's approach to developing the workforce in order to achieve the objectives of the WESP.</p>	<p>Good</p>		<p>Choose an item.</p>

Cyngor Sir Powys County Council
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The integrated approach to support effective decision making



Principle	How does the proposal impact on this principle?	IMPACT Please select from drop down box below	What will be done to better contribute to a more positive impact or to mitigate any negative impacts?	IMPACT AFTER MITIGATION Please select from drop down box below
Payroll: How will this impact salary, any overtime/enhanced payments etc? Does this affect any particular group of employees? E.g. Male/Female dominated workforce. Does this proposal comply with the Councils Single Status Terms and Conditions?	No impact.	Neutral		Choose an item.
Welsh Language impact on staff	The WESP aims to provide additional opportunities for staff to develop their own Welsh language skills, as well as development opportunities for Welsh speaking staff.	Good		Choose an item.
Apprenticeships: Has consideration been given to whether this change impacts negatively, or positively on Apprenticeships within the service?	The WESP should lead to more young people able to use both languages, this would apply to those wishing to take up apprenticeships.	Neutral		Choose an item.
Source of Outline Evidence to support judgements				

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8. What is the impact of this proposal on our communities?

Communities	How does the proposal impact on residents and community?	IMPACT See impact definitions in guidance document	What will be done to better contribute to a more positive impact or to mitigate any negative impacts?	IMPACT AFTER MITIGATION See impact definitions in guidance document	Source of Outline Evidence to support judgement
N/A					

9. What are the risks to service delivery or the council following implementation of this proposal?

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Description of risks			
Risk Identified	Inherent Risk Rating Impact X Likelihood (See Risk Matrix in guidance document)	Mitigation	Residual Risk Rating Impact X Likelihood (See Risk Matrix in guidance document)
Welsh Government does not approve the new WESP	Low	Submit WESP to Welsh Government in January. The Welsh Government has built in a period of review of WESPs where there will be an opportunity to work with authorities before the WESPs are sent for Ministerial approval.	Low
Lack of revenue funding to support new developments/plans	High	Build in requirements to future budgets e.g. transformation funding and engage with Welsh Government on the need for revenue budgets (as well as capital)	High
Financial sustainability of new developments/plans – on-going impact on revenue budget	High	Build in on-going sustainability into Schools Service budget	Medium

10. Overall Summary and Judgement of this Impact Assessment?

Outline Assessment (to be inserted in cabinet report)	Cabinet Report Reference:
The impact assessment indicates that the impact is positive overall. The aim of the Council's WESP is to increase the number of pupils accessing Welsh-medium education, leading to an increase in the number of pupils that are fully bilingual in Welsh and English, and contributing to the Welsh Government's aim to achieve a million Welsh speakers by 2050. Implementation of the WESP would also provide enhanced opportunities to use Welsh across Powys and would ensure that more pupils have bilingual skills to take into the workplace.	

11. Is there additional evidence to support the Impact Assessment (IA)?

What additional evidence and data has informed the development of your proposal?

N/A

12. On-going monitoring arrangements?

What arrangements will be put in place to monitor the impact over time?

The Transforming Education Programme Board will continue to monitor impact over time.

Please state when this Impact Assessment will be reviewed.

The impact assessment will be reviewed at all stages of the process.

13. Sign Off

Position	Name	Signature	Date
Impact Assessment Lead:	Sarah Astley	Sarah Astley	7 September 2021
Head of Service:	Lynette Lovell		17/01/22
Portfolio Holder:	Clr Phyl Davies		

14. Governance

Decision to be made by	Date required
Cabinet	25 January 2022

FORM ENDS

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Dear Dr Caroline Turner,

During the early autumn term, the Welsh Government asked us to undertake a review of local authorities work in supporting their learning communities in schools and pupil referral units (PRUs) during the period from March to October 2020.

This letter outlines the outcome of this work in Powys local authority. The content of the letter is based on virtual meetings with officers, the cabinet lead member for education and a sample of schools and PRUs. We have also considered the supporting documentation provided by the local authority and the feedback from surveys of school/PRU leaders, governors, teachers and support staff, parents and pupils. We have referred to the outcomes of the surveys where relevant, although the surveys were mainly be used to inform the national report which was published on our website on 15 January. Here is a link to that report.

We would like to thank your staff for giving of their time to discuss their work with us and for providing additional information on request.

Yours sincerely

A handwritten signature in blue ink that reads "Meilyr Rowlands".

Meilyr Rowlands

Her Majesty's Chief Inspector

The local authority's work to support its schools and the PRU March- August 2020

Leadership and collaboration

Powys local authority was quick to respond to the challenges of COVID-19 and implemented operational changes swiftly to ensure schools, parents/carers and pupils had access to information and support. Senior officers from the Schools and Education Service participated actively with the Chief Executive and Corporate Directors in the local authority's 'Silver Command' group from the beginning of the pandemic.

Local authority officers arranged regular updates for cabinet members. The use of a digital media platform allowed for scheduled meetings to resume earlier than in many other local authorities and these included full council and scrutiny meetings. The regular meetings with cabinet and elected members has further strengthened working relationships and improved the information sharing processes across the local authority.

Powys local authority made good use of the central communications team to share the work that clusters developed during this time with parents/carers and the wider community. Schools and parents told us that they appreciated the clear information and guidance available to them. In particular the swift, personalised responses to individual queries meant leaders and parents felt supported and valued. Local authority officers also held weekly meetings with headteachers, governing bodies and management committees.

The extensive use of a digital media platform has been a positive development which officers consider is likely to change their ways of working in the longer term, especially as the large geographical area of Powys has been a barrier to effective communication and attendance at meetings in the past. Local authority officers worked closely across service areas and with external partners, and school leaders report positively on the greater degree of collaboration and joint working.

In June, in contrast to most local authorities across Wales, Powys schools welcomed pupils back for four weeks rather than three. The additional week was agreed after dialogue with school leaders, governing bodies, council members, and trade unions. In addition to helping pupils re-engage with their learning and reducing the summer holiday the extra week allowed local authority officers to trial and prepare for full re-opening in September. This strengthened the positive working relationships and facilitated preparations for the reopening of all schools and PRUs to all pupils in September.

Promoting learning

The local authority provided guidance to schools and parents in their Continuity of Learning and Distance Learning Plan. Schools were supported to prepare for this new approach to teaching and learning. They were encouraged to consider the

training needs of their staff in order that they could deliver distance learning experiences. Senior challenge advisers shared helpful digests containing advice, guidance and useful links.

In Powys in week one and two of the Continuity of Learning and Distance Learning Plan, the Schools and Education Service was pro-active in providing schools with guidance, facilitating the sharing of good practice and addressing connectivity issues. The local authority established that nearly 900 families did not have a suitable device for learning and over 300 that had no internet access. In response to this, the local authority asked school clusters to identify spare digital equipment which could be repurposed for home use for those learners who did not have access to devices. In addition, the local authority ensured all staff in school had the equipment they needed to deliver distance learning. School leaders in our engagement calls and surveys reflect that the support from Powys' digital learning team for addressing hardware, access and training needs has been outstanding.

Cameo: Support from the digital learning team and putting it into practice

The local authority asked all schools to prepare for the lockdown period by familiarising staff and pupils with Hwb and other ICT tools. In Ysgol Gynradd Llanrhaeadr-ym-Mochnant, staff and pupils were confident in using most of the Hwb tools but other platforms were quite new to them. The local authority provided clear instructions on how to set up a platform for each class group. The headteacher reflects that officers were extremely helpful in ensuring that pupils had access to digital equipment and WiFi access. The cluster group worked effectively to share ICT resources between schools. This school loaned equipment to pupils in other schools, with the technicians at the secondary school changing the set-up of all laptops to meet the needs of the pupils and staff.

All teachers provided tasks through 'Assignments' section of the platform including reading materials and numeracy tasks. They moved to synchronous and asynchronous methods early on in order to keep in touch with pupils. Powys provided useful guidance regarding safeguarding concerns which had earlier prevented schools from undertaking such activities.

In the non-maintained sector, the local authority Early Years Advisory Teachers (EYATs) supported settings via email, telephone, and social and digital learning platforms. Guidance, resources, and examples of distance learning from across the authority were shared with all practitioners. The Athrawon Bro and advisory teachers also provided well-received support materials suitable for first and second Welsh language learners.

At the beginning of June, the local authority established a group of officers, headteachers and teachers to help schools prepare for distance learning. The Teaching and Learning group were responsible for looking at different models of distance learning, sharing practical solutions to issues, and identifying approaches with the most positive impact on learning. The group identified that the best approach included a mixture of online and personalised classroom learning. Local

authority officers worked with the school improvement consortium (ERW) to share knowledge and good practice regarding approaches to distance learning. The group produced models, which could be adapted to reflect the context of each individual school. The group reported to senior officers in the Education Cell Group twice per week and shared information on distance learning with schools weekly.

Clusters of schools met at least weekly, with the cluster leader of learning meeting fortnightly with the Interim Chief Education Officer and senior challenge advisers to discuss progress, issues and to share practice and resources. The frequency of meetings developed consistency and strengthened the working relationships. Some schools embraced the change to distance learning with confidence whilst others needed further training and support. The local authority produced examples of remote and digital learning and shared these with schools on a weekly basis. The focus was on approaches to digital learning, resources, and networks.

Supporting vulnerable learners.

The themes of 'Wellbeing', 'Connectivity', 'Learning and learners' and 'Remote teaching and Provision' in the local authority Continuity of Learning and Distance Learning Plan were mirrored in the operational Distance Learning Plan. The local authority put in place a fortnightly publication of actions to support schools to implement the plan.

The local authority established an emotional health and wellbeing work-stream comprising colleagues from education, the educational psychology team, youth services, health, children's services and from commissioned services, such as counselling organisations. The work was informed by the 'Powys Emotional Health and Wellbeing Strategy', which was circulated to all schools and early years' settings in March 2020. The main purpose of the work-stream was for colleagues to share concerns, identify ever-changing areas of need and to provide support, guidance, and training. The work-stream co-ordinated closely with the emergency childcare hubs to provide a 'team around the hub' and with challenge advisers to share resources in support of the continuity of learning. Weekly Emotional Health meetings were in place between services where the level and type of service being offered to children and young people was shared and any gaps and cross-working opportunities identified and actioned.

The local authority's provision for childcare hubs has been agile and responsive to the changing circumstances. Initially 15 schools across the county were established to provide Emergency Childcare Hubs (ECHs) and Emergency Childcare Specialist Hubs (ECSHs). As time progressed an increasing number of vulnerable learners attended hubs due in part to the focused work between Education and Children's Services to promote pupil attendance at hubs. As a result, an additional hub was opened in Brecon to support the increase in numbers.

Local authority officers held daily virtual meetings with leaders of all the hubs to provide support and guidance and amend practice where necessary. Officers also held weekly multi-agency meetings with social services, health, and Child and Adolescent Mental Health Services (CAMHS) to a co-ordinated approach to supporting vulnerable learners. Numbers attending the hubs increased over time

partly because the joint work between schools and Children's Services helped to ensure that learners who were more vulnerable accessed the hubs.

The Youth Intervention Service (YIS) were in contact with pastoral and safeguarding leads in secondary schools to identify which additional young people could benefit from the extra support available from their service. The YIS and Detached Youth Work Team worked together with schools to identify those young people in Year 11 who would struggle to make a successful transition into employment, education or training, including those for which the current circumstances had a negative impact on their transition plans. The Detached Youth Work team and partners including Careers Wales offered support to these young people. In our phone calls, many headteachers singled out the Youth Intervention Service for praise. They welcomed the opening up of provision to all who needed it without a lengthy referral process.

Cameo: Effective work of the local authority youth service

The Youth Intervention Service (YIS) continued to deliver one-to-one support to some of the most vulnerable young people in Powys who were open to the service. These young people had a variety of support needs, some of which were exacerbated due to the impact of schools closing. The individually tailored support was initially offered by phone and digitally and was reviewed regularly by the team and managers, adapting to changes in young people's emotional health as the lockdown period continued. Support was also offered to the parents of young people open to YIS, to help them to deal with issues around behaviour, boundaries, loss of routine and the effect of being in closer proximity as a family. The Detached Youth Work Team also continued to offer one-to-one support to the vulnerable young people aged 16-25, including learners in post-16 education. The team also worked with Housing to offer essential support to the increasing number of young people presenting as homeless during this time.

As a result of increased anxiety and a range of other mental health issues in children and young people, demand for counselling significantly increased. The local authority reported in June 2020 that they had 190 active cases, with an increase of 60 referrals during the lockdown period. Of the 60 new referrals, 30 were from Year 6 pupils, which would usually be the annual total. The local authority used additional funds from Welsh Government to reduce the waiting list for counselling. The local authority also accessed grant funding to implement play therapy and counselling support for younger pupils in early years' settings and schools. The pre-school team work closely with Health Visitors and Flying Start providers to support children and families. This approach was part of the 'team around the cluster' approach.

In addition, the local authority rolled out a training programme to all school staff on trauma-informed approaches. They have highlighted pupil's mental health and wellbeing as a concern from discussions with school leaders. The trauma-informed approach will continue during the autumn term.

The local authority developed bespoke safeguarding policies for both Emergency Childcare Hubs (ECHs) and Emergency Childcare Specialist Hubs (ECSHs). Children's Services and the Schools and Education Service were aware of the learners who were children looked after (CLA) and those who were on the child

protection register. Each hub was provided with the list of these children who attended their hub's catchment. This was checked and updated on a weekly basis by the Schools and Education Service and re-distributed to hub leaders.

The local authority focused on the additional engagement of vulnerable learners especially pupils on the child protection register. The Schools and Education Service worked closely with Children's Services and health professionals to identify vulnerable learners, and to ensure that these learners were tracked and supported. In addition, officers identified and supported those learners from their rolls who they considered vulnerable, but who did not fall within the official definition given by Welsh Government.

By the middle of April, the PRU provisions were opened to pupils as the staff and local authority officers recognised that many of the PRU pupils experienced difficulty engaging with special school hubs.

The local authority's work to support its schools and the PRU from September

Leadership and collaboration

Since September, local authority leaders have continued to reflect and refine their focus and activities to support schools and PRUs. They have been able to establish clear protocols and procedures that can be put into place quickly when needed, for example when a positive case of COVID-19 is identified. School leaders report they are confident about the support they receive from the local authority for either routine matters or urgent cases such as when a pupil or member of staff reports a positive case of COVID-19. Services across the authority work closely together and schools consider there to be a coherent response to any query or issue.

Leaders have endeavoured to ensure regular, timely and clear communication with schools, partners and stakeholders. School leaders value the regular contact with the interim Chief Education Officer and other officers. They express the view that officers in the local authority, particularly the interim Chief Education Officer, have made it a priority to support their wellbeing and ensure they are not managing difficult situations alone.

Effective channels of communication have been put in place in order to disseminate information quickly along with the thinking behind any decisions. Headteachers are involved in decision-making groups regarding all aspects of the local authority's responses. The feedback from all stakeholders is considered very carefully and headteachers are positive about how agile and responsive the local authority and its officers has been throughout the pandemic.

The local authority has adapted quickly to using online meeting tools and digital communications and understands the advantages they bring. They reflect regularly on how beneficial changes they have made in response to the pandemic will become established in practice going forward. A good example of this is how challenge

advisers have been reallocated to work across clusters of schools. The benefits of this were recognised quickly during hub working in the summer term and this has become an established and well-regarded way of working.

Despite the challenges posed by COVID-19, officers and elected members have continued to address the recommendations from the most recent inspection report. For example, the local authority has recently published details of its 10-year Strategy for Transforming Education in Powys. As far as possible, it has maintained the schedule in its post-inspection action plan and has recognised the benefits of the enhanced communication and trust developed through cluster and hub working since March 2020.

Promoting learning

Local authority officers in Powys continue to gather and share beneficial ideas to promote learning in their schools and PRUs during the autumn term. They do this through regular online authority-wide meetings, digital newsletters and cluster meetings that are attended by challenge advisers. Officers have regularly distributed helpful Powys specific guidance on a range of useful learning topics, for example how to adapt assessment when work is online. The guidance includes links to further reading and research associated with each topic to prompt dialogue and discussion in cluster meetings.

In our conversations with schools, headteachers were very positive and grateful for the ideas and resources that challenge advisers are sharing. They tell us that their challenge advisers have helped them to filter the large volume of information that was being shared by a range of partners, and to decide on the most relevant approaches for their schools. In particular, they value the stronger links and joint working across clusters that began to flourish when the hubs were established at the start of the pandemic. Challenge advisers have nurtured a focus on improved relationships between sectors, curriculum continuity and shared pedagogical approaches.

Challenge advisers are encouraging schools to explore the pedagogical principles outlined in Successful Futures and adopted for a Curriculum for Wales and focus on one or two at a time to enrich learning. They are also prompting school leaders to adopt the 'Schools as Learning Organisations' tools for self-evaluation and to pinpoint areas for development. Although challenge advisers are mindful of the extra challenges posed to school leaders by the ongoing pandemic, they have continued to support schools to consider carefully priorities for improvement and to develop their school development plans. Headteachers we spoke to felt that the authority had managed this balance well and agreed it was important to maintain a focus on school improvement as well as managing urgent issues linked to COVID-19.

To support schools who have had to manage COVID-19 cases and pupils and staff self-isolating, officers also communicate practical advice on managing distance learning. This compliments the guidance shared by ERW. Officers have shared questions for governing bodies to use to help them understand new digital ways of

working. The local authority has also continued to support schools to manage provision of services and access to the internet, including providing laptops for all Year 12 pupils. Although there is some confusion in a few schools about the difference between blended learning and distance learning, headteachers tell us that the support from the digital learning teams has been extremely helpful. Advice and guidance from the local authority has enabled teachers to try new approaches with confidence, including live streaming of lessons. This guidance has also enabled a number of schools to monitor access and engagement with the available digital tools and hold follow up conversations with learners who are self-isolating.

Cameo: Putting professional learning into practice and monitoring engagement with distance learning during the firebreak

In Ysgol Calon Cymru, at the beginning of the pandemic both learners and teachers were provided with laptops and the means to access the internet where necessary by the local authority. An intensive period of professional learning was put in place, and as result the digital skills of teachers improved significantly. During the firebreak in November, the school was able to provide a full online timetable with over 60% of lessons being live streamed for pupils in Year 9 and above. As a result of the earlier professional learning, the school was able to analyse pupils' access and engagement with digital tools promptly and pastoral staff were able to contact pupils swiftly if they did not log on to learning and follow up on any issues arising.

Officers engaged with all post-16 learners through the Powys Learning Pathways website during the summer holidays. This helped learners to feel supported and engaged after a period of disruption to their learning. At the same time, local authority officers made helpful bridging units available to learners about to start post-16 courses. These units, together with the contact, have helped learners transition to their post-16 studies. At present, pupils have to remain at their own school for all learning as it is not possible to visit other campuses, even if their subject teachers are based elsewhere. Supported by officers in the local authority, subject teachers have live streamed lessons so that all pupils can access them. As the local authority had already used remote learning through their 'e-sgol' programme, the transition to online learning was comparatively seamless and schools and learners are familiar with how to make the best use of it.

For the most part, the local authority and ERW have aligned their strategic plans to provide a programme of professional learning opportunities for schools and PRUs. This has been particularly successful regarding training for online and digital learning. Many schools and PRUs feel that these opportunities are easy to access online and less teaching time is lost for training. Local authority network meetings for senior leaders are very much valued by schools. Generally, subject leaders appreciate opportunities to meet but a few express the view that there is too much duplication when both the local authority and ERW run meetings. Support for pupils'

Welsh language skills has been particularly valuable to schools. Local authority officers in the early years team have provided helpful guidance to non-maintained settings and schools. The material outlines how to develop pupils' skills in the outdoor learning environment as well as how to organise classroom practice to meet foundation phase principles.

The local authority has provided detailed guidance for schools and PRUs to support their use of the 'Recruit, recover, raise standards: the accelerating learning programme' grant funding. This includes a consideration of baseline assessment to ensure learners' needs are identified and addressed, and links to how to identify evidence-informed practice. Challenge advisers have worked alongside senior leaders to plan schools' approaches and have ensured the plans build in opportunities for monitoring and evaluation. The local authority has also issued helpful guidance for governing bodies on how to evaluate schools' use of the grant funding.

Supporting vulnerable learners

The local authority continues to place the wellbeing of their pupils at the centre of their re-establishing learning strategies since schools reopened fully this term. The establishment of the 'Team around the hub' approach during the lockdown period helped to ensure that learners received the appropriate support when they needed it most. This has evolved further to encompass a localised support network based on clusters of schools across the local authority. The 'Team around the cluster' approach makes good use of the positive working relationships between local authority education officers and challenge advisers, with that of other partners such as social services, healthcare services and counselling providers. The use of virtual meetings has meant that key personnel are more readily available to discuss individual needs of vulnerable pupils and provide bespoke advice when required. Such regular meetings have also provided a better understanding of the issues affecting Powys as a whole, for example the increase in pupils eligible for free school meals as a result of increasing unemployment. In addition, most school leaders identified that the 'team around the cluster' approach allowed them to access specialist support far easier than before. The improved lines of communication has helped them to better understand which specialist services are available to support vulnerable learners and whom they need to contact to access them.

