

# **Appendix B**

## **Consultation Responses**





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24/01/2017

Annwyl gyfai!l

### Cynllun Strategol y Gymraeg Mewn Addysg – ymgynghoriad ar gynllun drafft

1.1 Mae Comisiynydd y Gymraeg yn croesawu'r cyfle i gynnig sylwadau ar eich Cynllun Strategol y Gymraeg Mewn Addysg drafft.

#### 2 Comisiynydd y Gymraeg

2.1 Prif nod y Comisiynydd yw hybu a hwyluso defnyddio'r Gymraeg. Mae dwy egwyddor yn sail i waith y Comisiynydd

- Ni ddylid trin y Gymraeg yn llai ffafriol na'r Saesneg yng Nghymru;
- Dylai personau yng Nghymru allu byw eu bywydau drwy gyfrwng y Gymraeg os ydynt yn dymuno gwneud hynny.

2.2 Un o amcanion strategol y Comisiynydd yw dylanwadu ar yr ystyriaeth a roddir i'r Gymraeg mewn datblygiadau polisi. Darperir y sylwadau isod i'r perwyl hwnnw, ac yn unol â rôl y Comisiynydd fel eiriolwr annibynnol ar ran siaradwyr Cymraeg yng Nghymru y gallai'r ymgynghoriad hwn effeithio arnynt. Un o'r pwerau statudol a roddir i Gomisiynydd y Gymraeg gan Fesur y Gymraeg (Cymru) 2011 yw cynnig cyngor a / neu sylwadau i unrhyw berson a cyfiwynir y sylwadau isod yn unol â hynny.

#### 3 Cyd-destun

3.1 Nod Llywodraeth Cymru yw sicrhau miliwn o siaradwyr Cymraeg erbyn 2050. Er mwyn cyflawni hynny bydd angen creu llawer yn fwy o siaradwyr Cymraeg ac mae consensws mai'r gyfundrefn addysg fydd yr allwedd i hynny. Lle fo mwyafrif o siaradwyr Cymraeg hŷn wedi dysgu'r Gymraeg gartref, yn yr ysgol mae 4 allan o

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bob 5 o siaradwyr Cymraeg ifanc wedi dysgu'r iaith. Noda'r Llywodraeth y canly nol yn ei strategaeth newydd ar gyfer yr iaith Gymraeg:

*"Rydym yn cydnabod mai'r system addysg statudol yw'r prif ddull ar gyfer sicrhau bod plant yn gallu datblygu eu sgiliau Cymraeg, ac ar gyfer creu siaradwyr newydd. Mae data ysgolion yn dweud wrthym faint o blant sy'n cael eu haddysgu drwy gyfrwng y Gymraeg. Ar hyn o bryd mae tua 22 y cant (sef 7,900) o ddysgwyr ym Mlwyddyn 2 yn cael eu hasesu yn Gymraeg (iaith gyntaf). Petai'r ganran hon yn codi i 50 y cant yna byddai hyn yn oddeutu 18,000 o ddysgwyr (ar sail maint y garfan o ddysgwyr ym Mlwyddyn 2 yn 2015), sef tua 10,000 yn ychwanegol o blant. Mae hyn yn cyfateb i oddeutu 331 o ddosbarthiadau newydd cyfrwng Cymraeg drwy Gymru gyfan. Mae hyn yn dangos pwysigrwydd ymrwymiad y system addysg i greu miliwn o siaradwyr."*

- 3.2 Mae ychydig dros chwarter o ysgolion Cymru yn rhai cyfrwng Cymraeg ac mae 16% o blant Cymru yn derbyn eu haddysg yn yr ysgolion hyn, gyda mwyafrif y gweddill yn derbyn eu haddysg trwy gyfrwng y Saesneg. Ers 1999 mae'n ofynnol i bob plentyn yng Nghymru ddysgu'r Gymraeg hyd at 16 oed ac addysgir y Gymraeg fel pwn o fewn yr ysgolion hyn i gyd. Bu cryn feirniadaeth yn ddiweddar o lwyddiant y ddarpariaeth honno i greu siaradwyr Cymraeg rhugl, yn enwedig o ran y rheini sy'n dilyn y cwrs byr Cymraeg ail iaith, ac mae galw wedi bod am addysgu pob plentyn o leiaf yn rhannol trwy gyfrwng y Gymraeg. Nodwyd o fewn Strategaeth Addysg Cyfrwng Cymraeg Llywodraeth Cymru

*"Derbynnir yn gyffredinol y dylai o leiaf tua 70% o amser y cwricwlwm fod drwy gyfrwng y Gymraeg er mwyn i ddysgwyr feistrolï'r iaith yn ddigon cadarn i'w galluogi i'w defnyddio mewn amrywiaeth eang o gyd-destunau yn hyderus ac yn rhugl."*

- 3.3 Dros y blynyddoedd diwethaf, ni welwyd cynnydd gwirioneddol yn y nifer o blant 0-3 oed sy'n derbyn eu gofal trwy gyfrwng y Gymraeg a'r nifer o blant sy'n derbyn addysg statudol trwy gyfrwng y Gymraeg. Aros yn ei unfan wnaeth y canran o blant Cymru sy'n cael eu hasesu trwy gyfrwng y Gymraeg ym Mlwyddyn 2 yn yr ysgol a cwmpo wnaeth nifer y plant sy'n cael eu hasesu trwy gyfrwng y Gymraeg ym Mlwyddyn 9. Yn 2014/15, 5.1% yn unig o fyfyrwyr sefydliadau addysg uwch Cymru wnaeth dderbyn rhywfaint o'u haddysg drwy gyfrwng y Gymraeg. Yn yr un flwyddyn, cyflawnwyd llai nag 0.1% o weithgareddau dysgu mewn colegau addysg bellach trwy gyfrwng y Gymraeg a llai na 8% ohonynt yn rhannol trwy gyfrwng y Gymraeg. Isel iawn hefyd yw nifer y prentisiaid sy'n dysgu trwy gyfrwng y Gymraeg neu'n ddwyieithog. Ar sail y wybodaeth uchod, gellir ond casglu y bydd angen newid sylweddol iawn i gyfrwng iaith gofal ac addysg ein plant a phobl ifanc dros y blynyddoedd nesaf, os am gyflawni'r targed o greu miliwn o siaradwyr Cymraeg erbyn 2050. Bydd angen i bob sir yng Nghymru gyfrannu at hynny trwy gynyddu'r ddarpariaeth addysg cyfrwng Cymru a / neu ddenu mwy o blant i ddysgu trwy gyfrwng y Gymraeg ymhob cyfnod addysg.

- 3.4 Bellach mae'n ofynnol ar rhai sefydliadau gan gynnwys awdurdodau lleol Cymru i gyfrannu at gyflawni'r nodau llesiant a bennwyd yn Neddff Llesiant Cenedlaethau'r



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Dyfodol (Cymru) 2015. Un o'r rheini yw 'Cymru â diwylliant bywiog lle mae'r Gymraeg yn ffynnu'. Un ffordd y gall awdurdodau lleol gyfrannu at gyflawni'r nod hwnnw yw drwy gryfhau eu darpariaeth addysg cyfrwng Gymraeg a thrwy hynny greu mwy o siaradwyr Gymraeg. Mae Mesur y Gymraeg (Cymru) 2011 wedi arwain at osod dyletswyddau iaith statudol ar awdurdodau lleol ar ffurf Safonau'r Gymraeg. Er nad yw'r safonau hynny'n ymwneud yn benodol â'r ddarpariaeth addysgol, mae dyletswydd ar awdurdodau i hybu'r Gymraeg ac eto mae cryfhau'r ddarpariaeth addysg cyfrwng Gymraeg a thrwy hynny greu mwy o siaradwyr Gymraeg yn un ffordd o wneud hynny. Wrth baratoi Cynlluniau Strategol y Gymraeg Mewn Addysg, awgrymaf y dylai awdurdodau lleol roi ystyriaeth i botensial y cynlluniau hyn i gyfrannu at weithredu'r dyletswyddau uchod, yn ogystal â gofynion penodol Deddf Safonau a Threfniadaeth Ysgolion (Cymru) 2013.

#### **4 Cynlluniau Strategol y Gymraeg Mewn Addysg**

- 4.1 Ers cyhoeddi'r Strategaeth Addysg Cyfrwng Gymraeg yn 2010, bu'n ofynnol ar awdurdodau lleol i baratoi Cynlluniau Strategaeth Gymraeg Mewn Addysg a'u cyflwyno i Lywodraeth Cymru. Rhoddodd Deddf Safonau a Threfniadaeth Ysgolion (Cymru) 2013 sylfaen statudol i'r cynlluniau hynny. Gwerthuswyd llwyddiant y cynlluniau hyn gan amryw sefydliadau yn ddiweddar.
- 4.2 Yn yr adroddiad ar ei werthusiad o lwyddiant y Strategaeth Addysg Cyfrwng Gymraeg daw Arad i'r casgliad bod cynlluniau strategol wedi gwella'r modd y cynllunnir addysg cyfrwng Gymraeg a'u bod wedi codi proffil y ddarpariaeth honno. Er hynny, casglwyd nad yw'r cynlluniau wedi cyflawni cynnydd ar y raddfa y dymunwyd ei gyflawni ac mai anghyson fu effaith y cynlluniau o un awdurdod lleol i'r llall.
- 4.3 Yn sgil ymchwiliad i'r cynlluniau strategol, daeth Pwyllgor Plant, Pobl Ifanc ac Addysg y pedwerydd Cynulliad Cenedlaethol i'r casgliad bod cryn botensial i'r cynlluniau hyn lwyddo ond mai siomedig fu eu heffaith ar y gyfundrefn addysg yn ôl mwyafrif yr ymatebwyr i'w hymchwiliad. Tynnodd y pwyllgor sylw hefyd at ddiffyg cysondeb rhwng amcanion cenedlaethol ar gyfer addysg cyfrwng Gymraeg a'r cynlluniau strategol sirol.
- 4.4 Wrth adrodd ar effaith a dylanwad y cynlluniau strategol ym mis Medi eleni, daeth Estyn i gasgliadau tebyg i'r uchod, gan gydnabod potensial sylweddol y cynlluniau i lwyddo ond hefyd anghysondeb o ran eu heffaith hyd yma o un awdurdod lleol i'r llall.
- 4.5 Eleni gofynnwyd i awdurdodau lleol ddiwygio'u cynlluniau yn unol â chanllawiau newydd a gyflwynwyd gan y Llywodraeth a cynhelir yr ymgynghoriad hwn yn unol â'r broses a sefydlwyd er mwyn gwneud hynny.
- 4.6 Derbynnir yn gyffredinol mai twf mewn addysg cyfrwng Gymraeg fydd yr allwedd i gyflawni'r targed o filiwn o siaradwyr Gymraeg. Mae canfyddiadau'r rheini sydd wedi



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gwerthuso llwyddiant y cynlluniau strategol hyd yma yn cadarnhau na fu llawer o gynnydd i'r cyfeiriad hwnnw dros y blynyddoedd diwethaf ar draws y cyfnodau addysg. Bydd angen i'r cynlluniau strategol newydd sy'n cael eu paratoi ar hyn o bryd arwain at gynnydd ar raddfa uchel iawn ymhob cwr o Gymru, os am ddod yn agos at gyflawni targed uchelgeisiol y Llywodraeth. Dyna'r cyd-destun ar gyfer paratoi'r cynlluniau hyn eleni a'u gweithredu dros y blynyddoedd nesaf.

- 4.7 Yn ddiweddar cyhoeddais fy adroddiad 5-mlynedd cyntaf ar sefyllfa'r iaith Gymraeg ar sail dadansoddiad o ystod eang o dystiolaeth a data. Rhoddir cryn sylw yn yr adroddiad hwnnw i sefyllfa addysg cyfrwng Gymraeg a'r heriau sy'n ein wynebu wrth geisio cryfhau'r ddarpariaeth honno. Un o ganfyddiadau'r adroddiad yw bod angen gwella dilyniant mewn addysg cyfrwng Cymraeg o un cyfnod addysg i'r llall. Dengys y dystiolaeth nad yw canolbwyntio ar gryfhau addysg cyfrwng Cymraeg o fewn un cyfnod addysg yn llwyddo i greu niferoedd sylweddol o slaradwyr Cymraeg newydd a rhugl. Yn hytrach, mae angen cryfhau'r ddarpariaeth cyfrwng Cymraeg o'r cychwyn cyntaf ac hefyd ymhob cyfnod dilynol, er mwyn sicrhau bod mwy o unigolion yn dilyn taith gyfan o ddarpariaeth cyfrwng Cymraeg gydol eu cyfnod mewn gofal ac addysg. Dengys yr adroddiad gydberthynas glir rhwng pa mor gynnar mewn bywyd y mae rhywun yn dysgu'r Gymraeg a'u rhuglder ar ddiwedd y daith. Mae'r adroddiad hefyd yn nodi'r golled mewn sgiliau Cymraeg ymysg llawer o unigolion wedi iddynt adael yr ysgol ac un rheswm posib am hynny yw diffyg dysgu ac addysgu trwy gyfrwng y Gymraeg o fewn addysg ôl-16. Mae'r dystiolaeth yma'n ategu'r angen i Gynlluniau Strategol y Gymraeg Mewn Addysg roi sylw digonol i gryfhau'r ddarpariaeth cyfrwng Cymraeg ymhob cyfnod addysg, o'r cyfnod gofal plant i'r ddarpariaeth ôl-16. Yn amlwg mae gafaél awdurdodau lleol yn gryfach dros rhai o'r cyfnodau addysg hyn nac eraill. Felly bydd cydweithio ag eraill wrth gynllunio a rhoi mesurau ar waith i gryfhau'r ddarpariaeth addysg a gofal cyfrwng Cymraeg ymhob cyfnod yn allweddol.

## 5 Cynllun Strategol y Gymraeg Mewn Addysg Cyngor Sir Powys 2017-2020

- 5.1 Ymysg pethau eraill, mae Deddf Safonau a Threfniadaeth Ysgolion (Cymru) 2013 yn nodi y dylai Cynllun Strategol y Gymraeg Mewn Addysg gynnwys:
- Cynigion i wella'r broses o gynllunio'r modd y mae addysg drwy gyfrwng y Gymraeg ("addysg cyfrwng Cymraeg") yn cael ei darparu yn ei ardal;
  - Cynigion i wella safonau addysg cyfrwng Cymraeg a safonau addysgu Cymraeg yn ei ardal.
  - Targedau'r awdurdod lleol ar gyfer gwella'r broses o gynllunio'r modd y mae addysg cyfrwng Cymraeg yn cael ei darparu yn ei ardal ac ar gyfer gwella safonau'r addysg honno ac addysgu Cymraeg yn ei ardal.
- 5.2 Cynigir yn adran 1 y cynllun hwn weledigaeth glir ar gyfer tyfu a gwella'r ddarpariaeth addysg cyfrwng Cymraeg ym Mhowys. Ceir esboniad eglur o'r gwendidau yn y dull presennol o ddarparu addysg, yn enwedig y diffyg cydraddoldeb i ddysgwyr cyfrwng Cymraeg, a chynigir gweledigaeth o sicrhau



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darpariaeth gyfartal ar gyfer dysgwyr cyfrwng Cymraeg ym Mhowys. Mae'r adran hon yn ymateb i ofynion canllawiau Llywodraeth Cymru, gan gynnwys cynnig gwybodaeth am y Fforwm Addysg Cyfrwng Cymraeg, a'r cyd-destun polisi a blaenoriaethau Llywodraeth Cymru. Mae'r amcanion a nodwyd ar gyfer 2017-2020 yn eglur ac yn ystyried nifer o agweddau allweddol o ddatblygu addysg cyfrwng Cymraeg, gan gynnwys darpariaeth blynyddoedd cynnar, darpariaeth yn y sector cynradd a dilyniant leithyddol trwy bob cyfnod allweddol.

- 5.3 Mae'r cynllun yn ymateb i bron holl ofynion canllawiau Llywodraeth Cymru, ac mae'r holl ddata sy'n ofynnol wedi ei gynnwys. Mae'r gofynlon prin hynny nad ydynt wedi eu diwallu gan y cynllun yn cynnwys, er enghraifft, cofnodi'r union ysgolion sydd o fewn trothwy capasiti o 10% neu'n agosáu at hynny, o dan ddeilliant 1.
- 5.4 Mae adran 2 y cynllun yn cynnig dadansoddiad ffeithiol o sefyllfa bresennol addysg cyfrwng Cymraeg ym Mhowys, y gwendidau yn y ddarpariaeth bresennol a'r heriau sydd yn wynebu'r awdurdod wrth geisio gwella a thyfu darpariaeth. O dan bob deilliant, cynigir trosolwg o'r sefyllfa sydd ohoni, a hynny mewn ffordd strwythuredig, eglur. Yn ogystal, dangosir ymwybyddiaeth o'r prif dueddiadau o ran niferoedd disgyblion dros y blynyddoedd diwethaf. Gellir cryfhau'r drafodaeth o dan ddeilliant 6 gan gynnig sylwadau ar ddigonolrwydd y ddarpariaeth bresennol, ac unrhyw fyichau sydd eisoes wedi eu nodi, er y nodir y bydd archwiliad ffurfiol yn cael ei gynnal yn 2017.
- 5.5 Cynigir cynllun heriol o ganolf darpariaeth uwchradd cyfrwng Cymraeg ar gyfer de a chanolbarth Powys. Mae'r cynllun hwn yn amcan allweddol o dan ddeilliannau 2 a 7, ac yn debygol o ddylanwadu ar amcanion deilliannau 3 a 4 yn ogystal. Fel y mae'r Cynllun Strategol yn cydnabod, fe fydd cyfres o heriau yn cyd-fynd â chanoli darpariaeth fel hyn. Er enghraifft, nodir y bydd y "gwaith sy'n mynd rhagddo i ddarparu llwybr dilyniant mwy cadarn yn y cyfnod uwchradd yn debygol o arwain ar leihad yng nghyfran y disgyblion sy'n trosglwyddo i ddarpariaeth uwchradd cyfrwng Cymraeg yn y tymor byr". Gan dderbyn bod pwysau ar awdurdodau lleol i wneud penderfyniadau anodd ynghylch ad-drefnu addysg ar hyn o bryd, rhaid cydnabod y disgwyliad ar bob awdurdod i gynyddu dros amser nifer y plant a phobl ifanc sy'n derbyn eu haddysg trwy gyfrwng y Gymraeg. Yn unol â hynny, dylid cefnogi unrhyw fwiadau sy'n peri risg i nifer y blant sy'n derbyn eu haddysg trwy gyfrwng y Gymraeg gyda mesurau cadarn i liniaru ac i wrthbwysu'r risg hwnnw. Byddai'r awdurdod yn gweithredu'n groes i ofynion Deddf Safonau a Threfnladaeth Ysgolion (Cymru) 2013 trwy wneud penderfyniadau a fyddai'n lleihau'r nifer o blant mewn addysg cyfrwng Cymraeg, heb gymryd camau ar yr un pryd i sicrhau twf ar y cyfan, dros amser.
- 5.6 O ystyried targed cenedlaethol Llywodraeth Cymru o filiwn o siaradwyr Cymraeg erbyn 2050, disgwylir i awdurdodau fod yn uchelgeisiol wrth anelu at gynydd.



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Cynigir rhai targedau uchelgeisiol yn y cynllun, er enghraifft mewn perthynas â deilliant 5. Ar yr un pryd, cynigir rhai targedau eraill sydd yn amcanestyniadau yn hytrach na thargedau ar gyfer twf. Nodir bod yr awdurdod yn cynllunio i drawsnewid y dull o ddarparu addysg cyfrwng Cymraeg ym Mhowys a bod hynny'n annhebygol o arwain at gynnydd yn y ffigyrau dros gyfnod y cynllun hwn. Dylai'r cynllun ddangos yn glir sut bydd y cynlluniau hynny yn arwain at dwf hirdymor. Os na ellir dangos hynny, rhaid cwestiynu priodoldeb y cynlluniau hynny, yng nghyd destun gofynion Deddf Safonau a Threfniadaeth Ysgolion (Cymru) 2013.

- 5.7 Ar y cyfan, mae'r amcanion a gynigwyd o dan bob deilliant yn dangos dealltwriaeth o bwysigrwydd cynllunio ar gyfer gwella a thyfu darpariaeth cyfrwng Cymraeg. Cynigir amcanion sydd yn ffocysu ar ddatblygu darpariaeth newydd, gwella safon yr hyn sydd eisoes yn cael ei ddarparu a gwella cyrhaeddiad. Yn ogystal, mae nifer o'r amcanion yn cynnig cynlluniau pendant ar gyfer y cyfnod 2017-2020, er enghraifft sefydlu ac adelladu ysgol gynradd yn y Trallwng a chytuno ar leoliad ar gyfer darpariaeth drochi i hwyrddyfodiad. Croesewir yr amserlen a gynigir ar gyfer yr amcanion. Cynigir ond dau amcan o dan ddeilliannau 6 a 7. Tybiwn fod rhai cynlluniau o dan ddeilliant 6 yn ddibynnol ar ganlyniadau'r archwiliad ffurfiol a gaiff ei gynnal yn 2017. Gan dderbyn hynny, credwn y gallasai'r awdurdod bennu rhai amcanion ar gyfer gwella'r ddarpariaeth ADY cyfrwng Cymraeg ar sail tystiolaeth sydd eisoes ar gael. O dan ddeilliant 7, cynigir amcanion eglur a phenodol ynglŷn â'r cynllun sabothol. Nodir hefyd rhai heriau o dan deilliant 7 a dylai'r cynllun gynnwys mesurau clir a chadarn i fynd i'r afael â'r heriau hynny.
- 5.8 Gellir cryfhau adran 2 y cynllun trwy gynnig camau pendant i wireddu'r nod cyffredinol o welliant. Er enghraifft, o dan ddeilliant 1 gellir nodi sut yn union fydd yr awdurdod yn cefnogi Ysgol Bro Hyddgen i symud ar hyd y continwmm ieithyddol, ac ymhelaethu ar gynlluniau buddsoddiad cyfalaf fel rhan o Fand B rhaglen Ysgolion yr 21ain Ganrif. O dan ddeilliant 2, gellir egluro sut yn union y byddwch yn ffurfioli'r trefniant trosglwyddo disgyblion â Chastell-nedd Port Talbot.
- 5.9 Ni roddir pwyslais digonol ar gynlluniau i wella a thyfu'r ddarpariaeth o dan ddeilliannau 5 a 7. Yn hytrach canolbwyntir ar ddisgrifio'r ddarpariaeth bresennol. Gellir cryfhau'r adran hon drwy esbonio pa gamau gweithredu y bydd angen eu cymryd er mwyn gwireddu'r amcanion. O dan ddeilliant 7, gellir cryfhau'r testun drwy nodi'n eglur y camau gellir eu cymryd i wneud defnydd mwy strategol o'r cynllun sabothol, yn enwedig o ran hybu diddordeb ymysg y gweithlu addysg.
- 5.10 I grynhoi'r sylwadau uchod, cynigir yn y cynllun strategol weledigaeth glir ar gyfer gwella a thyfu addysg cyfrwng Cymraeg ym Mhowys, ac arddangosir dealltwriaeth dda o'r sefyllfa bresennol a'r heriau sydd ynghlwm â thyfu'r ddarpariaeth addysg cyfrwng Cymraeg. Cynigir rhai cynlluniau pendant a rhai targedau uchelgeisiol ar gyfer twf. Wrth ddatblygu'r cynllun ymhellach, awgrymwn i dylid cysoni holl adrannau'r cynllun trwy sicrhau bod ei holl dargedau ac amcanion yn rhannu uchelgais Llywodraeth Cymru ar gyfer twf. Yn ogystal, dylid pennu mesurau lliniaru



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cadarn ar gyfer mynd i'r afael ag unrhyw heriau neu risgiau sydd wedi eu hadnabod wrth geisio sicrhau twf.

Yr eiddoch yn gywir,

**Huw Gapper**  
Ar ran Comisiynydd y Gymraeg

24/01/2017

Dear friend

## **Welsh in Education Strategic Plan – consultation on draft plan**

1.1 The Welsh Language Commissioner welcomes the opportunity to comment on your draft Welsh in Education Strategic Plan.

## **2 The Welsh Language Commissioner**

2.1 The principal aim of the Commissioner is to promote and facilitate the use of the Welsh language. Two principles underpin the Commissioner's work:

- In Wales, the Welsh language should be treated no less favourably than the English language
- Persons in Wales should be able to live their lives through the medium of the Welsh language if they choose to do so

2.2 One of the Language Commissioner's strategic objectives is to influence the consideration given to the Welsh language in policy developments. The comments below are provided for that purpose, in accordance with the Commissioner's role as an independent advocate on behalf of Welsh speakers in Wales who could be affected by this consultation. One of the statutory powers afforded to the Welsh Language Commissioner by the Welsh Language (Wales) Measure 2011 is to offer advice and/or comments to any person, and the comments below are presented in accordance with that power.