Headteachers appreciate the work of Education Welfare Officers (EWO) and describe their dedication in supporting vulnerable learners again since September. They, along with the Educational Psychologists Team, have maintained contact with children looked after (CLA), those on the child protection register and adopted children, in order to ensure that their needs are being met. In addition, headteachers received beneficial support from Powys' behavioural support team who worked alongside other professionals such as EWOs to support learners who found it difficult to return to school. In such cases, beneficial plans were put in place to support individual learners and their families and to help reassure them that it was safe to

return, often through a phased return approach. For example, an educational psychologist engaged proactively with a school and the family of a child who was fearful about returning to school, providing useful advice and coping strategies to help the child re-engage successfully with their learning.

Cameo: Beneficial support to help welcome pupils back to school from the educational psychology team

The local authority educational psychology team facilitate a network to support schools and continued to do so during lockdown. They have prioritised topics to avoid schools being overwhelmed by information overload. They also identified useful online training opportunities. Headteachers felt that the materials and the training offered to all staff on trauma and how to cope and deal with it was particularly useful. They described how it had enriched staff discussions afterwards as well as equipping them to deal with anxious pupils on return to school. They also benefitted from the information on how to prepare the building and their welcome to pupils returning based on the SWAN approach - the need to offer a Safe, Welcoming, Accepting and Nurturing environment for all.

Many secondary school leaders and staff were positive about the involvement of the local authority's youth service, which has been very proactive in supporting vulnerable learners as they return to school. During the autumn term, youth workers visited the key market towns between 5pm and 7pm to engage with learners in an informal way. This provided useful opportunities to check on their wellbeing and to help direct them to support if required.

The local authority reported a significant rise in the number of families opting to educate their children at home since schools reopened. At the beginning of November, around 200 pupils were being taught at home, which is considerably higher than the 130 pupils who had registered for 'Elective home education' prior to the closing of schools in March 2020. Again, local authority support services such as education welfare officers, youth workers, challenge advisers and the educational psychologist team worked with families to provide help and support.

In line with the local authority's key message on focussing on pupils' wellbeing and their readiness to learn on their return to school in September, nearly all schools adapted their curriculum to prioritise these key aims. This was particularly true for vulnerable learners, including those with English as an Additional Language and those who may have recently arrived in Powys as refugees having already witnessed severe trauma in their lives. In addition to the commissioned counselling services which re-established face-to-face support during the autumn term, the local authority appointed a teacher to lead on support for these vulnerable pupils. As a result, case workers worked with schools and families to establish bespoke support through a range of agencies and local government services.

Nearly all headteachers who took part in our engagement phone calls praised highly the support they had received with regards to health and safety issues. Headteachers valued the guidance from the local authority health and safety

specialists when they had to prepare for the reopening of their schools in September. They commended the effectiveness and clarity of advice provided by the local authority, especially around issues relating to the safety and wellbeing of vulnerable pupils such as those requiring specialist support. They ensured that the advice and guidance was issued in a timely manner so that school leaders were not overwhelmed. As a result, headteachers felt confident that they were well prepared for the reopening of schools and to make important decisions on health and safety issues at a local level when the need arose. They particularly appreciated the weekly headteachers' virtual meetings which helped to disseminate and discuss important health and safety guidance. The fortnightly virtual meetings with Chairs of Governors also helped to reinforce key messages and guidance which could then be discussed with school leaders at a local level, to ensure the health and safety of pupils including vulnerable learners.

The use of virtual meetings and the 'Team around the Cluster' approach continues to encourage effective multi-agency working. This has been very beneficial for schools across Powys which covers such a large geographical area. For example, representatives from Child and Adolescent Mental Health Services have been present at headteacher and 'Team around the cluster' meetings to warn of issues that are affecting parts of Powys during the pandemic, such as the possible increased risk of suicide amongst teenagers. Since September, most specialist services have returned to face-to-face work wherever possible, working closely with schools and families to provide support safely. Clear guidelines and appropriate risk assessments has given schools and specialist services the confidence to re-engage as much as possible in face-to-face support.

The improved communication at directorate level has also helped to improve multi-agency working and has brought about a more integrated approach to support schools and learners. For example, better communication between the Schools and Education Directorate and the Children Services Directorate has helped provide better-targeted support to the most vulnerable pupils who are on the Child Protection Register. In addition, the local authority has ensured that most statutory processes and referrals for pupils with special educational needs has continued through effective partnership working. When this hasn't been possible, the local authority has put purposeful temporary arrangements in place to support learners as much as possible. For example, schools have been able to refer pupils to support through the Youth Intervention Service without having to go through the usual lengthy referral process.

As was the case during the lockdown period, the local authority has continued to support school and PRU staff with a range of online professional learning opportunities including on attachment difficulties and relationship-based play. Much of this training has focussed on supporting pupils' health and wellbeing, particularly those who are most vulnerable. School leaders commented positively on the quality and relevance on the training available by the local authority and ERW, particularly around supporting vulnerable pupils. For example, the training and support materials for all staff on dealing with trauma-related issues have been very valuable

this term as pupils returned to school. In particular, headteachers commented on how such training could be easily accessed by all staff.

In addition, challenge advisers have also organised bespoke cluster-based training and projects to meet the needs of schools in different areas of Powys, for example they organised 'mindfulness' projects to support pupils' wellbeing this term. A notable feature of the support network in Powys this term is the continuation of school-to-school collaboration and the willingness of leaders and staff to provide bespoke training and guidance to colleagues across the local authority. A good example of this is the training provided by staff of the pupil referral unit on supporting pupils' behaviour and their readiness to learn on their return to school. Such collaboration has increased the resources available to schools as well as providing facilitators with valuable professional development and leadership opportunities.

CYNGOR SIR POWYS COUNTY COUNCIL

School Service Management Team

17 January 2021

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REPORT TITLE: Education Response to COVID-19 and Lessons Learnt

REPORT FOR: Discussion / Information

1. Purpose

This report provides an overview of the work that Schools Service and schools, in collaboration with key partners, have undertaken to support children, young people and their families in Powys during the global pandemic.

The report also addresses lessons learnt during the pandemic.

2. Emergency Childcare Hubs

2.1 Emergency Childcare for Children and Young People

In March 2020, and in response to the directive from Welsh Government, Powys staff and schools staff met the considerable challenge to repurpose schools and provide free childcare of a high quality for the children of key workers and for our most vulnerable children and young people. In Powys, the offer was emergency childcare between 8am and 6pm for seven days of the week, including full provision during school, public and bank holidays.

Significant collaborative working between Schools Service officers, school leaders, and key internal and external partners including Union representatives, enabled emergency childcare to commence in Powys on 27th March 2020, just one week after the notification of the closure of schools from Welsh Government. Powys provided 16 Emergency Childcare Hubs (ECH) and also established two dedicated Emergency Childcare Specialist Hubs (ECSH), sited within the special schools to support our most vulnerable learners. The total weekly numbers of children accessing the hubs ranged between 148 – 245 over the period of provision.

In addition, Schools Service, Children’s Services, the Commissioning Team and other key partners, worked together to ensure that emergency childcare

provision was also available for pre-school children. Between 23rd March and 29th June 2020, 28 settings were open to support the children of key workers and vulnerable children. During this period 271 pre-school children per week accessed emergency childcare provision.

From the 29th of June 2020, the existing hubs reverted to providing childcare for the children from their own school as they were also providing 'Check In, Catch Up and Prepare' wellbeing sessions for their pupils. Further significant work was also undertaken to ensure that an additional five hubs were opened in leisure centres across the county, to meet the anticipated increase in key workers requiring care for their children.

Lessons Learnt:

Local Authority and school-based staff worked together very effectively to set up emergency childcare hubs. Collaborative working with regular communication ensured highly effective delivery of the service.

Although schools had a well-defined model of delivery, with support, they demonstrated flexibility and were able to quickly respond to the requests of the Welsh Government and repurpose schools.

A few children found it difficult to attend an unfamiliar setting, therefore in the second lockdown period, the hubs were available in each individual school. As a result, and due to the changing COVID restrictions, more pupils attended childcare hubs in their own schools.

3. Health and Safety

3.1 Health and Safety Support to Schools

Personal protective equipment (PPE) was supplied to all emergency childcare hubs to ensure that appropriate health and safety measures were in place in line with Welsh Government guidelines and local risk assessments.

Appropriate and specific PPE was available in the ESCHs for use while assisting with feeding and/or intimate care. In addition, long distance infrared thermometers were purchased for use in the hubs and COVID-19 testing is available for all staff who display symptoms that may indicate infection with the virus. Schools Service, in collaboration with key partners, undertook the responsibility to arrange the purchase of all PPE and necessary equipment.

Safeguarding policies which encompassed the specific COVID-19 guidance were developed for use in the ECHs and ECHSHs. A 'Team around the Hub' was also put in place at each location. These teams are comprised of a school improvement advisor, an ALN manager, a foundation phase advisory teacher, a Xenzone counsellor, an Educational Welfare Officer (EWO) and a member of the Children's Services team. These teams provided a close working partnership between Schools Services, schools, Children's Services, Youth Services, Sports Development officers and Powys Teaching Health

Board (PtHB). This facilitated an agile and adaptive response to an unprecedented and swiftly changing situation.

Lessons learnt:

The close collaborative working has been a significant factor in ensuring schools have been able to work effectively throughout the pandemic.

As a result, support has continued throughout the pandemic, with a Task and Finish Group ensuring that key Health and Safety issues are responded to at pace, including the interpretation and dissemination of key Welsh Government guidance. This group has a wide membership including headteachers, HR staff, Union representatives, a Health and Safety Advisor, the Schools Safeguarding Lead, and other Schools Service staff.

As the pandemic has continued, H&S support provided by Schools Service and partners to schools also includes the following key activities:

- regular orders and deliveries of PPE for all schools
- delivery of, and guidance relating to, CO² monitors
- the distribution and delivery of LFDs to schools
- updated risk assessments as and when the Welsh Government guidance changed

4. Continuity of Learning / Blended Learning / Remote Learning

4.1 Digital Connectivity

School Service ensured that following the introduction of the Continuity of Learning Plan, schools were supported through guidance and the establishment of good practice. Practical support was provided to enable schools to meet the challenges encountered with regard to connectivity and making sure that all pupils are able to take part in online learning activities.

Following enquiry, it was recognised that some families in Powys with school-age children did not have access to home Wi-Fi or to a suitable device that would allow their children to take part in digital learning activities. In order to address this issue, schools and other services were asked to identify available devices and by the beginning of May 2020, 881 devices had been sourced, reconfigured, and redistributed to learners. By June 2020, through close working with Welsh Government, 532 4G MiFi dongles had been purchased and distributed to families within the County.

At the beginning of the spring term 2021, all schools moved to remote learning provision. On 22 February, foundation phase pupils returned to face-to-face learning. On 15 March, key stage 2 and year 11 and 13 pupils returned to face-to-face learning in schools and other year groups experienced wellbeing sessions in preparation for the full reopening of schools on the 12 April 2021.

One thousand, three hundred learners received digital devices supporting 800 families through the loaning of digital devices for learners to access online learning over the spring term 2021. Nearly 400 mobile Wi-Fi devices were distributed to families to help them overcome connectivity issues.

Lessons learnt:

Local Authority staff from different service areas and school-based staff worked effectively in collaboration to ensure all pupils had access to digital devices, including the loaning of devices from school to school

Schools developed a range of live, pre-recorded lessons and physical resources. Most schools focused remote learning on literacy and numeracy skills, and engagement of pupils significantly increased from the first lockdown period, with over 90% of learners sharing and attending online lessons.

Where schools realised that pupils did not have connectivity they ensured access to their learning through the Childcare Hubs

4.2 Blended and Remote Learning

Schools across Powys have identified many positive aspects of Blended Learning and also areas to improve:

- Nearly all schools have identified the positive use of HWB as a mechanism to share work with pupils, set assignments and provide feedback.
- Nearly all schools have used Microsoft Teams to keep in contact with staff and with pupils, for example staff meetings and when pupils have had to self-isolate for the provision of education when they are unable to attend school.
- Nearly all schools have used it as a worthwhile system for wellbeing calls.
- Learner led projects have engaged most learners.
- Cluster projects have allowed pupils to develop their range of skills successfully.
- Cluster co-construction of learning menus, challenges and activities during the periods of remote learning have been very worthwhile and have demonstrated positive collaboration across clusters.
- Schools staff received support and guidance for remote learning.

Lessons learnt:

Certain areas have been identified as areas to develop in order to improve learning through blended learning. These include:

- connectivity for a few pupils in remote areas
- maintaining engagement of all pupils
- supporting parents to support their children's learning

- developing the use of live lessons and on-line synchronous teaching.

There are different ways of providing access to learning where connectivity was an issue.

There is no one system for delivering blended learning and has to be reactive to local need.

Regular engagement with pupils is essential – ‘be seen, be heard’.

As a result of staff engagement, there was positive impact on the professional learning offer and a wide range of opportunities to trial new pedagogies relating to the new curriculum have been provided

4.3 ‘Check In, Catch Up and Prepare’

Schools within Powys were opened for four weeks during July 2020 and used this time to place increased focus on pupil wellbeing and how best to build on the progress already made in this area. With the requirement for smaller class sizes and up to a maximum of a third of the pupils on site at any one time, schools planned an approach that allowed available resources to be utilised to greatest effect. Extensive preparation work was undertaken ensuring that a range of ‘blended learning’ options were available that maximised both staff and environmental flexibility to changing circumstances through a combination of periods of ‘open’ or face-to-face teaching, ‘closed’ or all-digital learning, and ‘partial opening’ that included both digital and face-to-face lessons. As a result, schools are now able to work flexibly and respond to circumstances quickly.

Lessons learnt:

Effective consultation with headteachers, governors, officers and key partners, including Unions, using the statistical modelling available at the time, ensured that the needs of Powys learners were prioritised ensuring that:

- learners were brought back into carefully managed school environments after an unprecedented length of detachment from schools.
- multi-agency support for our most vulnerable learners and those with SEN / ALN continued to adapt responsively to the needs of our learners to ensure appropriate support, for example as part of the Team Around the Cluster model.
- continued close work with all key partners provided additional emergency childcare capacity in July 2020 to enable schools to maximise the number of ‘Check In, Catch Up and Prepare’ sessions for their learners and assist residents to return to work.
- October 2020 half-term was extended by an additional week, which proved a prudent decision and provided an appropriate firebreak given the rise of coronavirus cases during the autumn 2020-21 term.

5. Wellbeing

5.1 Wellbeing Workstream

An emotional health and wellbeing workstream was established on 20 March 2020, in response to concerns for the emotional health and wellbeing, due to the Covid-19 pandemic, on children, young people, school staff and early years settings across Powys. The workstream comprises colleagues from education, educational psychology team, youth services, health, and children's services and also from commissioned services, such as counselling organisations. It is informed by the new 'Powys Emotional Health and Wellbeing Strategy', which was circulated to all schools and early years settings in March 2020. We have also set up a network on Hwb for all school staff. The main purpose of the workstream is for colleagues to share concerns, identify ever changing areas of need and to provide support, guidance and training.

During the first period of lockdown, the workstream also worked closely with the emergency childcare hubs to provide a 'team around the hub' and with school improvement advisers to share resources in support of blended learning. This has now been developed into a 'Team Around the Cluster' model to continue to provide ongoing multi-agency support to schools. The emotional health and wellbeing workstream continues to meet fortnightly to provide updated and relevant support and guidance for all early years settings, schools, special schools and PRU across Powys. The workstream continues to meet weekly and to support both schools and early years settings. Currently it is looking at grant funding to enable colleagues to provide training for schools on emotional health and wellbeing. The workstream also includes representative headteachers from mainstream schools, special schools and PRU. Most recently the workstream has provided 'mindfulness' training for school staff and wellbeing training for pupils delivered by 'Trauma Informed Schools UK'. A range of high-quality training has been provided to schools including:

- Trauma Informed Schools training for all schools; 10-day trainer courses funded for 32 identified staff across Powys schools. This has led to improved practitioner awareness of how to support children who have experienced trauma and need support for their emotional and mental well-being. Further roll out will continue each year, subject to funding availability.
- ACEs, ELSA, Thrive and Kiva training
- Suicide awareness and prevention training offered to all schools
- Youth Mental health first aid
- Foundations Mindfulness for school staff
- Incredible Years
- Emotion Coaching

We have a clear vision for supporting the mental health and emotional wellbeing of children and young people in Powys and have been implementing our strategy successfully over the last two years. Recently we have reviewed our strategy to align it with the Welsh Government's 'Framework on embedding a whole-school approach to emotional and mental well-being', March 2021. We have also established an implementation group which includes mental health champions from each cluster of schools in Powys. The strategy includes:

- Clear links to the health and wellbeing AOLE in the curriculum for Wales framework
- clear outcomes and goals for schools
- clarity for schools in how they should support the mental health and emotional wellbeing of pupils and recommendations of how these outcomes and goals can be achieved
- links to appropriate third-party services
- an explanation of the rationale underpinning the whole school approach
- clear guidance on the process and progress
- the role of Powys officers in supporting schools to embed the strategy
- Launch of and training for mental health leads in schools to deliver Silver Cloud

Lessons learnt:

Wellbeing needs to be a priority within the school setting. Young people need to be given the opportunity to talk about mental health and emotional wellbeing and to understand more about it.

It is important that all young people know where and how to find support.

It is important that parents and carers are provided with information on where and how to access support and clear signposting is needed.

It is essential that all services working to support learners' mental health and wellbeing work closely together, for example through a 'Team Around the Cluster' approach.

While the wellbeing of children and young people is a collective responsibility, it is imperative that there are officers designated as wellbeing leads in the council and that all schools have a wellbeing lead/mental health champion.

5.2 Vulnerable Learners

Schools Service, Children's Services, health professionals and other key partners are working together pro-actively to provide effective support for vulnerable learners. ECSH's were established in the special schools for those

learners who attend either a special school or the PRU. Each Childcare hub was provided with a list of children within their catchment area who are children looked after or are on the child protection register. This was in order to monitor the wellbeing of these more vulnerable children closely and provide multi-agency response when required.

The Youth Intervention Service (YIS) continued to deliver one to one support for some of the most vulnerable young people in Powys who exhibit a range of support needs, often exacerbated by school closures. Individually tailored support was offered via telephone and through digital channels and remains under continual review by the team and managers, allowing adaption to alterations in the young person's emotional health as the situation alters. Support was also offered to the parents of young people open to YIS, in order to help them to better handle issues around behaviour, boundaries, loss of routine and the effects of living in extended close proximity as a family.

Working in partnership with Career Wales and other organisations, young people were offered support to maximise their potential and attain satisfactory post-Year 11 destinations. The Detached Youth Work Team also worked in partnership with Housing Services to offer essential support to the increasing number of young people aged 16-25 who presented as homeless during the pandemic.

During the period of lockdown there has been a significant increase in recorded instances of children and young people within the county experiencing anxiety and a range of other mental health issues. Working in close collaboration with key partners, Schools Service is making effective use of additional funds received from Welsh Government to reduce the number of children and young on the counselling waiting list and increase the number of sessions available. In addition, funding has been accessed to implement play therapy and counselling support for the younger pupils in our early years' settings and primary schools. Face-to-face and web-based counselling service from Kooth remains available for children and young people. Education service worked very effectively in collaboration with Children's Services, to support children looked after and their families during the pandemic. For example, the Education Psychology team made regular calls to foster families to provide guidance in respect of distance learning, and the Open Access Youth Team developed an online youth group specifically for children looked after.

Lessons learnt:

Supporting vulnerable learners continues to be one of the highest priorities.

The Team around the Cluster has been instrumental in ensuring children are 'seen' throughout the pandemic.

5.3 Social Support for Young People

The Open Access Youth Team moved their face-to-face support to online platforms such as Facebook, Instagram, WhatsApp and Microsoft Teams to ensure they were able to continue to provide social support for young people. In addition, they have published a series of videos on these platforms to send messages out to young people. Weekly youth club sessions were held across the county via Microsoft Teams, these have now returned as face-to-face meetings.

The team send out a weekly activity resource pack to the ECHs and are in contact with the Urdd to provide Welsh Language activities. Also, schools are in contact with their designated Youth Workers to advise about those young people who may need emotional support. The Open Access Youth Team also work in close collaboration with the police and Housing Department to provide advice and guidance around social distancing in public. This combined approach encourages discussion around context, for example, why a gathering has occurred, whether there may be an underlying issue that has forced the participants out of their home environments or alternatively whether boredom might be the underlying cause.

Lessons learnt:

Wellbeing needs to be a priority within the school setting.

Young people need to be given the opportunity to talk about mental health and emotional wellbeing and to understand more about it

7. Conclusions and Next Steps

The Authority has acted swiftly and decisively in its response to COVID-19, ensuring that appropriate community-based support is in place for the children and young people of Powys. Initially this was achieved through three key multi-agency working groups. The three groups consisted of:

- emergency childcare provision
- continuity of learning
- learner and staff wellbeing.

Through consistent and effective leadership, the following has been achieved:

- Powys committed to exceeding the expectations placed on it and has consistently gone above and beyond the requirements of the nationally issued guidelines and directives;
- Effective stakeholder engagement and communication;
- Increased and embedding use of technology enhanced collaboration and stakeholder engagement in decision making;
- Collaborative and robust decision by leaders taken at pace;

- Learner wellbeing underpinning all strategic decision making;
- Extensive multi-agency collaboration resulting in consistent approaches across Powys;
- Officers producing clear guidance for schools and parents;
- Appropriate delegation of tasks and responsibilities;
- Improved working relationships and collaboration with school leaders;
- Service improvement at pace, in response to the Estyn recommendations, and as a result the Authority is no longer in the category of local authority causing significant concern.

Through the varied phases of the pandemic, and the differing challenges that each phase presents, the focus remains on supporting schools and their learners. School Service continues to reflect and evaluate the progress made in order to build capacity and resilience in the service. The response to the pandemic has resulted in alternative ways of working that are being embedded and further enhanced to create more effective working practices in line with the authority's post pandemic design principles and the New Ways of Working

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SCHOOLS SERVICE

Support to Schools During the COVID-19 Pandemic

September 2020

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INTRODUCTION

A survey asking headteachers for their feedback about the support that Schools Service provided schools during the COVID-19 pandemic was issued to all headteachers between 14 and 21 September 2020. The survey was anonymous to encourage candid responses.

The survey provided headteachers with the opportunity to comment on the following key areas, and Schools Service the opportunity to gather both quantitative and qualitative data regarding the service it provides to schools, children and young people, and their families:

- The establishment and provision of emergency childcare
- Continuity of Learning and Blended Learning
- ‘Check In, Catch Up and Prepare’
- The re-opening of schools
- Overall effectiveness of support
- Areas for improvement

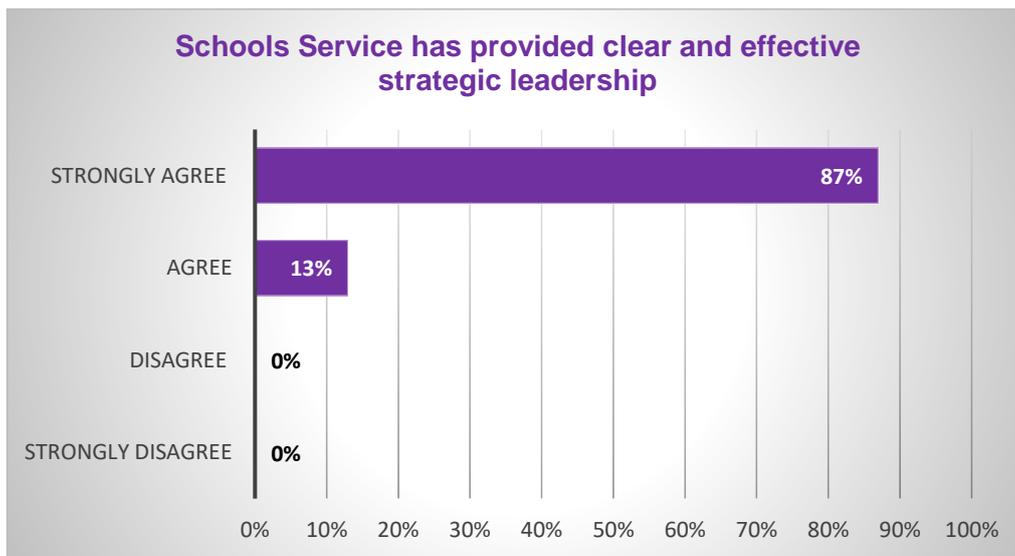
46 responses were received out of a possible 85, which equates to a 54% response rate.

FINDINGS

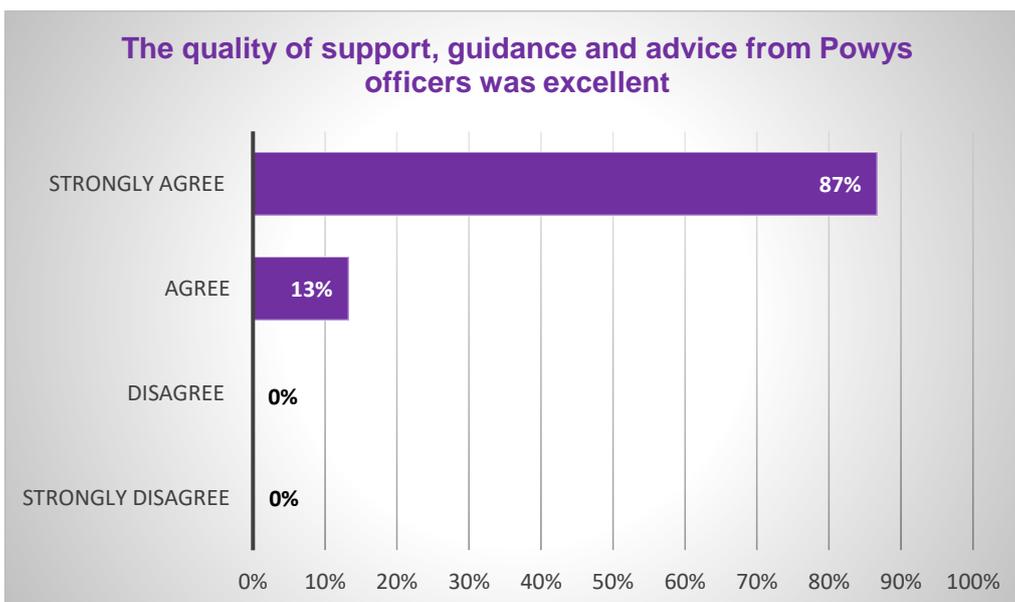
The Establishment and Provision of Emergency Childcare

When considering support in respect of the establishment and provision of emergency childcare, headteachers were asked to rate aspects / areas of support:

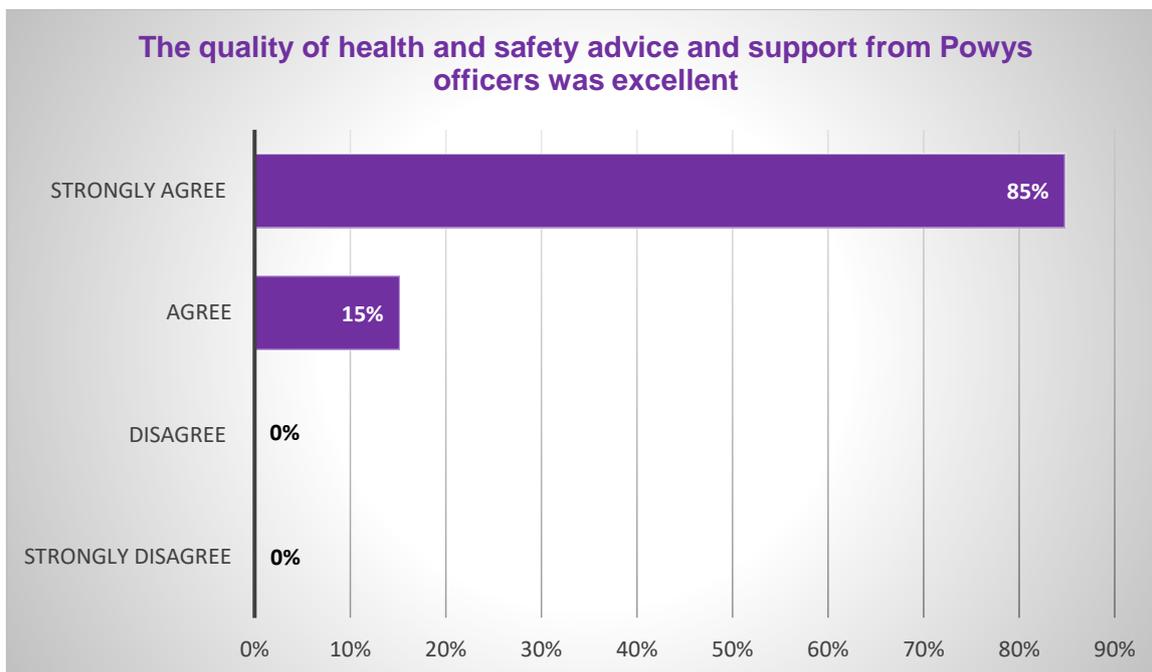
1a. 100% of respondents agreed that Schools Service provided clear and effective strategic leadership when supporting schools to establish and provide emergency childcare, with **87%** strongly agreeing.



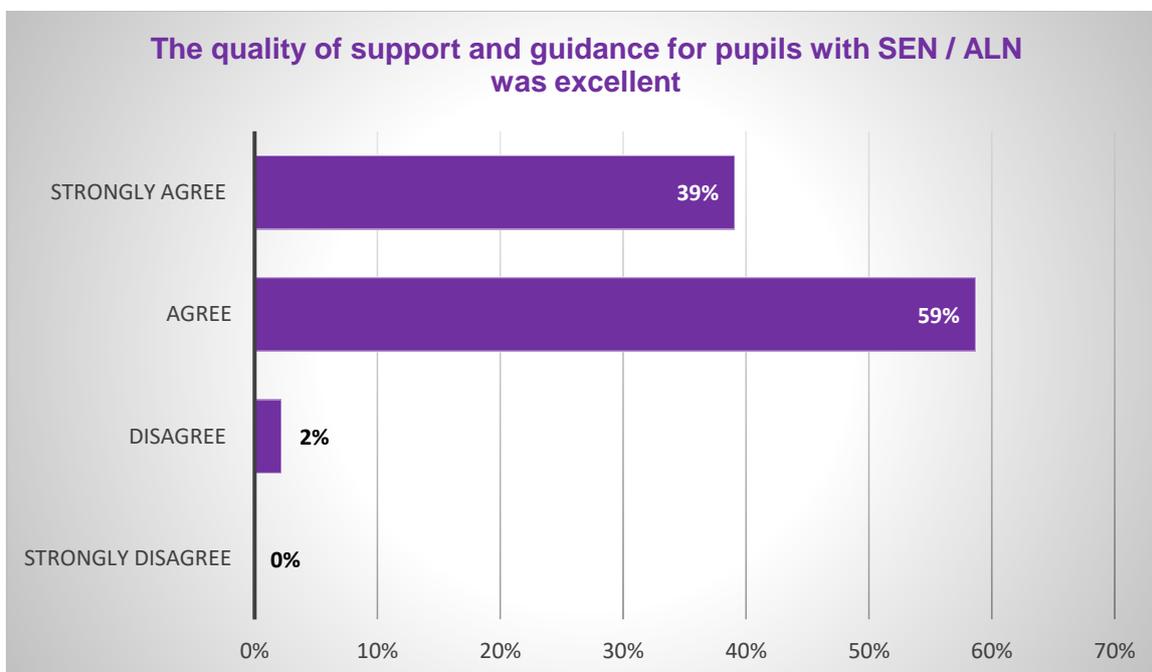
1b. 100% of respondents agreed that the quality of support, guidance and advice from Powys officer was excellent when supporting schools to establish and provide emergency childcare, with **87%** strongly agreeing.



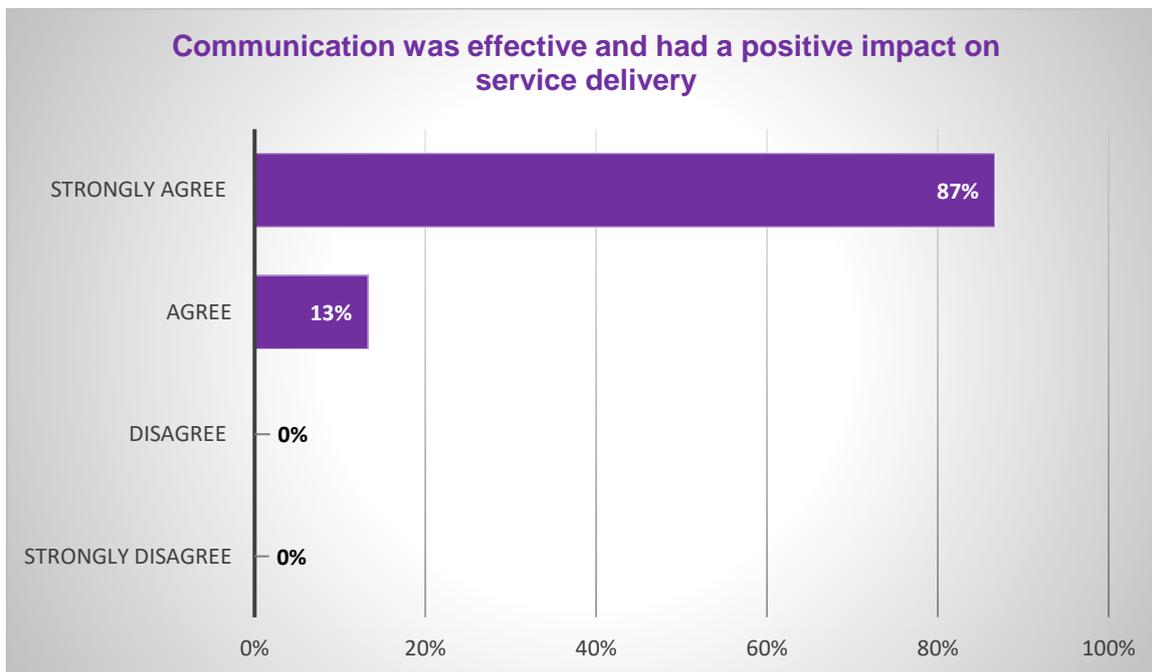
1c. 100% of respondents agreed that the quality of health and safety advice and support from Powys officer was excellent when supporting schools to establish and provide emergency childcare, with **85%** strongly agreeing.



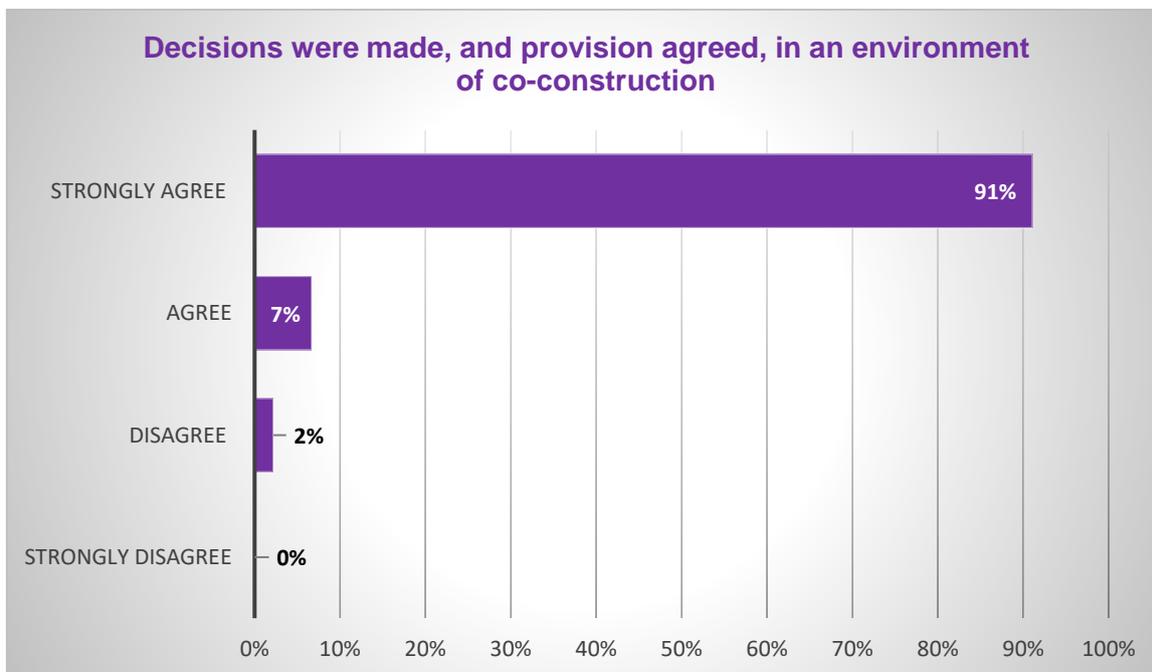
1d. 98% of respondents agreed that the quality of support and guidance for pupils with SEN / ALN was excellent when supporting schools to establish and provide emergency childcare, with **39%** strongly agreeing.



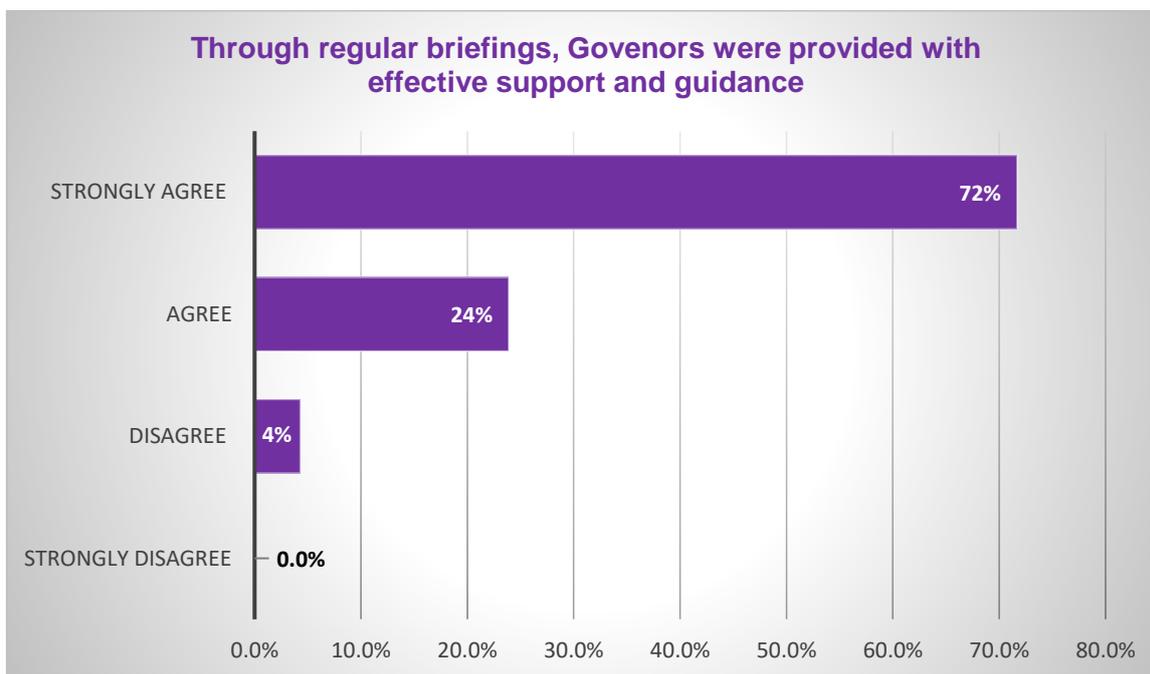
1e. 100% of respondents agreed that communication was effective and had a positive impact on service delivery when supporting schools to establish and provide emergency childcare, with 87% strongly agreeing.