## **3 Context**

3.1 The Welsh Government's aim is to ensure a million Welsh speakers by 2050. In order to achieve this, many more Welsh speakers will need to be created, and there is consensus that the education system will be the key to that. Where the majority of older Welsh speakers have learned the language at home; 4 out of every 5 young Welsh speakers have learned the language in school. In its new strategy for the Welsh Language, the Government states the following:

*"We recognise that the education system is the main way for ensuring that children are able to develop their Welsh skills, and for creating new speakers. Data from schools tells us how many children are educated through the medium of Welsh. Currently around 22 per cent (about 7,900) of learners in year 2 are assessed in Welsh (first language). If this were to increase to 50 per cent, this would mean approximately 18,000 learners (on the basis of the size of the year 2 cohort in 2015), which would mean about 10,000 additional children. This equates to about 331 new Welsh-medium classes across*

*Wales, and shows the importance of the education system's commitment to creating a million speakers”.*

3.2 A little over quarter of schools in Wales are Welsh medium schools, and 16% of children in Wales are educated in these schools, with the majority of the remainder being educated through the medium of English. Since 1999 it is mandatory for every child in Wales to learn Welsh up to 16 years of age, and Welsh is taught as a subject in all these schools. There has been considerable criticism recently of the success of that provision in regard to creating fluent Welsh speakers, especially by parents following the second language short Welsh course, and there has been demand to teach each child at least partially through the medium of Welsh. Within the Welsh Government's Welsh Medium Education Strategy, it was stated:

*“It is generally accepted that at least 70% of the curriculum time should be through the medium of Welsh in order for learners to master the language to such a level that they can use it in a variety of contexts confidently and fluently.”*

3.3 Over recent years, there has been no real increase in the number of children 0-3 years of age who receive Welsh medium care and the number of children receiving statutory education through the medium of Welsh. The percentage of children in Wales who are assessed through the medium of Welsh in Year 2 at school stayed the same, and the number of children who are assessed through the medium of Welsh in Year 9 fell. In 2014/15, only 5.1% of students at higher education institutions in Wales received some of their education through the medium of Welsh. In the same year, less than 0.1% of teaching activities in further education colleges were undertaken through the medium of Welsh and under 8% of those were partially through the medium of Welsh. Also the number of apprentices learning through the medium of Welsh or bilingually is very low. Based on the information above, it could be concluded that substantial change will be needed to the language medium of our children's and young people's care and education over the coming years if we are to reach the target of 1 million Welsh speakers by 2050. Every county in Wales will need to contribute to that target by increasing Welsh medium education provision and / or attracting more children to learn through the medium of Welsh at every key stage.

3.4 Now it is mandatory for some institutions, including Welsh local authorities, to contribute to achieving the welfare aims outlined in the Well-being of Future Generations (Wales) Act 2015. One of those aims is to secure a 'Wales with a lively culture where the Welsh language is flourishing'. One way in which local authorities can contribute to achieving that aim is by strengthening their Welsh medium education provision, thus creating more Welsh speakers. The Welsh Language (Wales) Measure 2011 has led to local authorities having statutory language duties placed upon them in the form of Welsh Language Standards. Although these standards are not directly connected with education provision, authorities have a duty to promote the Welsh language and strengthening Welsh medium education provision and thus creating more Welsh speakers is one way of achieving that. When drawing up Welsh in Education Strategic Plans, I suggest that local authorities should consider the potential of these plans to contribute to fulfilling the above duties, in addition to the specific requirements of the Schools Standards and Organisation (Wales) Act 2013.

#### **4 Welsh in Education Strategic Plans**

4.1 Since publishing the Welsh Medium Education Strategy in 2010, it has been mandatory for local authorities to draw up a Welsh in Education Strategic Plan and present them to the Welsh Government. A statutory basis to these plans was provided through the Schools Standards and Organisations (Wales) Act 2013. The success of these plans was recently evaluated by various institutions.

4.2 In its evaluation report on the success of the Welsh Medium Education Strategy, Arad concluded that strategic plans have improved the way in which Welsh medium education is planned and had raised the profile of that provision. However, it concluded that the plans have not achieved progress on the desired scale and that the impact of plans was inconsistent from one authority to the next.

4.3 Following an inquiry into strategic plans, the Committee for Children, Young People and Education of the fourth National Assembly concluded there was considerable potential for these plans to succeed but that their impact on the education system was disappointing according to the majority of respondents to their inquiry. The committee also pointed out the lack of consistency between national objectives for Welsh medium education and counties' strategic plans.

4.4 While reporting on the impact and influence of the strategic plans in September this year, Estyn came to similar conclusions to those above, whilst recognising the substantial potential for the plans to succeed, but also inconsistency with regard to their impact to date from one authority to the next.

4.5 This year local authorities were asked to amend their plans according to the new guidelines introduced by the Government, and this consultation is being undertaken according to the process established to do that.

4.6 It is generally accepted that growth in Welsh medium education will be key to achieving the target of reaching a million Welsh speakers. The findings of those who have evaluated the success of strategic plans to date, confirm there has not been much progress in that direction over recent years across the key stages. The new strategic plans which are being drawn up at the moment will need to lead to progress at a much higher rate in every corner of Wales, if we are to come close to achieving the Government's ambitious target. This is the context in relation to preparing these plans this year and implementing them over the coming years.

4.7 Recently, I announced my first 5 year report on the state of the Welsh Language based on an analysis of a wide range of evidence and data. Considerable attention is paid in that report to the state of Welsh medium education and the challenges facing us in relation to attempting to strengthen that provision. One of the findings of the report is that better progression is needed in Welsh medium education from one key stage to the next. The evidence shows that concentrating on strengthening Welsh medium education in one key stage does not succeed in creating substantial numbers of new and fluent Welsh speakers. Instead, Welsh medium provision needs to be strengthened from the very beginning as well as in each subsequent phase, in order to ensure more individuals follow the path of Welsh medium provision throughout their time in care and education. The report shows the clear connection between how early in life an individual learns Welsh and his/her fluency at the end of the journey. The report also notes the loss of Welsh skills amongst many individuals after leaving school, and one possible reason for this is the lack of teaching and learning in Welsh within post 16-education. This evidence confirms the need for Welsh in Education Strategic Plans to pay sufficient attention to

strengthening Welsh medium provision in every phase of education, from the childcare phase to post-16 provision. Obviously, local authorities' hold over some of these education phases is stronger than others. Therefore the need to co-operate with others when planning and implementing measures to strengthen Welsh medium education and care provision in every phase is key.

## **5 Powys County Council's Welsh in Education Strategic Plan 2017-2020**

5.1 Amongst other things, the Schools Standards & Organisation (Wales) Act 2013 states that a Welsh in Education Strategic Plan should include:

- Proposals to improve the process for planning how Welsh medium education ("Welsh medium education") is provided in the area;
- Proposals to improve Welsh medium education standards and Welsh teaching standards in the area.
- The local authority's targets for improving the process of planning how Welsh medium education is provided in its area and how to improve the standards of that education and Welsh teaching in the area.

5.2 In Section 1 of this plan, a clear vision is proposed for growing and improving Welsh medium education provision in Powys. A clear explanation of the weaknesses of the current education provision is given, especially the lack of equality for Welsh medium learners, and a vision of ensuring equal provision for Welsh medium learners in Powys is presented. This section responds to the Welsh Government requirements guidelines, including offering information on the Welsh Medium Education Forum and in context of policy and priorities of the Welsh Government. The objectives stated for 2017-2020 are clear and consider a number of key aspects of developing Welsh medium education, including early years provision, primary sector provision and linguistic progression through each key stage.

5.3 The plan responds to more or less all the Welsh Government guidelines, and all the required data has been included. Those few requirements that have not been met by the plan include for example, recording exactly which schools are within the capacity threshold of 10% or approaching that, under outcome 1.

5.4 Section 2 of the plan offers factual analysis of the current state of Welsh medium education in Powys, the weaknesses in the current provision and the challenges facing the authority as it tries to improve and grow provision. Under every outcome, an overview is presented of the current situation, in a clear and structured way. Also, an awareness of the main tendencies in regard to pupil numbers of recent years is apparent. The discussion under outcome 6 could be strengthened by offering comments on the adequacy of the current provision, and any gaps which have already been identified, although it is noted that a formal inspection will take place in 2017.

5.5 A challenging plan is proposed which centralises Welsh medium secondary provision for south and mid Powys. This scheme is a key objective under outcomes 2 and 7, and is likely to influence the objectives of outcomes 3 and 4 as well. As recognised by the Strategic Plan, a series of challenges will go hand in hand with centralising provision in this way. For example, it is stated that the "work currently happening to provide a stronger path of progression in the secondary phase will probably lead to a reduction in the proportion of pupils transferring to Welsh medium secondary provision in the short term". Accepting the pressure on local authorities to make difficult decisions in regard to

restructuring education at this time, the expectation on every local authority to increase the number of children and young people receiving Welsh medium education over time, must be acknowledged. Accordingly, any intentions which are a risk to the number of children receiving Welsh medium education must be supported with strong measures to mitigate and counter that risk. The authority would be going against the Schools Standards & Organisations (Wales) Act 2013 in making decisions which would lead to a reduction in the number of children receiving Welsh medium education, without taking steps at the same time to ensure overall growth, over time.

5.6 Considering the national target set by the Welsh Government of reaching a million Welsh speakers by 2050, authorities are expected to be ambitious when aiming for progress. Some ambitious targets are proposed in the plan, for example in relation to outcome 5. At the same time, other targets are proposed which are estimates rather than targets for growth. The authority's plans to restructure the method of providing Welsh medium education in Powys is noted, and that it is unlikely to lead to an increase in figures during the life of this plan. The plan should clearly show how those plans will lead to long term growth. If that cannot be shown, then the appropriateness of those plans should be questioned, in the context of the requirements of the Schools Standards & Organisation (Wales) Act 2013.

5.7 On the whole the proposed objectives under each outcome show understanding of the importance of planning for improving and growing Welsh medium provision. Objectives which focus on developing new provision are proposed, improving the standards of the current provision and improving attainment. In addition, a number of the objectives propose definite plans for 2017-2020, for example establishing and building a new primary school in Welshpool and agreeing a location for immersion provision for latecomers. The proposed timetable for these objectives is welcomed. Only two proposals under outcomes 6 and 7 are proposed. We suspect that some plans under outcome 6 depend on the results of the formal inspection to be held in 2017. Accepting that, we believe the authority could stipulate some objectives for improving the Welsh medium ALN provision based on evidence which is already available. Under outcome 7, clear and definite objectives are proposed in relation to the sabbatical programme. Some challenges under outcome 7 are also noted, and the plan should include clear and firm measures to address those challenges.

5.8 Section 2 of the plan could be strengthened by suggesting definite steps to accomplish the general aim of improvement. For example, under outcome 1 it could be noted how exactly the authority is supporting Ysgol Bro Hyddgen to move along the linguistic continuum, and expand on capital investment plans as part of the Band B programme for 21<sup>st</sup> Century Schools. Under outcome 2, an explanation could be given on how exactly you will formalise the arrangements for transferring pupils with Neath Port Talbot.

5.9 There is not enough emphasis on plans for improving and growing provision under outcomes 5 and 7. Instead, the plan concentrates on describing the current provision. This section could be improved by explaining what actions will be needed in order to accomplish the objectives. Under outcome 7, the response could be improved by noting clearly the steps which could be taken to make more strategic use of the sabbatical scheme, especially with regard to promoting interest amongst the education workforce.

5.10 To summarise the above comments, in the strategic plan a clear vision is proposed for improving and growing Welsh medium education in Powys, and a good

understanding of the current situation and the challenges associated with growing Welsh medium education provision is apparent. Some definite plans are proposed along with some ambitious targets for growth. In developing the plan further, we suggest all sections of the plan should be reconciled by ensuring that all targets and objectives share the Welsh Government's ambitions for growth. In addition definite mitigation measures should be stipulated for dealing with any identified challenges or risks whilst attempting to secure growth.

Yours sincerely,

**Huw Gapper**

On behalf of the Welsh Language Commissioner



## CYNLLUN STRATEGOL Y GYMRAEG MEWN ADDYSG

Cyngor Sir Powys

2017-20

Cyswllt:

Ceri McEvoy

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Ionawr 2017



## RHAG

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 ymateb i ddrafft ymgynghorol Cynllun Strategol y Gymraeg mewn Addysg, Cyngor Sir Powys.

—

## Adran 1

### Gweledigaeth yr awdurdod

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 cenedlaethol Llywodraeth Cymru. Serch hynny, nodwn nad yw hyn gyfystyr â'r disgwyliad bod siroedd bellach yn mabwysiadu ymagwedd rhagweithiol ac yn symbylu a hyrwyddo twf yn y sector. Byddai'n dda nodi hynny yn y weledigaeth fydd yn llywio'r Cynllun hwn.

Awgrymwn bod angen cyd-berthynas llawer agosach rhwng y CSGA, Safon Iaith 145 (cynyddu nifer siaradwyr) a'r Strategaeth iaith: miliwn o siaradwyr. Mae angen gosod 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.

Hefyd, awgrymwn 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.

Mae angen i'r Cynllun wneud mwy na 'anelu at ddatblygu seilwaith sy'n galluogi pob disgybl i fanteisio ar ddarpariaeth lawn yn y Gymraeg neu'r Saesneg drwy gydol eu gyrfaoedd addysgol'.

**Mae angen datganiad polisi diamwys sy'n mabwysiadu'r egwyddor mai Ysgolion Cyfrwng Cymraeg Dynodedig yw'r model a ffeirir wrth gyflwyno addysg Gymraeg yn y sector cynradd a'r uwchradd.**

Er pob tegwch, mae'r amcanion (t.5) yn gymeradwy ond nid yw swmp a sylwedd y Cynllun yn gosod y sylfaen i'w gwireddu.

Nodwn bod y Cynllun yn cydnabod yr holl wendidau a methiannau presennol; ond yn syrthio'n brin o fod yn erfyn i ddatrys y sefyllfa. Dylai'r Cynllun hwn fod yn ddatblygiadol ac nid yn ddisgrifiadol. Dim ond rhwydwaith o ysgolion cyfrwng Cymraeg dynodedig fydd yn llwyddo i fynd i'r afael â'r 'loteri cod post' presennol o ran darpariaeth. Mae sicrhau cydraddoldeb o ddewis a chyfle gwirioneddol i deuluoedd sy'n dymuno i'w plant dderbyn addysg uwchradd gyflawn drwy gyfrwng y Gymraeg ym Mhowys yn llwyr ddibynnu ar hynny.

Mae'r Cynllun yn nodi bod niferoedd disgyblion cyfrwng Cymraeg ym Mhowys wedi aros yn eithaf disymud dros y blynyddoedd diwethaf, gan nodi bod gostyngiad yng nghanran y disgyblion a aseswyd mewn Cymraeg iaith gyntaf ar ddiwedd y Cyfnod Sylfaen. Mae angen mwy na chydabod yr angen am newidiadau sylweddol i'r modd o ddarparu addysg cyfrwng Cymraeg o fewn y sir. Mae angen gweithredu ar hyn yn awr. Rydym yn cydnabod na fydd y newid sydd ei angen yn digwydd dros nos, ond mae'n bwysig fod y Cynllun hwn yn gosod y sylfeini cadarn sydd eu hangen er mwyn gwireddu hyn o fewn y blynyddoedd nesaf. Rhaid i'r siwrmai ddechrau gyda'r Cynllun hwn.

### **Cludiant rhwng y Cartref a'r Ysgol**

Ydy'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'r Cyngor i rannu gwybodaeth mewn modd hygyrch a thryloyw, ac nad oedd y wybodaeth oedd ar gael yn gywir a chyfredol. Mae hyn yn wir am y sector cynradd ac uwchradd ym mhob rhan o'r sir.

Mae'r Cynllun yn cydnabod bod yr adolygiad diweddaraf o'r polisi wedi effeithio ar nifer y disgyblion sy'n manteisio ar y ddarpariaeth cyfrwng Cymraeg mewn rhai ardaloedd Cymraeg. Dylid nodi faint yn union o ddisgyblion â effeithwyd.

Mae'n amlwg bod hyn wedi arwain at ganlyniad anfwriadol sy'n andwyol i addysg Gymraeg.

Mae'n bryder bod cryn amryfusedd ac anghysondeb yn parhau'n gyffredin o ran gweithredu'r polisi. Nodwn bod cynseillau a sefydlwyd gan apelïadau llwyddiannus ers 2008 wedi eu hanwybyddu yn ddiweddar. Mae hyn yn peri gofid.

Pwysleisiwn bod sicrhau cysondeb yn arbennig o bwysig yn y cyfnod trosiannol hwn wrth gyflwyno newidiadau posibl o ran y ddarpariaeth uwchradd a datblygiadau newydd yn y cynradd e.e. y Trallwng

Awgrymwn bod angen i'r adolygiad llawn arfaethedig fod yn gam cyntaf yn y gwaith o flaengynllunio'r ddarpariaeth.

Mewn sir wledig fel Powys, mae'n gwbl allweddol sicrhau eglurder i rieni ar bolisi cludiant y Cyngor.

### **Adran 2**

#### **Deilliant 1:**

Nid yw'r canlyniadau, allbynnau na'r targedau yn cyd-fynd â'r datganiad yn y weledigaeth sy'n cytuno â Llywodraeth Cymru bod disgyblion yn fwy tebygol o ddod yn gwbl ddwyieithog ar ôl mynychu ysgolion cyfrwng Cymraeg.

Cyfeiriwn at lythyr gan Alun Davies AC, Gweinidog y Gymraeg a Dysgu Gydol Oes, a anforwyd at bob ALI ym mis Awst 2016, sy'n nodi:

**"Mae eich CSGA yn hollbwysig o ran cyflawni ein nod o filiwn o siaradwyr Cymraeg erbyn 2050. Rwy'n disgwyl cynlluniau cadarn gyda thargedau uchelgeisiol, heriol ond cyraeddadwy."**

Mae'r Cynllun yn ei ffurf bresennol, yn methu â dangos cynnydd clir ac uchelgeisiol fydd yn cyfrannu at gyflawni targedau cenedlaethol Llywodraeth Cymru.

Mae'n cyfeirio at yr angen i fesur a chreu galw am addysg cyfrwng Cymraeg, ond nid yw'n dangos sut y caiff hyn ei gyflawni, gyda chammau gweithredu clir ac ymarferol.

Bellach, ceir nid yn unig ddisgwyliad i ddarparu ar gyfer y galw presennol ond hefyd i ysgogi twf. Ar wahân i'r bwriad i sefydlu ysgol cyfrwng Cymraeg gynradd hir-ddisgwyliedig yn y Trallwng, mae methiant i dyfu'r sector yn rhagweithiol ac i fynd y tu hwnt i gwrdd â'r galw presennol yn unig. Mae'r Cynllun yn arddangos diffyg dyhead i dyfu addysg cyfrwng Cymraeg o fewn yr Awdurdod .

Mae'r Cynllun yn cyfeirio at fonitro a mesur y galw ond does dim manylion ynghylch pryd y caiff yr arolwg nesaf ei gynnal, methodoleg arfaethedig na sut y bydd yn cyfrannu at allu'r sir i flaengynllunio darpariaeth ac ymateb yn rhagweithiol i'r galw cynyddol am addysg Gymraeg. Byddai'n dda i'r Sir roi gwybodaeth benodol am fanteision addysg Gymraeg cyn mesur y galw.

Mae'r Cynllun yn cyfeirio at anhawsterau cael gafael ar ddata rhieni er mwyn cynnal arolygon. Dylai'r Llywodraeth ymyrryd yn y sefyllfa yma er mwyn cysoni'r trefniadau a hwyluso'r gwaith.

Mae'r Cynllun hefyd yn cyfeirio at 'ddulliau amgen' o asesu galw cudd posibl am addysg cyfrwng Cymraeg. Byddai'n fuddiol cynrwys mwy o fanylion am hyn.

Mae'n anorfod bod angen cyllid ychwanegol sylweddol i ehangu Addysg Gymraeg. Nid oes unrhyw groesgyfeirio penodol yn yr adran hon at flaenoriaethau'r Sir mewn perthynas â phrosiectau cyfrwng Cymraeg yn ystod cyfnod ariannu nesaf Rhaglen Ysgolion 21G ar ôl 2019/20. Mae disgwyl i'r Sir nodi manylion ynghylch hyn.

Hefyd, mae'n allweddol bod croesgyfeirio clir ac eglur rhwng y Cynllun a'r Cynllun Datblygu Lleol er mwyn dangos pa waith sydd wedi'i gynnal i asesu digonolrwydd lleoedd cyfrwng Cymraeg yn yr ardaloedd hynny ble mae disgwyl datblygiadau tai newydd.

Nodwn gyfeiriad amwys at Strategaeth Gyfathrebu / Marchnata ond nid yw'n manylu ar sut y bydd y Cyngor yn rhoi gwybodaeth am fanteision addysg Gymraeg i rieni.

Dylai'r elfen hollbwysig hon gael lle llawer amlycach yn y Cynllun.

Yn ei hanfod mae angen i'r CSGA fod yn gynlluniau hyrwyddo, sef bod yr elfen hyrwyddo yn ganolog ac yn gyrru pob agwedd o'r ddogfen.

Mae angen i'r Cyngor arwain ar y gwaith o hyrwyddo ac ysgogi diddordeb ac ymwybyddiaeth o Addysg Gymraeg, drwy gamau eraill megis:

- sicrhau bod gwybodaeth am y ddwy drefn yn cael eu danfon yn gyfochrog at grwpiau Dechrau'n Deg, cylchoedd meithrin Saesneg a Chymraeg, grwpiau gofawr a phlant, ac at rieni gyda'r ffurflenni cofrestru, a bod y wybodaeth honno yn cynnwys gwybodaeth am drefniadau cludiant, gan fod ysgolion Cymraeg yn gwasanaethu dalgylchoedd mwy o faint nag ysgolion Saesneg
- sicrhau bod gwybodaeth am y ddwy drefn ar gael i werthwyr tai ac asiantaethau rhentu yn yr ardal i'w darparu i deuluoedd sy'n symud i mewn
- sicrhau bod y wefan a'r Llyfryn Gwybodaeth i Rieni yn gytbwys yn ei gwybodaeth
- darparu hyfforddiant ymwybyddiaeth iaith a manteision addysg Gymraeg / dwyieithrwydd i weithwyr rheng-flaen y Cyngor 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.
- hybu'r cysyniad o 'Daith Iaith' a bod hyn yn rhan ganolog o waith hyrwyddo y Cynllun yn ei gyfarwydd. Gall hyn gyfrannu at gryfhau a gwella cyfraddau pontio rhwng Cylchoedd Meithrin ac Ysgolion.
- gweithio yn agos gyda'r Cynllun Cymraeg i Blant.

Yn y Cynllun blaenorol roedd targed i sefydlu gwefan i ddarparu gwybodaeth am addysg Gymraeg ym Mhowys er mwyn cyfeirio rhieni at amrywiol fudiadau a'r ysgolion cyfrwng Cymraeg. Dylid cynnwys y targed pwysig hwn yn y Cynllun.

Mae angen mwy o eglurder i rieni mewn perthynas â deilliannau ieithyddol yr amrywiol fodolau addysgol sy'n bodoli ym Mhowys. Rhaid sicrhau bod rhieni'n ymwybodol mai addysg Gymraeg gyda dilyniant cadarn drwy bob Cyfnod Allweddol fydd yn greu'r amodau gorau i'w plant feddu ar sgillau ieithyddol cyfartal yn y Gymraeg a'r Saesneg, yn unol â pholisi Llywodraeth Cymru.

Nodwn fod Cyngor Powys yn rhan o Gonsortia ERW. Oes grŵp penodol wedi'i sefydlu sy'n medru trafod materion penodol o ran darpariaeth cyfrwng Cymraeg. Byddai grŵp o'r fath yn medru mynd i'r afael â materion traws-sirol allweddol, gan gynnwys cynllunio lleoedd; ceisiadau arian cyfalaf yn y dyfodol; darpariaeth uwchradd; ADY ayb? Gellid ffurfioli'r trefniadau hyn o fod yn 'drafodaethau anffurfiol' er mwyn sefydlu proses rhagweithiol o adnabod cyfleoedd i gydweithio yn y dyfodol?