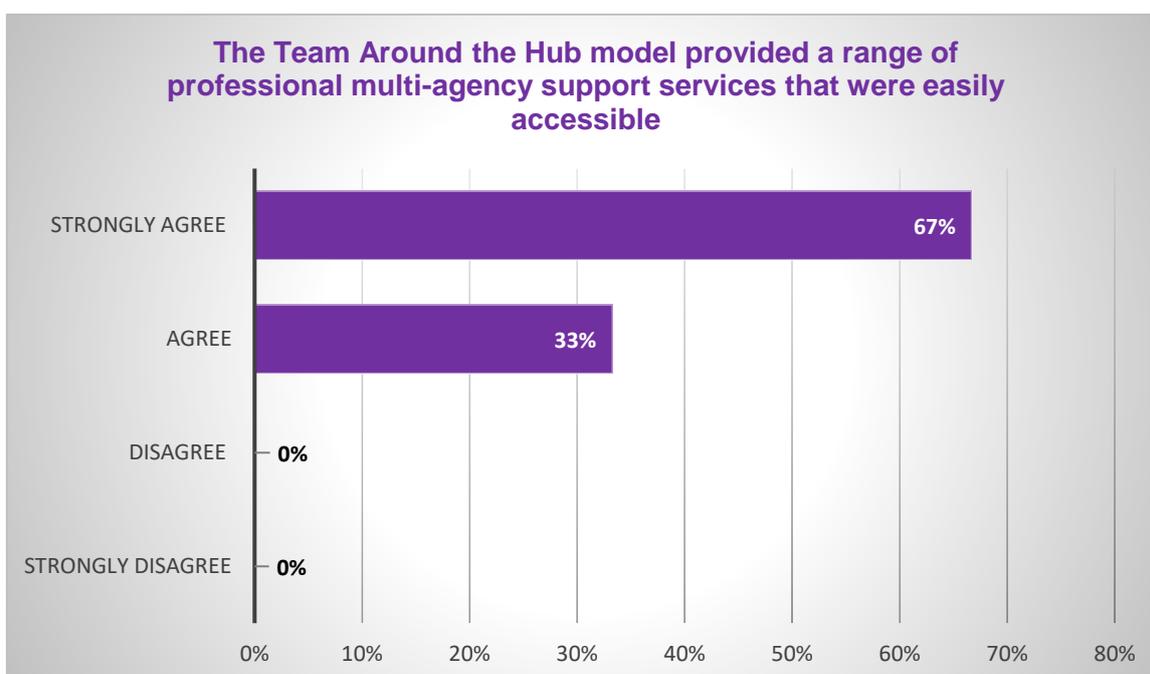
1f. 98% of respondents agreed that decisions were made, and provision agreed, in an environment of co-construction, when supporting schools to establish and provide emergency childcare, with 91% strongly agreeing.



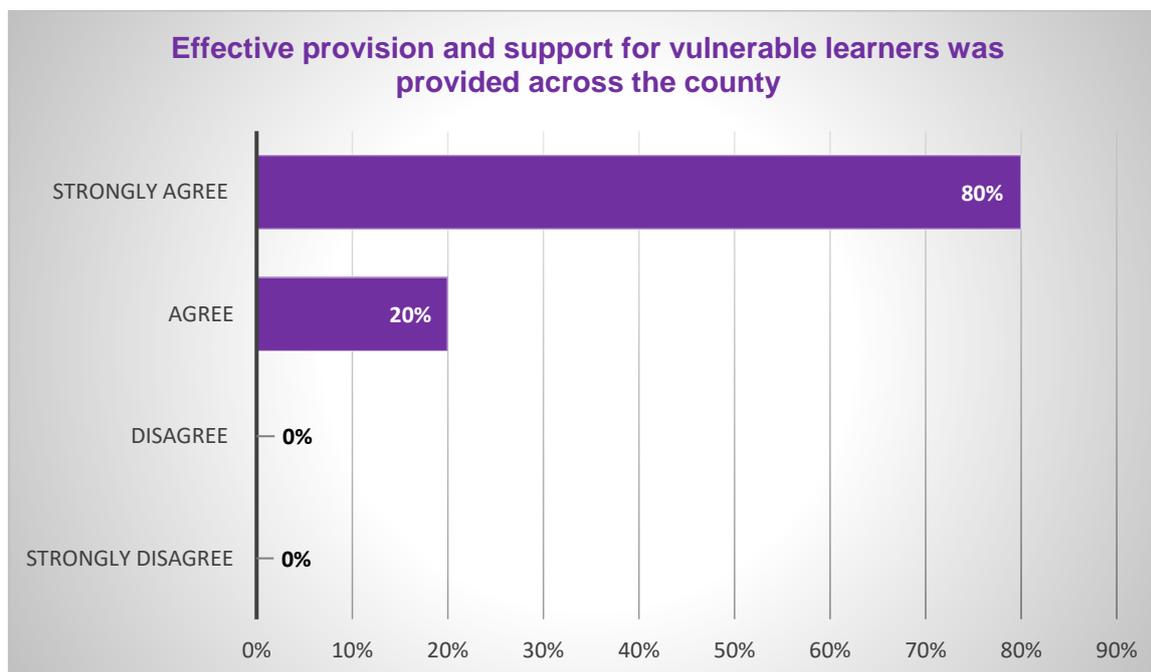
1g. 96% of respondents agreed that through regular briefings, Governors were provided with effective support and guidance, when schools were being supported to establish and provide emergency childcare, with **72%** strongly agreeing.



1h. 100% of respondents agreed that the Team Around the Hub model provided a range of professional multi-agency support services that were easily accessible, when schools were being supported to establish and provide emergency childcare, with **67%** strongly agreeing.



1i. 100% of respondents agreed that there was effective provision and support for vulnerable learners was provided across the county when schools were being supported to establish and provide emergency childcare, with **80%** strongly agreeing.



2. Headteachers provided the following additional comments about Schools Service support in respect of the establishment and provision of emergency childcare:

- The support from schools service from the outset, including the setting up of childcare hubs to partial reopening of school to full reopening could not have been better. As a senior leader I have felt supported and listened to and as a result have been able to support my staff and pupils. The officers have worked tirelessly throughout, and our wellbeing was considered during the summer break. We have worked as a team and as a result achieved a safe, nurturing and successful place during these unprecedented times.
- The LA were extremely proactive in setting up the emergency childcare hubs as quickly as possible. Communication to schools and parents was clear throughout and all pupils who needed provision were catered for during lockdown. LA officers supported the hubs effectively through meeting regularly with Headteachers and through attending the hubs themselves.
- The Emergency Hubs were set up efficiently and effectively in very little time - a massive successful achievement.
- Powys should be admired for offering Emergency Childcare provision, as they were one of the only counties to provide this, which included staff having to set up the hubs with very short notice and staff working during weekends, bank holidays and holidays.
- In a very short space of time, the support from our local authority was instrumental in allowing us to set up local hubs - with a combined focus on staff and pupil wellbeing, ensuring that all were able to access the hub safely. The risk assessment and support from various working task teams was and effective in giving us all the

confidence that we could deliver the expectations and provision for all who accessed.

- The service was extremely good at working with clusters to form efficient hubs very quickly. The various services (cleaning, HR, catering, procurement, transport, safeguarding etc) worked well together as a team and responded promptly and constructively to our requests for assistance. They were able to support our cluster to develop the hub rotation and provision that would work for our parents and would be workable in practice for the staff. The implementation of the online booking system was essential and, despite a few initial glitches in the system, worked extremely well in the circumstances; where there were difficulties these were addressed at speed. I was concerned that there would be a lack of support for running of the hub at the weekend/bank holidays, but these fears were unfounded. When I needed support it was available, always. The system of notification of closure of hubs where appropriate at the weekend worked efficiently and provided the duty heads with confidence that they were acting appropriately and provided reassurance that County were aware of the situation. When we had to make a decision to split our hub and open a second hub site in our cluster, we were able to do so effectively and with only 4 days preparation time (including a bank holiday), due to the team effort from the various arms of the service. Our cluster heads were not pressured into doing this, but we were able to take advice and make this decision for ourselves, with the best interests of the children and families at heart. Throughout this period of establishing and developing the provision, Lynette Lovell's no nonsense attitude to potential barriers from outside the service is greatly appreciated. I believe she has done an absolutely outstanding job in leading us through this very, very difficult time.
- Any query or issue 'on the ground' was dealt with quickly and effectively by school service. The feeling of support and 'togetherness' throughout has strengthened our service as a whole - we will never lose this now.
- Support was swift and excellent, and the hubs were established very quickly. Unlike other counties, ours were open for 7 days a week. Excellent support throughout.
- As the headteacher of a school that was re-purposed into an emergency childcare hub, I can without hesitation, say that the support I received from Schools Service was truly exceptional. The transition from a school to a childcare hub was managed efficiently and effectively and this would not have been possible without the support of the Schools Service. All relevant paperwork was produced and shared by the authority, all roles and responsibilities were made clear. Weekly meetings were established between all relevant officers and hub leads. These were invaluable. I felt completely confident in establishing an emergency childcare hub due to the support I received from the Schools Service. I feel extremely proud that my school was able to offer this service to local families and the community and without the support of the Schools Service, this simply would not have been possible.
- Under intense pressure, Schools Services rapidly established an effective and efficient system, with no precedence or protocol to follow. My only criticism might be that more joined-up and collaborative thinking could've been applied at an

earlier stage when considering options related to setting up pre-school emergency childcare.

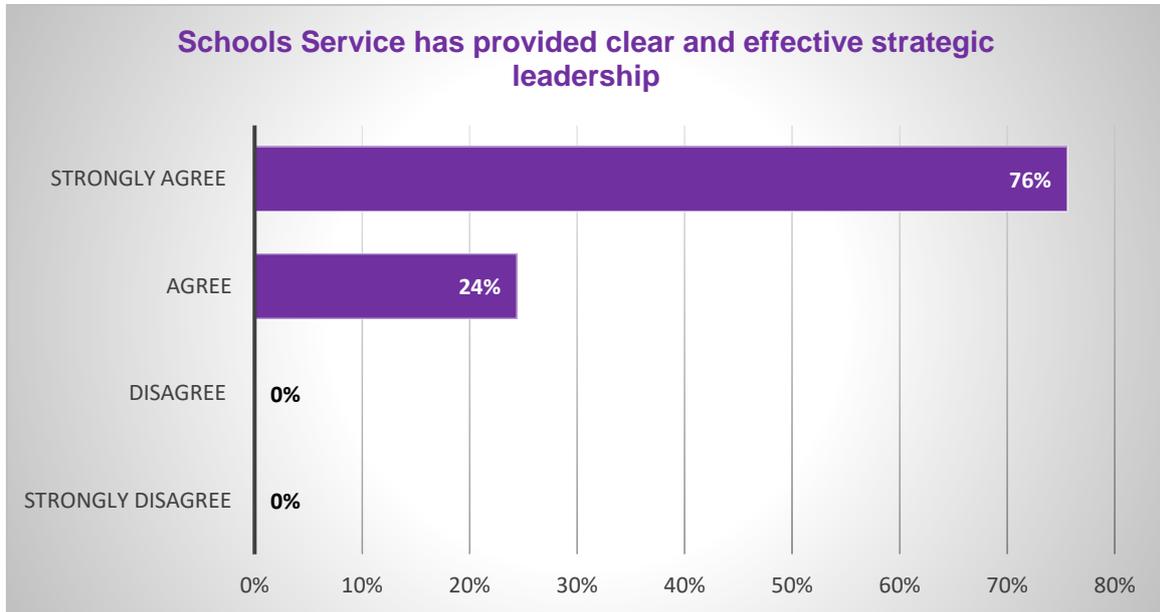
- Special collaboration between local schools- has ensured high quality communication and co-operation. Staff have enjoyed working together with children and staff from different schools. It was pleasing to hear that the county's officers had volunteered in the Hwb - everyone understood the challenging situation.
- From the dark days, the collective working of the Cluster and pooling of resources was a shining light. It has helped collaborative working across all areas of provision.
- Schools service organised the emergency childcare efficiently and effectively.
- THE LA were highly effective in their organisation of the emergency childcare.
- The officers were prompt in responses and supportive to all queries allowing the implementation of emergency hubs to be quick and effective. The hub model allowed staff to work together and a great area team was strengthened by this collaboration and mutual support.
- There were some differences between school and early years so information did not always filter through.
- The quality of service and support has been exceptional. I would like to thank everyone for what they have done and what they are continuing to do.
- Excellent clear communication. Daily meetings when needed during the first few weeks were really helpful. The Cluster Heads meetings were very informative as was the Curriculum Recovery meetings led by Michael Gedrim as heads were given the opportunity to raise any concerns / issues and the meetings welcomed various discussions.
- Timely information, arrangements worked well over lockdown.
- Emergency childcare hubs were run very effectively, and the organisation was excellent.
- Felt completely supported in what has been and continues to be a difficult time.
- The regular meetings via Team provided an important communication tool which was used most effectively to keep SMT up to date with events as they happened.
- Excellent communication which included being a listening ear as well as being proactive and solution focussed.
- Powys School Service team have been exemplary. Throughout they have communicated, listened, been proactive and worked with school leaders. Despite woolly guidance from WG, they have plotted a course which has supported the wellbeing of pupils and staff as much as possible. At all times officers have been available - including weekends. Lynette Lovell has led the team superbly and her professionalism, empathy and understanding has been outstanding, always putting children and staff first.
- Our hub leader was excellent. She had a building to manage which is due to be demolished in 2021; a large number of vulnerable pupils and coordinating the hub.

The timetabling lead was also excellent too. They were pivotal in the success of the hub.

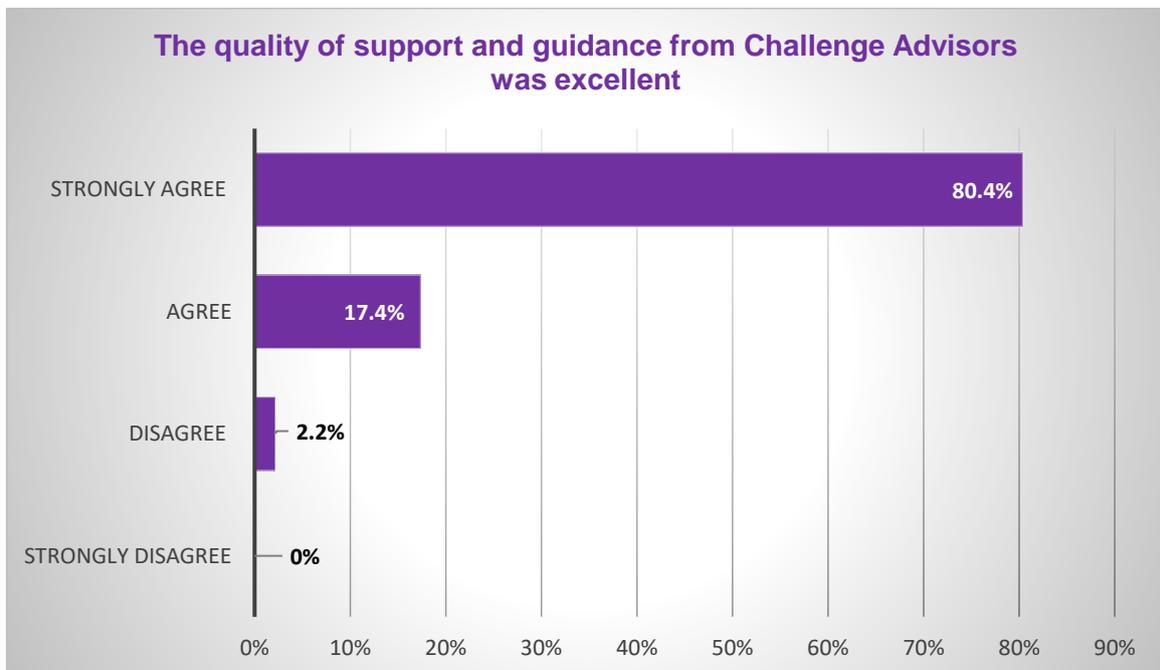
- The response from education officers was prompt, informed and reassuring. I felt confident that I would receive effective guidance and support.
- Many governors are not able to access Teams meetings.

Continuity of Learning and Blended Learning

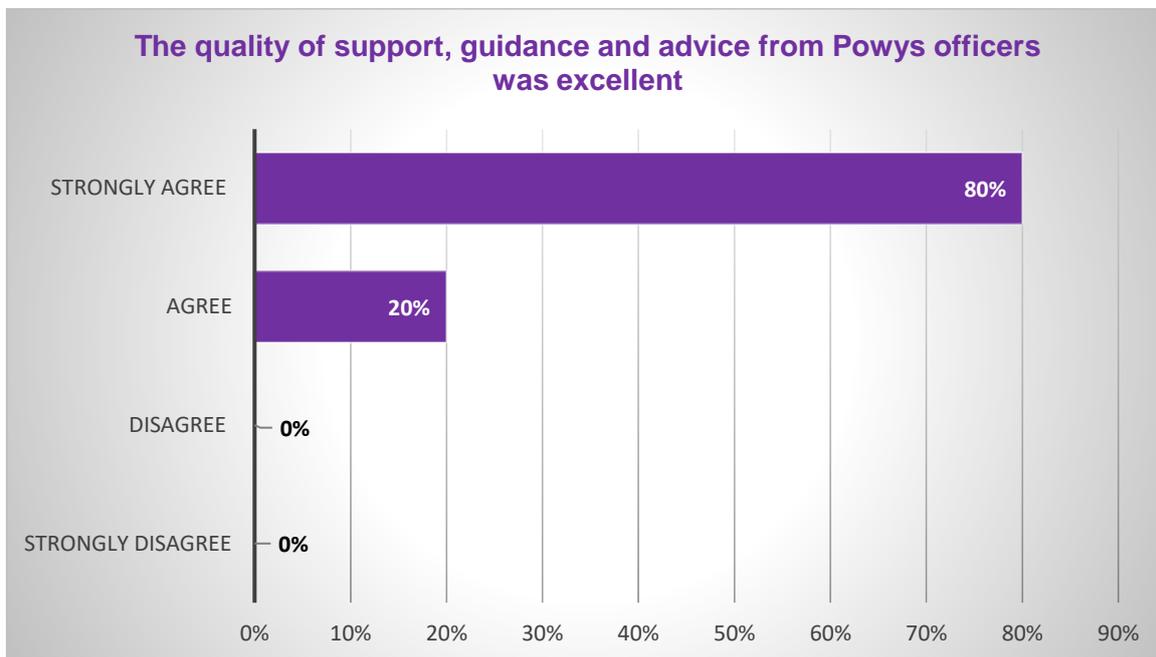
3a. 100% of respondents agreed that Schools Service provided clear and effective leadership in respect of Continuity of Learning and Blended Learning, with **76%** strongly agreeing.



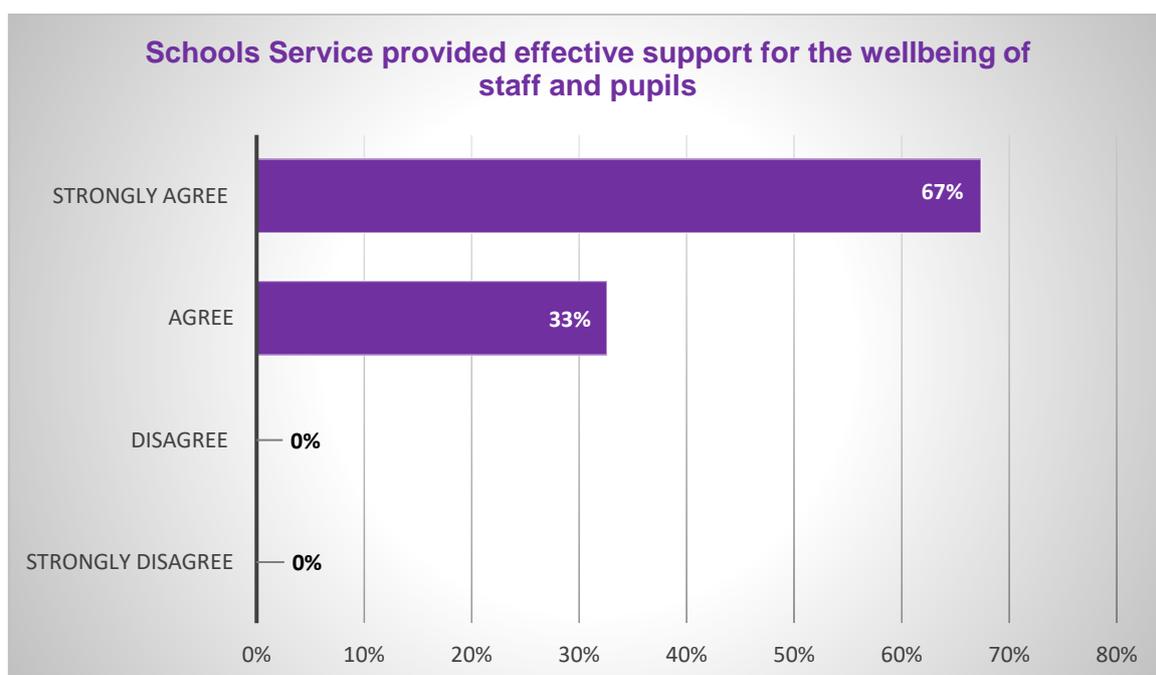
3b. 97.8% of respondents agreed that the quality of support, guidance and advice from Challenge Advisors was excellent, in respect of Continuity of Learning and Blended Learning, with **80.4%** strongly agreeing.



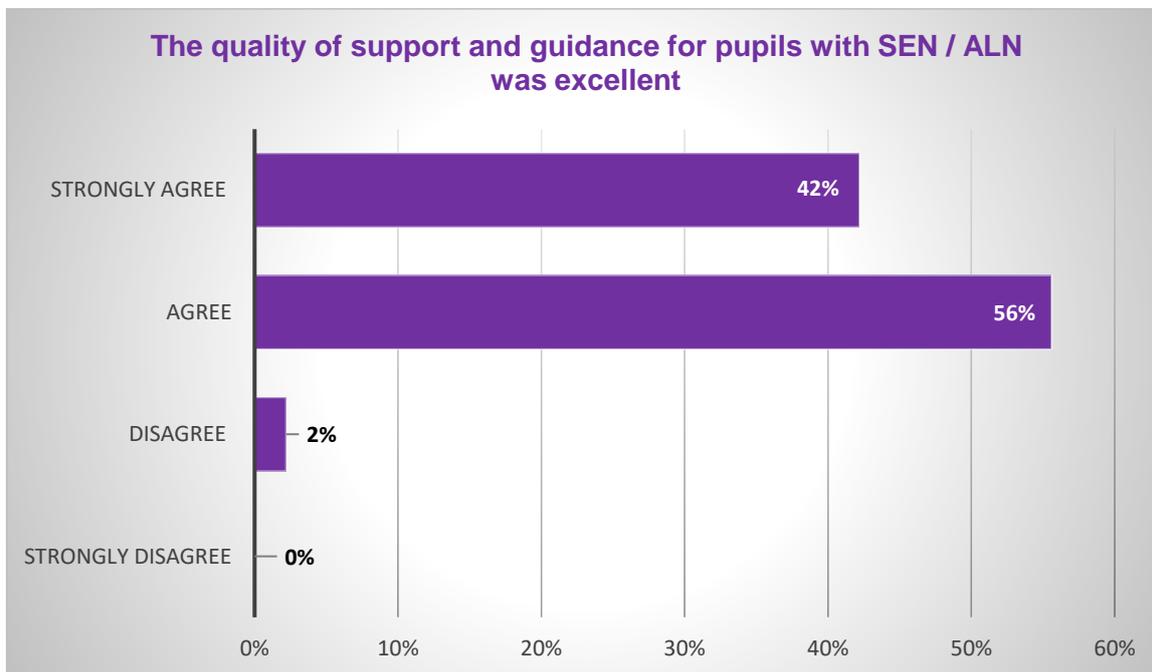
3c. 100% of respondents agreed that the quality of support, guidance and advice from Powys officers was excellent, in respect of Continuity of Learning and Blended Learning, with **80%** strongly agreeing.



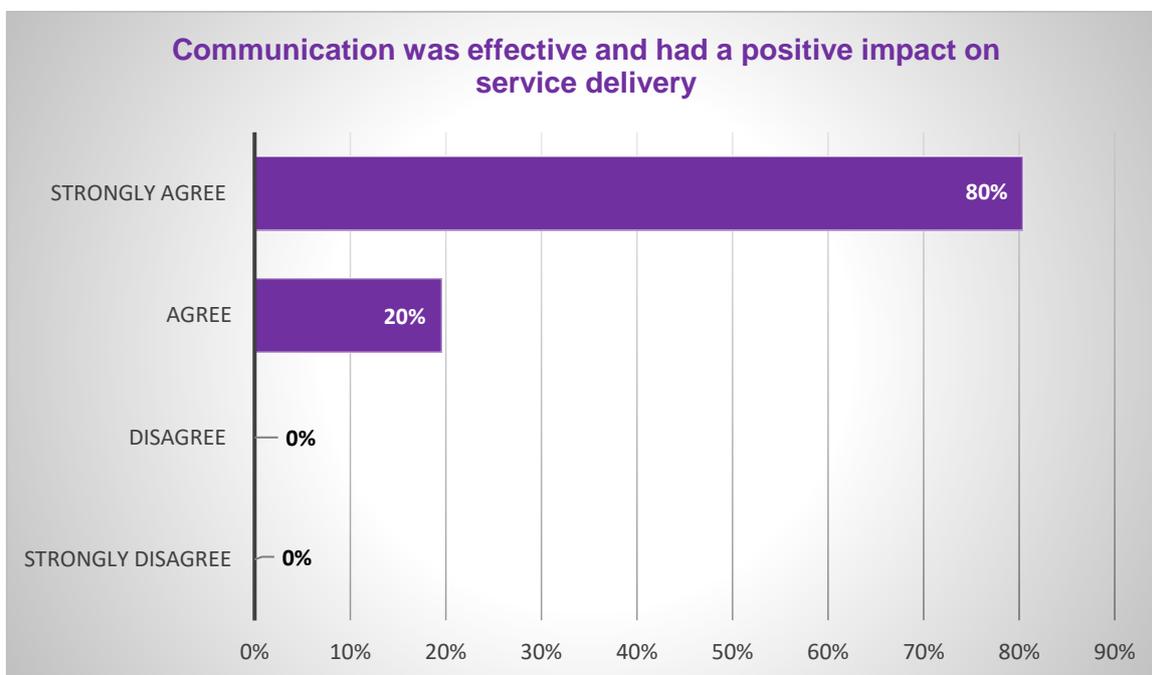
3d. 100% of respondents agreed that Schools Service provided effective support for the wellbeing of staff and pupils, in respect of Continuity of Learning and Blended Learning, with **67%** strongly agreeing.



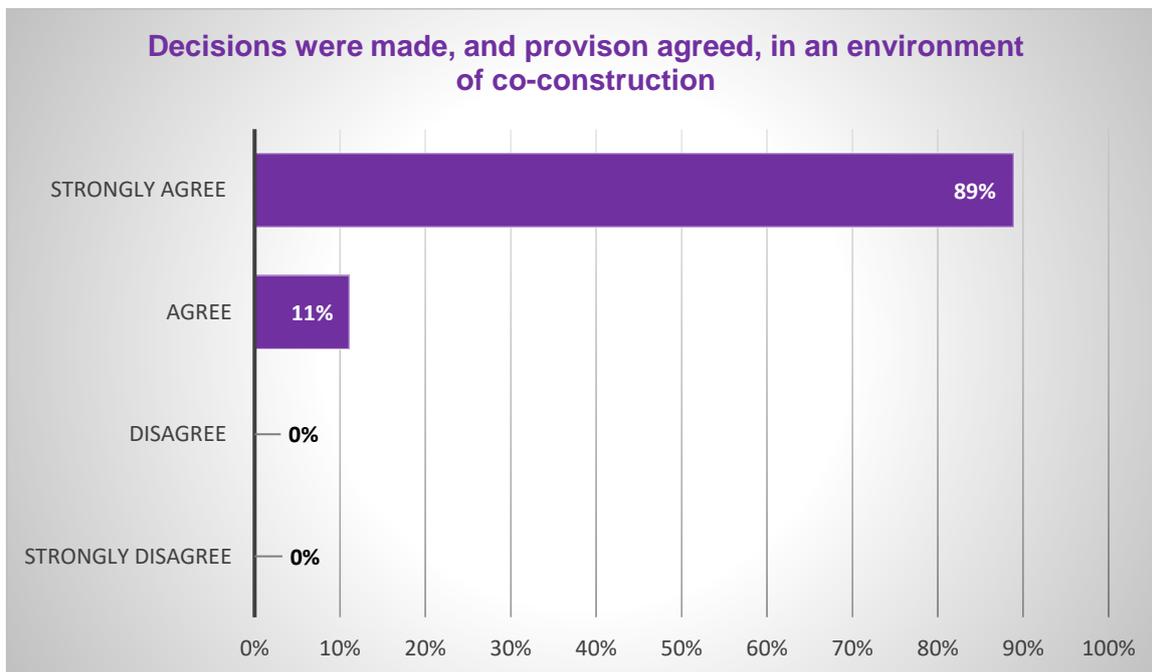
3e. 98% of respondents agreed that the quality of support and guidance for pupils with SEN / ALN was excellent in respect of Continuity of Learning and Blended Learning, with **42%** strongly agreeing.



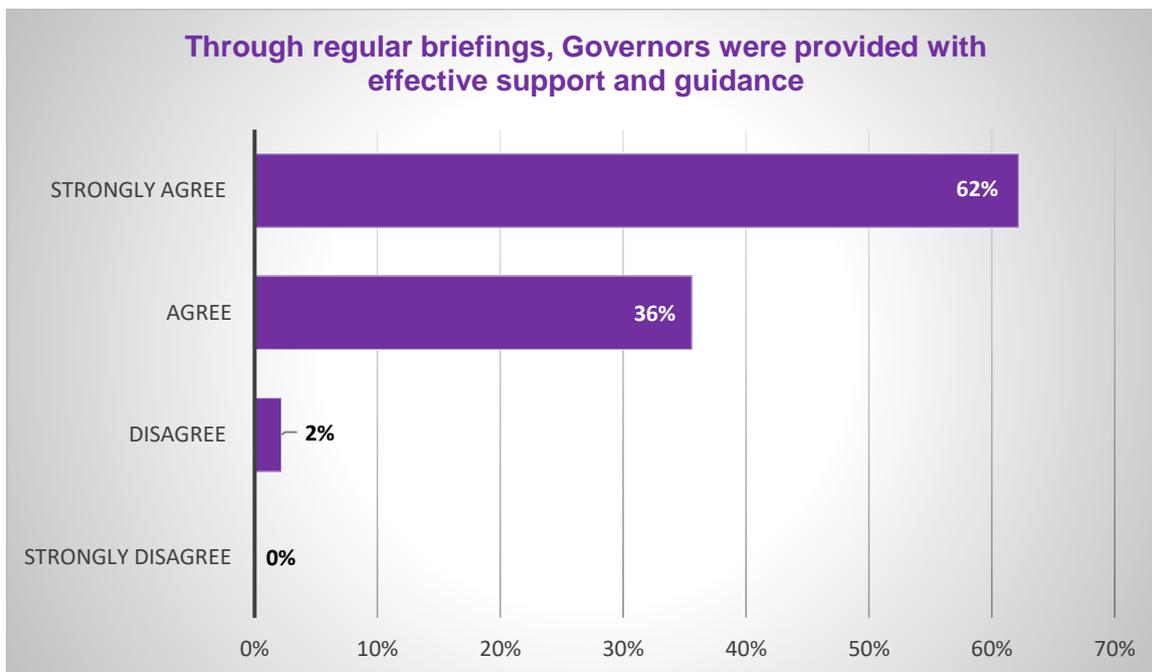
3f. 100% of respondents agreed that communication was effective and had a positive impact on service delivery, with **80%** strongly agreeing.



3g. When considering Continuity of Learning and Blended Learning, **100%** of respondents agreed that decisions were made, and provision agreed, in an environment of co-construction, with **89%** strongly agreeing.

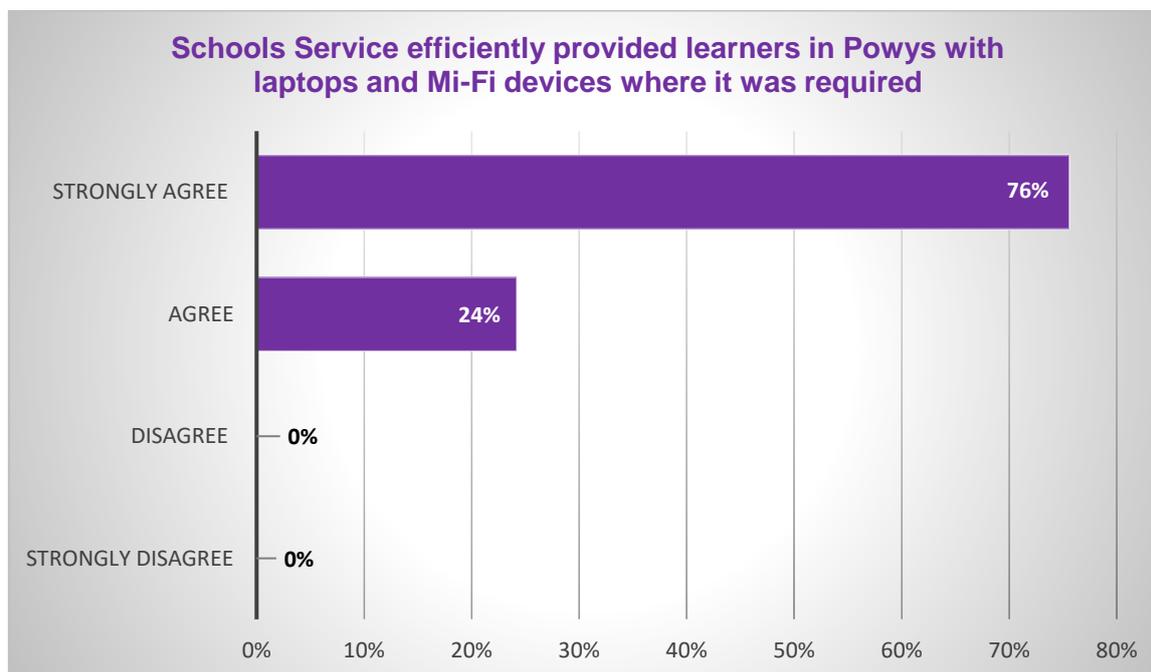


3h. When considering Continuity of Learning and Blended Learning, **98%** of respondents agreed that through regular briefings, Governors were provided with effective support and guidance, with **62%** strongly agreeing.



* 56 responses out of 56

3i. When considering Continuity of Learning and Blended Learning, **100%** of respondents agreed that Schools Service efficiently provided learners in Powys with laptops and Mi-Fi devices where it was required, with **76%** strongly agreeing.



** 56 responses out of 56*

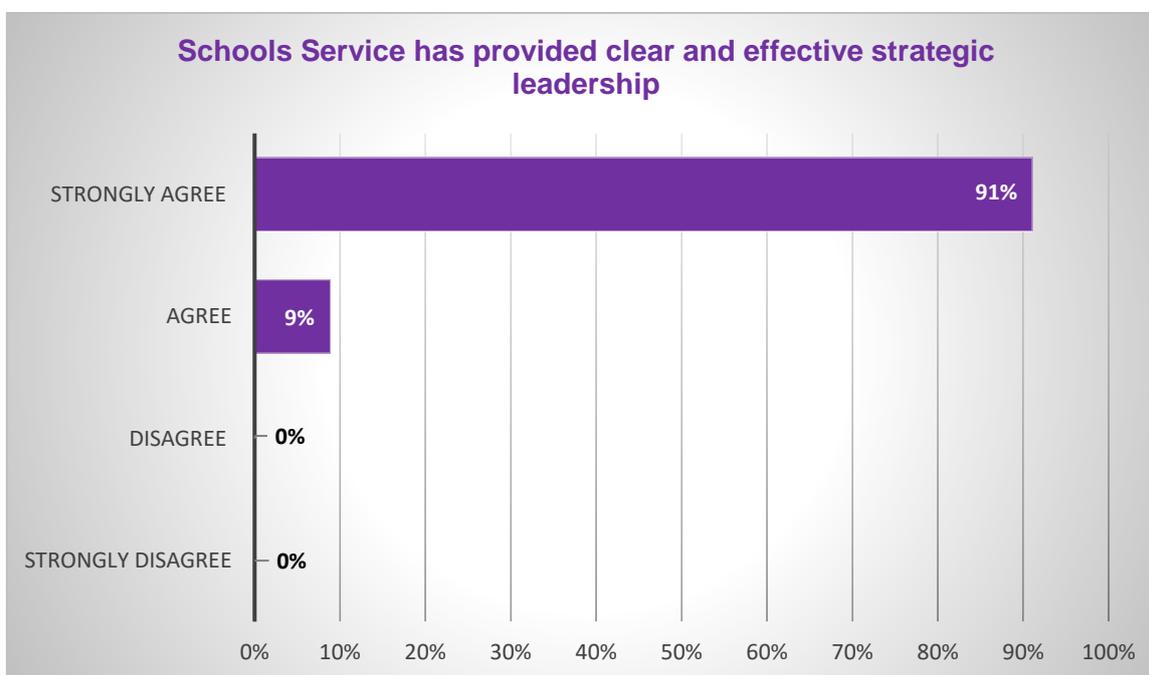
4. Headteachers provided the following additional comments about Schools Service support in respect of the Continuity of Learning and Blended Learning:

- A working party of school staff and LA officers was quickly established, and they provided support and guidance to schools in the delivery of education both remotely and in the childcare hubs. Headteachers were kept up to date through regular meetings and through email communications with practical ideas.
- Schools were provided with resources, support, guidance, digital devices, exemplar models etc.
- The Challenge Advisors have worked tirelessly to support schools and hubs throughout the pandemic. They have worked during the Summer assisting leaders and teachers with resources and ideas for the reopening of schools.
- Support with example blended learning packs, feeding schools with the provision and maximising capacity to learn from home. For our substantial number of disadvantaged learners, sufficient resources were sent out (around 35 laptops) to ensure a continuity of learning from home.
- The series of PowerPoints and supporting documentation has been extremely useful and enabled me to share relevant information with the appropriate staff, parents etc. The strategic management of devices and Mi-fi provision enabled all of my learners (and in some case staff who lived in an area without sufficient internet connectivity) to access blended learning. The service were able to signpost me to schools with appropriate expertise to address some staff training issues, and facilitated extremely good school to school working, for which I am extremely grateful.

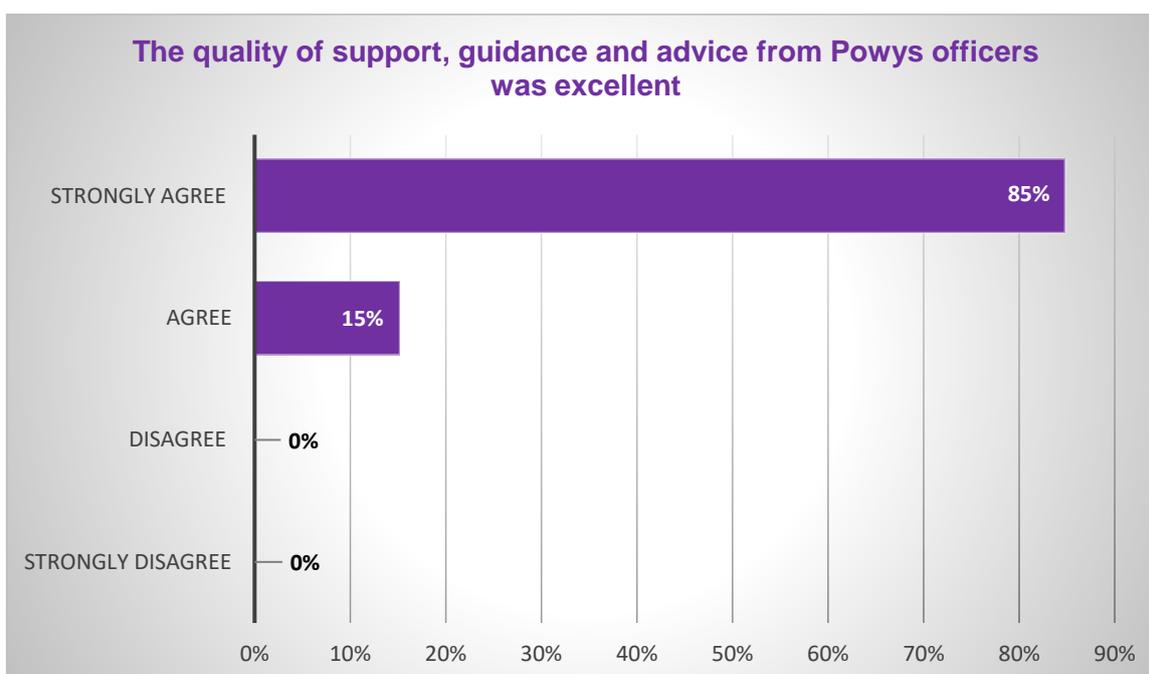
- Support has been strong.
- The working party provided excellent resources and support for schools and ideas were fed back regularly. We were one of the few counties who provided IT for parents so many more of our pupils had access to on line learning. Regular meetings with ChAds also gave the opportunity to share good practice.
- The communication between schools and the local authority has been clear, frequent and purposeful. Developments, training and resources in respect of the Continuity of Learning and Blended Learning have been super. Again, regular updates and meetings have been arranged and any queries quickly responded to. The speed and efficiency in which laptops and Mi-Fi devices were provided for families was fantastic! Communication between Schools Service and schools was excellent. Everyone was clear on what was needed, they rolled up their sleeves and got on with the job in hand. It was less than 10 days, between the parents offered devices, them being re-configured and ultimately handed over. Parents (and school staff) were so grateful for this. It was invaluable to many children accessing home-school learning and was managed exceptionally well by the Schools Service.
- Clear lines of communication.
- Challenge advisors has continued to be extremely supportive in all aspects of Blended Learning as has ALL the officers within the County. There has been a huge sense of partnership and support from all who work across school services.
- Response was slow centrally on live teaching.
- Many ideas were shared with schools that aided us in continuing to deliver a curriculum despite lockdown. We lent ICT resources(laptops) out to another cluster, these all came back in their original standard.
- The provision of devices including dongles was essential in ensuring that all of our pupils were able to access, Hwb, blended learning including lessons on Teams. This increased pupil engagement to 100%.
- Excellent co construction between officers and heads, keeping a reality check and providing useful documents and support at all stages.
- ICT/Wi-Fi access is vital for staff, governors and pupils. If we have pupils at home and at school ICT hardware will be a challenge. Learning through ICT is crucial in the present climate. It sounds like WG/PCC have got this in hand and I thank you for this, but we need this action to be swift as the second wave is imminent.
- SLTs were given autonomy to use the approaches that best suited their school communities. Powys provided regular advice bulletins, applicable across a range of distance/blended learning programmes.