### **Amcan 1.1**

Mae diffyg targedau penodol o ran cynyddu plant yn y sector cyn ysgol a thargedau twf mewn cydweithrediad â Mudiad Meithrin. Yn y Cynllun blaenorol roedd targed pendant i weithio gyda Mudiad Meithrin i adnabod cyfleoedd i ddatblygu darpariaeth newydd mewn ardaloedd lle nad oes unrhyw ddarpariaeth ar hyn o bryd. Byddai'n dda ymgorffori yn y Cynllun dargedau clir, penodol, mesuradwy i ddatblygu'r ddarpariaeth.

Mae dalgylchoedd sydd heb unrhyw ddarpariaeth cyfrwng Cymraeg ar hyn o bryd, yn cynnwys Crughywel, Gwernyfed a John Beddoes. Wrth gyflawni hyn dylid rhoi ystyriaeth i amcan strategol 1.6 (t.14) y Strategaeth Addysg Cyfrwng Cymraeg, sy'n nodi y dylid cynyddu mynediad i ddarpariaeth yn y blynyddoedd cynnar a chynradd statudol yng nghymuned y plentyn.

Beth yw'r sefyllfa presennol o ran lleoedd gofal plant Dechrau'n Deg cyfrwng Cymraeg yn y Sir? Byddai'n fuddiol nodi hyn a'r gyd-berthynas gydag amcanion Deilliant 1.

### **Amcan 1.2**

Rydym yn llongyfarch y sir ar y bwriad i agor ysgol gynradd cyfrwng Cymraeg hir-ddisgwylledig yn y Trallwng. Mae profiad Ysgol Gymraeg Dyffryn y Glöwyr a gafodd ei gartrefu mewn adeilad oedd yn rhy fach i ddiwallu'r galw yn canu clychau. Rhybuddiodd RhAG ac eraill ynghylch hyn yn ystod cyfnod ymgynghori. Mae cyflwyno addysg Gymraeg mewn adeilad newydd sbon yn gyfuniad deniadol sy'n creu galw syfrdanol. Rhaid gofalu na fydd hanes yn alladrodd ei hun yn y Trallwng a bod y sir yn dysgu'r gwersi anghenrheidiol. Rydym hefyd yn annog y sir i edrych ar lwyddiant Ysgol Dafydd Llwyd fel esiampl o arfer dda wrth hybu a chefnogi trosglwyddiant disgyblion o'r cynradd i'r uwchradd.

### **Amcan 1.3**

Mae'r nod o gefnogi Ysgol Bro Hyddgen i symud ar hyd y continwrm ieithyddol i'w groesawu. Byddai'n dda cynnwys mwy o fanylion ynghylch y broses a'r amserlen yn y Cynllun.

Byddai'n dda i'r Sir fabwysiadu polisi swyddogol o symud ysgolion cynradd ar hyd y continwrm ieithyddol (tebyg i Gyngor Sir Gâr) a chynyddu'r ddarpariaeth Gymraeg yn y Cyfnod Sylfaen fel man cychwyn. Dylid cynnwys hwn fel un o egwyddorion craidd y Cynllun.

### **Amcan 1.4**

### **Amcan 1.5**

### **Amcan 1.6**

Rydym yn croesawu'r bwriad i adolygu'r ddarpariaeth mewn tair ardal er mwyn datblygu darpariaeth ychwanegol mewn ardaloedd newydd, ond yn cwestiynu amserlen y gwaith dan sylw. Oes angen edrych eto ar y rhaglen waith?

Un pryder mawr o safbwynt oedi ynghylch cynnal adolygiad yng Nghanolbarth Powys yw bod y ddarpariaeth yno mewn gwirionedd yn lleihau, gyda'r ffrwd Gymraeg yn Ysgol Dolafon wedi cau ac Ysgol Rhaeadr ac Ysgol Trefonnen wedi lleihau nifer eu dosbarthiadau yn y ffrwd Gymraeg yn 2016.

Os yw'r sefyllfa yn Ystradgynlais yn golygu perygl o wrthod plant o'r unig ysgol cyfrwng Cymraeg yn yr ardal, yna mae lle i ddadlau y dylid cynnal adolygiad yno ar fyrder. Yn y cyfamser mae angen rhoi mesurau tymor byr yn eu lle i leddfu'r pwysau ar leoedd nes y bydd unrhyw adolygiad wedi penderfynu ar ddatrysiad tymor hir.

### **Amcan 1.7**

Mae'n siomedig nodi bod Powys yn un o'r ychydig siroedd sy'n parhau heb ganolfan i hwyrddfyodiaid.

Beth fyddai'n digwydd mewn sefyllfa lle mae teulu yn symud o Loegr i Bowys gyda phlant 5 oed a 7 oed, ac yn awyddus iddynt fynychu ysgol cyfrwng Cymraeg? Y gwir yw y byddai eu dewisiadau yn gyfyngedig iawn.

Nid yw aros tan ddiwedd oes y Cynllun yn dderbyniol, mae angen mynd ati ar unwaith i unioni'r sefyllfa.

I oresgyn yr heriau sy'n wynebu Awdurdod Lleol wledig, dylai Powys gael rhwydwaith o ddarpariaeth ranbarthol neu 'hyb', naill ai fel canolfannau annibynnol, neu sy'n gysylltiedig ag ysgol cyfrwng Cymraeg lleol fel canolfannau lloeren. Mae'r ysgol gynradd cyfrwng Cymraeg newydd yn y Trallwng yn cynnig cyfle i ddatblygu'r ddarpariaeth hon. Gallai hyn gael ei ailadrodd mewn rhannau eraill o Bowys e.e. cynigion i ehangu/cynyddu'r ddarpariaeth yn ardal Ystradgynlais.

## Deilliant 2

Ers peth amser mae wedi dod yn amlwg nad yw'r gyfundrefn bresennol yn y sector uwchradd ym Mhowys yn gynalladwy; naill ai'n addysgol, ieithyddol nac yn ariannol. Nid yw'r drefn fel ag y mae yn darparu cyfleoedd cyfartal i ddisgyblion Powys 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 y Cynllun blaenorol i droi ysgolion dwy ffrwd yn ysgolion categori 2B erbyn 2020 yn fethiant.

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.

Byddai sefydlu ysgolion o'r fath ym Mhowys yn torri'r cylch caeth presennol ac yn gwednewid y tirlun o safbwynt addysg Gymraeg yn y sir, yn unol â disgwyliadau Llywodraeth Cymru i gryfhau dwyieithrwydd. Mae angen mwy nag un ysgol er mwyn gwireddu'r weledigaeth hon.

Nodwn fod adolygiad o ddarpariaeth addysg uwchradd yng Ngogledd Powys yn cynnig opsiwn i sefydlu ysgol neu ysgolion dwyieithiog, categori 2A yn yr ardal. Yn yr un modd mae angen cynnig cyfleoedd cyfatebol ar gyfer Canol a De'r sir. Mae hyn yn fater sylfaenol o gydraddoldeb. Fel man cychwyn, cyfuno ac atgyfnerthu'r ddarpariaeth cyfrwng Cymraeg bresennol sy'n cynnig y siawns orau o wireddu hynny.

Byddai sefydlu Ysgolion Uwchradd Cyfrwng Cymraeg Categori 2A yn:

- 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. Hefyd, byddai'n rhwym o gael effaith gadarnhaol ar dwf niferoedd yn y sector cynradd a chyn-ysgol cyfrwng Cymraeg

- 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;
- cael effaith gadarnhaol ar wella a chynyddu'r dilyniant rhwng cyfnodau allweddol (gweler data Atodiad 1);
- 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;
- 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.

Mae'r angen i sefydlu Ysgolion Uwchradd Cyfrwng Cymraeg hefyd yn allweddol er mwyn cyflawni Deilliannau 3 + 4, sef mwy o fyfyrwyr yn astudio ar gyfer cymwysterau drwy gyfrwng y Gymraeg a mwy o fyfyrwyr ôl-16 yn astudio pynciau drwy gyfrwng y Gymraeg.

Mae'r alwad hon yn gyson â chasgladau cyfres o arolygon diweddar a gynhaliwyd gan Mudiad Addysg Gymraeg Gogledd Powys (2011) a RhAG (2016 a 2011), sy'n cadarnhau dyhead rhieni Powys i'r egwyddor o sefydlu Ysgolion Uwchradd Cyfrwng Cymraeg categori 2A.<sup>1</sup>

Mae gwaith darbwylo eto i'w wneud, ond mae angen i'r Cyngor fod yn ddigon dewr i gymryd y gam tyngedfennol hwn yn awr.

Cytunwn yn llwyr bod angen ffurfioli'r trefniant â CNPT ynglyn â throsglwyddo disgyblion i Ysgol Gyfun Ystalyfera. Mae hyn yn holl bwysig o ran diogelu trefniadau presennol trwy sefydlu cytundeb traws-sirol i'r rhai sydd am barhau i dderbyn addysg Gymraeg yn eu hysgol agosaf, yn arbennig o safbwynt darpariaeth ôl 16, a'u galluogi i deithio i ysgolion Cymraeg mewn siroedd cyfagos. Bydd yn rhoi sicrwydd ac eglurder i ddisgyblion a rhieni.

O ran darpariaeth trochi hwyr yn y sector uwchradd, nodwn bod esiamplau llwyddiannus eisoes wedi bodoli ym Mhowys, sef darpariaeth a ariannwyd yn rhannol gan y Llywodraeth yn Llanfyllin a Llanfair-ym-muallt. Roedd cyfeiriad hefyd yn y Cynllun blaenorol at 'ddosbarth Cymraeg' yn Ysgol Bro Hyddgen (Bro Ddyfi yn y Cynllun hwnnw). Daeth y ddarpariaeth i ben oherwydd diffyg cyllid.

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1

[http://rhag.net/dogfennau/ADRODDIAD%20AR%20GANFYDDIADAU%20AROLWG%20RHAG%20DE%20POWYS\\_terfynol.pdf](http://rhag.net/dogfennau/ADRODDIAD%20AR%20GANFYDDIADAU%20AROLWG%20RHAG%20DE%20POWYS_terfynol.pdf)

Credwn bod dadl gref i lunio achos busnes ar gyfer ail-sefydlu'r ddarpariaeth honno a bod y ddarpariaeth wedi'i ariannu yn llawn gan yr ALI i sicrhau hyfywedd a chynaliadwyedd. Dylai hyn fod yn broses gymharol syml ac nid oes angen aros am gyflwyno ysgol uwchradd Categori 2A fel sydd wedi'i awgrymu yn y Cynllun.

### **Deilliant 3**

#### **Deilliant 4**

Rydym yn bryderus 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 mäs critigol o ddysgwyr sydd eu hangen i ddatblygu darpariaeth uwchradd ac ôl-16 yn y sir.

Mae'r Cynllun yn crybwyll bod y mwyafrif o ddarpariaeth alwedigaethol ym Mhowys yn cael ei ddarparu gan Grŵp Colegau CNPT yn eu campysau yn Y Drenewydd 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. Dylid cytuno ar strategaeth gyda'r Coleg a gosod targedau i ddatblygu cyrsiau mewn meysydd 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. Gellir canfod enghreifftiau o arferion da yng Ngholeg Pen-y-bont sy'n gweithio'n agos gydag ysgolion uwchradd cyfrwng Cymraeg cyfagos i ddatblygu a darparu cyrsiau.

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.

### **Deilliant 5**

Cafwyd cydnabyddiaeth yn y Cynllun blaenorol fod "creu ethos Gymreig yn yr ysgol yn allweddol". Ydy'r Cynllun hwn yn cefnogi'r un weledigaeth?

Unwaith eto amlygir anghysondeb yn y Cynllun ble ceir datganiad yn y weledigaeth sy'n cytuno â'r Llywodraeth mai ysgolion cyfrwng Cymraeg yw'r ffordd mwyaf effeithiol o feithrin sgiliau dwyieithog llawn, ond nid oes modd cysoni hyn gyda



cynnwys gweddill y ddogfen sy'n tarseilio'r datganiad hwnnw, yn arbennig o safbwynt targedau'r sector uwchradd.

Rhaid pwysleisio na fydd cynnal ffrwd Gymraeg mewn ysgol Saesneg neu gynnig canran o bynciau drwy gyfrwng y Gymraeg mewn ysgol nad yw'n cynnal ethos, gweinyddiad ac ymagwedd drwyadl Gymraeg a Chymreig yn bolisi llywyddiannus yn yr hir dymor. Mae hynny'n fwyfwy anhebygol mewn cyd-destun ble mae'r Gymraeg fel iaith gymunedol yn crebachu. (gw. datganiad yn y weledigaeth).

## Deilliant 6

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 dameidiog a darniog.

Roedd y Cynllun blaenorol yn crybwyll cynnal awdit ffurfiol o'r ddarpariaeth. Mae'n amlwg na fu unrhyw gynnydd yn y maes ers y Cynllun blaenorol.

Mae angen i'r gwaith hwn fod yn flaenoriaeth yn ystod oes y Cynllun dan sylw. Mae'n fater sylfaenol o gydraddoldeb.

Dylai'r Cynllun presennol gynnwys mwy o dargedau caled, mesuradwy.

Rhai materion i'w nodi:

- Pryd bydd canfyddiadau'r adolygiad yn hysbys?
- Beth fydd blaenoriaethau'r newidiadau hyn o safbwynt cefnogaeth i ddarpariaeth ADY cyfrwng Gymraeg?
- Beth yw'r sefyllfa gyfredol o safbwynt arbenigedd personél cyflogedig gan y sir e.e Seicolegwyr Addysg, Therapyddion Iaith a Lleferydd, cefnogaeth ar gyfer Dyslecsia ayb? Dylid nodi hyn yn y Cynllun.
- Oes bwriad i sefydlu Canolfan (nau) er mwyn cronni arbenigedd a chefnogaeth er mwyn darparu'r gefnogaeth angenrheidiol i ysgolion?
- 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?

## Deilliant 7

Mae angen arweiniad gan Llywodraeth Cymru er mwyn cynyddu capasiti ond mae gan bob ALI gyfraniad i'w wneud er mwyn cyrraedd y nod.

Mae angen datblygu cyrsiau hyfforddi cyfrwng Gymraeg 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 bennaethiaid ar gyfer y dyfodol yn flaenoriaeth bwysig.

Oes modd datblygu trafodaethau rhwng yr ysgolion, yr Undebau Athrawon a'r consortia i ymchwilio i'r posibiliadau?

Mae angen hyrwyddo cyfleoedd i ddysgu trwy gyfrwng y Gymraeg ymhlith disgyblion sy'n dewis gyrfaoedd

Mae'r Cynllun yn cyfeirio at anawsterau sylweddol wrth recriwtio penaethiaid sy'n siarad Cymraeg yn y sector cynradd ym Mhowys.

Aiff ymlaen i nodi bod hyn yn broblem benodol wrth geisio penodi penaethiaid mewn ysgolion dwy ffrwd, ac oherwydd hynny bod yn rhaid penodi unigolion sydd â sgilliau ieithyddol 'cyfyngedig'. Mae hyn yn sefyllfa cwbi anfoddhaol ac yn tanseilio unrhyw ymdrechion i gynnal ethos Gymraeg.

Mae'r un heriau yn wynebu'r sector uwchradd, lle mae nifer o ysgolion yn ei chael yn anodd recriwtio athrawon i addysg drwy gyfrwng y Gymraeg mewn pynciau penodol. Mae hynny'n her gyffredin yn genedlaethol ond gall fod yn broblem ddwysâch mewn sir gyda nifer helaeth o ysgolion dwy ffrwd cyfochrog.

Byddai sefydlu ysgolion cyfrwng Cymraeg dynodedig (cynradd ac uwchradd) yn cyfrannu'n fawr at ddatrys y sefyllfa hon.

Yn y cyfamser mae angen cynllun gweithredu mentrus a beiddgar er mwyn denu penaethiaid ac athrawon sydd â'r sgilliau ieithyddol angenrheidiol i weithio ym Mhowys.

**RhAG**

**WELSH IN EDUCATION STRATEGIC PLAN  
Powys County Council  
2017-20**

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RHAG

RhAG is an organisation which represents parents of children in Welsh schools.

As an organisation RhAG's aim is to support the development of Welsh education across Wales.

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RhAG appreciates the opportunity to respond to Powys County Council's consultation draft of the Welsh in Education Strategic Plan.

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## **Section 1**

### **The authority's vision**

RhAG appreciates that Powys County Council is aware of its important role in regard to promoting the use of the Welsh language, in the context of the Welsh Government's national objectives and targets. However, we note that this doesn't correspond to the expectation that counties are now expected to adopt a proactive approach and stimulate growth in the sector. It would be good to see that in the vision, which will guide this Plan.

We suggest that a much closer connection is needed between the WESP, Welsh Language Standard 145 (increase the number of Welsh speakers) and the language Strategy: 1 million Welsh speakers. Specific targets need to be set for increasing the number of Welsh speakers: it's obvious that the education sector is the main mechanism for producing Welsh speakers.

Also, we suggest that the vision could be strengthened to confirm the purpose of the WESP with regard to promoting and increasing the use of Welsh within the domain of the family and community.

The Plan needs to do more than 'aim to develop an infrastructure which enables every pupil to take advantage of full provision in Welsh or English throughout their educational career'.

**An unequivocal policy statement is needed which adopts the principle that Designated Welsh Medium Schools are the favoured model for delivering Welsh medium education in the primary and secondary sectors.**

In all fairness, the objectives (p.5) are creditable, but the substance of the Plan does not lay down the basis to accomplish these.

We note that the Plan acknowledges all the current weaknesses and failings; but falls short of addressing the situation. This plan should be developmental rather than descriptive. Only a network of designated Welsh medium schools will succeed in getting to grips with the current 'post code lottery' in regard to provision. Equality of choice and real opportunities for families who want their children to receive full secondary Welsh medium education in Powys is totally dependent on that.

The Plan notes that the numbers of Welsh medium pupils in the Powys education system has barely changed over recent years, and further notes a reduction in the percentage of pupils assessed in Welsh first language at the end of the Foundation Phase. More needs to be done than simply acknowledge the need for substantial changes to the way Welsh medium education is offered in the County. Action needs to be taken now. We acknowledge that the changes that are needed will not happen overnight, but it's important that the plan lays down firm foundations which are necessary to ensure this happens over the coming years. The journey must begin with this Plan.

### **Home – School Transport**

Is the Council happy that parents are aware of its transport policy and understand their rights in regard to transport to Welsh Education provision? There have been major problems in the past because of the Council's failure to share information in an accessible and transparent way, and that information was not correct or current. This is true of the primary and secondary sectors in every part of the county.

The Plan acknowledges that the latest policy review has affected a number of pupils taking advantage of the Welsh medium provision in some Welsh speaking areas. The exact number of pupils affected should be stated.

It's obvious that this has led to an unintentional result which is harmful to Welsh education.

It's a cause for concern that considerable errors and inconsistencies are still common with regard to implementing this policy. We note that the precedents established by successful appeals since 2008 have recently been ignored. This does cause concern.

We emphasise that ensuring consistency is especially important during this transitional phase when implementing potential changes to secondary provision and new developments in the primary sector e.g. Welshpool

We suggest that the proposed full review needs to be the first step in the work of forward planning the provision.

In such a rural county as Powys, it's key to ensure that parents are fully aware of the Council's transport policy.

## **Section 2**

### **Outcome 1:**

The results, outputs and targets do not correspond with the statement in the vision which agrees with the Welsh Government that pupils are more likely to become completely bilingual by attending Welsh medium schools.

We refer to the letter from Alun Davies AM, Minister for Welsh and Lifelong Learning, sent to every LA in August 2016, which states:

**"Your WESP's are critical in achieving our aim of a million Welsh speakers by 2050. I now expect robust, well thought out plans with ambitious, challenging yet achievable targets."**

**In it's current form, the Plan fails to show clear and ambitious progress which will contribute to achieving the Welsh government's national targets.**

**It refers to the need to measure and create demand for Welsh medium education, but doesn't show how this will be achieved, using clear and practical actions.**

**Now, there is not only an expectation to provide for current demand, but also to initiate growth. Apart from the intention to establish a long awaited Welsh medium primary school in Welshpool, there is failure to be proactive in regard to growing the sector and to go above and beyond meeting current demand only. The Plan demonstrates a lack of desire to grow Welsh medium education on the part of the Authority.**

**The Plan refers to monitoring and measuring demand, but there are no details as to when the next survey will be undertaken, the proposed methodology nor how it will contribute to the county's ability to forward plan provision and respond proactively to the growing demand for Welsh medium education. The County would be wise to offer specific information on the advantages of Welsh medium education prior to assessing demand.**

**The Plan refers to the difficulties associated with getting hold of parent data in order to undertake a survey. The Government should intervene in this situation in order to standardise the arrangements and facilitate this work.**

**The Plan also refers to 'alternative methods' for assessing potentially hidden demand for Welsh medium education. It would be beneficial to include more details on this.**

**It's inevitable that substantially more funding would be needed to expand Welsh medium Education. There is no specific cross-reference in this section to the County's priorities in relation to Welsh medium projects during the next funding period of the 21<sup>st</sup> Century Schools programme after 2019/20. The County is expected to note these details.**

**Also, it's essential that there is clear and transparent cross-referencing between the Plan and the Local Development Plan in order to show what work has been done to assess the adequacy of Welsh medium settings in those areas where new housing developments are expected to take place.**

**We note a vague reference to the Communications / Marketing Strategy but there are no details on how the Council will pass on information to parents on the advantages of Welsh medium education.**

**This critical element should be afforded far higher attention in the Plan.**

**Basically, the WESP needs to be a promotional plan, i.e. the promotional element should be central to it and drive every other aspect of the document.**

**The Council needs to lead the work of promoting and initiating interest and awareness of Welsh medium education through other means, such as:**

- ensuring that parallel information on the two systems are sent to Flying Start groups, English and Welsh medium play groups, childminders and children groups, and to parents with registration forms, and that those details contain information on transport arrangements, as Welsh medium schools service larger catchment areas than English medium schools
- ensuring that information on the two systems is available for estate agents and rental agencies in the area to be given to families moving to the area
- ensuring that the content of the website and Information Booklet for Parents are balanced
- providing language awareness and the benefits of Welsh medium education / bilingualism training for front-line Council staff and work with the Health Board to provide the same training for midwives and health visitors and discover ways of sharing positive messages in a consistent and thorough way.
- promoting the concept of a 'Language Journey' that is central to the work of promoting the Plan as a whole. This could contribute to strengthening and improving the bridging ratios between the Cylch Meithrin and Schools.
- working closely with the Welsh for Children Scheme.

The previous Plan included a target to establish a website to provide information on Welsh medium education in Powys to refer parents to the various organisations and Welsh medium schools. That important target should be included in this Plan.

More clarity is needed for parents in relation to the linguistic outcomes of the various educational models that exist in Powys. It must ensure that parents are aware that Welsh medium education with steady progression through each Key Stage creates the best conditions for their children to acquire equal linguistic skills in Welsh and English, in accordance with the Welsh government's policy.

We note that Powys Council is a member of the ERW Consortium. Has a specific group been established which can discuss particular matters in relation to Welsh medium provision. Such a group would be able to deal with key cross-county matters, including planning school places; future capital funding applications; secondary provision; ALN etc? These arrangements could progress from being 'informal discussions' in order to establish a proactive process for identifying opportunities to work together in the future?

### **Objective 1.1**

There is a lack of specific targets for progressing children in the pre school sector and growth targets in co-operation with the Mudiad Meithrin. In the previous Plan, there was a definite target to work with the Mudiad Meithrin to identify opportunities to develop new provision in areas where no provision currently existed. It would be good to incorporate clear, specific, measurable targets in this Plan to develop provision.

There are catchments where there is currently no Welsh medium provision at all, including Crickhowell, Gwernyfed and John Beddoes. Consideration should be given to including a strategic objective 1.6 (p.14) in the Welsh Medium Education Strategy, which states that access to early years and primary statutory provision should be increased in the child's community.

What is the current situation with regard to child care places for Welsh Medium Flying start children in the County? It would be beneficial to state this, and the correlation with the objectives of Outcome 1.

### **Objective 1.2**

We congratulate the county on the intention to open a long awaited Welsh medium primary school in Welshpool. The experience of Ysgol Gymraeg Dyffryn y Glöwyr which was located in a building which was too small to satisfy demand rings bells. RhAG and others issued warnings about this during the consultation stage. Providing Welsh medium education in a brand new building is an ideal combination which creates astonishing demand. Care must be taken to ensure history doesn't repeat itself in Welshpool and that the county has learned essential lessons. We would also encourage the county to look at the success of Ysgol Dafydd Llwyd as an example of good practice in promoting and supporting the transition of pupils from primary to secondary school.

### **Objective 1.3**

The aim of supporting Ysgol Bro Hyddgen to move along the linguistic continuum is to be welcomed. It would be good to include more details about this process and the timetable in the Plan.

It would be good to see the County adopt an official policy to move primary schools along the linguistic continuum (like Carmarthenshire County Council) and increase Welsh provision in the Foundation Phase as a starting point. This should be included as one of the Plan's core principles.