'Check In, Catch Up and Prepare'

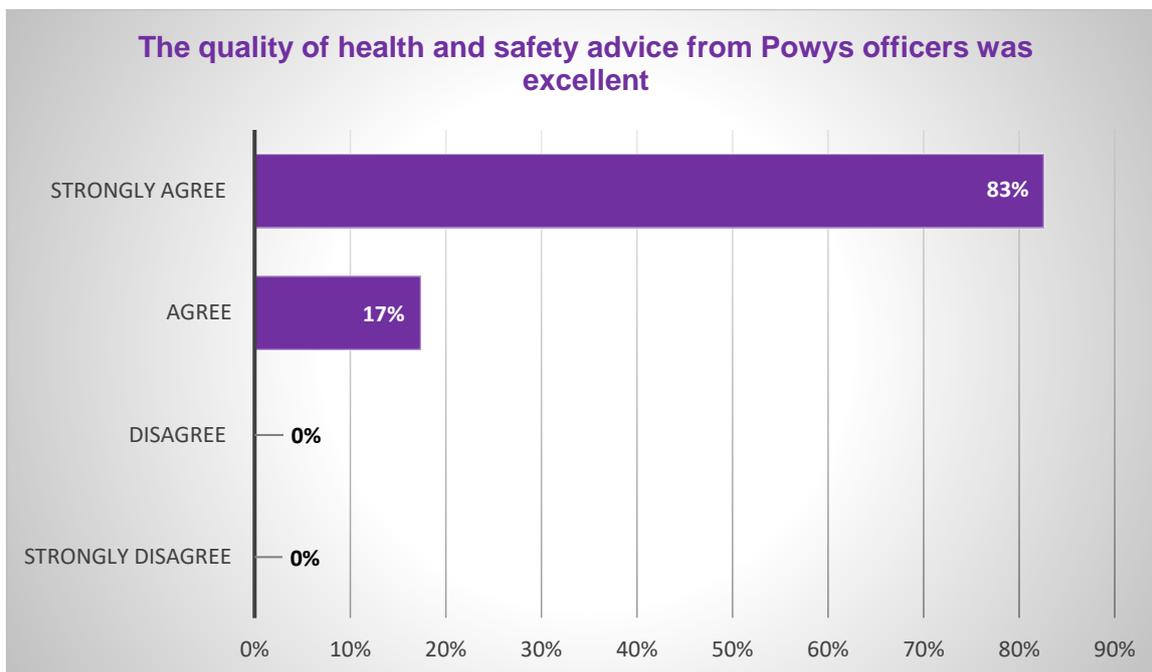
5a. When considering 'Check In, Catch Up and Prepare', **100%** of respondents agreed that Schools Service provided clear and effective strategic leadership, with **91%** strongly agreeing.



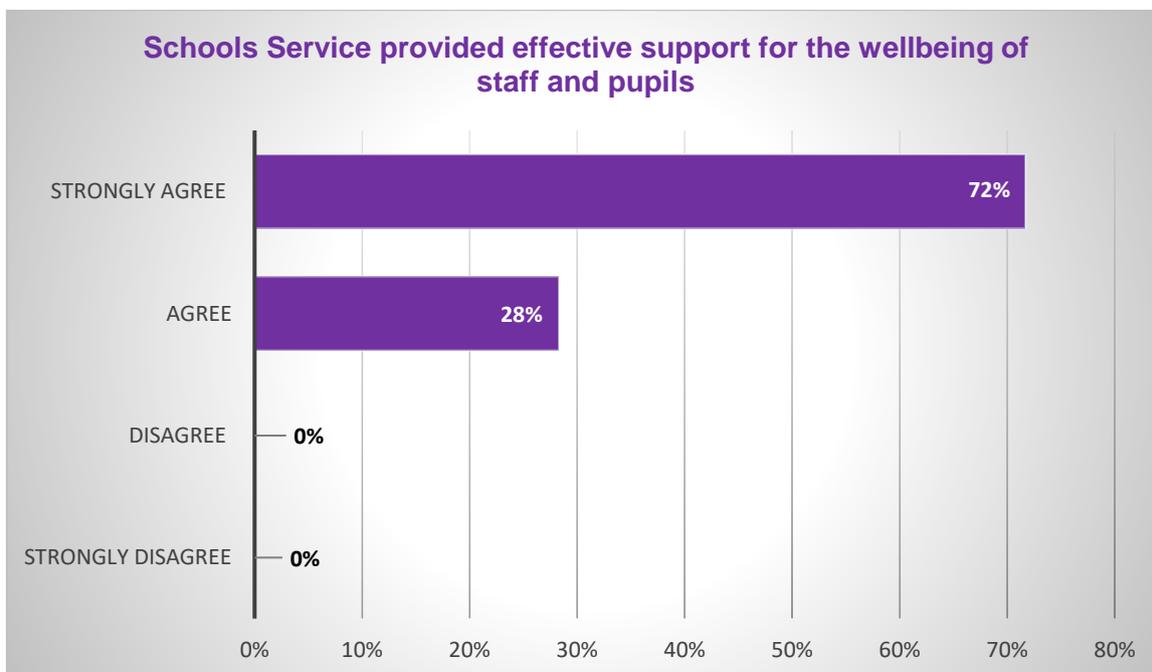
5b. When considering 'Check In, Catch Up and Prepare', **100%** of respondents agreed that the quality of support, guidance and advice from Powys officers was excellent, with **85%** strongly agreeing.



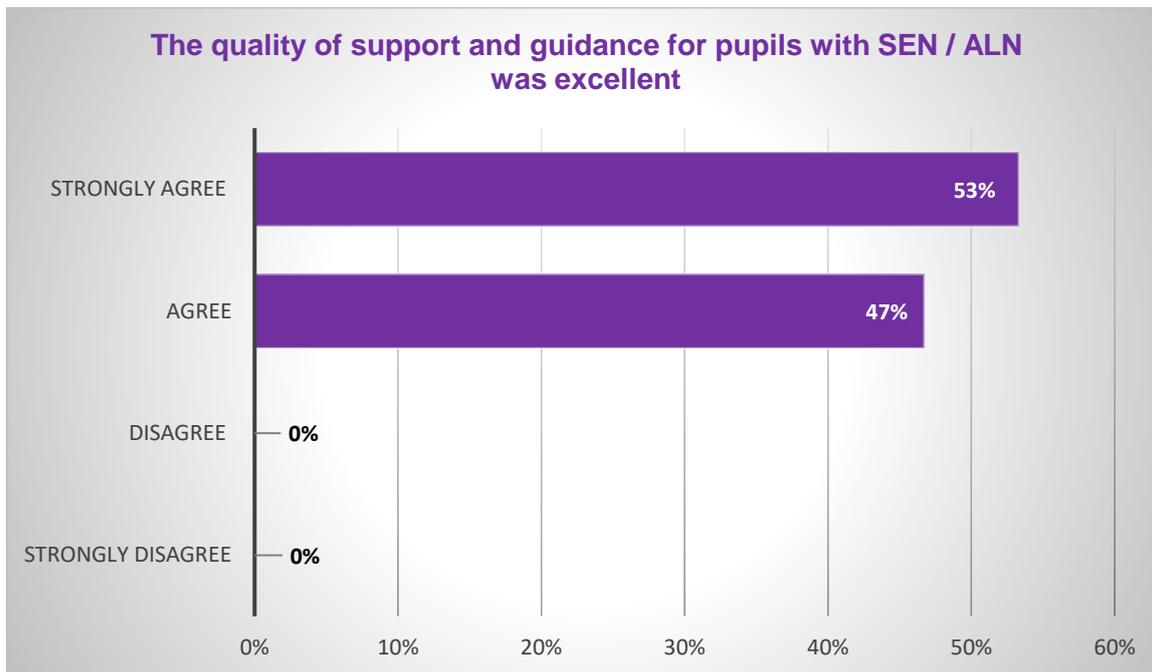
5c. When considering 'Check In, Catch Up and Prepare', **100%** of respondents agreed that the quality of health and safety advice from Powys officers was excellent, with **82%** strongly agreeing.



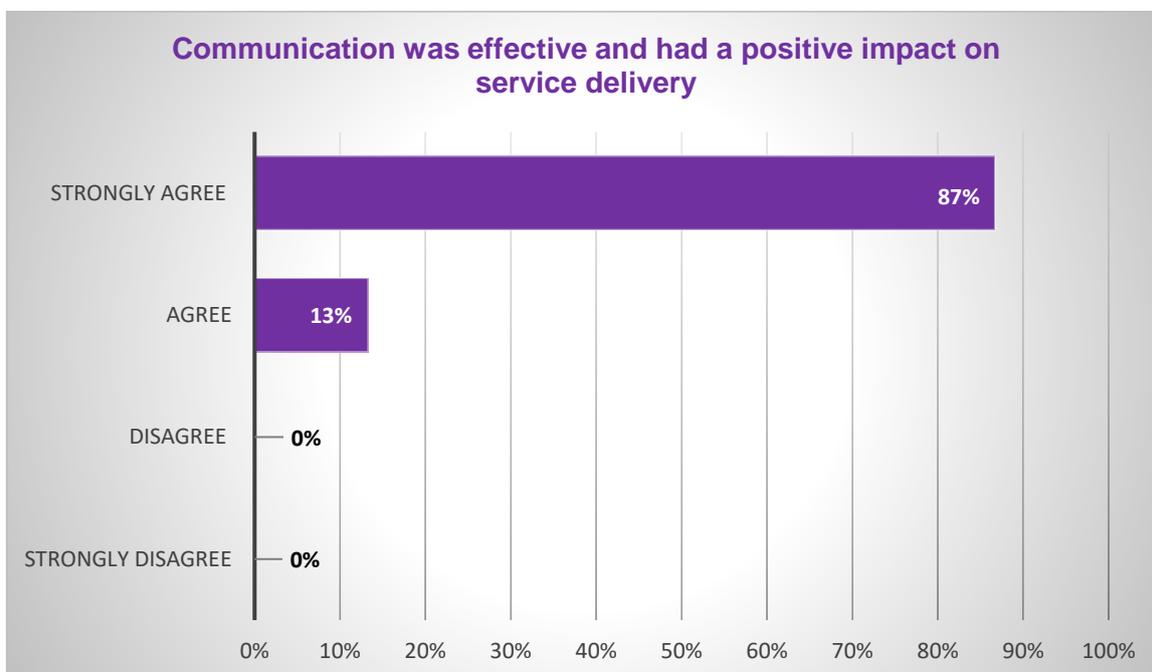
5d. When considering 'Check In, Catch Up and Prepare', **100%** of respondents agreed that Schools Service provided effective support for the wellbeing of staff and pupils, with **72%** strongly agreeing.



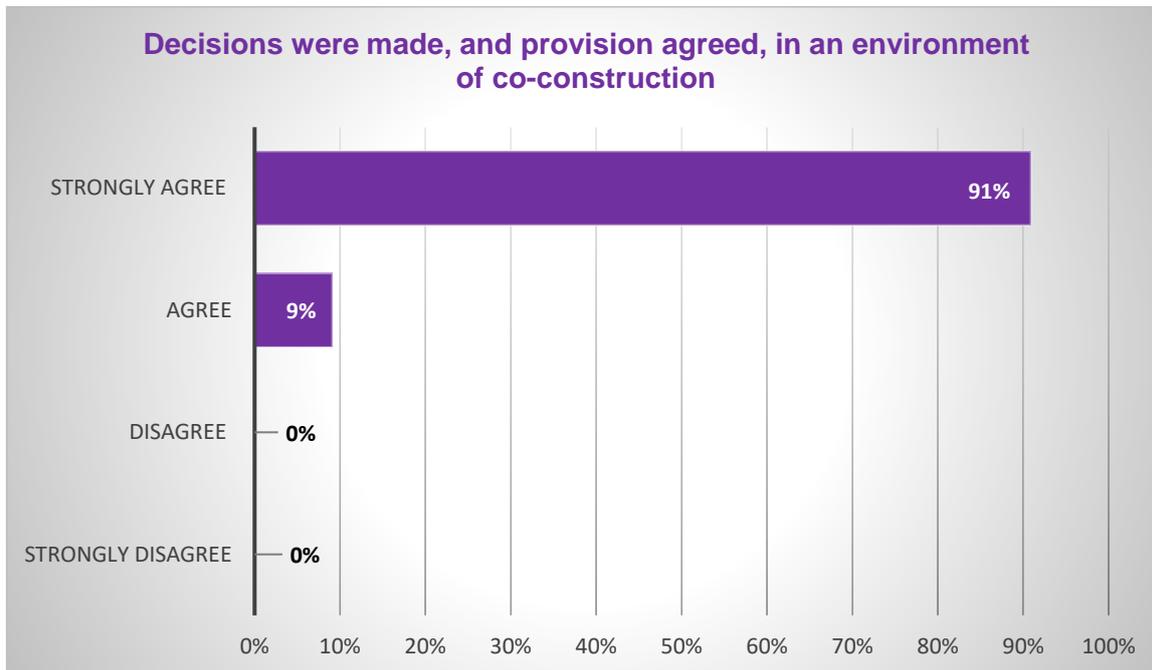
5e. When considering 'Check In, Catch Up and Prepare', **100%** of respondents agreed that the quality of support and guidance for pupils with SEN / ALN was excellent, with **53%** strongly agreeing.



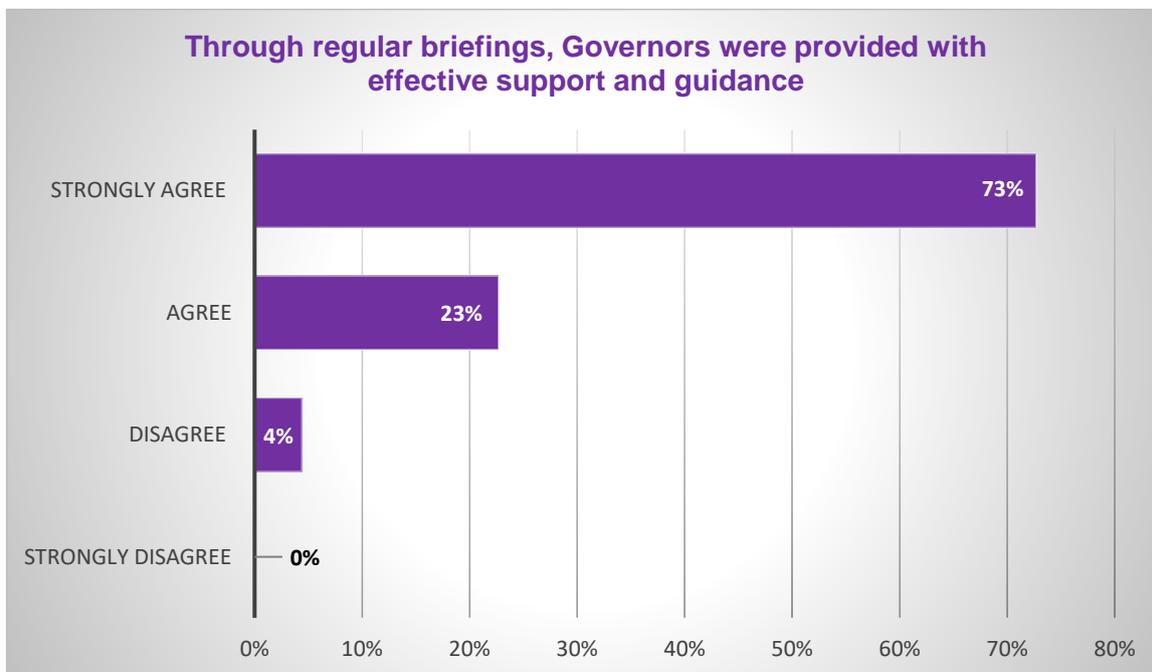
5f. When considering 'Check In, Catch Up and Prepare', **100%** of respondents agreed that communication was effective and had a positive impact on service delivery, with **87%** strongly agreeing.



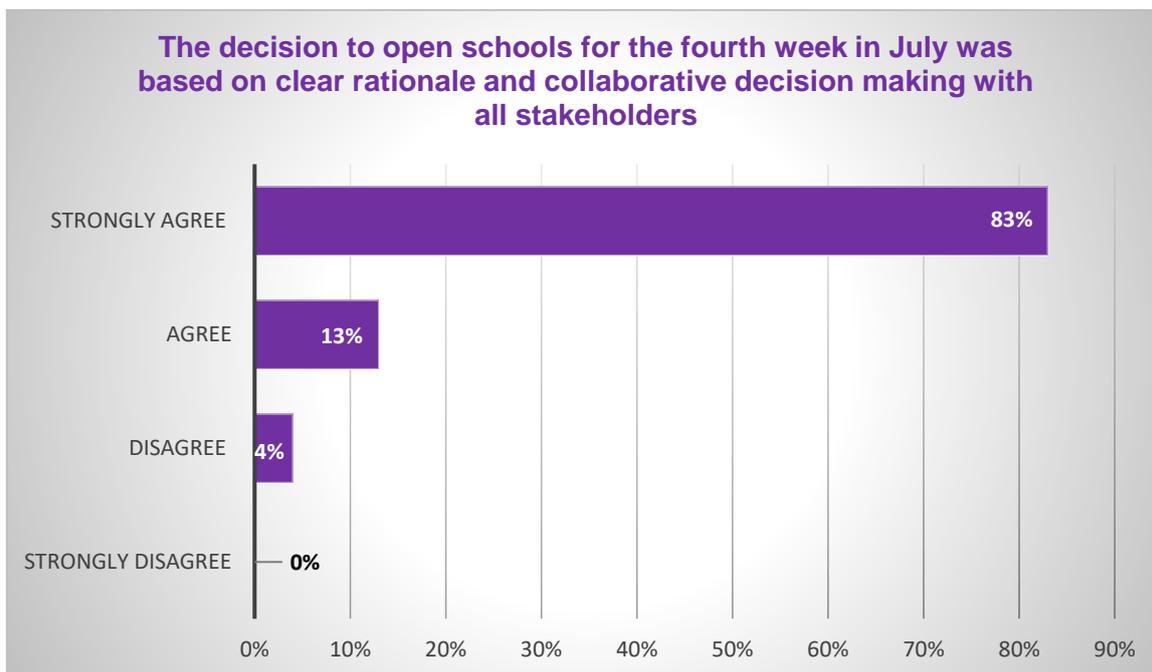
5e. When considering 'Check In, Catch Up and Prepare', **100%** of respondents agreed that decisions were made, and provision agreed, in an environment of co-construction, with **91%** strongly agreeing.



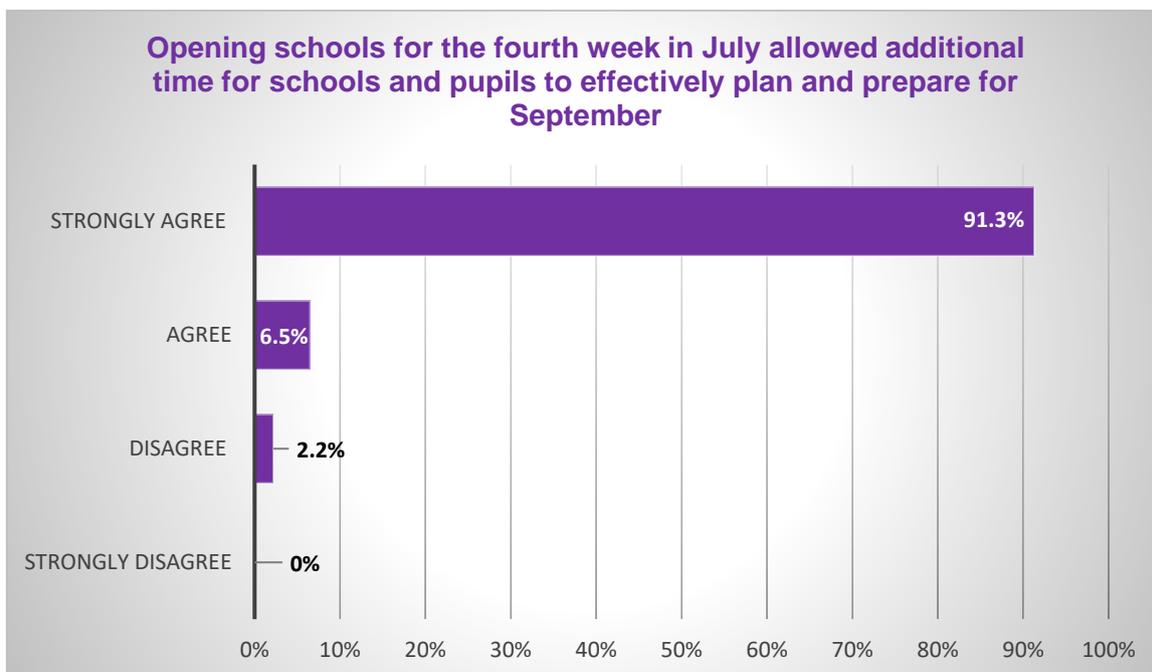
5f. When considering 'Check In, Catch Up and Prepare', **96%** of respondents agreed that through regular briefings, Governors were provided with effective support and guidance, with **73%** strongly agreeing.