### **Objective 1.4**

### **Objective 1.5**

### **Objective 1.6**

We welcome the intention to review provision in three areas to develop additional provision in new areas, but question the timetable for the work in question. Does the work programme need looking at again?

One big concern in regard to a delay in reviewing provision in Mid Powys is that the provision there is in effect reducing, with the closure of the Welsh stream at Ysgol Dolafon, and Rhayader School and Ysgol Trefonnen having seen a reduction in Welsh medium classes in 2016.

If the situation in Ystradgynlais means there is a danger of refusing children admission to the only Welsh medium school in the area, there is room to argue that that review should be held as a matter of urgency. In the meantime, short term measures should be implemented to reduce the pressure on places until any review has decided on a long term solution.

### **Objective 1.7**

It is disappointing to note that Powys is one of a small number of counties which is still without a centre for latecomers.



What would happen in a situation where a family moves from England to Powys with children of 4 and 7 years of age, who are keen for them to attend a Welsh medium school? In reality, their choices would be very limited.

Waiting until the end of the life of this Plan is not acceptable, the situation needs rectifying immediately.

To overcome the challenges facing a rural Local Authority, Powys should have a network of area provision or 'hub', either as independent centres, or associated with a local Welsh medium school as satellite centres. The new Welsh medium primary school in Welshpool offers an opportunity to develop this provision. This could be repeated in other parts of Powys e.g. proposals to extend/increase provision in the Ystradgynlais area.

## **Outcome 2**

For some time now, it has been apparent that the present education system in the secondary sector in Powys is unsustainable; from an educational, linguistic or financial point of view. The current arrangements do not offer equal opportunities to pupils in Powys to receive full, unbroken education through the medium of Welsh; currently the only way to access such provision is by travelling out of county. In the south of the County an increasing number of pupils are making that journey: this cannot be an acceptable scenario.

Attempts in the previous Plan to turn dual stream schools into Category 2B schools by 2020 were a failure.

Welsh Medium Secondary Schools (Category 2A) have to be part of the solution, and this Plan needs to contain a clear commitment to act on that with definite targets and a firm timetable in order to achieve this.

Establishing such schools in Powys would break the current restrictive circle and would completely change the landscape in regard to Welsh medium education in the county, in accordance with the Welsh Government expectations to strengthen bilingualism. More than one school is needed to achieve this vision.

We note that a review of secondary education provision in North Powys offers an option to establish bilingual Category 2A school or schools in that area. In the same way, corresponding opportunities need to be offered in Mid and South Powys. This is a basic matter of equality. As a starting point, combining and strengthening the current Welsh medium provision offers the best chance of achieving this.

Establishing Category 2A Welsh Medium Secondary Schools would:

- stimulate growth in the Welsh medium sector and lead to increasing the numbers in Secondary schools over time. This is the common experience in other parts of Wales. It would also be bound to have a positive impact on the growth of numbers in the Welsh medium primary and pre-school sectors;

- offer the same educational experience to Welsh medium pupils compared to English stream pupils, by offering a full and unbroken range of subjects in every key stage;
- have a positive impact on improving and increasing progression between key stages (see data in Appendix 1);
- stop pupils moving from the Welsh stream to the English stream;
- create a situation which would allow the new school to attract qualified staff across the full range of subjects;
- create a school with a totally Welsh ethos, which would set the best conditions to nurture and develop pupils' confidence and skills in the Welsh language;
- match national policy in regard to strengthening, extending and developing Welsh medium education and would allow Powys County Council to reach national targets set by the Welsh Government.

The need to establish Welsh Medium Secondary Schools is also key in order to achieve Outcomes 3 + 4, i.e. more students studying for qualifications through the medium of Welsh and more post-16 students studying subjects through the medium of Welsh.

This demand is consistent with the conclusions of a series of recent surveys undertaken by Mudiad Addysg Gymraeg Gogledd Powys (North Powys Welsh Education Movement) (2011) and RhAG (2016 and 2011), which confirms the desire of Powys parents in favour of the principle of establishing Category 2A Welsh Medium Secondary Schools. <sup>1</sup>

The work of convincing has yet to be done, but the Council needs to be brave enough to take this fateful step now.

We completely agree that the arrangements with NPTC need to be formalised in regard to transferring pupils to Ysgol Gyfun Ystalyfera. This is crucial in respect of safeguarding current arrangements by establishing a cross-county agreement for those wishing to continue to receive Welsh medium education at their closest school, especially with regard to post-16 provision, and enable them to travel to Welsh schools in adjoining counties. It will give pupils and parents certainty and clarity.

With regard to immersion provision for latecomers in the secondary sector, we note the existence of successful examples already in Powys, i.e. provision funded partly by the Government in Llanfyllin and Builth Wells. There was also reference in the previous Plan to a 'Welsh class' at Ysgol Bro Hyddgen (Bro Ddyfi in that Plan). The provision ended because of a lack of funding.

<sup>1</sup>

[http://rhag.net/dogfennau/ADRODDIAD%20AR%20GANFYDDIADAU%20AROLWIG%20RhAG%20DE%20POWYS\\_terfy nol.pdf](http://rhag.net/dogfennau/ADRODDIAD%20AR%20GANFYDDIADAU%20AROLWIG%20RhAG%20DE%20POWYS_terfy nol.pdf)

We believe there is a strong argument in favour of formulating a business case to re-establish that provision and that it is fully funded by the LA to ensure its viability and sustainability. This should be a fairly simple process and there is no need to wait to introduce a Category 2A school as suggested in the Plan.

### **Outcome 3**

### **Outcome 4**

We are concerned about the lack of subject choice through the medium of Welsh in post-16 provision across Powys.

Establishing designated Welsh Medium schools across Powys would be the key driver in order to create a critical mass of learners which is needed to develop secondary and post-16 provision in the county.

The Plan mentions that the majority of vocational provision in Powys is provided by NPTC Group of Colleges at Campuses in Newtown and Brecon. Again there is no Welsh medium provision at either campus at the moment. In the previous Plan, there was a target to work with NPTC Group of Colleges to identify ways of developing more Welsh medium vocational courses. A similar target needs to be included in this Plan. A strategy with the College should be agreed, and targets set to develop courses in key areas e.g. Health & Care, Tourism, Early Years etc. The College's Bilingualism Champions could lead this jointly with the Local Authority. This should be incorporated in the Plan. Examples of good practice at Bridgend College can be demonstrated, where the college works closely with local Welsh medium secondary schools to develop and provide courses.

With exciting developments on the horizon for post-16 education in the English sector, it's important to invest in the Welsh sector as well in order that an equally attractive offer is available through the medium of Welsh and the widest possible range of Welsh medium courses are available to students.

Also, opportunities to work with the Coleg Cymraeg Cenedlaethol need to be developed to promote study pathways in the Higher Education sector.

The Council needs to lead this work, as the main employer in the area, and assume a proactive role in regard to promoting opportunities to join the workforce across the whole range of Council services.

### **Outcome 5**

The previous Plan acknowledged that "creating a Welsh ethos in school was key". Does this plan support the same vision?

Again, the Plan demonstrates inconsistency – there is a statement in the vision which agrees with the Government that Welsh Medium schools is the most effective way of nurturing fully bilingual skills, but that cannot be reconciled with the contents of the rest

of the document which undermines that statement, especially with regard to the secondary sector.

We must emphasise that maintaining a Welsh stream in an English school, or offering a percentage of subjects through the medium of Welsh in a school where the ethos, administration and attitudes are not totally Welsh is not a policy which succeeds in the long term. That is more and more unlikely in a context where Welsh as a community language is diminishing. (see: the statement in the vision).

## **Outcome 6**

This is one of the weakest sections of the Plan.

It's obvious that provision is falling short of expectations, and that the service across the county is fragmented and piecemeal.

The previous plan referred to carrying out a formal audit of provision. Obviously no progress has been made on this matter since the previous Plan.

This work needs to be prioritised during the life of the current Plan. It's a basic matter of equality.

The current Plan should include more hard, measurable targets.

Some matters to note:

- When will the findings of the review be known?
- What will be the the priorities of these changes in regard to support for Welsh medium ALN provision?
- What is the current situation with regard to the county's employed personnel specialisms e.g Educational Pshychologists, Language and Speech Therapists, support for Dyslexia etc? This should be included in the Plan.
- Does the county intend establishing a Centre (Centres) to centralise specialities and support, to provide essential support to schools?
- What is the plan in regard to moving to regional working and considering formalising such an arrangement? Is this an area where ERW could provide leadership?

## **Outcome 7**

Leadership from the Welsh Government is needed to increase capacity, but every LA has a contribution to make to fulfil the aim.

Welsh medium training courses for teachers need to be developed, and intense language proficiency courses should be offered to teachers willing to transfer to teach in Welsh, again through release schemes and developing the Sabbatical Scheme. An important priority is ensuring a supply of headteachers for the future.

Would it be possible to develop discussions between schools, Teaching Unions and the consortia to consider the possibilities?

Opportunities to teach through the medium of Welsh need promoting amongst Welsh medium pupils choosing a career.

The Plan refers to considerable difficulties in regard to Welsh speaking headteachers in the primary sector in Powys.

It goes on to note that this is a specific problem when appointing heads in dual stream schools, and because of that it has been necessary to appoint individuals with 'limited' linguistic skills. This is a totally unacceptable situation and undermines any efforts to maintain a Welsh ethos.

The same challenges face the secondary sector, where a number of schools have difficulty recruiting teachers to teach specific subjects through the medium of Welsh. That is a common challenge at a national level, but it could be a more intense problem in a county with a considerable number of parallel dual stream schools.

Establishing designated Welsh medium schools (primary and secondary) would contribute hugely to resolving this situation.

In the meantime, an enterprising and bold action plan is needed to attract headteachers and teachers with the necessary linguistic skills to work in Powys.

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25 Ionawr 2017

**Cyngor Sir Powys**  
Spa Road East  
Llandrindod  
Powys  
LD1 5LG

Annwyl Syr / Madam,

Dyma ymateb i ymgynghoriad Cyngor Sir Powys ar ddogfen CSGA ar ran Mudiad Meithrin. Mae atodiad o bwyntiau gweithredol ynghlwm.

Tra'n cydnabod cryfderau'r ddogfen (yn enwedig tua'r cychwyn) wrth adnabod cyfraniad Powys tuag at y targed o filiwn o siaradwyr Cymraeg erbyn 2050, pwysigrwydd denu teuluoedd nad sy'n siarad Cymraeg i ddewis addysg cyfrwng Cymraeg i'w plant a'r berthynas rhwng gofal plant ac addysg statudol, mae'r ddogfen yn siomedig yn ei diffyg gweledigaeth.

Tra fod diffyg ysgolion penodedig uwchradd Cymraeg yn dylanwadu ar waith ein cylchoedd meithrin (gan nad oes llwybr neu daith iaith glir ar gael i'r plentyn o 3/4 oed-16/18 oed), prif fyrddwn yr ymateb hwn yw dylanwad y blynyddoedd cynnar ar y cynllun strategol (deiliant 1).

Cynigir y sylwadau canlynol:

- Mae bodolaeth cylch meithrin neu ddarpariaeth cyfrwng Cymraeg yn brawf o'r galw cymunedol am addysg Gymraeg. Pa waith hybu a hyrwyddo a wneir gan y Cyngor i ddenu rhieni a gofalwyr i ystyried addysg Gymraeg?;
- Pa ystyriaeth a roddir i'r angen am ddarpariaeth cyfrwng Cymraeg yn y blynyddoedd cynnar mewn ardaloedd gwledig dwfn?
- Tra'n croesawu cydnabyddiaeth y ddogfen o rôl ddiarnheuol y Mentrau Iaith yn hybu a hyrwyddo addysg Gymraeg gyda rhieni a gofalwyr, mae gan y cylchoedd meithrin, y Cylchoedd Ti a Fi a'r grwpiau 'Cymraeg i Blant' rôl y dylid ei arddel hefyd gan fod hwn yn gyfrwng allweddol i gyfathrebu gyda theuluoedd;
- Mae diffyg sylweddol yn y modd yr eir ati i fesur ac adnabod y galw am ofal plant Gymraeg drwy'r CSAs – ceir dros 80 o gwestiynau (rhai ohonynt yn gymhleth) yn yr holiadur i rieni/gofalwyr. Mae diffyg ystyried y gyd-berthynas rhwng y CSA a'r CSGA;

[www.meithrin.co.uk](http://www.meithrin.co.uk)

**arbenigwyr y blynyddoedd cynnar** Welsh early years specialists

Prif Weithredwr / Chief Executive: Dr Gwenllian Lansdown Davies

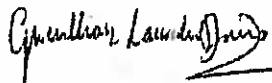
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- Nid oes cydnabyddiaeth o ddylanwad y cynnig 30 awr o ofal plant rhad ac am ddim arfaethedig (a'r Cyfnod Sylfaen yn greiddiol i hynny) ar ddewisiadau addysg rhieni a gofalwyr;
- Os oes gwir ymlyniad i'r uchelgais o filiwn o siaradwyr fel a nodir ar gychwyn y ddogfen (a chyfraniad Powys i hynny) dylid ymgeisio mapio beth fyddai'r cyfraniad drwy'r gyfundrefn addysg gan ystyried pa fath o ddarpariaeth cyfrwng Cymraeg fyddai'n angenrheidiol i'r pwrpas;
- Pa fewnbwn ystyrion a gafwyd gyda rhanddeiliaid allweddol megis cynrychiolwyr Mudiad Meithrin yn y broses o fathu'r CSGA?
- Croesewir yr angen i sicrhau darpariaeth deg yn y Gymraeg i blant ag anghenion ychwanegol (tudalen 27) a'r ymrwymiad i agor ysgol benodedig yn y Trallwng.

Ystyrir fod cyfleoedd pendant ar gael ym Mhowys i ddylanwadu ar ardrawiad ieithyddol a hynny drwy'r gyfundrefn addysg.

Tra'n derbyn nad all y Cyngor Sir weithredu mewn gwagle wrth ystyried cynnwys y CSGA, mae'r diffyg uchelgais (a gydnabyddir yn y ddogfen ei hun) yn siomedig.

Yr eiddoch yn gywir,



**Dr Gwenllian Lansdown Davies**

**Prif Weithredwr**

## Rhagair i'r Deiliant:

- 1) Drwy'r ddogfen draw, nid oes unrhyw gyfeiriad at ardal Pontsenni nac Ysgol y Bannau, Aberhonddu, sydd â'r hawl i gludiant am ddim i ddilyn addysg Cyfrwng Cymraeg yn Ysgol Ystalyfera. Yr unig gyfeiriad sydd yw at ardal Ystradgynlais, ond yn hanesyddol, o fewn y 10 mlynedd diwethaf, mae rhieni ardal Pontsenni wedi ennill yr hawl i gludiant am ddim er mwyn dilyn Addysg cyfrwng Cymraeg yn Ystalyfera. Beth yw'r sefyllfa bresennol?
- 2) A yw gwybodaeth am nifer addysg Cyfnod Sylfaen yn cyd-fynd â data Mudiad Meithrin a ddarperir i Lywodraeth Cymru? Ymddengys nad yw holl ddata ein Cylchoedd Meithrin ar draws Powys o fewn y ddogfen. 'Does dim sôn am Gylch Meithrin Dechrau'n Disglair, Ystradgynlais, yma. Pam?
- 3) A yw Cynllun tender Addysg 3 a 4 oed Powys yn anelu at ymateb i Ddeiliant 1?
- 4) O ran ysgolion penodedig Cyfrwng Cymraeg, 'does dim cyfeiriad at yr ysgolion Cyfrwng Cymraeg gwledig sydd ar hyd a lled gogledd y Sir.
- 5) Fe ddywedwyd wrth yr Awdurdod yn nol yn 2012 fod safle ysgol Dyffryn y Glowyr, Ystradgynlais, yn rhy fach ar y pryd. Mae costau Cytundebau S106 yn ychwanegol yn nawr yn lle eu bod wedi cynllunio yn llawn o'r dechrau.
- 6) Pam nad oes ymrwymiad i ddilyn y galw mewn ardaloedd yn Ne'r Sir, sy'n agos at Ystradgynlais, i droi ysgolion dwy ffrwd yn Gyfrwng Cymraeg?
- 7) Ffederasiwn - a yw'r unig fferderasiwn yn gweithio o ran addysg Cyfrwng Cymraeg?

## Deilliannau

1.1 A yw'r Awdurdod yn mynd i sicrhau fod cefnogaeth i addysg Cyfrwng Cymraeg o fewn eu hadrannau e.e Tîm y Cyfnod Sylfaen - dim ond 1 athrawes ymgynghorol Cyfrwng Cymraeg sydd o fewn y tîm ac felly y mae pob sefydliad o ran Cylchoedd Meithrin a Dosbarth Meithrin yn colli'r cyfle i hyfforddiant ac unrhyw ddatblygiad proffesiynol drwy Gyfrwng y Gymraeg.

1.2 Carem ganmol yr awdurdod ar y deiliant hwn sef codi ysgol Gymraeg yn y Trallwng.

1.3 Pam fod dewis ieithyddol addysg 3 a 4 oed yn bodoli yn ardal Bro Hyddgen, Machynlleth? Onid ddylai'r Sir ymrwymo i Addysg Cyfrwng Cymraeg yn unig gan eu bod yn nodi fod niferoedd Addysg Cyfrwng Saesneg yn disgyn yn yr ardal?

1.7 Onid yw lleoliad o'r fath yn bwysig ar draws y Sir ac nid yn ganolog i un ardal o'r Sir? Fe ddatblygwyd yr elfen hon o ran hwyrdyfodiad ar un cyfnod yn ardal Llanfair ym Muallt ac yng Nghaereinion - pam nad yw'r sir yn sicrhau ei fod yn ran naturiol o addysg ac nid yn gorfod dibynnu ar gyllid?



Deilliant 2 - Pam ond sefydlu 1 ysgol uwchradd benodedig ar draws y Sir? Powys yw'r Sir fwyaf o ran maint yng Nghymru ac felly nid yw sefydlu 1 ysgol yng ngogledd y Sir yn unig yn gwneud unrhyw synnwyr.

2.5 Fel nodwyd yn 1.7, roedd Caereinion a cysgol uwchradd Llanfair ym Muallt yn darparu gwasanaeth o drochi i hwyrddyfodiaid - pam nad yw'n parhau? Beth ddigwyddodd i'r peilot? Oes angen edrych yn fanylach ar lwyddiant/diffyg llwyddiant y peilot?

Yn dilyn o hyn, y mae rhieni yn parhau i gael yr hawl i newid cyfrwng rhwng symud o'r cynradd i'r uwchradd ac rhwng diwedd Cyfnod Allweddol 3 a Dechrau Cyfnod Allweddol 4. Pam nad oes polisi cadarn gan y Sir i sicrhau lleihad i hyn ddigwydd?

Tud 36 - Ble mae Ysgol Uwchradd Llandrindod ar y rhestr? Ar hyn o bryd mae soô am gau Llandrindod a Llanfair ym Muallt er mwyn agor un ysgol ar ddwy safle - pam nad all yr awdurdod fod yn eglur a nodi o'r dechrau mai canoli addysg Cyfrwng Cymraeg ar safle Llanfair ym Muallt yw ei nod?

25 January 2017

**Powys County Council**

Spa Road East  
Llandrindod  
Powys  
LD1 5LG

Dear Sir/ Madam,

Please see below the response on behalf of Mudiad Meithrin to the Powys County Council consultation document on the WESP. Attached is an appendix showing action points.

Whilst acknowledging the strengths of the document (especially at the beginning) in identifying Powys' contribution to the target of reaching a Million Welsh speakers by 2050, the importance of attracting non Welsh speaking families to opting for Welsh medium education for their children, and the relationship between child care and statutory education, the document is disappointing from the point of a lack of vision.

Whilst the lack of designated Welsh medium secondary schools influences our work in the Cylchoedd Meithrin (due to the lack of a clear linguistic path for children 3/4 -16/18 years of age), the main message in this response is the influence of early years on the strategic plan (outcome 1).

We offer the following comments:

- The existence of a Cylch Meithrin or Welsh medium provision is evidence of the growing demand for Welsh education. What promotional work does the Council undertake to attract parents and carers to consider choosing Welsh medium education?;
- What consideration is given to the need for Welsh medium early years provision in the deeply rural areas?
- Whilst we welcome the fact that the document undoubtedly acknowledges the work of the Language Initiatives in relation to promoting Welsh medium education to parents and carers, the Cylch Meithrin, Welsh Mother & Toddler groups (Cylch Ti a Fi) and the 'Welsh for Children' groups ('Cymraeg i Blant') also have a role to play which should be recognised, as this is also a key vehicle for communicating with families;
- There are significant weaknesses in the way that the Childcare Sufficiency Assessment (CSA) goes about measuring and identifying demand for Welsh medium child care – there are over 80 questions (some complicated) in the questionnaire for parents/carers. The connection between the CSA and WESP has not been considered sufficiently;

- There is no acknowledgement of the influence the proposed offer of 30 hours of free child care (and the Foundation Phase which is central to that) will have on parents' and carers' choice of education;
- If there truly is a commitment to the ambition to reach a million of Welsh speakers as noted at the start of the document (and Powys' contribution to that figure) then an attempt should be made to map the contribution via the education system and considering what type of Welsh medium provision would be necessary for that purpose;
- What meaningful input was received from key stakeholders, such as representatives of Mudiad Meithrin to the process of drawing up the WESP?
- The need to ensure fair Welsh medium provision for children with additional needs is welcomed (page 27) as is the commitment to open a designated Welsh medium school in Welshpool.

We consider there are definite opportunities in Powys to influence the linguistic impact through the education system.

Whilst we accept that the County Council cannot operate in a vacuum when considering the WESP, the lack of ambition (which is acknowledged in the document itself) is disappointing.

Yours sincerely,



**Dr Gwenllian Lansdown Davies**

**Chief Executive**

## Foreword to the Outcomes:

- 1) Throughout the document there is no reference to pupils from the Sennybridge area nor Ysgol y Bannau, Brecon, who are entitled to free transport to receive Welsh Medium education at Ysgol Ystalyfera. The only reference is to the Ystradgynlais area, but historically within the last 10 years, parents from the Sennybridge area have won the right to free transport to send their children to Welsh medium Education in Ystalyfera. What is the current situation?
- 2) Does the information about the number in Foundation Phase education correspond to the Mudiad Meithrin data which is sent to the Welsh Government? It appears that not all data from the Cylchoedd Meithrin across Powys have been included in the document. There's no reference to Cylch Meithrin Dechrau'n Disglair, Ystradgynlais, at all. Why?
- 3) Does the Tender Plan for 3 & 4 year olds education in Powys aim to respond to Outcome 1?
- 4) With regard to designated Welsh Medium schools, there's no reference to rural Welsh Medium schools spread over the north of the County.
- 5) The Authority was told back in 2012 that the Ysgol Dyffryn y Glowyr site at Ystradgynlais, was too small at that time. The costs of S106 Agreements are now extra; whereas they should have been fully planned for from the beginning.
- 6) Why is there no commitment to follow the demand in the South of the County, close to Ystradgynlais, to turn dual stream schools into Welsh Medium schools?
- 7) Federation – is the only Federation working in the Welsh Medium sector?

## Outcomes

1.1 Is the Authority going to ensure support for Welsh Medium education within their own departments e.g. The Foundation Phase Team – there is only 1 Welsh Medium Advisory Teacher in the team, thus every institution from the Cylchoedd Meithrin and Nursery Classes miss out on the chance of training and any professional development through the medium of Welsh.

1.2 I would like to praise the authority on this outcome, i.e. opening a Welsh primary school in Welshpool.

1.3 Why is there a linguistic choice of education for 3 & 4 year olds in the Bro Hyddgen catchment, Machynlleth? Shouldn't the County commit to Welsh Medium education only in this area in view of the fact that they refer to a drop in numbers in English medium education in the area?

1.7 Isn't such a location important across the county, and not central to one area of the County? This element with regard to latecomers was developed in the Builth Wells and

Caereinion areas at one time – why doesn't the county ensure it's a natural part of education and not totally dependent on funding?

Outcome 2 – Why establish only 1 designated secondary school in the County. Powys is the largest county in Wales, so establishing 1 school in the north of the County makes no sense.

2.5 As noted in 1.7 above, Caereinion and Builth Wells high schools provided an immersion programme for latecomers - why is this no longer in existence? What happened to the pilot programme? Should the success/lack of success of the pilot scheme be looked at in more detail?

Following on from this, parents continue to have the right to change language medium when children move from primary to secondary school and at the end of Key Stage 3 and starting Key Stage 4. Why does the County not have a definite policy to ensure that this happens less frequently?

Page 36 – Where is Llandrindod High School on the list? At the moment, it's possible that Llandrindod and Builth High schools will close with a single school on two sites opening instead – why can't the authority be clear about this and state from the start that its aim is to centralise Welsh Medium education provision on the Builth Wells site?

## **Ymateb Menter Brycheiniog a Maesyfed i ymgynghoriad y CSGA**

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Mae Menter Brycheiniog a Maesyfed yn gwerthfawrogi'r cyfle i ymateb i ddogfen CSGA Cyngor Sir Powys. Fel y mae'r Cyngor yn cydnabod yn y ddogfen ddrafft yma, bydd angen newidiadau mawr o fewn addysg yn y Sir os ydym am gwrdd â tharged heriol y Llywodraeth o filiwn o siaredwyr Cymraeg erbyn 2050.

Mae'r Fenter yn cytuno gyda phrif amcanion strategol y Cyngor:

1. Mae'n bwysig iawn cynyddu'r cyfleoedd i ddisgyblion fanteisio ar ddarpariaeth blynnyddoedd cynnar cyfrwng Cymraeg. O'n profiad ar hyn o bryd, mae'n debyg bod proses tendro yn peri effaith negyddol ar ddarpariaeth mewn rhai ardaloedd, felly mae na beryg bydd y cyfleoedd i fanteisio ar ddarpariaeth blynnyddoedd cynnar yn lleihau. Mae angen i'r Cyngor annog darpariaeth uniaith Cymraeg yn y llefydd mae'n bodoli yn barod, a chefnogi darpariaethau uniaith Saesneg i weithredu'n ddwyieithog.
2. Rydym yn falch o weld bod sefydlu darpariaeth cynradd cymraeg dynodedig newydd yn amcan strategol i'r Cyngor. Mae'n bwysig i'r Cyngor cydnabod bod bylchau mawr yn y darpariaeth ddaearyddol o addysg Gymraeg ar hyn o bryd, gydag ardaloedd Gwernyfed, Tref y Clawdd/Llanandras a Chrughywel heb unrhyw ddarpariaeth. Hoffwn hefyd weld y Cyngor yn ystyried modelau gwahanol o wella darpariaeth cyfrwng Cymraeg, er enghraifft cynnig mwy o ddarpariaeth Cyfnod Sylfaen cyfrwng Cymraeg.
3. Mae dilyniant cryf a chlr yn oll bwysig i lwyddiant darpariaeth cyfrwng Cymraeg ar bob cam. Mae'r effaith o ganoli darpariaeth gyda niferoedd uwch mewn un lleoliad yn helpu'r Fenter wrth adeiladu cynllun o weithgareddau allgyrsiol oherwydd bod y plant yn nabod ei gilydd yn barod ac yn gyfarwydd gyda'r un lleoliadau. Mae hyn yn gwneud hi'n haws i redeg clybiau cinio neu ôl ysgol a chael niferoedd digonol.
4. Rydym yn falch o weld hwyrdyfodiaid yn cael eu hystyried yn y cynllun. Mae pobl ifanc o'r ffrwd trochi yn Llanfair ym Muallt wedi cymryd rhan mewn nifer o weithgareddau'r Fenter neu glybiau ieuenctid yn y gorffennol ac yn parhau i fod yn rhan o gymuned cymraeg yr ardal. Mae'n dda gallu cynnig y cyfle i bobl sy'n symud i'r ardal iddynt deimlo eu bod yn gallu cael mynediant at iaith y wlad – bwysig i nodi mewn sir lle mae ond 49.8% wedi'u geni yng Nghymru yn ol cyfrifiad 2011. Wedi dweud hyn, mae'n llawer haws denu pobl o'r cychwyn cyntaf, felly credwn bod marchnata addysg Cymraeg yn holl bwysig.

Hoffwn hefyd awgrymu bod hyrwyddo a marchnata addysg Gymraeg i rieni hefyd yn cael ei gynnwys fel un o brif amcanion strategol y Cyngor. Mae'n hanfodol i'r Cyngor gydnabod bod diffyg marchnata yn un o'r prif resymau dros y twf bychain iawn yr ydym wedi gweld yn yr ardal, wrth i addysg Gymraeg dyfu'n gyflym iawn mewn ardaloedd eraill. Dylai'r Cyngor felly adnabod y maes yma fel un craidd er

mwyn gwyrddroi'r niferoedd o blant Powys sy'n derbyn addysg cyfrwng Cymraeg.  
Awgrymwn felly ychwanegu:

### **Amcan 5 - Sefydlu cynllun i hyrwyddo a marchnata cyfleoedd addysg cyfrwng Cymraeg ar draws Bowys.**

#### **1.2**

Credwn ei fod yn holl bwysig i gynnal Fforwm Addysg er mwyn dod a rhanddeiliaid ynghyd i drafod materion sy'n ymwneud ag addysg cyfrwng Cymraeg ar draws y Sir.

### **Deilliannau**

#### **Deilliant 1**

Mwy o blant 7 oed yn derbyn eu haddysg drwy gyfrwng y Gymraeg Rydym yn deall bod y targedau yn adlewyrchu sefyllfa presennol plant dan saith oed sy'n derbyn addysg cyfrwng Cymraeg. Oherwydd hyn, credwn ei fod yn hanfodol bod y Cyngor yn edrych ar y niferoedd yn dewis addysg Gymraeg yn syth - mae angen marchnata addysg Cymraeg a sicrhau bod pob rhiant yn deal bod dewis iaith i gael ac yn derbyn manylion y ddarpariaeth agosaf. Bwysig hefyd edrych ar hyrwyddo'r ffaith bod hi ddim rhy hwyr i ddewis addysg Gymraeg yn y blynyddoedd cyntaf o ysgol gynradd, a bod rhieni ac athrawon yn ymwybodol o'r gefnogaeth sydd ar gael i rieni a phlant sy'n pontio i'r ffrwd Gymraeg yn hwyrach. Bydd yn bwysig ystyried addysg Cymraeg yn ardal Ystradgynlais i sicrhau bod pob rhiant sy'n dewis addysg Gymraeg i'w plentyn yn parhau i allu gwneud hynny - nid ydym yn teimlo bod amcan 1.6, o edrych ar y pwnc yn 2019, yn rhoi digon o bwyslais ar y mater. Hoffai'r Fenter weld datblygiant o'r Cylch Canu a'r Ti a Fi llwyddiannus yn Ysgol y Cribarth, Abercraf, lle mae nifer fawr o'r teuluoedd yn rhai lle mae defnydd y Gymraeg yn naturiol, ond mae yna batrwm clir o fynychu'r ysgol leol, sydd ar hyn o bryd yn cynnig darpariaeth cyfrwng Saesneg yn unig. Does dim un ysgol cyfrwng Cymraeg yn gwasanaethu ardal canolbarth Powys, ond nifer o ffrydiau gweddol mawr. Mae'n bwysig i'r Cyngor ystyried a yw hynny'n cynnig darpariaeth teg yn yr ardal yna - hoffwn weld amcan 1.5 yn cael ei gwlbhau yn ystod 2018, nid ei gychwyn.

Rydym yn falch iawn o weld bod y Cyngor yn ymrwymo i asesu'r galw am addysg cyfrwng Cymraeg am fod hyn yn rhan hanfodol o gynllunio at ddatblygu addysg cyfrwng Cymraeg. Bydd y Fenter iaith yn barod i gefnogi'r Cyngor yn y broses yma.

Rydym yn cydnabod bod y Cyngor yn barod i gydweithio gyda'r Mentrau iaith leol i hyrwyddo addysg Gymraeg ac yn edrych ymlaen i allu gweithredu.

Rydym yn falch o weld bod ystyriaeth yn cael ei roi i hwyrdyfodiaid (1.7 a 2.5)

#### **Deilliant 2**

Mi fydd y Fenter yn parhau i gynnig cyfleon allgyrsiol i alluogi pobl ifanc i wella'u sgiliau iaith Gymraeg.

### **Deilliant 3 a 4**

Rydym yn falch iawn o weld bod y Cyngor yn ystyried hyn, am nad oes tegwch ar hyn o bryd yn nifer y pynciau cyfrwng Cymraeg sydd yn cael eu cynnig i ddisgyblion CA4 a 5 o gymharu a'r nifer o bynciau cyfrwng Saesneg.

### **Deilliant 5**

5.2.2 – Mae'r Fenter yn croesawu'r nod o roi'r Siartr Iaith ar waith ym mhob ysgol sy'n addysgu'r Gymraeg fel ail iaith yn ystod cyfnod y CSGA ac rydym yn awyddus i weld sut all y Fenter gefnogi ysgolion sy'n rhan o'r cynllun.

### **Deilliant 6**

6.1 – Mae'r Fenter yn falch o weld bod yr amcan yma i'w gyflawni erbyn Gwanwyn 2017. Hoffwn felly weld ymrwymiad gyda dyddiad pendant er mwyn rhannu canfyddion yr asesiad yma.

### **Deilliant 7**

7.2 – Mae'r Fenter yn falch o weld ymrwymiad parhaus y Cyngor i'r Cynllun Sabathol i staff ysgolion. Mae'r Fenter yn edrych mlaen at weithio gyda'r Cyngor i gefnogi y staff sydd wedi gwneud y gorau o'r cyfle yma drwy gynnig sesiynau siarad a gweithgareddau addas iddynt allu ymarfer eu sgiliau iaith.

### **Sylwadau Pellach**

Hoffai'r Fenter awgrymu hefyd bod y Cyngor yn cynnwys yn y CSGA rhestr o bartneriaid y Cyngor yn y maes, fel y mae rhai Mentrau Iaith eraill ar draws Gymru yn bwriadu gwneud. Y bwriad yw y bydd hyn yn helpu dangos cryfder cynllunio lleol o fewn y CSGA ac yn dangos y pethau cyffredin ar draws y Cynghorau. Awgrymwn:

#### ***Menter Brycheiniog a Maesyfed***

*Nod Menter Brycheiniog a Maesyfed yw i gynyddu defnydd y Gymraeg ymysg oedolion a phlant yn Ne Powys er mwyn sicrhau bod yr iaith yn rhan annatod o gymuned yr ardal, yn galluogi pobl i fyw a gweithio yn Gymraeg.*

*Sefydliadau brwd sy'n gweithio gyda gwirfoddolwyr ar lefel gymunedol ydy'r Mentrau Iaith, yn hybu defnydd y Gymraeg. Rydym yn gwneud hynny drwy drefnu gweithgareddau cymdeithasol a chydweithio gyda sefydliadau a busesau eraill er mwyn gwneud y Gymraeg yn fwy hygyrch a gweladwy ar draws de Powys.*

Mae'r Fenter yn edrych 'mlaen at allu weithio gyda'r Cyngor drwy'r Fforwm Iaith a'r Fforwm Addysg er mwyn sicrhau tecwch cyfleon ac addysg i blant Cyngor Sir Powys.



## **Response from Menter Brycheiniog a Maesyfed to the WESP Consultation**

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Menter Brycheiniog a Maesyfed appreciates the opportunity to respond to the Powys County Council WESP document. As the Council acknowledges in this draft document, big changes will be needed to the education system in the County if we are to meet the challenging target set by the Government of reaching a million Welsh speakers by 2050.

Menter BaM agrees with the Council's main strategic objectives:

1. It's very important to increase opportunities for pupils to take advantage of Welsh medium early years provision. Based on our current experience, it appears that the tender process is having a negative effect on provision in some areas, therefore there is a danger that opportunities to take advantage of early years provision will reduce. The council needs to encourage Welsh medium only provision in places where it already exists and support English only medium settings to work bilingually.
2. We are pleased to see that the Council has identified establishing designated Welsh medium primary provision as a strategic objective. It's important that the Council acknowledges the major gaps in the current geographical provision in regard to Welsh medium education, with the following areas lacking any such provision: Gwernynyfed, Knighton/Presteigne and Crickhowell. We would like to see the the Council consider different models for improving Welsh medium provision, such as offering more Welsh medium Foundation Phase provision.
3. Solid and clear progression is essential for Welsh medium provision at every stage. The effect of centralising provision with higher numbers in one location helps MBaM to draw up a programme of extra-curricular activities because children know each other already and are familiar with the same locations. This makes it easier to run lunch time or after schools clubs and ensure sufficient numbers.
4. We are pleased to see that latecomers are considered in the plan. Young people from the immersion stream at Builth Wells have taken part in a number of activities arranged by MbaM or youth clubs in the past and are still part of the area's Welsh community. It's good to be able to offer people moving to the area this opportunity, so that they have access to the language – this is important to note in a county where only 49.8% were born in Wales according to the 2011 Census. Having said that, it's much easier to attract people from the very start, so we believe that marketing Welsh medium education is critical.

We would also like to suggest that promoting and marketing Welsh medium education to parents should be included as one of the Council's main objectives for the Plan. It's essential the Council acknowledges that lack of marketing is one of the main reasons for the very small growth that has happened in the area,

whereas Welsh medium education is growing very quickly in other areas. The Council therefore should identify this as a core area in order to reverse the number of Powys children receiving Welsh medium education. We therefore suggest adding:

**Objective 5 - Establish a plan to promote and market Welsh medium educational opportunities across Powys.**

1.2

We believe it's very important to maintain the Education Forum in order to bring stakeholders together to discuss matters related to Welsh medium education across the county.

**Outcomes**

**Outcome 1**

More 7 year olds to be educated through the medium of Welsh

We believe that the targets reflect the current situation with children under 7 who are being educated through the medium of Welsh. Because of this, we believe it's essential that the Council looks at the numbers choosing Welsh medium education straight away – Welsh medium education needs to be marketed, and every parent needs to understand there is a language option and should receive details of the nearest provision. It's important also to look at promoting the fact that it's not too late to opt for Welsh medium education in the early years at primary school, and that parents and teachers are aware of the support which is available for parents and children who transfer to Welsh medium at a later stage. It will be important to consider Welsh medium education in the Ystradgynlais area to ensure that every parent who opts for Welsh medium education for their child can continue to do that – we don't feel that objective 1.6, with the review to commence in 2019, puts enough emphasis on the matter. MBaM would like to see the successful Cylch Canu (Singing Circle) and Cylch Ti a Fi at Ysgol y Cribarth, Abercrave being developed, where a large number of families who naturally use Welsh, but there is a clear pattern of attending the local school which currently only offers English medium provision. There is no Welsh medium school serving the mid Powys area, only a number of fairly large Welsh streams. It's important that the Council considers whether that is fair provision for the area in question – we would like to see objective 1.5 being fulfilled during 2018, not starting then.

We are pleased to note that the Council is committed to assessing demand for Welsh medium education because this is an essential part of planning Welsh medium education. The Language Initiative is ready to support the Council with this process. We acknowledge that the Council is ready to work with local Language Initiatives to promote Welsh medium education and look forward to acting on this.

We are pleased to see that consideration is given to latecomers (1.7 and 2.5)

## **Outcome 2**

MBaM will continue to offer extra-curricular opportunities to enable young people to improve their Welsh language skills.

## **Outcomes 3 and 4**

We are pleased to see the Council is considering this, because at the moment the number of Welsh medium subjects offered to KS4 & 5 pupils is not fair compared to the English medium subjects available.

## **Outcome 5**

5.2.2 – MBaM welcomes the aim to implement the Language Charter in every school where Welsh is taught as a second language during the life of the WESP and we are keen to see how MBAM could support schools involved in the scheme.

## **Outcome 6**

6.1 – MBaM is pleased to see that this objective is to be achieved by Spring 2017. We would like to see a commitment with a definite date in order to share the findings of this assessment.

## **Outcome 7**

7.2 – MBaM is pleased to see the Council's continued commitment to the Sabbatical Scheme for school staff. MBaM looks forward to working with the Council to support staff who have made the most of this opportunity by offering appropriate conversation and activity sessions for them to practice their language skills.

## **Further Comments**

MBaM would like to suggest that the Council includes in the WESP a list of the Council's partners in this field, as some other Language Initiatives across Wales do. The intention is that this will help show the local planning strength in the WESP and shows common methods across the Councils. We would suggest:

### ***Menter Brycheiniog a Maesyfed***

*Menter Brycheiniog a Maesyfed's aim is to increase the use of the Welsh language amongst adults and children in South Powys in order to ensure that the language is an integral part of the local community, enabling people to live and work through the medium of Welsh.*

*The Language Initiatives are enthusiastic organisations who work with volunteers at community level, promoting the use of the Welsh language. We do this by organising social activities and working with other organisations and businesses to make Welsh more accessible and visible across south Powys.*

MBaM looks forward to being able to work with the Council through the Language Forum and the Education Forum to ensure equal education and opportunities for children in Powys.

# menter Maldwyn

## YMATEB I WESP

Credwn yn fod y Gymraeg yn berchen i bob person ifanc yng Nghymru ac i Bowys gyfan.

Mae angen gweithio tuag at alluogi pob disgybl i fanteisio ar ddarpariaeth lawn yn y Gymraeg a'r Saesneg, ac mae angen sicrhau dros amser bod pob dysgwr yn cael y cyfle i lwyr-ymdrochi yn y Gymraeg, gan fod bod yn gwbl ddwyieithog ac yn hyderus i gyfathrebu yn y Gymraeg a'r Saesneg pan maent yn gadael yr ysgol yn rhywbeth na ddylid eu hamddifadu neb ohono. Hawl i bawb dylai Addysg Gymraeg fod, nid opsiwn amgen, ac mae angen targedau llawer iawn mwy uchelgeisiol er mwyn adlewyrchu hynny.

Yn ymarferol, mae hyn yn meddwl bod angen:

- (i) targedau uchelgeisiol er mwyn cynyddu'r niferoedd sy'n derbyn addysg Gymraeg;
- (ii) symud pob ysgol yn y Sir, gan gynnwys yr holl ysgolion cyfrwng Saesneg a dwy ffrwd, ar hyd y continwmm iaith.
- (iii) agor ysgol statws 2A i wasanaethu Gogledd Ddwyrain y Sir

Ymateb i bwyntiau penodol yn y cynllun

Mae'r ddogfen yn nodi: "Mae'r rhan fwyaf o Benaethiaid Ysgolion wedi adnabod amseroedd penodol ar gyfer ymwybyddiaeth iaith Gymraeg a/neu wella sgiliau iaith Gymraeg yn eu Rhaglenni Dysgu ar gyfer 2014-15." Mae angen gwybod yn union beth yw'r cynlluniau ar gyfer gweithredu hyn gan nad yw'r ddogfen yn nodi hyn. Mae angen buddsoddiad er mwyn cynyddu nifer staff ysgolion sy'n gwella eu sgiliau iaith, a darparu cyrsiau dwys yw'r unig ateb.

Mae'r ddogfen hefyd yn nodi "Mae ysgolion wedi adrodd am anawsterau wrth recriwtio cynorthwywyr sydd â sgiliau iaith Gymraeg addas" ac felly mae angen buddsoddiad yn y maes gofal plant ym Mhowys ac yn wir ar draws y sbectwm dysgu.

Gallai hyn ddigwydd drwy gydweithio'n agosach gyda Y Ganolfan Dysgu Cymraeg Cenedlaethol sydd wedi derbyn £3m ychwanegol ar gyfer y flwyddyn ariannol nesaf i ddarparu dysgu dwys i'r sector gyhoeddus.

Roedd y Cyngor wedi torri gwasanaeth 'Cam Wrth Gam' oedd yn darparu dysgu Gofal Plant drwy gyfrwng y Gymraeg ym mlynnyddoedd 10, 11 a'r Chweched Dosbarth. Roedd hyn yn sicrhau bod myfyrwyr yn cael trosglwyddiad syth i'r maes fel gweithwyr cymwysedig yn y sector Gofal Plant yn eu cymunedau lleol. Daeth y cynlluniau hyn i ben yn 2013 yn ysgol Llanfyllin a Llanfair Caereinion, ac yn 2016 yn Ysgol Bro Hyddgen Machynlleth. Mae tystiolaeth felly yn dangos bod Cyngor

Sir Powys wedi dileu cynnydd yn y maes yma yn ystod y blynyddoedd diwethaf ac mae angen gweithredu ar frys i sicrhau gwyrdd hyn.

Yn wyneb colli gwasanaeth TWF mae angen sicrhau bod Cyngor Sir Powys yn creu ymgyrch hyrwyddo addysg Gymraeg o'r crud yn ogystal â thargedu rhieni ysgolion cynradd ar draws Powys ond yn benodol yn Trallwng a Drenewydd i gyd fynd gyda sefydlu ysgolion cynradd newydd yn yr ardal.

Gan fod nifer o drigolion Pwylaidd yn byw yn yr ardaloedd hyn, mae angen hefyd gwneud siwr bod yna ddeunydd hyrwyddo yn yr iaith Bwyleg.

Siomedig iawn yw'r cynnydd disgwylidig mewn addysg Gymraeg yn yr adroddiad, ac mae angen bod yn llawer mwy uchelgeisiol. Mae'r cynnydd o 0.5% yn flynyddol o blant 7 oed yn cael eu hasesu yn Gymraeg yn y cynllun drafft yn rhy geidwadol o lawer – fyddai'n cymryd dros 160 o flynyddoedd i ddarparu addysg gynradd Gymraeg i blant y Sir ar y gyfradd yna.

Yn waeth na hynny, mae'r cynllun yn rhagweld na fydd unrhyw gynnydd o gwbl yn y ganran o blant sy'n cael eu hasesu yn Gymraeg ym mlwyddyn 9 rhwng 2016 a 2020 – mae hynny'n annerbyniol.

Rhaid pwysleisio'r angen ar frys i agor canolfan hwyrddyfodiaid ym Mhowys, ar gyfer disgyblion cynradd ac uwchradd gan ddilyn esiampl Gwynedd wrth gynnwys y teulu cyfan yn eu darpariaeth.

Dengys y ffigyrau ar dudalennau 36-37 fod gwendidau sylweddol yn y ddarpariaeth uwchradd cyfrwng Cymraeg presennol yn ogystal, gyda 98% o ddysgwyr 16-19 oed mewn ysgolion yn astudio yn uniaith Saesneg a dim ond 22 unigolyn y flwyddyn yn gwneud hynny yn Gymraeg. Dim ond 52% o fyfyrwyr sy'n astudio'r Gymraeg fel Iaith Gyntaf ar lefel TGAU yn astudio eu pynciau eraill trwy gyfrwng y Gymraeg. Eto, mae angen anelu at gynnydd llawer cyflymach na 0.5% yn flynyddol – mae'r rhain yn wendidau systematig sy'n rhaid mynd i'r afael â nhw.

Rydym yn croesawu'r amcan i ddarparu gwell gyfleoedd i hwyrddyfodiaid, ac yn benodol i sefydlu darpariaeth trochi; ond mae angen ymrwymiad mwy pendant, ac amserlen llawer iawn yn gynt na'r hyn a roddir yn 2.5 – mae angen cytuno cyn gynted â phosib ar leoliad canolfan, a gosod dyddiad y bydd y ddarpariaeth ar gael, a hynny o fewn oes y cynllun.

Ymhellach, mae angen hyrwyddo astudio pynciau 'anhraddodiadol' drwy'r Gymraeg ar lefel TGAU a Safon Uwch, megis Mathemateg, Ffiseg, Bioleg, Cyfrifiadura a Chemeg. Mae ymchwil yn dangos nad yw bobl ifainc sy'n cyrraedd y brifysgol heb astudio pwnc eu gradd drwy'r Gymraeg ar gyfer TGAU a Safon Uwch yn dewis y ddarpariaeth Gymraeg iddynt yn y Brifysgol. Mae hyn yn eu

hamddifadu o fanteision addysg uwch drwy'r Gymraeg, megis ysgoloriaethau sy'n agored i fyfyrwyr sy'n astudio drwy'r Gymraeg (gan sefydliadau addysg uwch unigol a'r Coleg Cymraeg Cenedlaethol), cynllun profiad gwaith y Coleg Cymraeg a buddion gyrfaol.

Er enghraifft, mae ystadegau DHLE (Cyrchfannau Ymadawyr Addysg Uwch) yn dangos bod graddedigion sy'n astudio drwy'r Gymraeg yn fwy tebygol o fod mewn gwaith/addysg bellach a mewn swydd raddedig/addysg ôl-raddedig chwe mis ar ôl graddio na myfyrwyr sy'n medru'r Gymraeg sydd ddim wedi astudio'n Gymraeg a myfyrwyr di-Gymraeg.

Felly, mae angen mwy o bwyslais ar ddilyniant i addysg uwch a'r byd gwaith. Mae'r ddogfen yn crybwyll hyrwyddo'r buddion gyrfaol o gael addysg drwy'r Gymraeg ond nid yw'n gwneud yn glir bod y buddion hyn yn gysylltiedig â pharhau ag addysg Gymraeg hyd lefel ôl-raddedig. Mae angen gwneud rhieni yn ymwybodol o bwysigrwydd dilyniant.