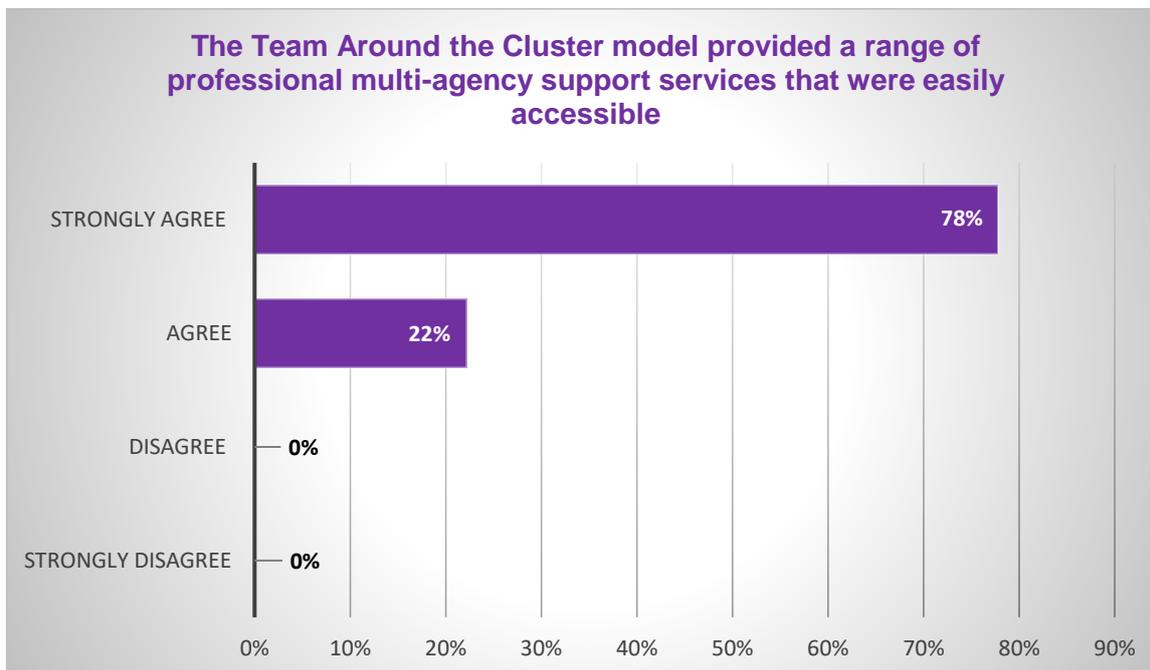
5g. When considering 'Check In, Catch Up and Prepare', **95%** of respondents agreed that the decision to open schools for the fourth week in July was based on clear rational and collaborative decision making with all stakeholders, with **83%** strongly agreeing.



5h. When considering 'Check In, Catch Up and Prepare', **98%** of respondents agreed that opening schools for the fourth week in July allowed additional time for schools and pupils to effectively plan and prepare for September, with **91.3%** strongly agreeing.



5i. When considering 'Check In, Catch Up and Prepare', **100%** of respondents agreed that the Team Around the Cluster model provided a range of professional multi-agency support services that were easily accessible, with **78%** strongly agreeing.



6. Headteachers provided the following additional comments about Schools Service support in respect of 'Check In, Catch Up and Prepare':

- The additional week was required to allow the children additional time to settle.
- All Headteachers met very regularly with Lynette Lovell and her team during the build up to reopening. The setting up of separate work streams, with an officer responsible for each was effective and they communicated directly with schools. The LA worked collaboratively with schools to set up robust risk assessments.
- We were given clear guidance every step of the way and clarity especially for consideration of the risk assessment. We were consulted and driven by the whole team ethos.
- The Education Recovery Group worked together to ensure that every cluster was provided with the most up to date guidance on this. All cluster leads fed back to their headteachers with all the latest information and any questions or suggestions were also taken on board. A great collaboration across all sectors of the service.
- Through each part of lockdown, the support we have had as a school and personally as a head has been a major factor in how we have been able to successfully integrate children back into our school. With some challenges to overcome, the leadership given by Lynette and collective guidance by her team has been truly remarkable and has made our roles far more manageable.
- The service responded very supportively to help me prepare my school for the CICUP sessions. The provision of the proforma risk assessment focussed my mind and ensured I was addressing issues that I would not otherwise have thought of. It saved a very considerable amount of time and anguish on my part, ensuring I was

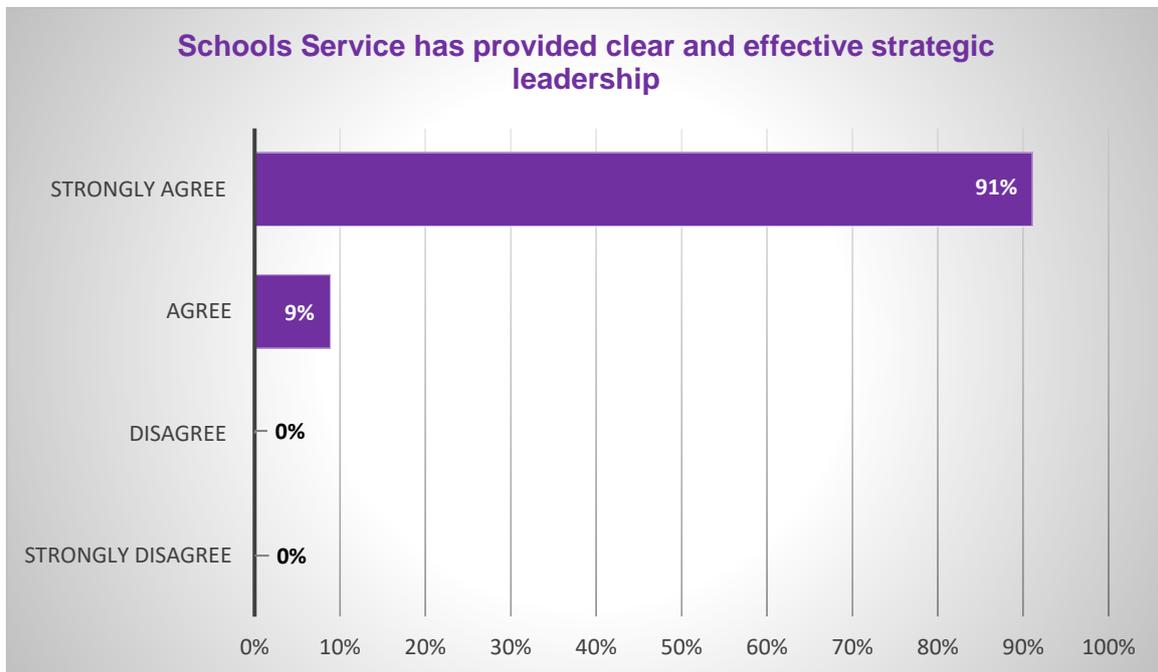
accessing the most up to date information in a timely and straightforward manner and as such my own wellbeing was supported. The fact that officers sought the opinion of headteachers regarding the decision to open for the fourth week is just an example of how our opinions and on the ground knowledge was taken into account. It underlined the depth of the mutual respect and professionalism of the heads and officers across the county.

- School service worked together WITH heads which produced as seamless a transition as possible into the preparation sessions. Communication has been excellent, and long may it continue.
- Excellent collaborative working and so proud that Powys took the decision to open for the 4 weeks. The benefit was for us all in preparing for September.
- The shared discussion and decision-making surrounding the Check In, Catch Up sessions was intense, rigorous, and detailed. Speaking to colleagues, we are all so thankful for the level of consultation between the Interim Chief Education Officer, relevant local authority officers and head teachers. We were consulted every step of the way and the decision to support the Welsh Government ambition to open for 4 weeks was discussed in an open forum. Everyone's opinions and points of view were listened to and taken into account and the ultimate decision to open for 4 weeks was supported fully by all. I think this is a textbook example of the collaboration that has taken place between the Schools Service and headteachers over the past 6 months. I would also argue, that even if a different decision had been made, I would have absolute faith in the School Service team that the final decision had been made for the right reasons. Throughout this period of uncertainty, what has shone through is everyone's determination that the needs of the all children across the authority must always come first.
- Clear and well discussed provision. Officers listened to what was happening at school level and adjusted/ supported.
- We trialled face to face lessons during the back to school weeks with 2 staff providing 5 lessons per day. It was successful enabling us to reach all learners.
- This time was planned for in a mutual manner with the central aim of essentially allowing children to access the school environment and staff the critical time to plan for a full time return to school in September. Decisions were made collaboratively and support and guidance from the School Service was exemplary.
- Information was provided regularly and with a lot of detail.
- Weekly meetings with Lynette and the team have been invaluable and Heads have been given the opportunity to express opinion on the way forward. We were all consulted on staying open for the 4th week from the very beginning and this gave all schools and especially staff to start preparing for September.
- In the face of such challenges, the service could not be better. As a Head, I feel that I am supported. That is very valuable.
- As a headteacher I felt both supported in my role but also encouraged and involved in discussions. The support given by the local authority has been amazing!
- Excellent collaboration.
- The fourth week was valuable and gave children and staff time to adjust to the return to school and the changes within school. Powys showed flexibility which

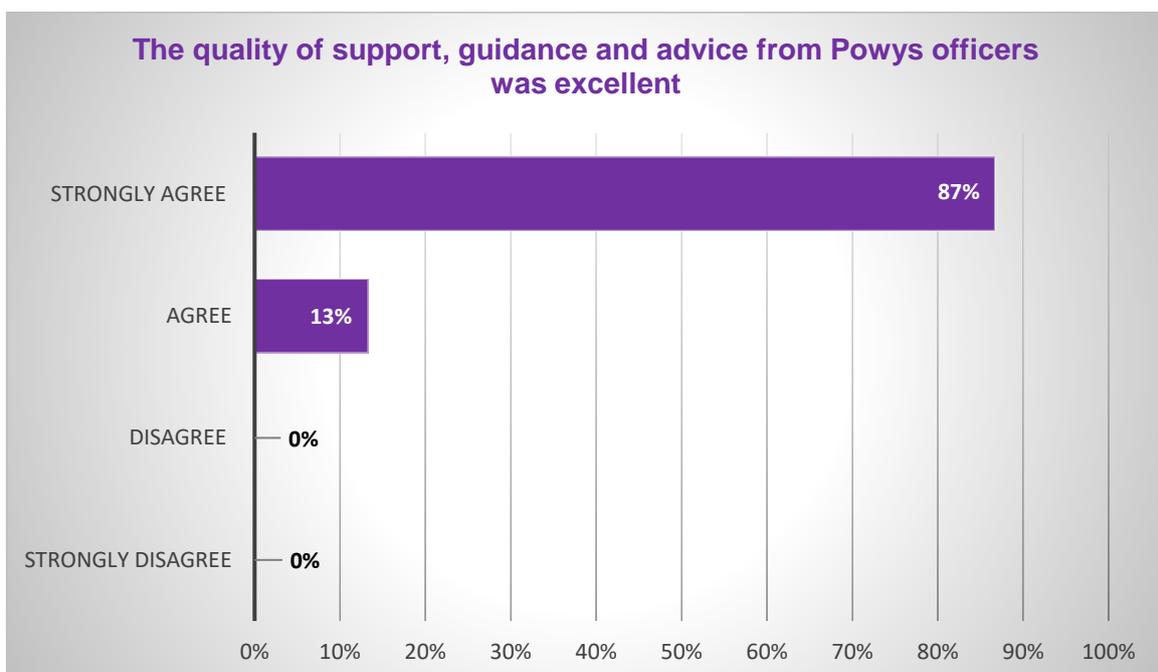
allowed schools to plan time for supporting shielding families as well as those returning to school.

The Re-opening of Schools

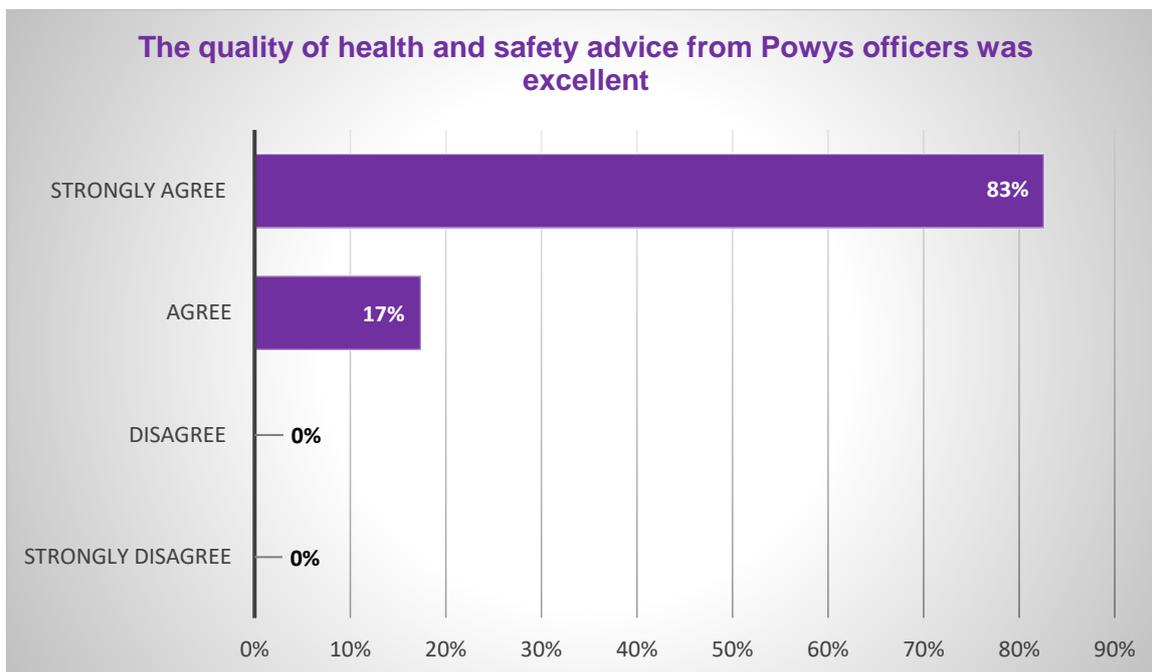
7a. When considering the re-opening of schools, **100%** of respondents agreed that Schools Service provided clear and effective strategic leadership, with **91%** strongly agreeing.



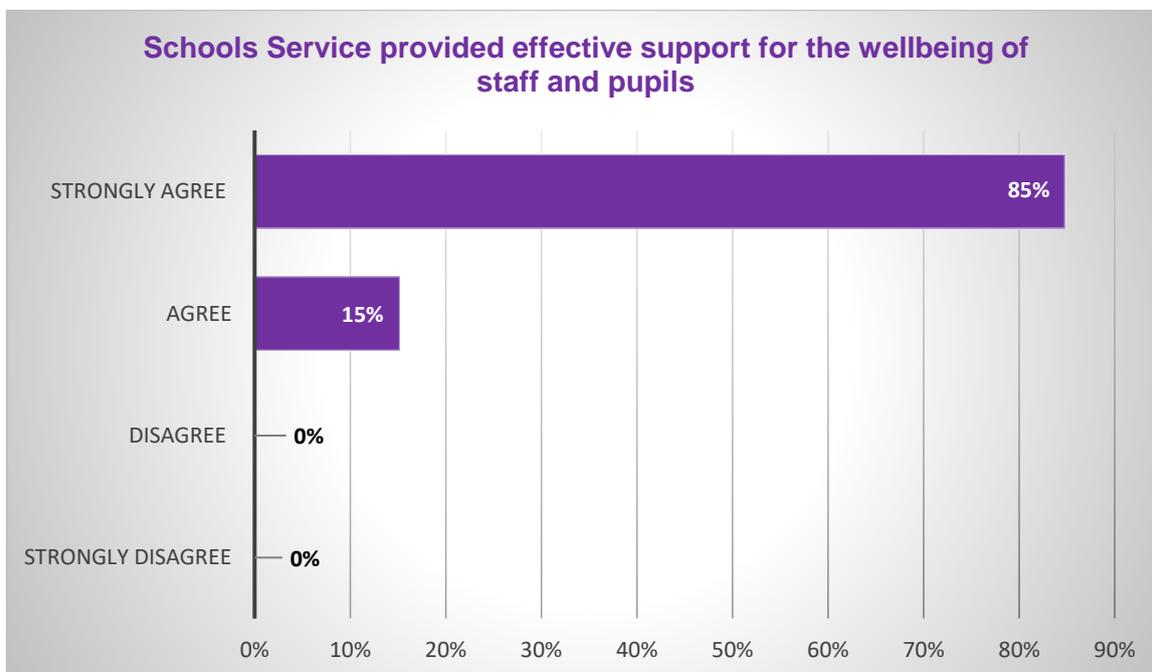
7b. When considering the re-opening of schools, **100%** of respondents agreed that the quality of support, guidance and advice from Powys officers was excellent, with **87%** strongly agreeing.



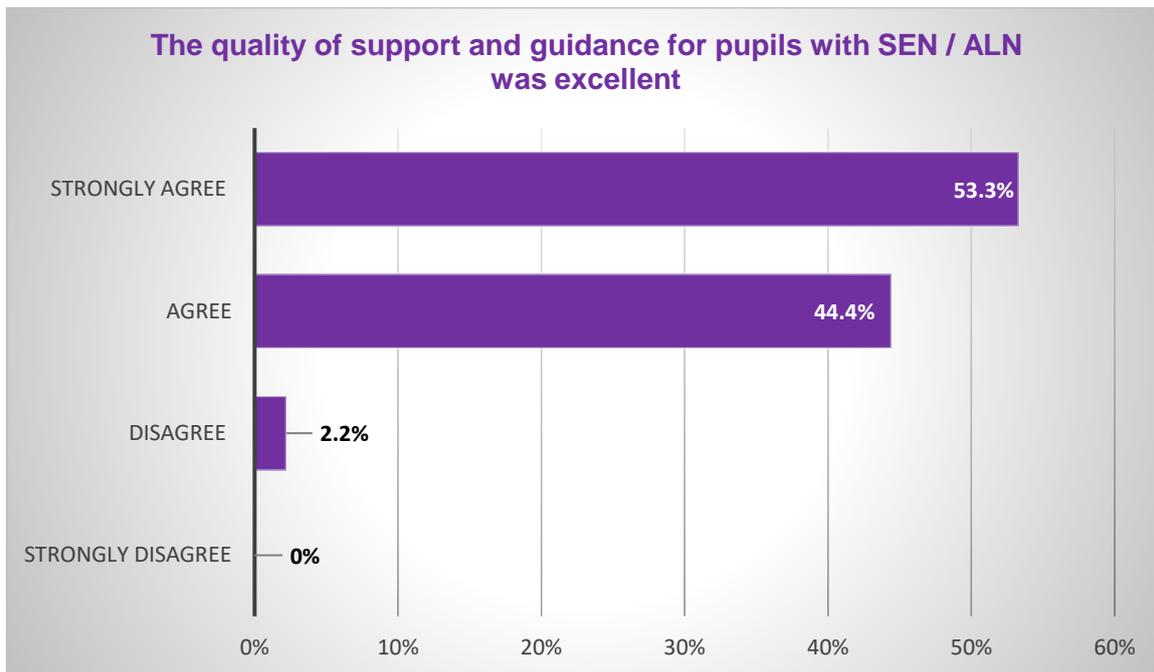
7c. When considering the re-opening of schools, **100%** of respondents agreed that the quality of health and safety advice from Powys officers was excellent, with **83%** strongly agreeing.