Er mwyn llenwi bylchau o safbwynt creu gweithlu mae angen i Gyngor Sir Powys mynd i'r afael ar frys i ddenu staff sy'n siarad Cymraeg ond dysgu dros Glawdd Offa (Swydd Henffordd neu Amwythig er enghraifft) yn ôl i Bowys a'u cefnogi i feithrin hyder dysgu yn y Gymraeg.

Er mwyn bod yn llawer mwy llwyddiannus mewn allbynau mae angen gweithredu continiwwm addysg Gymraeg. Bydd angen gweld ysgolion dwy ffrwd yn newid i fod yn ysgolion cyfrwng Cymraeg/dwyieithog llawn.

Yn ogystal â chodi statws yr iaith, bydd hyn yn gwella'r sylfaen i fedru darparu addysg uwchradd gwell a chodi hyder a dileu ofnau posib rhieni. Mae'n hanfodol nad yw toriadau ariannol yn arwain at uno dosbarthiadau Cyfnod Sylfaen mewn ysgolion dwy ffrwd - er enghraifft Llanrhaeadr ym Mochnant, Llanfyllin a Trefonnen. Yn y Cyfnod Sylfaen gosodir sylfaen gadarn ar gyfer eu haddysg Gymraeg ac felly mae canlyniad o'r fath yn hollol anfoddhaol.

### **Casgliad**

Mae'n hanfodol bod Cyngor Sir Powys yn sicr, uchelgeisiol a hyderus o ran ei ymrwymiad i addysg Gymraeg yn y Sir, ac nid yw hyn yn cael ei adlewyrchu yn y ddogfen hon fel y mae.

Mae angen buddsoddiad mawr er mwyn gweld addysg Gymraeg yn ffynnu ym Mhowys – gan gynnwys cynllun hyrwyddo gyda thargedau penodol; ymrwymiad i symud holl ysgolion y Sir ar hyd y continiwwm iaith; a chynlluniau o fewn oes y cynllun i sefydlu rhagor o ysgolion Cymraeg a chanolfannau trochi gydag amserlen bendant.

## **RESPONSE TO WESP**

We believe the Welsh language belongs to every young person throughout Wales and Powys.

We need to work towards enabling every pupil to take advantage of full provision in English and Welsh, and ensure that every learner has the opportunity to completely immerse him/herself in the Welsh language over a period because being completely bilingual and confident to communicate in Welsh and English when they leave school is a right that no-one should be denied. A right to a Welsh Education should be everyone's right rather than an alternative option, and far higher ambitious targets are needed in order to reflect that.

On a practical level, this means the following are needed:

- (i) Ambitious targets to increase the numbers receiving Welsh medium education;
- (ii) Move every school in the county, including all English medium and dual stream schools, along the language continuum.
- (iii) A category 2A school should be opened to serve North East Powys.

Response to specific points in the plan.

The document states: "The majority of Headteachers have identified specific times for Welsh language awareness and/or improving Welsh Language skills in their Teaching Programmes for 2014-15." We need to know exactly what the plans are for implementing this because the document does not state this. Investment is needed to increase the number of staff in schools improving their language skills, and the only answer is providing intensive courses.

The document also states "Schools have reported difficulties in recruiting assistants with suitable Welsh language skills" therefore investment is needed in the child care sector in Powys, and across the whole of the teaching spectrum.

This could happen by closer working with the Welsh National Centre for Learning Welsh which has received an additional £3m for the next financial year to offer intensive learning for the public sector.

The Council ended the service with 'Cam Wrth Gam' who provided Welsh medium Child Care learning in years 10, 11 and the Sixth Form. This ensured that students could transfer immediately to the field as workers qualified in the Child Care sector within local communities. These schemes came to an end in 2013 in Llanfyllin and Llanfair Caereinion, and in 2016 in Ysgol Bro Hyddgen Machynlleth. Such evidence shows that Powys County Council has written off

progress in this field during recent years, and we need to act urgently to ensure this is reversed.

Having lost the TWF service, Powys County Council needs to formulate a campaign to promote Welsh medium education from birth, as well as targeting primary school parents across Powys, but specifically in Welshpool and Newtown areas to go hand in hand with establishing new primary schools in these areas.

As a number of Polish citizens now live in these areas, Polish language promotional materials are also needed.

The expected progress in Welsh medium education in the report is very disappointing, and it needs to be far more ambitious. The annual increase of 0.5% of 7 year old pupils assessed in Welsh in the draft plan is far too conservative – it would take over 160 years to provide Welsh medium primary education to the County's children at that rate.

And worse than that, the plan foresees that there will be no increase at all in the percentage of children being assessed in Welsh in year 9 between 2016 and 2020 – that is unacceptable.

The urgency to open a centre for latecomers in Powys must be emphasised, for primary and secondary pupils, following the Gwynedd example of including the whole family in the provision.

The figures on pages 36-37 show substantial weaknesses in the current Welsh medium secondary provision in addition, with 98% of learners aged 16-19 in schools studying in English only with only 22 individuals studying through the medium of Welsh each year. Only 52% of students studying Welsh as a first language at GCSE study other subjects through the medium of Welsh. Again, the progress needs to be much faster than 0.5% annually – these are systematic weaknesses which must be addressed.

We welcome the aim of providing better opportunities for latecomers, and specifically the establishment of Immersion provision; but a more definite commitment is needed and a much earlier timetable than that noted in 2.5 – the location of the centre needs to be agreed as soon as possible, and a date set for commencing provision, all within the life of this plan.

Further, the study of Welsh medium 'non-traditional' subjects need to be promoted at GCSE and A level such as Mathematics, Physics, Biology, Computing and Chemistry. Research shows that young people who get to university without studying their degree subject through the medium of Welsh at GCSE or A level do not opt for Welsh medium provision at University. This denies them the advantages of higher education through the medium of Welsh, such as scholarships



which are open to Welsh medium students (offered by individual higher education institutions and the Coleg Cymraeg Cenedlaethol), the Welsh College work experience scheme and career benefits.

For example, DHEL (Destination of Higher Education Leavers) statistics show that graduates studying through the medium of Welsh are more likely to be in work/further education and a graduate job/post-graduate education six months following graduation, than students who can speak Welsh but have not studied through the medium of Welsh, and non-Welsh speaking students.

Therefore, more emphasis is needed on progression to higher education and the world of work. The document refers to promoting career benefits of Welsh medium education but does not make clear the benefits connected with continued Welsh medium education to post graduate level. Parents need to be made aware of the importance of progression.

In order to fill in gaps with regard to creating a workforce, Powys County Council needs to deal urgently with the matter of attracting Welsh speaking staff who currently teach the other side of Offa's Dyke (for example in Herefordshire or Shropshire) back to Powys and offer support in regaining their confidence to teach in Welsh.

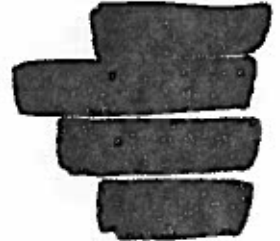
In order to be much more successful in regard to outcomes, a Welsh education continuum needs to be implemented. Dual stream schools need to change to become Welsh medium schools/fully bilingual.

In addition to raising the status of the language, this will improve the basis for providing better secondary education and increase confidence and allay parents' potential fears. It's essential that financial cuts do not lead to combining Foundation Phase classes in dual stream schools – such as Llanrhaeadr-ym-Mochnant, Llanfyllin and Trefonnen. The solid foundation for Welsh medium education is laid in the Foundation Phase, therefore such a result would be totally unsatisfactory.

## **Conclusion**

It's essential that Powys County Council is certain, ambitious and confident in regard to it's commitment to Welsh medium education in the County, and that is not reflected in the document in its current form.

Large investment is needed for Welsh medium education to flourish in Powys – including a promotion plan with specific targets; a commitment to move all schools in the County along the language continuum; and schemes during the life of this plan to establish more Welsh schools and immersion centres with a definite timescale.



24<sup>ain</sup> Ionawr 2017

Tîm Trawsnewid Ysgolion

Cyngor Sir Powys

Neuadd y Sir

Llandrindod

LD1 5LG

Annwyl Fadarn / Syr,

### **Ymateb i Ymhyngoriad ar ddrafft CSGA 2017-2020**

Rwy'n sgwennu atoch ar ran RhAG (Rhieni dros Addysg Gymraeg) Canolbarth Powys Canol i ymateb i'ch ymhyngoriad am ddrafft Cynllun Strategol y Gymraeg mewn Addysg (CSGA) 2017-2020

Yn gyntaf, hoffem ni ddweud ein bod ni'n ddiolchgar am y cyfle i sylwi ar CSGA yn ei ffurf gyfredol. Byddwn ni cychwyn â sylwadau cyffredinol ar CSGA cyn canolbwyntio ar ymatebion i cynigion penodol.

Rydym yn croesawi y gweledigaeth hir-tymor am gynddu'r niferoedd o blant a phobl ifainc sy'n cael eu haddysgu trwy gyfrwng y Gymraeg, ac am i'r bobl ifainc hynny gael cyfle cyfartal i ddarpariaeth led led Powys. Serch hynny, rydyn ni'n sytyried na fydd y Deilliannau a'r Amcanion cyfredol, fel y gwelir yn CSGA yn arwain at yr amcanion hyn

A bod yn benodol, rydyn nin'n credu'n gryf y dylai darpariaeth yng Ngogledd, Canolbarth a De Powys fod yn gyfartal. Mae nifer o rannau yn CSGA lle bydd llai o uchelgais yn y cynigion am Ganolbarth Powys, ardal sydd eisoes yn didoddef o ddiffyg ysgolion cyfrwng Gymraeg detholedig, ac ardaloedd helaeth lle mae mynediad i ddarpariaeth ffrydiau deuol yn annichonol. Bydd y diffyg uchelgais hwn dros Ganolbarth Powys yn golygu bod yr agendor hwn mewn darpariaeth yn mynd yn fwy, yn hytrach nag yn llai, fel yr awgrymir gan eich gwelediagaeth.

Rydyn ni'n ystyried y dylai fod targedau mwy manwl a mesuradwy trwy CSGA i gyd, yn arbennig parthed cau'r bwch hwn mewn darpariaeth.

Mae CSGA yn ei ffurf bresennol yn methu dangos cynydd clir ac uchelgeisiol tuag at gyflawni targedau y Strategî Addysg Gyfrwng Cymraeg wedi'u gorchymyn gan y llywodraeth. Mae CSGA yn cyfeirio at angen mesur a chreu galwad am addysg Gyfrwng Cymraeg, ond dyw e ddim yn esbonio sut bydd hynny yn cael ei gyflawni. Disgwylir bellach nid yn unig darparu dros y galw presennol, ond hefyd symbylu tyfiant. Ac eithrio ymrwymiad i sefydlu ysgol gynradd gyfrwng Cymraeg yn y Trallwng, mae methiant amlwg i dyfu'r sector yn flaenweithredol na mynd tu hwnt i gwrdd â'r galw presennol. Felly mae CSGA yn dangos diffyg dyhead i dyfu addysg gyfrwng Cymraeg y tu fewn i'r Awdurdod.

Cyd-destyn arall lle rydyn ni'n ystyried bod rhaid datbygiad sylweddol o CSGA yw hyrwyddo addysg gyfrwng Cymraeg ymhlith rhieni ym Mhowys. Tra bod y weledigaeth yn cydnabod angen newidadau sylweddol i ddarpariaeth, dylai hefyd trafod yr angen i newid y ffordd bod y ddarpariaeth hon yn cael ei hybu a'i chynnig.

Tra bod sôn ar dudalen 11 o'r drafft am Strategaeth Gyfathrebu / Farchnata parthed addysg gynradd, rydyn ni'n ystyried dylai'r gwaith hwn gael mwy o flaenoriaeth yn CSGA dwyddi draw.

Hoffen ni weld yr Awdurdod Lleol yn datblygu ac arwain strategaeth effeithiol i hybu addysg gyfrwng Gymraeg o enedigaeth i'r brifysgol; "cynnig gweithgar a bywiog", yn gwithio'n fewnol ac ar draws asiantaethau i hysbysebu a hyrwyddo addysg trwy gyfrwng y Gymraeg. Byddai "cynnig gweithredol a bywiog" yn golygu byddai, er enghraifft, cyfleoedd a buddlon mynediad cynnar ac hwyr i mewn i ddarpariaeth gyfrwng Cymraeg yn cael eu hyrwyddo yn gryf ymhlith rhieni sy'n holi'r Awdurdod Lleol am fynediadau.

Rydym ni'n ystyried byddai hyn yn arwain at ganran llawer mwy o ddysgwyr Cymraeg nag yw eich targedau cyfredwl yn awgymu ei bod nhw'n bossibl

I sicrhau bod y cynnig gweithredol a bywiog yn cael sylw dilys yn CSGA, rydyn ni'n awgrymu'r ychwanegiadau canlynol; prif Amcan (5) newydd a Deilliant (8) ategol.

**Amcan 5: Sefydlu cynnig gweithredol a bywiog ar gyfer addysg gyfrwng Cymraeg,**

**Deilliant 8: Cynigir yn actif addysg trwy gyfrwng y Gymraeg if i bob person ifanc.**

Byddwn ni nawr yn trafod rhai o'r Canlyniadau a'r is-amcanion wedi'u cynnwys yn y draft.

**Deilliant 1: Mwy o blant saith oed yn cael eu dysgu trwy gyfrwng y Gymraeg**

**1.1. Cwblhau'r adolygiad o'r blynyddoedd cynnar a sicrhau bod o leiaf 24 o sefydliadau cyfrwng Cymraeg yn cael eu comisiynu.**

Rydyn ni'n bryderus iawn nad yw'r CSGA cyfredol yn cydnabod yn llawn yr anawsterau 'r heriau wedi'u hwynebu gan sefyllfaoedd blynyddoedd cynnar ym Mhowys, hyd yn oed cyn i'r newid i fynediad i ysgolion cynradd yn digwydd eleni.

Mae hyn yn arbennig o arwyddocaol yng Nghanolbarth Powys, lle mae hi'n anodd ricriwtio i rolau,

a diffyg cynigion gan ymgeiswyr sydd yn meddiannu'r sgiliau a'r cymwysterau dilys, neu hyd yn oed gan y rhai sydd yn fodlon gweithio tuag at y cymwysterau hynny.

Mae amodau ychwanegol yn cael eu gosod ar y gosodiadau yn sgîl y newid mewn oedran mynediad, megis angen dau ddsbarth lle mae plant dwy a phedair oed yn mynychu'r un ysgol. Mae hyn yn golygu bod pryderon gwirioneddol am y recriwtio ychwanegol fyddai'n angenrheidiol; pe bai'r gosodiadau yn llwyddiannus yn y proses tendro. Gallai hyn arwain at rai gosodiadau yn dewis peidio ag ail-dendro, neu i fynd yn ddwyieithog – a byddai'r naill ganlyniad fel y llall yn gam yn ôl o ran y weledigaeth wedi'i hamlinellu yn CSGA.

Byddai hi'n bositif gweld amcan yn hybu a chefnogi darparu addysg Gymraeg flynyddoedd cynnar mean ardaleodd lle nad os dim byd o gwbl ar hyn o bryd megis yn Nwyrain sir Faesyfed..

### *1.5. Adolygu'r ddarpariaeth gynradd cyfrwng Cymraeg yn nalgylch Canolbarth Powys*

Flely dwywedwyd uchod, hoffen ni weld cydraddoldeb uchelgais i ddatblygu addysg gyfrwng Cymraeg yng Nogledd, Canolbarth a De Powys. Hoffen ni gan hynny groesawu'r ffaith bod CSGA yn cynnwys arolwg ar ddarpariaeth ysgol gynradd yng Nghanolbarth Powys, ond rydyn ni'n gwrthwynebu'r bwrui=ias i'w ystyried yn 2018. Byddai hyn ar ôl ystyriaeth o dair ardal yng Nogledd Powys, lle mae ysgolion Cymraeg eisoes ar gael.

Pryder o bwys am adael arolwg ar Ganolbarth Powys i ddiweddarach yw body ddarpariaeth yma mewn gwirionedd yn lleihau, a'r ffrwd Gymraeg yn Ysgol Dolafon wedi cau, a Rhaeadr a Threfonnen fel ei gilydd wedi lleihau'r nifer o ddsbarthiadau ffrwd Gymraeg yn 2016.

Rydyn ni'n ystyried gallai lleihau'r ddarpariaeth fel hyn achosi argyfwng mewn addysg Gymraeg yng Nghanolbarth Powys, sef byddai rhieni allsai fod wedi ystyried addysg gyfrwng Cymeraeg i'w plant yn ffeindio'r syniad o lei o ddsbarthiadau a dosbarthiadau mwy yn gynnig annymunol.

Rydyn ni'n deall bod hyn wedi digwydd oherwydd y sefyllfa ariannol bresennol syd yn ei wneud yn anodd iawn i ysgolion ffrydiau deul gadw'r gallu i dyfu yn eu ffrydiau Cymraeg. Fodd bynnag rydyn ni'n awgrymu bod hyn yn groes i'r weledigaeth yn CSGA am godi derbyiad o addysg gyfrwng Cymraeg.

Fel rhan o'r arolygiad ar Ganolbarth Powys, hoffen ni i'r Awdurdod Lleol ystyried nifer o opsiynau am gynyddu darpariaeth cyfrwng Cymraeg, gan gynnwys ond ddim wedi'i gyfyngu i:

- cymorth ariannol ychwanegol i ffrydiau cyfrwng Cymraeg yn Rhaeadr, Llandrindod a Llanfair-ym-Mualt,
- adeiladau un neu fwy ysgol gynradd gyfrwng Cymraeg, a
- gweithredu pob cyfnod sylfaen dros ysgolion iau ym Mhowys, fel y gwnaethpwyd mewn rhai awdurdodau lleol cyfagos.

Fel y dywedwyd, rydyn yn credu taw hon yw adeg holl-bwysig i Ganolbarth Powys, ac fe hoffen ni sicrhau bod modd i unrhyw ysgolion newydd arfaethedig gael eu cynnwys yn Rhaglen Ysgolion yr 21<sup>ain</sup> Ganrif Llywodraeth Cymru ar dudalen 10 o CSGA.

### *1.7. Sefydlu darpariaeth ar gyfer hwyr-ddyfodiaid ym Mhowys*

Bydden ni'n croesawi'n fawr iawn ariannu ychwanegol ar gyfer hwyr-ddyfodiaid mewn addysg gyfrwng Cymraeg, ac rydyn ni'n credu bydd diddordeb cynyddol yn y ddarpariaeth rydyn ni wedi'i chynnig.

Fodd bynnag, rydyn yn ystyried efallai nad yw'r cynigion cyfredol an 'ganolfannau' i hwyr-ddyfodiaid yn addas i sir â daearyddiaeth a dwysedd poblogaeth fel Powys, ac efallai bydd yr angen i blant ifanc orfod trafaelio pellteroedd helaeth ar gyfer y ddarpariaeth hon yn annymunol i rieni.

Bydden ni'n awgrymu dyild ystyried posibiliadau eraill, fel cymorth peripatetig i hwyr-ddyfodiaid tu fewnni'r sefyllfaoedd presennol, neu ddarpariaeth ychwanegol yn uniongyrchol i'r ysgolion.

### **Deilliant 2:**

***Mwy o ddysgwyr yn parhau i wella eu sgiliau iaith wrth symud o'r ysgoll gynradd i'r ysgol uwchradd.***

***2.1. Parhau â'r gwaith i sefydlu un neu fwy o ysgolion Categori 2A yn Ngogledd Powys***

***2.2. Canoli darpariaeth gyfrwng Cymraeg uwchradd yn Ne a Chanolbarth Powys***

Rydyn ni'n dymuno eto ddatgan ein dymuniad am gyfartaledd o ddarpariaeth yng Nghanolbarth Powys i'w chymharu â darpariaeth ar y gweill yng Ngogledd Powys, Os caiff ysgol gyfrwng Cymraeg Categori 2A ei sefydlu yng Ngogledd Powys, rydyn ni'n dadlau dylid yr un ddarpariaeth gael ei chynnig i Dde a Ngholbarth Powys.

Gan ystyried hyn oll, dymunwn ddatgan taw ein model dewisach ar gyfer Canolbarth Powys yw datblygiad ysgol uwchradd gyfrwng Cymraeg Categori 2A, ac rydyn ni'n ystyried dylid ailgysgrifennu Amcan 2.2 i weithio tua'r amcan hwn.i. Fe brofwyd mewn araloedd eraill pan fydd darpariaeth Categori 2A ar agel, mae'r gofyn am y ddarpariaeth honno yn tfyu'n sylweddol.

***2.5 I Nodi cyfleoedd i sefydlu darpariaeth trochi i hwyrddyfodiaid***

Fel yn achos Amcan 1.7., bydden ni'n croesawi'n gynnes unrhyw ddarpariaeth ar gyfer ddarpariaeth drochi hwyrddyfodiaid Fodd bynnag, dydyn ni ddim yn cytuno â'r dyddiad arfaethedig, sef diwedd blwyddyn academaidd 2019/20 cyn cytuno ble dylai'r ddarpariaeth hon fod yng Nghanolbarth/De Powys.

Noder, bod y ddarpariaeth hon eisoes wedi bod ar gael yn Ysgol Uwchradd Llanfair-ym-Muallt yn eitha llwyddiannus, ac rydyn ni'n ystyried bod dadl fusnes i adfer y ddarpariaeth hon yn eitha rhwydd i'w chflawni, heb angen oedi cyn sefydlu ysgol uwchradd Categori A.

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

***Deilliant 4: Mwy o ddysgwyr 16-19 oed yn astudio ar gyfer cymwysterau drwy gyfrwng y Gymraeg***

***3/4.1 Parhau i gefnogi ysgolion i gynyddu cyfleoedd ôl-16 ar gyfer dysgwyr cyfrwng Cymraeg***

Rydyn ni'n pryderu am ddiffyg dewis o destunau trwy gyfrwng y Gymraeg ôl 16 yng Nghanolbarth Powys, Fel hynny, rydyn ni'n ystyried bod y sefyllfa wedi'i ddisgrifio yn y Datganiad Ategol yn groes

i'r amcan i *ddal* i gefnogi ysgolion i *gynyddu* cyfleoedd ôl 16 yn y Gymraeg, gan ni ymddengys bod y gefnogaeth honno mewn bodolaeth.

Rydyn ni'n ystyried bod angen buddsoddi i achosi darpariaeth Gymraeg yn is i lawr y system dyfu, a dyma beth fydd yn caniatáu tyfiant nifer y testunau cyfrwng Cymraeg ôl 16, trwy gyrsiau lefel A a chyrsgiau galwedigaethol el ei gilydd.

#### **Deilliant 5: Mwy o fyfyrwyr â sgilliau uwch yn y Gymraeg**

*5.1.3 Rhoi'r Siarter Iaith Gymraeg ar gyfer Cymraeg iaith gyntaf, gyda'r nod bod pob ysgol gynradd sy'n addysgu trwy gyfrwng y Gymraeg yn rhan o'r cynllun.*

Mae gweithredu Siarter iaith Cymraeg â'r amcan y bydd pob ysgol sy'n addysgu trwy gyfrwng y Gymraeg yn cymry, gan gynnwys Tor-faen, Castell Nedd Port Talbot a Chasnewydd wedi mabwysiadu a ngweithredu'r cynllun. Ni ddylid oedi bellach, a dylai hyn fod yn flaenoliaeth yn ystod bywyd y Cynllun hwn.

#### **Deilliant 6: Darpariaeth cyfrwng Cymraeg ar gyfer dysgwyr ag Anghenion Dysgu Ychwanegol (ADY)**

*6.1 Cynnal archwiliad o'r ddarpariaeth anghenion dysgu ychwanegol*

Fel riheni, rydyn ni'n ymwybodol o ddiffyg darpariaeth o Therapi Lleferydd ac iaith a mathau nraill o gymorth i ddysgwyr trwy gyfrwng y Gymraeg. Tra ein bod ni'n croesawi cynnwys archwilio darpariaeth o ADY Cyfrwng Cymraeg, rydyn ni'n ysryied bod y datganiad am weithredoedd pellach yn rhy annelwig, a dylai'r deilliant sicrhau cymorth sydd yn gyfartal â darpariaeth trwy gyfrwng y Saesneg o fewn amser diffimiedig

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Unwaith eto, hoffen ni ailadrodd ein diolch am gael cymryd rhan yn yr ymgynghoriad hwn, ac edrychwn ni ymlaen ar gydweithio gyda chi ar ddatblygu hyrwyddiad, argaeledd ac ymroddiad mewn addysg Gyfrwng Cymraeg ynn Nghanolbarth Powys

Yn gywir,

Freddy Greaves  
Cadeirydd  
RhAG Canolbarth Powys



24<sup>th</sup> January 2017

School Transformation Team  
Powys County Council  
Powys County Hall  
Llandrindod Wells  
LD1 5LG

Dear Madam / Sir,

**Response to consultation on draft WESP 2017-2020**

I am writing on behalf of RhAG Canolbarth Powys (Parents for Welsh Medium Education in Mid-Powys) to respond to your consultation on the draft Powys WESP (Welsh in Education Strategic Plan) 2017 – 2020.

First of all, we would like to state that we are grateful for the opportunity to comment on the WESP in its current form. We will begin with some general comments on the WESP before focussing on some responses to specific proposals.

We would like to welcome the long term vision around increasing the numbers of children and young people being educated through the medium of Welsh, and for those young people having equal access to provision throughout Powys. However, we feel that the current Outcomes and Objectives as laid out in the WESP will not result in you moving towards these aims.

To be specific, we believe there should be a parity in offer of provision across the North, South and Mid areas of Powys. There are a number of parts in the WESP where there seems to be less ambition in the proposals for Mid-Powys, an area which is already lacking any dedicated Welsh medium primary schools and with large parts where access to dual-stream provision is impractical. This lack of ambition for Mid-Powys will lead to the provision gap widening, not closing as the vision suggests is desired.

We believe that there should be more specific, measurable targets throughout the WESP, particularly with regard to closing this provision gap.

The WESP in its present form, fails to demonstrate a clear and ambitious increase towards achieving the targets of the Welsh-medium Education Strategy, as required by government guidelines. The WESP makes reference to the need for measuring and creating demand for Welsh medium education, but doesn't demonstrate how this will be achieved, with clear, practical actions. There is now not only an expectation to cater for current demand but also to stimulate growth. Other than the existing commitment to establish a Welsh medium primary school in Welshpool, there is an apparent failure to proactively grow the sector and to go beyond only meeting current demand. Therefore we believe the WESP demonstrates a lack of aspiration to grow Welsh Medium education within the Authority.

Another area in which we feel the WESP needs significant development is around the promotion of Welsh Medium education to parents within Powys. While the vision recognises the need for significant changes to delivery, it should also talk about the need to change the way in which that delivery is promoted and offered.

While there is mention of a Communications / Marketing Strategy in relation to primary education on page 11 of the draft, we believe this work needs to be given more prominence throughout the WESP.

We would like to see the Local Authority develop and lead on an effective communications strategy to promote Welsh medium education from birth to university; an "active offer", working internally and across agencies to advertise and promote education through the medium of Welsh. An active offer would mean that, for example, the opportunities and benefits of early and late entry into Welsh medium provision would be actively promoted to parents making any admissions enquiries to the Local Authority.

We believe this could lead to a much larger percentage increase in Welsh medium learners over the life of the WESP than your current targets would suggest are possible.

To ensure that this active offer is given due regard in the WESP, we are suggesting the following additions; a new main Objective (5) and an accompanying Outcome (8):

**Objective 5: To establish an active offer around Welsh medium education.**

**Outcome 8: all young people are actively offered an education through the medium of Welsh.**

We will now address some of the Outcomes and sub-objectives included in the draft.

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

***1.1. Conclude the early years review and ensure that a minimum of 24 Welsh-medium settings are commissioned***

We are very concerned that the current WESP does not appear to fully recognise the difficulties and challenges being faced by the early-years Welsh medium settings in Powys, even before the change to primary school admission age takes affect this year.



This is especially the case in Mid-Powys where settings have difficulty recruiting to roles, with limited applications from candidates who have the appropriate language skills and qualifications, or even from those willing to work towards such qualifications.

Additional conditions are being imposed on settings as a result of the change in admission age, such as requiring two classes when two and four year olds are in attendance. This means that there are real concerns about the additional recruitment that would be required if the settings are to be successful in the tendering process. This could lead to some settings choosing to not re-tender or to become bilingual, either of which outcomes would be a backwards step in relation to the vision outlined in the WESP.

It would also be positive to see a goal around encouraging and supporting the delivery of Welsh medium early years provision where there isn't currently any, such as in East Radnorshire.

### *1.5. Review Welsh-medium primary provision in the Mid Powys area*

As we have stated, we would like to see parity of ambition around proposals to develop Welsh medium education in North, Mid and South Powys. We would therefore like to welcome the inclusion in the WESP of a review into Welsh-medium primary provision in Mid Powys, but oppose the current timescales where it would be considered in 2018. This would be after consideration of 3 separate areas in North Powys, where Welsh medium schools are already available.

A major concern with leaving the review of Mid-Powys to later is that provision here is actually decreasing, with the Welsh stream in Ysgol Dolafon having closed and both Rhayader and Ysgol Trefonnen having reduced the number of their Welsh stream classes in 2016.

We believe that this reduction in capacity could precipitate a real crisis in Welsh medium education in Mid-Powys, with the offer of larger, fewer classes being an unattractive offer to those parents who might previously have considered Welsh medium education for their children.

We understand that this has been done because of the current funding situation, which makes it particularly difficult for dual-stream schools to retain any capacity for growth in their Welsh streams. However we suggest that this puts the current situation starkly at odds with the vision in the WESP around growing the take-up of Welsh medium education.

As part of the review into Mid-Powys, we would like the Local Authority to consider a number of options for increasing the amount of local Welsh medium provision, including but not limited to:

- extra financial support for existing Welsh medium streams in Rhayader, Llandrindod and Builth Wells,
- the building of one or more Welsh medium primary schools and/or junior schools, and
- the implementation of all-Welsh foundation phases across Powys primary schools, as in certain neighbouring local authorities.

As we have stated, we believe this is a time-critical situation for Mid-Powys and we would like to ensure that any new schools planned are able to access the 21<sup>st</sup> Century Schools funding programme you refer to on page 10 of the WESP.

### *1.7. Establish provision for latecomers in Powys*

We would very much welcome additional funding for latecomers in Welsh Medium education and we believe that an increased interest in this provision will occur from the focus on the promotion of Welsh medium education we have proposed.

However, we feel that the current proposals for latecomer 'centres' may not be the most appropriate for a county with the geography and population density of Powys and that the requirement for their young children to travel great distances to access this provision may put off prospective families.

We would suggest that as part of this process full consideration be given to alternatives such as peripatetic support for latecomers based within current settings or additional resource given directly to the schools.

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

*2.1. Continue with the work to establish one or more category 2A schools in north Powys*

*2.2. Centralise Welsh-medium secondary provision for south and mid Powys*

We again wish to state our desire for equality of ambition around development of provision in Mid Powys in relation to any proposals being developed in North Powys. If a Category 2A Welsh Medium school established in the North, then we would argue that it would be a fundamental issue of equality that equivalent linguistic provision be offered to learners in both Mid and South Powys.

In light of this, we would like to state our preferred model in Mid-Powys as the development of a Category 2A Welsh Medium High School and we believe that Objective 2.2 should be rewritten to work towards this goal. It has been shown in other areas that if Category 2A Welsh Medium secondary provision is made available, then the demand for that provision will grow significantly.

### *2.5 Identify opportunities to establish late immersion provision*

As with objective 1.7, we would warmly welcome any resource allocated to late immersion provision. However, we do not agree with the target date of the end of the 2019/2020 academic year for agreeing where this provision should be in Mid/South Powys.

We would like to note that this provision has previously been available with some success in Builth Wells High School and we believe that a business case for the re-establishment of that provision would be relatively straightforward and need not wait for the introduction of a Category 2A secondary school as is suggested in the supporting statement.

***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***

*3/4.1 Continue to support schools to increase post-16 opportunities for Welsh-medium learners*

We are concerned at the lack of subject choice through the medium of Welsh at post-16 in mid Powys. As such we believe that situation described in the Supporting Statement is at odds with the objective to “*continue to support schools to increase post-16 opportunities in Welsh*”, as that support does not appear to be present.

We believe there needs to be investment to grow the Welsh provision lower down the school system and this is what will allow the growth of the number of Welsh medium subjects offered at post-16, both through A-Levels and vocational courses.

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

*5.1.3 Implement the Welsh Language Charter for Welsh First Language, with the aim that all primary schools that teach through the medium of Welsh are part of the scheme.*

The Implementation of a Welsh Language Charter, with the aim that all primary schools that teach through the medium of Welsh taking part in the scheme, is to be welcomed. However, other local authorities including Torfaen, Neath Port-Talbot and Newport have already adopted and implemented the scheme. This should not be delayed and should be another key priority during the lifetime of this Plan.

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

*6.1 Carry out an audit of ALN provision*

As parents we are aware of a lack of provision for Speech and Language Therapy and other types of learner support through the medium of Welsh. While we welcome the inclusion of an audit of Welsh-medium ALN provision in the WESP, we believe that the statement around further actions is too vague and that the outcome should be to ensure full parity of support with English language provision within a defined time-scale.

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Again, we would like to reiterate our thanks for being able to participate in this consultation, and we look forward to working with you on developing the promotion, availability and take-up of Welsh Medium education in Mid-Powys.

Yn gywir,

Freddy Greaves  
Cadeirydd  
RhAG Canolbarth Powys

## **Sylwadau am CSGA Powys 2017-20**

### Cyflwyniad.

Dywed Awdurdod Addysg Powys mai pwrpas pob CSGA yw "manyly ar sut bydd yr awdurdod yn cynllunio'i ddarpariaeth addysg gyfrwng y Gymraeg yn well".

A wnaethpwyd hyn yn ystod cyfod CSGA 2014-17?

### Datganiadau CSGA 2017-20 Awdurdod Powys. (Tudalen 3)

"Dros gyfnod CSGA 2014-17 cafwyd gostyngiad yng nghanran y disgyblion a aseswyd mewn Cymraeg iaith gyntaf ar ddiwedd cyfnod sylfaen".

"Mae'n eglur nad yw'r dull presennol o ddarparu addysg cyfrwng Cymraeg ym Mhowys yn cynnig cydraddoldeb i ddysgwyr cyfrwng Cymraeg â dysgwyr cyfrwng Saesneg. Mae'n gwaethygu yn y cyfnod uwchradd, yn enwedig cyfnodau allweddol 4 a 5."

"Mae'r dull darparu presennol wedi arwain at sefyllfa lle mae math a lefel y ddarpariaeth sydd ar gael i ddisgyblion yn ystod pob cyfnod o'u haddysg yn amrywio'n sylweddol".

"Mae'r awdurdod" "yn sylweddoli bod angen newid sylfaenol ym Mhowys i sicrhau bod pob dysgwr yn gallu manteisio ar ddarpariaeth gadarn" a bod "hyn yn fwy tebygol ar ôl mynychu ysgolion cyfrwng Cymraeg".

"Mae'r cyngor yn cydnabod bod angen newidiadau sylweddol i'r modd o ddarparu addysg cyfrwng Cymraeg".

"Mae'r awdurdod yn dyheu am ddatblygu seilwaith sy'n galluogi pob disgybi i fanteisio ar ddarpariaeth lawn yn y Gymraeg gydol eu gyrfaoedd addysgol gan sicrhau'r cyfle i lwyr-ymdrochi yn y Gymraeg".

### Casgliad.

Casgliad unrhyw ddarllenwr o CSGA Powys 2017-20 yw bod yr awdurdod wedi sylweddoli nad yw ysgolion dwy ffordd ym Mhowys yn effeithiol. Y cwestiwn wedyn yw a yw'r awdurdod yn mynd i weithredu mewn ffordd effeithiol i "ddarparu addysg cyfrwng Cymraeg yn well" ?

## Sylwadau ar 1.1

### Cyffredinol

Gan fod yr awdurdod wedi dod i'r casgliad bod polisi o ysgolion dwy ffrwd wedi bod yn fethiant ym Mhowys (tudalen 4), a ydynt yn ymroddedig i newid y polisi yma?

Mae angen newid polisi ar frys er tegwch i ddysgwyr cyfrwng Cymraeg y dyfodol ym Mhowys, ond nid yw son am "gweledigaeth hirdymor" (tudalen 5) yn dderbyniol. Esgus ac ymdrech i gyfiawnhau diffygion sylfaenol yn y ffordd mae'r awdurdod yn gweithredu yw hyn.

Gan mai ysgolion cyfrwng Cymraeg cynradd ag uwchradd sydd eu hangen, nid oes gan yr awdurdod unrhyw reswm i osgoi eu cyfrifoldeb o gyflawni hyn.

### Amcanion.

Nid yw'r amcanion (tudalen 5) yn ddigon uchelgeisiol nac yn ddigon pendant i ddangos bod yr awdurdod o ddifrif. Yn CSGA 2014-17 dywedwyd "Nod strategol 3 i sicrhau bod yr holl bobl ifanc yn cael cyfle i fynychu ysgol uwchradd cyfrwng Cymraeg dynodedig o fewn neu'r tu allan i'r sir, os ydynt yn dymuno". Beth sydd wedi digwydd i'r nod strategol yma mewn tair blynedd? Nid oes son amdano yn y CSGA yma. Mae'r awdurdod bellach wedi gosod amcanion llai eglur mwy niwlog mewn ymgais i osgoi cyfrifoldeb am y methiant maent yn disgwyl yn ystod 2017-20.

## Sylwadau ar 1.3 Cludiant

Mae'r awdurdod wedi cydnabod na fu rheolaeth ddigonol ar gludiant disgyblion i ysgolion uwchradd dwy ffrwd yn y gogledd ddwyrain o Bowys. Mae'r trefniadau ymarferol yma yn groes i reoliadau'r awdurdod ac yn golygu bod effaith negyddol sylweddol ar ddarpariaeth addysg uwchradd cyfrwng Cymraeg sydd hefyd yn groes i bolisi'r awdurdod.

Mae'r awdurdod yn esgeuluso eu cyfrifoldebau ac mae'r gwastraff adnoddau yma'n parhau. Mae darllen yn y CSGA bod yr awdurdod wedi diwygio'r polisi "i gynnwys cludiant ar gyfer disgyblion i'w darpariaeth cyfrwng Saesneg agosaf, os mai ysgol cyfrwng Cymraeg yw eu hysgol agosaf" (tudalen 6) yn hollol resymol oni bai yr ystyrir nad yw'r gwrthwyneb i'r disgyblion cyfrwng Cymraeg yn wir. Mae'r awdurdod yn gorfodi rhieni disgyblion cyfrwng Cymraeg i fynd i apêl i gael mynychu ysgolion cynradd Cymraeg yn hytrach nag ysgol dwy ffrwd.

Mewn ateb i gwestiwn dan amodau deddf rhyddid gwybodaeth mae'r awdurdod yn datgan 22/5/15 "Mae Cyngor Sir Powys yn credu fod ysgolion cynradd cyfrwng Cymraeg a dwy ffrwd yn gyfartal ac ar y sail yna yn darparu cludiant i'r disgyblion sy'n amodi o dan reoliadau cludiant ysgol i'r arlwy agosaf".

Mae'n enghraifft glasurol o sut mae Powys yn chwilio am resymau ac yng ngwrth ddweud polisiau wrth weithredu dros fuddiannau'r disgyblion cyfrwng Saesneg fel blaenoriaeth dros hawliau disgyblion cyfrwng Cymraeg ar bob cyfle.

#### Sylwadau ar 1.4

Mae'n hollol amlwg bod rhaid cael ysgolion cynradd ag uwchradd cyfrwng Cymraeg o fewn cyrraedd pellter rhesymol i bob disgybl ym Mhowys os am wireddu blaenoriaethau'r Llywodraeth. Dyma oedd nod strategol 3 Powys yn CSGA 2014-17. Ond os nad yw'r awdurdod bellach yn mynd i weithredu ar hyn yn syth, esgus fydd y CSGA newydd yma i gyflawnhau esgeulustod Awdurdod Powys o barhau i roi blaenoriaeth i gyfleoedd addysg i'r dysgwyr cyfrwng Saesneg ar draul disgyblion cyfrwng Cymraeg. Yr eironi yw bod polisi ysgolion uwchradd dwy ffrwd yn cyfyngu ar gyfleoedd disgyblion cyfrwng Saesneg hefyd bellach.

#### Adran 2. Deilliant 1. Sylwadau.

Mae dehongliad yr Awdurdod yn dangos nad yw'r polisi presennol i gynyddu'r nifer o ddisgyblion Cymraeg eu hiaith yn gweithio. O'r ysgolion cynradd sy'n cynnig darpariaeth cyfrwng Cymraeg ym Mhowys mae'r mwyafrif yn rhai dwy ffrwd (tudalen 9). Nid yw'r ysgolion yma yn ddull effeithiol o ddarparu addysg cyfrwng Cymraeg. Mae'r awdurdod yn cydnabod hyn. Felly mae angen newid polisi i ddileu ysgolion dwy ffrwd.

"Mae'r awdurdod yn disgwyl y bydd disgyblion mewn dosbarthiadau cyfrwng Cymraeg ar wahân" "mewn ysgolion dwy ffrwd"(tudalen 10). Yn ymarferol nid dyma sydd yn digwydd. Bellach mae nifer o ysgolion cynradd, gan gynnwys Llanfyllin a Llanrhaeadr-ym-mochnant yn gosod disgyblion cyfrwng Cymraeg a chyfrwng Saesneg yn yr un dosbarth. Yn amlwg mae hyn yn tanseilio'r holl drefn o gyflwyno addysg cyfrwng Cymraeg effeithiol yn yr oedran pwysicaf i greu dinasyddion dwyieithog.

Pam nad yw'r awdurdod yn ymyrryd? Mewn ysgolion dwy ffrwd mae'r staff a'r llywodraethwyr yn ymdrechu plesio dau feistr, addysg cyfrwng Saesneg ag addysg cyfrwng Cymraeg. Nid yw'n bosib gweithio i ddau feistr. Mewn ysgol benodedig cyfrwng Cymraeg mae'r nod yn glir, sef addysg cyfrwng Cymraeg a dyma paham mae'r ysgolion yma yn llwyddo a'r ysgolion dwy ffrwd yn aneffeithiol.

Y rheswm a roddir gan ysgolion am beidio cadw ffrydiau cyfrwng Cymraeg a Saesneg ar wahân yw diffyg cyllid gan yr awdurdod. Datganiad yr awdurdod yn 2010 oedd bod ysgolion dwy ffrwd yn llawer iawn mwy costus i'w cynnal nag ysgol un ffrwd. Os felly paham nad yw'r awdurdod eisoes wedi gwneud trefniadau i arbed costau, darparu addysg cyfrwng Cymraeg effeithiol a rhoi gwir ddewis i rieni drwy ddileu ysgolion dwy ffrwd?

Yn ysgol uwchradd dwy ffrwd Llanfyllin cynhelir Clwb Cymraeg ar ôl ysgol. Pam bod rhai o'r disgyblion cyfrwng Cymraeg yn ateb yr arweinydd yn Saesneg? A yw hyn yn digwydd yn y gwersi cyfrwng Cymraeg? Mae'r pwnc Ffrangeg yn cael ei ddysgu yn y ffrwd Gymraeg gan athrawon cyfrwng Cymraeg a chyfrwng Saesneg. Nid addysg cyfrwng Cymraeg yw hyn

Dim rhyfedd bod polisi addysg uwchradd cyfrwng Cymraeg Powys yn aneffeithiol. Yn ieithyddol ni all ysgol dwy ffrwd wireddu "disgwyliadau'r " awdurdod.

Roedd 'asesu'r galw am addysg cyfrwng Cymraeg yn 2010' (tudalen 10) gan yr awdurdod yn cynnwys y tuedd i ragfarn wrth Gymraeg a gogwydd i gynnal y polisi o ysgolion dwy ffrwd i warchod buddiannau'r disgyblion cyfrwng Saesneg. Nid oedd yr asesiad yma'n deg nac yn gywir. Dyma'n union y rheswm pam y bu i fudiadau rieni fel MAGGDdP a RhAG orfod paratoi holiaduron eu hunain i ddangos y gwir alw am ysgolion cyfrwng Cymraeg yn 2011.

Mae'r awdurdod yn son "am asesu galw cudd posibl am addysg cyfrwng Cymraeg" (tudalen 11). Fe fydd rhieni yn gweld hyn fel datganiad ffuantus. Gwrthod derbyn canlyniadau holiaduron MAGGDdP a RhAG wnaeth yr awdurdod am flynyddoedd er i'r holiaduron brofi bod digon o alw am ysgol uwchradd benodedig yn y gogledd ddwyrain ac yn y de/canol o Bowys i feddwl o ddifrif am bosiblwydd o ddwy ysgol uwchradd benodedig.

Paratoi holiadur arall wedyn wnaeth Powys gan ddefnyddio ymadroddion a chwestiynau aneglur ym marn rhieni MAGGDdP yn fwiadol i gael yr atebion roeddynt eisiau dderbyn i gadw ysgolion dwy ffrwd. Yr un yw'r dacteg gan Bowys erioed. Yn 1989 cytunodd yr Ombwdsmon gyda'r rhieni bod holiadur Powys 1989 wedi bod yn gam arweiniol hefyd.

Yr hyn sy'n ddiddorol yw bod mwy o rieni wedi ateb holiadur MAGGDdP yn 2011 na holiadur diweddaraf Awdurdod Powys. Roedd holiadur y rhieni felly'n adlewyrchiad cywirach o'r galw am addysg cyfrwng Cymraeg mewn ysgolion cynradd ac uwchradd cyfrwng Cymraeg .

Nid oes amheuaeth bod y galw am addysg lawn cyfrwng Cymraeg yn bodoli ym Mhowys. Yr awdurdod sydd yn araf i weithredu ar hyn ac yn chwilio am bob esgus i osgoi ymateb yn gadarnhaol i ddymuniadau a dyheadau rhieni

Da o beth yw gweld cynlluniau i sefydlu ysgol cyfrwng Cymraeg yn Y Trallwng (tudalen 11). Os oes 10 o ysgolion cynradd Cymraeg ac 13 o rai dwy ffrwd ym Mhowys (tudalen 10) sut mae cyrraedd y rhif 24 (tudalen 11,1.1)? Os cynnwys ysgol newydd Y Trallwng yw'r ateb oni ddylid gostwng y rhif i 22 gan fod Maesydre ac Ardwyn yn cau?

Pam nad oes unrhyw amcan o gwbl i gyflawni deilliant 1 yn nalgylch ysgol uwchradd Llanfyllin (tudalen 13)? Pam bod yr ardal yma'n cael ei anwybyddu'n llwyr? Oni ddylai pob dalgylch ysgol uwchradd bresennol ym Mhowys gynnwys o leiaf un ysgol gynradd benodedig cyfrwng

Cymraeg. Mae eisiau mwy o ysgolion cynradd cyfrwng Cymraeg a dileu ysgolion dwy ffrwd sydd yn llesteirio twf addysg cyfrwng Cymraeg.

### Deilliant 2 i 6 Sylwadau (tudalennau 14-28)

Diffyg gweledigaeth ac ymroddiad i'r hyn sydd angen ei wneud yw'r cynnwys yn y rhan yma.

Mae Powys wedi rhoi blaenoriaeth lwyr i addysg cyfrwng Saesneg yn y gorffennol ac erioed wedi ystyried addysg cyfrwng Cymraeg fel rhyw fath o atodiad neu ychwanegiad funud olaf. Mae cefnogwyr addysg cyfrwng Cymraeg yn lleiafrif ac mae'r rhai sydd am gadw'r sefyllfa fel y mae yn gweld twf addysg cyfrwng Cymraeg yn fygythiad i fodolaeth ysgolion uwchradd presennol ble mae darpariaeth cyfrwng Saesneg yn cael ei gynnal mewn sawl ysgol uwchradd ar draul addysg cyfrwng Cymraeg. Un o sylwadau Estyn yw bod cynghorwyr Powys yn blaenoriaethu darpariaeth leol dros ansawdd addysg.

Mewn democratiaeth mae hyn yn broblem i awdurdod Powys oherwydd nid yw ysgolion dwy ffrwd yn mynd i ddewis newid eu hunain. Mae'r drefn o ddethol llywodraethwyr yn galluogi'r mwyafrif presennol i gynnal y statws fel mae. Felly mae'n rhaid i rywun dderbyn cyfrifoldeb ac os nad yw'r awdurdod yn barod i wneud fe fydd rhaid i'r llywodraeth sicrhau bod disgyblion cyfrwng Cymraeg yn derbyn yr un hawliau addysgol a disgyblion cyfrwng Saesneg.

A'i bygythiad yw datganiad yr awdurdod "mae'n bosib y bydd cynlluniau'r awdurdod i gynnig darpariaeth deg i ddysgwyr cyfrwng Cymraeg yn y sector uwchradd yn arwain at leihad yng nghyfran y disgyblion a fydd yn parhau i fanteisio ar ddarpariaeth cyfrwng Cymraeg pan fyddant yn trosglwyddo i'r ysgol uwchradd yn y tymor byr"(tudalen 15)? Os felly pam bod yr awdurdod yn cyflwyno'r cynlluniau yma mewn CSGA sydd i fod i "ddarparu addysg Cymraeg yn well".