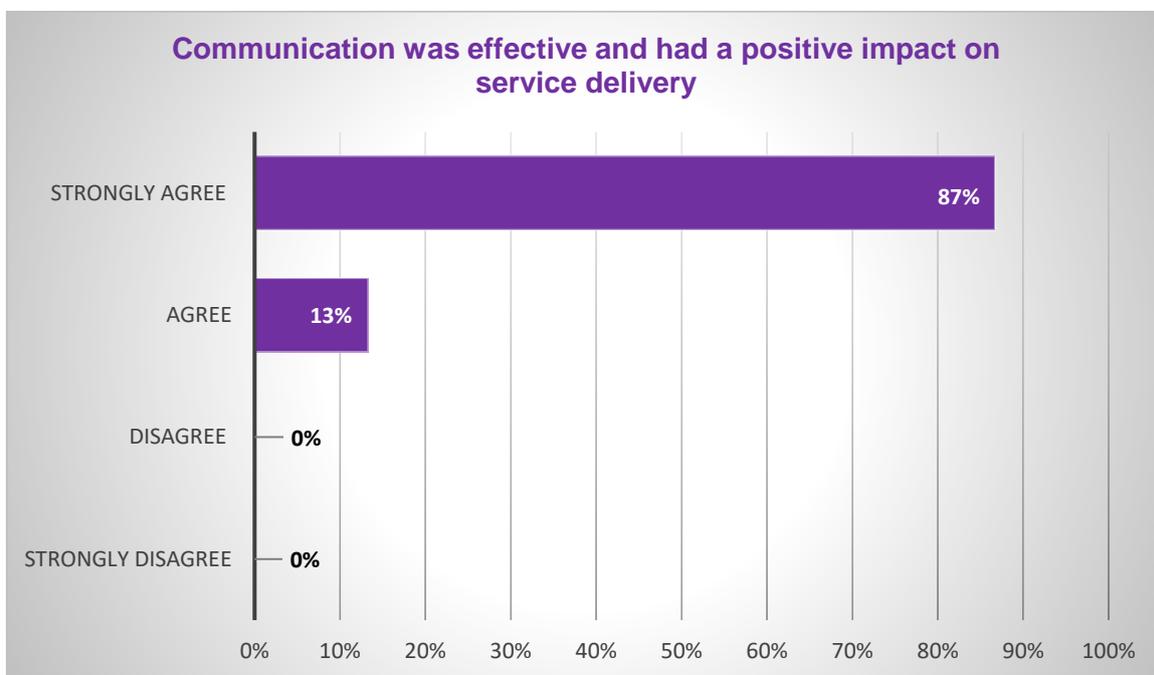
7d. When considering the re-opening of schools, **100%** of respondents agreed that Schools Service provided effective support for the wellbeing of staff and pupils, with **85%** strongly agreeing.



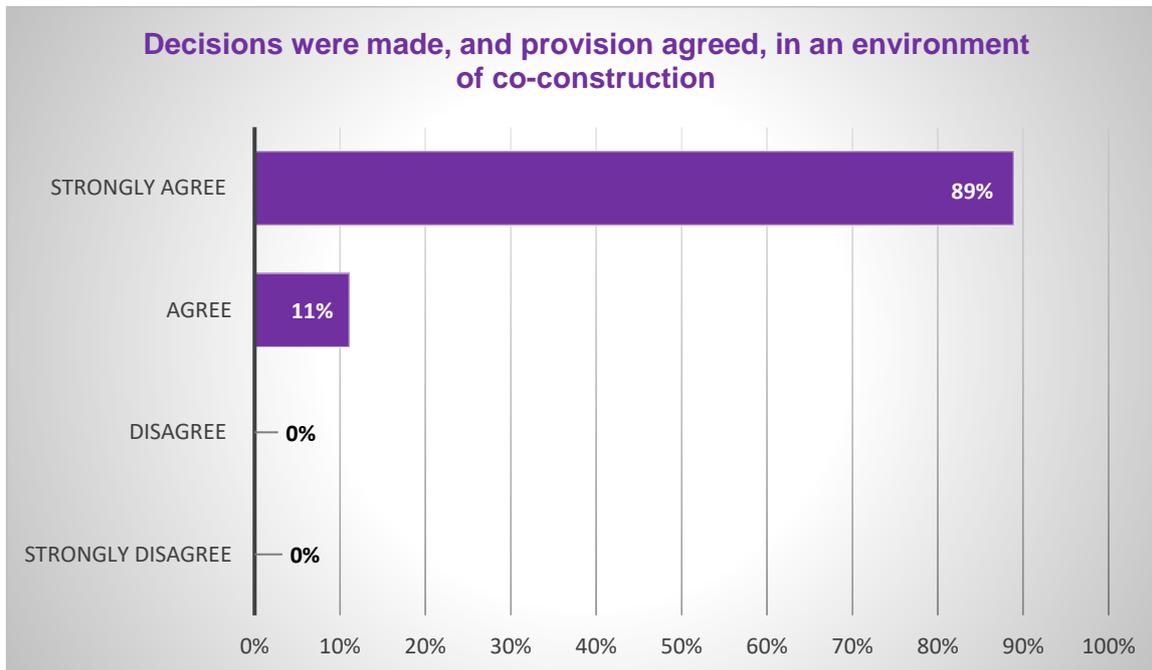
7e. When considering the re-opening of schools, **98%** of respondents agreed that the quality of support and guidance for pupils with SEN / ALN was excellent, with **53.3%** strongly agreeing.



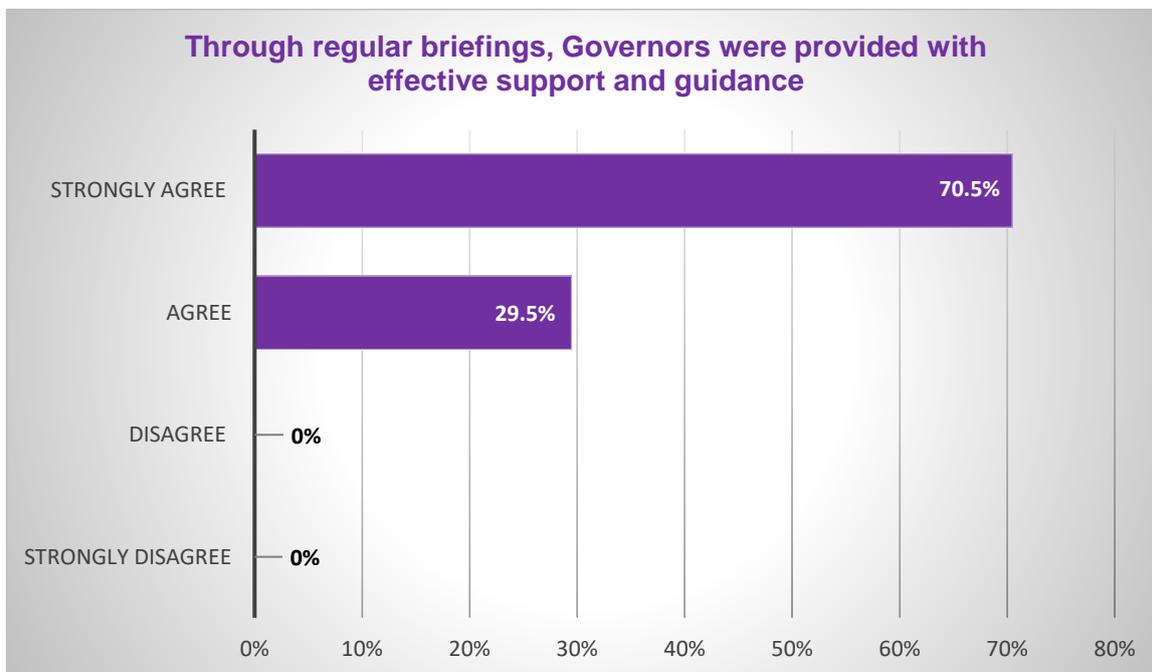
7f. When considering the re-opening of schools, **100%** of respondents agreed that communication was effective and had a positive impact on service delivery, with **87%** strongly agreeing.



7e. When considering 'Check In, Catch Up and Prepare', **100%** of respondents agreed that decisions were made, and provision agreed, in an environment of co-construction, with **89%** strongly agreeing.



7f. When considering 'Check In, Catch Up and Prepare', **100%** of respondents agreed that through regular briefings, Governors were provided with effective support and guidance, with **70.5%** strongly agreeing.



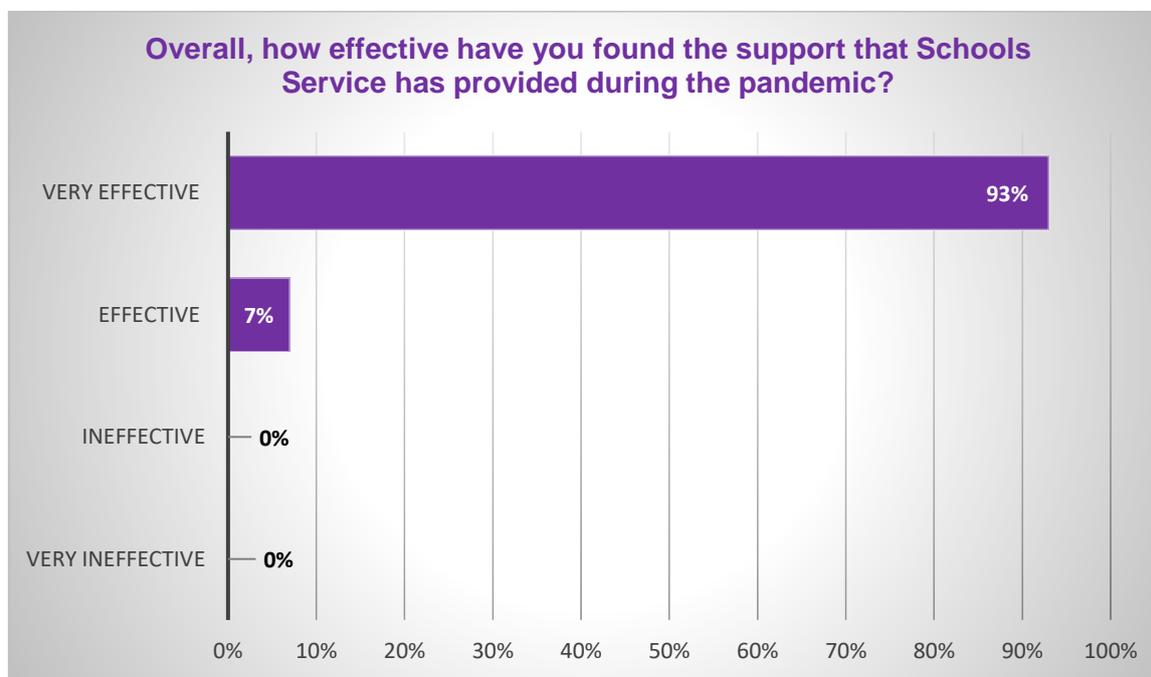
8. Headteachers provided the following additional comments about Schools Service support in respect of the re-opening of schools:

- As before, headteachers have met on a very regular basis with Lynette and her team of officers to plan effectively for reopening. All officers are extremely quick in responding to queries and offer to offer advice. We are continuing to meet weekly to discuss issues as they arise and communication from the LA is regular and clear.
- Powys ensured we were equipped before the summer in order to re-open so that Staff could actually have a summer break. Since re-opening the guidance has continued to inform us fully.
- This was made much easier due to all the hard work put in by everyone during the 4 weeks in school before the summer break. It gave all schools the opportunity to work on the risk assessments in preparation for a smooth return in September.
- No stone was left unturned. Even down to the finer details, schools service has been thorough in the planning for return to schools. The support to every school is clear and highly effective.
- I believe that the decision to make 1st and 2nd September preparation days was essential. Without these, heads would have had to spend considerable amounts of the shortened summer holiday in preparation, and staff would not have been involved in the plans as they should have been. This would have resulted in reduced understanding and consequently reduced safety for the staff and children. The clear expectations in the form of press releases etc to parents has provided a very considerable support to heads, who have been able to address parental disquiet with evidence that this is the expectation of Powys and/or Welsh Govt and not just a whim of the school.
- The most important factor through this time has been that the officers from the schools' service have 'got our backs'. Any well informed decision that we make, as heads, is fully supported by officers. We can approach the change with the utmost confidence which ... of course ... helps our pupils and parents which is crucial to all of this.
- My Chair has been very pleased with the level of communication that he has had and it has helped him to support our school. Again, regular communication has been the key. SMT also ensured that Heads were contacted as little as possible in the summer break, so they considered our wellbeing after such a difficult term.
- Again, communication has been excellent, queries (no matter how small), as answered promptly and professional. There is a real sense of teamwork and pride in the work we are carrying in the local authority. I also know that the weekly Chair of Governor meetings with Schools Service have been appreciated.
- Michael Gedrim has been a strong and consistent support throughout this period of challenge. While all Officers have stood up, he has been a voice of reason and common sense.
- Once again the re-opening of school has been planned for in a manner in which schools have felt supported and listened to. Channels of communications have been clear and the speed and clarity of response admirable. Regular headteachers' meetings have ensured that all schools have the same key messages in a timely fashion and concerns and queries can be answered immediately.

- I feel there were a lot more mixed messages about full reopening and some information was not clear. I am still confused on what guidance we are to follow - I thought Welsh Government but there appears to be union information that goes against this.
- The continued support from the local authority has been so valuable; from weekly heads meetings, phone calls from challenge advisers, continued delivery of PPE resources, governor briefings and so much more.
- All areas of re-opening in September were planned at an early stage so that by the end of July Heads and staff had plans and RA in place. Effective use of Heads time was utilised by the Schools Service in a professional manner taking into account views from all stakeholders. The Schools Service is very well led with a team that is supportive and productive.
- The officers of the authority have worked incredibly hard to assist school leaders with interpreting ever changing guidance and dealing with staff/union concerns.
- I am pleased that there has been continuity of support - our Team around the Cluster support officer continues to support us.

Overall Effectiveness of Support

9. When considering the overall effectiveness of the support that Schools Service has provided schools during the pandemic, **100%** of respondents agreed that through regular briefings, Governors were provided with effective support and guidance, with **33%** strongly agreeing.



10. Headteachers provided the following additional comments about the overall support that Schools Services has provided during the pandemic:

- The LA was very proactive from the start of lockdown and communication has been excellent throughout. Schools have been very fortunate to have such a committed team working for us and with us and this has continued into the Autumn term.
- Cannot fault the L.A. All personnel have supported and guided in an outstanding manner.
- The leadership in this area, has been outstanding. There is a culture of collaboration and trust, which wasn't there before. We feel as headteachers that our views are valued and that they will be taken into account to improve outcomes for everyone.
- Proud to be part of Powys Schools Service - our children are very fortunate to have such an effective team working for them and we are equally as fortunate to have such wonderful children to serve.
- Regular (weekly) meetings throughout school closure and again this term has been very valuable to ensure all heads have up to date guidance and also serve as an opportunity to share across all schools.

- The support received from the school service has been second to none. The officers have always responded very quickly to any emails, with constructive supportive advice. Where they did not know the answer, they went away and found out. On the occasion I needed urgent advice outside of the school day, I was able to speak to an appropriately informed officer by telephone at home and receive the advice that enabled me to make an informed decision. I have hardly needed to use this, but it has been reassuring to know it has been available. The regular briefings to cluster leads from relevant officers enabled a clear line of communication, which passed both ways, whilst enabling the majority of heads to continue with the day to day running of hubs, preparations etc. The more TEAMS meetings involving relevant officers and head teachers has been an excellent feature of the support provided to us and is something I would like to see continued moving forward - it has certainly brought us all closer together. Thank you to everyone involved. You have all, very clearly gone above and beyond for the staff, children and families. We are extremely grateful to you.
- Excellent. I am happy to be contacted for more detail should you require it.
- Support has been considered, effective and constant. Powys has worked as a team and it has helped to alleviate stress for HTs during this difficult time as well as ensuring that the learners have had access to learning, either in safe schools or through blended learning. Lynette and her team have worked tirelessly to navigate Powys through the pandemic, and I have felt very well supported, especially when I talk to colleagues from other authorities.
- As a headteacher of 14 years, I have never felt so completely supported in my role by the local authority, both when leading an emergency childcare hub and now that all pupils have returned to school. All officers have shown exceptional leadership and offered clear guidance during a very challenging time. Not only has there been a high level of professional support, I also feel that we have received so much pastoral support and care. The Interim Chief Education Officer has been nothing short of inspirational in her role. She has made herself available all day, every day (including weekends) to offer practical advice and support. If decisions have to be made, she has made them. If information needs to be sought from elsewhere, she has sought it and fed it back to us. She is also not afraid to get her hands dirty and worked at one of the childcare hubs during lock down. She leads by example. One of the most rewarding, possibly surprising developments of recent months have been the regular head teacher meetings via Teams. These meetings have been led by officers, however, as headteachers we all have the opportunity to ask questions and have them answered immediately. It is a completely open forum of 70+ headteachers and officers. These meetings are managed so well! They are purposeful and very effective. I really look forward to them and hope they continue!
- Amazing leadership and collaborative working throughout - the leading light for Wales!
- Support has been excellent on the whole. Lynette has been instrumental and has understood the challenging situation that we face every hour of every day. She has empathy, understanding and knowledge that is key to us as a team. Powys County Council has brought the Schools Service together more than ever – communication has had a significant impact on consistency. Other officers have been excellent in responding to any concerns or ramifications.

- The weekly meetings have been invaluable as things change so quickly. Lynette Lovell has responded to e-mails and text messages promptly. As a result, we all feel valued and trusted.
- Excellent communication. Good use of teams weekly briefings.
- Great collaboration and communication throughout.
- The quick response of the service was excellent. We were given help in a short space of time enabling us to be as efficient as we could be.
- The School Service have provided excellent support and guidance over the pandemic period at all phases. There has been a clear structure and a clear path to support in specific areas which has been easy to manoeuvre. The leadership has allowed for co construction of plans whilst also clearly taking very difficult decisions when the need arose.
- Lynette's meetings were really useful, and it was reassuring to touch base regularly.
- As mentioned above all school service staff have been very supportive. I feel that we are extremely lucky to work within this Authority. Senior leaders are transparent and as headteachers we are kept up to date with any changes / discussions that is going on. I would welcome the continuation of the weekly Headteacher meetings with senior leaders as they are very informative and gives us all an opportunity to raise any issues openly. DIOLCH YN FAWR.
- I think that the support, strategies and systems put in place by Lynette and all of the schools service team have been excellent. As a headteacher this situation has been totally unique and very stressful but I feel that I have been supported throughout - a great job everyone!
- Professionalism at its best.
- The school's service has done a fantastic job and I'm sure all heads would agree.
- Meetings have brought all Heads together across the authority with well led Teams of Heads and advisers working with the Schools Service to produce vital information packs, resources and guidance for all schools. I have been confident in the advice and guidance given and this has resulted in well organised Plans for the safe return to school for all of our members.
- It was - and is - a team effort in Powys and this supports each and every one of us so that no one person is working in isolation. We are a better team for the experiences we have been / going through!
- As an Acting Headteacher I felt fully supported by the Local Authority. Officers and Challenge Advisors were always at hand to provide guidance and support.
- Superb!!! Officers have worked with schools, recognising the issues and fluidity of the situation. Michael Gedrim deserves a special mention!!!

11. Headteachers were asked to provide details of any areas that they felt could be improved upon:

- Keep doing what you are doing!
- None.
- As a head of a school in an extremely busy cluster hub, I know that my staff worked many days across the lockdown. I (and my staff!) are also aware that in other clusters staff were required to work considerably fewer days in the hub, due to the lower take up of places by families. As a result some staff feel aggrieved, and whilst they were prepared to work extended hours, weekends, school holidays and bank holidays earlier in the year to help to get us through the difficulties, I am concerned that if we have to revert to cluster hubs again they will not be as supportive. We are all Powys employees, and all they seek is equity of expectation. I believe it will be vital to review how hubs are staffed should they become necessary moving forward.
- The continuation of regular communication will be crucial over this year.
- I feel there has been a change within the relationship between schools and the Schools Service. We are a partnership; a team, all with the same goals. I am proud to work for Powys and I think that the work of Lynette, as our leader, has been nothing short of inspirational.
- Not relevant.
- Develop a vaccine!!
- The governors briefings were great, they could have started earlier, I know it is a model we are trying to keep moving forward. There are many aspects of this situation that can be used to improve our working in future, the teams meetings were very effective.
- A rota for an emergency 24 hour hotline for officers as it seems to fall mainly on 2 people with clear guidance on when to use it.
- Some departments are still quite slow in replying to e mails (I know that everyone is busy) but doesn't help when you have an enquiry that needs answering before you can plan anything and move on, however on the other hand there are departments now answering e- mails much quicker and as schools I am sure that we would like to thank them immensely.
- None.
- I am happy with the support we have been receiving and would like this to continue. The Schools Service is effectively led.
- If you could eradicate Covid, that would be fabulous! Other than that, please keep up the good work because it is very much appreciated.
- NOTHING.

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