Mae hwn yn ddatganiad hollol hurt. Mae'n ystyriaeth ddrysiyd, aneglur a cham arweiniol. A yw "cynlluniau'r awdurdod" yn cynnwys cyfle i bob disgybl fynychu ysgolion uwchradd penodedig neu ddim? Heb unrhyw eglurdeb o'r cynlluniau ni ellir gwneud datganiad fel hyn. Pa dystiolaeth sydd gan yr awdurdod? Onid y dystiolaeth yw mai dim ond nifer fach o'r disgyblion cyfrwng Cymraeg sy'n trosglwyddo i'r ffrwd Saesneg wrth fynd i'r yr ysgol uwchradd ond bod llawer mwy yn trosglwyddo yn ystod eu cyfnod mewn ysgol uwchradd dwy ffrwd sydd â mwyafrif o ddisgyblion cyfrwng Saesneg. Dyma'r gwir reswm. Esgus i godi bwganod yw'r ystyriaeth yma ac i'r awdurdod ei ail ddatgan eto (tudalen 16) heb unrhyw dystiolaeth, nid yw'n dderbyniol. Heb ysgolion uwchradd penodedig ym Mhowys i'w cymharu, sut all Powys wneud y fath ddatganiad? Esgus i egluro eu methiant a dryswch sylfaenol y CSGA yma yw'r fath ddatganiad.

"Datganwyd yn CSGA yr awdurdod ar gyfer 2014-2017 mai nod yr awdurdod oedd y byddai ysgolion uwchradd dwy ffrwd yn dod yn ysgolion uwchradd categori 2B erbyn mis Medi 2020" (tudalen 19). "Bu'r cynnydd tuag at gyflawni'r nod hwn yn gyfyngedig"(tudalen 20). Y gwir yw



nad oes yr un ysgol uwchradd category 2B yn cynnig ystod lawn o bynciau hyd at gyfnod allweddol 5 yn bodoli ym Mhowys ac ni fydd yr un fath o ysgol yn gallu bodoli yn y dyfodol.

Fel mae'r llywodraeth wedi datgan, addysg cyfrwng Cymraeg mewn ysgolion penodedig Cymraeg yw'r dull mwyaf effeithiol i greu dinasyddion dwyieithog. Heb y sylfaen gadarn yma nid oes disgwyl i fudiadau eraill ysgwyddo'r baich yn effeithiol (tudalen 22).

### Deilliant 7. Sylwadau

Mae synnwyr cyffredin yn dweud bod athrawon a chymwysterau i ddysgu drwy gyfrwng y Gymraeg yn llawer llai tebygol o ddewis gweithio mewn ysgol dwy ffrwd dros ysgol cyfrwng Cymraeg.

"Mae nifer o ysgolion dwy ffrwd wedi penodi penaethiaid sydd â sgilliau Cymraeg cyfyngedig" (tudalen 29). Pam nad ydynt yn cyfaddef bod ysgolion dwy ffrwd a phenaethiaid uniaith Saesneg? Sut mae disgwyl i ddisgyblion Cymraeg dderbyn bod y Gymraeg yn iaith fyw, ymarferol pan mae'r pennaeth a nifer o athrawon eraill mewn ysgol dwy ffrwd yn hollol ddi-Gymraeg?

Mae'r CSGA yma'n lled awgrymu nad yw'r awdurdod yn sylweddoli'r gwahaniaeth rhwng athrawon sydd a'r cymwysterau i ddysgu pwnc drwy gyfrwng y Gymraeg ag athrawon sydd yn Gymraeg eu hiaith. Ni fuasai hyn yn dderbyniol i ddisgyblion Saesneg mewn ysgol cyfrwng Saesneg ac nid yw'n dderbyniol i ddisgyblion cyfrwng Cymraeg.

### Atodiad 1. Data. (Tudalen 31-40)

Yn lle gwneud esgusion am y gostyngiad yn y nifer o ddisgyblion Cymraeg rhwng blwyddyn 6 a 9 oherwydd bod nifer yn mynychu ysgol uwchradd cyfrwng Cymraeg tu allan i'r sir (tudalen 32), dylai'r awdurdod nodi mai dyma yw dewis y rhieni ac mai ysgolion cyfrwng Cymraeg sydd ei hangen o fewn y sir i ddiwallu'r galw.

Fe fuasai'r wybodaeth yn y rhan yma'n llawer mwy dadlennol pe bai modd cymharu data Phowys a data awdurdodau ble mae dilyniant llawn mewn ysgolion cynradd ac uwchradd penodedig Cymraeg. Fel mae dydi'r wybodaeth fawr o werth.

Tabl iii. Tudalen 35

Ysgol Glantwymyn. Ni all 2 o 7 disgybl sy'n trosglwyddo i addysg Cymraeg fod yn 71%.

Casgliadau cyffredinol am CSGA Powys 2017-20.

O holl awdurdodau addysg Cymru, Awdurdod Addysg Powys yw'r awdurdod mwyaf cyndyn, ers degawdau, i ddarparu addysg cyfrwng Cymraeg effeithiol. O ganlyniad mae darpariaeth addysg cyfrwng Cymraeg Powys ym mhell ar ôl gweddill Cymru, sydd yn golygu bod angen gwelliannau mawr ar frys os yw disgyblion Powys i dderbyn yr un cyfleoedd addysgol ac ieithyddol ac i gyflawni nod y llywodraeth o greu dinasyddion dwyieithog ym Mhowys.

Gan nad oes digon o welliannau effeithiol yn y CSGA yma, yn enwedig i ddilyniant uwchradd llawn mewn ysgollon uwchradd penodedig nid yw'r CSGA yn dderbyniol. Y diffyg amlwg yma yw'r cylch caeth sy'n bennaf llesteirio datblygu darpariaeth addysg cyfrwng Cymraeg ym Mhowys ac fe ddylal unrhyw CSGA o werth gynnwys cynlluniau i weithredu ar hyn yn syth.

Y cwestiwn felly yw, a yw awdurdod Powys yn gymwys i fod yn gyfrifol am ddarparu addysg cyfrwng Cymraeg yn y sir?

[REDACTED]

[REDACTED]

## **Comments on Powys WESP 2017-20**

### **Introduction.**

According to Powys Education Authority, the purpose of every WESP is “give details on how the authority will better plan Welsh medium education provision”.

Did that happen during the period of the 2014-17 WESP?

### **Powys Education Authority’s Statements from WESP 2017-20. (Page 3)**

“Over the period of the authority’s previous Welsh in Education Strategic Plan (2014-17), the percentage of pupils assessed in Welsh first language at the end of the Foundation Phase decreased”.

“It is clear that the current method of delivering Welsh-medium education within Powys does not provide equality for Welsh-medium learners compared to English-medium learners. This deteriorates in the secondary phase, particularly in Key Stages 4 and 5.”

“The current method of delivery has led to a situation where access to Welsh-medium education is a ‘postcode lottery’, with the type and level of provision available to pupils at each phase of their education varying significantly”.

“The council recognises that significant changes are needed to ensure every learner is able to take advantage of strong provision “ and “that this is more likely after attending Welsh medium schools”.

“The council recognizes that substantial changes are needed to the way in which Welsh medium education is delivered”.

“The authority’s desire is to develop an infrastructure that enables all pupils to access full provision in either Welsh or English throughout their educational careers, ensuring opportunities for latecomers to be fully immersed in the Welsh language”.

### **Conclusion.**

Anyone reading the Powys WESP for 2017-20 would conclude that the authority has realised that dual stream schools in Powys are not effective. The next question then would be, is the authority going to act in an effective way to “provide better Welsh medium Education”?

### **Comments on 1.1**

#### **General**

As the authority has concluded that the policy of dual stream schools in Powys has failed (page 4), are they committed to changing this policy?

The policy needs to change urgently to be fair to future Welsh medium learners in Powys, but the reference to a "long term vision" (page 5) is not acceptable. This is an excuse and attempt to justify the basic failings in the way in which the authority is acting.

Considering Welsh medium primary and secondary schools are needed, the authority has no reason to shirk their responsibility to fulfil this.

#### Objectives.

The objectives (page 5) are not ambitious enough, nor definite enough to show that the authority is serious about this. In the 2014-17 WESP, it was stated "The 3<sup>rd</sup> strategic aim is to ensure that all young people have the opportunity to attend a designated Welsh medium secondary school in/outside of the county, if they so wish". What happened to this strategic aim over the three years? There is no mention of it in this WESP. The authority has now set less clear and more nebulous objectives in an attempt to avoid responsibility for the failure which they anticipate during the 2017-20 plan.

#### Comments on 1.3 Transport

The authority has acknowledged that management of school transport arrangements to dual stream secondary schools in north east Powys were not adequate. These practical arrangements contravene the authority's regulations, and mean a significant negative impact on Welsh medium secondary education provision, which also contravenes the authority's policy.

The authority is neglecting its responsibilities and resources are continually wasted. Reading in the WESP that the authority has amended the policy "to include transport for pupils to their nearest English medium provision, if their nearest school is Welsh medium" (page 6) is totally reasonable unless the opposite for Welsh medium pupils is not considered true. The authority is forcing parents of Welsh medium pupils to go to appeal in order to attend Welsh medium primary schools rather than dual stream schools.

In response to a question under the Freedom of Information Act, the authority states on 22/5/15 "Powys County Council believes that Welsh medium primary schools and dual stream schools are equal and on that basis it provides transport for pupils who qualify under school transport regulations to the nearest provision".

This is a classic example of Powys searching for reasons and contradicting its own policies whilst prioritising benefits for English medium pupils over the rights of Welsh medium pupils at every opportunity.

#### Comments on 1.4

It's patently clear that Welsh medium primary and secondary schools are essential within reasonable travelling distance for every pupil in Powys if it is to fulfil the Government's priorities. That was Powys' 3<sup>rd</sup> strategic aim in the 2014-17 WESP. But if the authority is not now going to action this immediately, the new WESP will be an excuse to justify Powys Education Authority's neglect in continuing to prioritise opportunities for English medium learners at the expense of Welsh medium pupils. It's ironic that dual stream secondary school policy now limits the opportunities for English medium pupils as well.

#### Comments on Section 2. Outcome 1.

The Authority's interpretation indicates that current policy to increase the number of Welsh medium pupils is not working. Out of the primary schools offering Welsh medium provision in Powys, the majority are dual stream schools (page 9). These schools are not an effective way of providing Welsh medium education. The authority acknowledges this. Therefore a policy change is needed to abolish dual stream schools.

"The authority's expectation is that pupils will be in separate Welsh medium classes" "in dual stream schools" (page 10). On a practical level, this is not happening. A number of primary schools, including Llanfyllin and Llanrhaeadr-ym-Mochnant now place Welsh medium and English medium pupils in the same class. Obviously this undermines the whole concept of delivering effective Welsh medium education during the most important years in order to nurture bilingual citizens.

Why does the authority not intervene? Staff and governors of dual stream schools are attempting to please two masters, English medium and Welsh medium education. It's impossible to work to two masters. In a designated Welsh medium school, the aim is clear – Welsh medium education – and that's why these schools succeed, and dual stream schools are ineffective.

The reason given by schools for not keeping English and Welsh medium streams separate is a lack of funding from the authority. In 2010 the authority stated that dual stream schools were much more expensive to maintain than single stream schools. If that is the case, why hasn't the authority already made arrangements to save costs, provide effective Welsh medium education and give a real choice to parents by abolishing dual stream schools?

In Llanfyllin high school, a Welsh club is held after school. Why do some Welsh medium pupils answer the club leader in English? Does this happen in Welsh medium lessons? French is taught in the Welsh stream by Welsh and English medium teachers. This does not equate to Welsh medium education.

It's no surprise that Powys' Welsh medium secondary education policy is ineffective. A dual stream school cannot fulfil the authority's "expectations" from a linguistic point of view.

The authority's 'assessment of the demand for Welsh medium education in 2010' (page 10) included a tendency to an anti Welsh prejudice and an inclination to maintain the dual stream policy to protect the interests of English medium pupils. This assessment was neither fair nor correct. This is the exact reason why parents' organisations such as MAGGDdP (North East Powys Welsh Education Movement) and RhAG had to prepare their own questionnaires to show the true demand for Welsh medium schools in 2011.

The authority refers to "assessing the possible hidden demand for Welsh medium education" (page 11). Parents will see this as a bogus statement. The authority refused to accept the results of the MAGGDdP and RhAG questionnaires for years, although those questionnaires proved sufficient demand for a designated high school in the north east of the county and in south/mid Powys to seriously consider the possibility of establishing two designated Welsh medium secondary schools.

Powys then went on to draw up another questionnaire, using vague phrases and questions deliberately in the view of MAGGDdP parents in order to provoke the answers they required to retain dual stream schools. Powys has always used the same tactics. In 1989 The Ombudsman agreed with parents that the 1989 Powys questionnaire had also been misleading.

It's interesting that more parents responded to the MAGGDdP questionnaire in 2011 than the latest Powys questionnaire. Therefore the parents' questionnaire was a truer reflection of the demand for Welsh medium education in primary and secondary Welsh medium schools.

There is no doubt that there is demand for full Welsh medium education provision in Powys. The authority is slow in responding to this and is looking for all possible excuses to avoid responding positively to the wishes and aspirations of parents.

It's good to see plans to establish a Welsh medium school in Welshpool happening (page 11). If there are 10 Welsh medium primary schools and 13 dual stream schools in Powys (page 10) how do you make that 24 (page 11,1.1)? If including the new school in Welshpool is the answer, then shouldn't the number be reduced to 22 as Maesydre and Ardwyn will close?

Why is there no objective at all to achieve outcome 1 in the Llanfyllin High School catchment (page 13)? Why is this area ignored completely? Should not every current secondary school catchment in Powys include at least one designated Welsh medium primary school. More Welsh medium primary schools are needed, and dual stream schools should be abolished as they hinder the growth of Welsh medium education.

#### Comments on Outcomes 2- 6 (pages 14-28)

The contents of this section are related to a lack of vision and commitment to what needs to be done.

Powys has given total priority to English medium education in the past and has always considered Welsh medium education as some sort of add-on or last minute addition. Supporters of Welsh medium education are in the minority and those who want to keep the status quo see the growth of Welsh medium education as a threat to the existence of the current secondary schools where English medium provision is maintained in a number of secondary schools at the expense of Welsh medium education. One of the comments by Estyn is that Powys councillors prioritise local provision over the quality of education.

In a democracy, this is a problem for Powys education authority as dual stream schools are not going to opt to change themselves. The routine of selecting governors enables the existing majority to retain the current status. Therefore someone has to take responsibility, and if the authority is not willing to do that, the government will need to ensure that Welsh medium pupils have the same educational rights as English medium pupils.

Is the authority's following statement a threat "it's possible that the authority's plans to provide equitable provision for Welsh-medium learners in the secondary sector will lead to a reduction in the proportion of pupils continuing to access Welsh-medium provision on transfer to secondary school in the short term"(page 15)? If so, why is the authority introducing these plans in a WESP which is supposed to "provide better Welsh education".

This is a ridiculous statement. It's confusing, obscure and misleading. Do the "authority's plans" include an opportunity for every pupil to attend designated secondary schools or not? Without explanation of the plans, statements like this cannot be made. What evidence does the authority have? Doesn't the evidence show that only a small number of Welsh medium pupils transfer to the English stream when they transfer to secondary school but that many more transfer during their period at a dual stream secondary school which has a majority of English medium pupils. This is the real reason. This is an excuse to scaremonger and for the authority to restate it (page 16) without any evidence, this is not acceptable. Without designated high schools in Powys to compare with, how can Powys make such a statement? It's an excuse to explain their failure and such statements are the basis for the confusion surrounding the WESP.

**“In the 2014-17 WESP the authority stated that it’s aim was that dual stream high schools would become Category 2B secondary schools by September 2020” (page 19). “progress towards achieving this aim has been limited”(page 20). The truth is, no Category 2B secondary school offering a full range of subjects up to key stage 5 exists in Powys, and no such school could exist in the future.**

**As the government has stated, the most effective way of creating bilingual citizens is through Welsh medium education in designated Welsh schools. Without this solid foundation, other organisations cannot be expected to shoulder the burden effectively (page 22).**

### **Comments on Outcome 7.**

**Common sense dictates that teachers who are qualified to teach through the medium of Welsh are a lot less likely to opt to teach in a dual stream school rather than a Welsh medium school.**

**“A number of dual stream schools have appointed headteachers who have limited Welsh language skills” (page 29). Why don’t they admit that heads of dual stream schools speak English only? How can they expect Welsh speaking pupils to accept Welsh as a living, practical language when the head and a number of other teachers in a dual stream school do not speak the language?**

**This WESP suggests the authority doesn’t know the difference between teachers qualified to teach a subject through the medium of Welsh and Welsh speaking teachers. This would not be acceptable for English pupils in an English medium school and it is not acceptable to Welsh medium pupils.**

### **Appendix 1. Data. (Pages 31-40)**

**Instead of making excuses for the decline in the number of Welsh medium pupils between years 6 – 9 because a number attend a Welsh medium secondary school outside the county (page 32), the authority should note that that is due to parent choice and that Welsh medium schools are needed in this county to satisfy that demand.**

**The information in this section would be much more revealing if it were possible to compare Powys data with data of other authorities where there is full progression from designated Welsh primary schools to secondary education. As such this information is worthless.**

**Table iii. Page 35**

**Ysgol Glantwymyn. 2 out of 7 pupils transferring to Welsh education cannot be 71%.**



General conclusions on the Powys WESP 2017-20.

Out of all Welsh education authorities, Powys Education Authority is most reluctant, and has been for decades, to provide effective Welsh medium education. As a result Welsh medium education provision in Powys is far behind that of the rest of Wales, which means that massive urgent improvements are needed if Powys pupils are to receive the same educational and linguistic opportunities and achieve the government's aim of creating bilingual citizens in Powys.

As there are insufficient effective improvements in this WESP, especially in regard to full secondary progression in designated secondary schools, the WESP is unacceptable. The obvious failure is the restrictive circle which mainly thwarts the development of Welsh medium education provision in Powys and any worthwhile WESP would include plans to deal with this immediately.

Therefore the question is: Is Powys education authority qualified to take responsibility for providing Welsh medium education in this county?

[REDACTED]

# Cynllun Strategol y Gymraeg mewn Addysg Powys

## Ymateb Cymdeithas yr Iaith Gymraeg

### Sylwadau cyffredinol

Credwn fod gwendidau sylfaenol yn y cynllun, a ni ddylid ei dderbyn heb ei gryfhau gyda thargedau mwy uchelgeisiol a champau gweithredu fwy pendant.

Credwn yn fod y Gymraeg yn berchen i bob person ifanc yng Nghymru. Mae cynllun drafft cyngor Powys yn nodi: *“Mae'r awdurdod yn dyheu am ddatblygu seilwaith sy'n galluogi pob disgybl i fanteisio ar ddarpariaeth lawn yn y Gymraeg neu'r Saesneg gydol eu gyrfaedd addysgol, gan sicrhau bod dysgwyr cyfrwng Gymraeg yn cael y cyfle i lwyr-ymdrochi yn y Gymraeg, i sicrhau eu bod yn gwbl ddwyieithog ac yn hyderus i gyfathrebu yn y Gymraeg a'r Saesneg pan maent yn gadael yr ysgol.”* - heb weledigaeth ehangach, nid yw agwedd o'r fath yn dderbyniol, gan ei fod yn awgrymu y bydd mwyafrif helaeth bobl ifanc y Sir yn cael eu hamddifadu o'r cyfleoedd a'r sgiliau hanfodol hyn.

Mae angen gweithio tuag at *alluogi pob disgybl i fanteisio ar ddarpariaeth lawn yn y Gymraeg a'r Saesneg*, ac mae angen sicrhau dros amser *bod pob dysgwr yn cael y cyfle i lwyr-ymdrochi yn y Gymraeg*, gan fod *bod yn gwbl ddwyieithog ac yn hyderus i gyfathrebu yn y Gymraeg a'r Saesneg pan maent yn gadael yr ysgol* yn rhywbeth na ddylid eu hamddifadu neb ohono. Hawl i bawb dylai Addysg Gymraeg fod, nid opsiwn amgen, ac mae angen targedau llawer iawn mwy uchelgeisiol er mwyn adlewyrchu hynny.

Yn ymarferol, mae hyn yn meddwl bod angen (i) targedau uchelgeisiol\* er mwyn cynyddu'r niferoedd sy'n derbyn addysg Gymraeg; a (ii) symud pob ysgol yn y Sir, gan gynnwys yr holl ysgollon cyfrwng Saesneg a dwy ffrwd, ar hyd y continwrm iaith.

### Ymateb i bwyntiau penodol yn y cynllun

Mae'r ddogfen yn nodi: *“Mae'r rhan fwyaf o Benaethiaid Ysgolion wedi adnabod amseroedd penodol ar gyfer ymwybyddiaeth iaith Gymraeg a/neu wella sgiliau iaith Gymraeg yn eu Rhaglenni Dysgu ar gyfer 2014-15.”* Mae angen gwybod yn union beth yw'r cynlluniau ar gyfer gweithredu hyn gan nad yw'r ddogfen yn nodi hyn. Mae angen buddsoddiad er mwyn cynyddu nifer staff ysgolion sy'n gwella eu sgiliau iaith, a darparu cyrsiau dwys yw'r unig ateb.

Mae'r ddogfen hefyd yn nodi *“Mae ysgolion wedi adrodd am anawsterau wrth recriwtio cynorthwyr sydd â sgiliau iaith Gymraeg addas”* ac felly mae angen buddsoddiad yn y maes gofal plant ym Mhowys ac yn wir ar draws y sbectrwm dysgu. Gallai hyn ddigwydd drwy gydweithio'n agosach gyda Y Ganolfan Dysgu Gymraeg Cenedlaethol. Roedd y Cyngor wedi torri gwasanaeth 'Cam Wrth Gam' oedd yn darparu dysgu Gofal Plant drwy gyfrwng y Gymraeg ym mlynnyddoedd 10, 11 a'r Chweched Dosbarth. Roedd hyn yn sicrhau bod myfyrwyr yn cael trosglwyddiad syth i'r maes fel gweithwyr cymwysedig yn y sector Gofal Plant yn eu cymunedau lleol. Daeth y cynlluniau hyn i ben yn 2013 yn ysgol Llanfyllin a Llanfair Caereinion, ac yn 2016 yn Ysgol Bro Hyddgen Machynlleth. Mae tystiolaeth felly yn dangos bod Cyngor Sir Powys wedi dileu cynnydd yn y maes yma yn ystod y blynyddoedd diwethaf ac mae angen gweithredu ar frys i sicrhau gwyrddroi hyn.

Yn wyneb colli gwasanaeth TWF ym Mhowys ac yn genedlaethol mae angen sicrhau bod Cyngor Sir Powys yn creu ymgyrch hyrwyddo addysg Gymraeg o'r crud yn ogystal â thargedu rhieni ysgolion cynradd ar draws Powys ond yn benodol yn Trallwng a Drenewydd i gyd fynd gyda sefydlu ysgolion cynradd ac uwchradd newydd yn yr ardal. Gan fod nifer o drigolion Pwylaidd yn byw yn yr ardaloedd hyn, mae angen hefyd gwneud siwr bod yna ddeunydd hyrwyddo yn yr iaith Bwyleg.

\*Siomedig iawn yw'r cynnydd disgwylidig mewn addysg Gymraeg yn yr adroddiad, ac mae angen bod yn llawer mwy uchelgeisiol. Mae'r cynnydd o 0.5% yn flynyddol o blant 7 oed yn cael eu hasesu yn Gymraeg yn y cynllun drafft yn rhy geidwadol o lawer – fyddai'n cymryd dros 160 o flynyddoedd i ddarparu addysg gynradd Gymraeg i blant y Sir ar y gyfradd yna. Yn waeth na hynny, mae'r cynllun yn rhagweld na fydd unrhyw gynnydd o gwbl yn y ganran o blant sy'n cael eu hasesu yn Gymraeg ym mlwyddyn 9 rhwng 2016 a 2020 – mae hynny'n gwbl warthus ac mae angen ail-ysgrifennu'r cynllun er mwyn sicrhau twf mewn addysg uwchradd cyfrwng Cymraeg yn y Sir. Rhaid pwysleisio'r angen ar frys i agor canolfan hwyrddyfodiaid ym Mhowys, ar gyfer disgyblion cynradd ac uwchradd gan ddilyn esiampl Gwynedd wrth gynnwys y teulu cyfan yn eu darpariaeth.

Dengys y ffigyrau ar dudalennau 36-37 fod gwendidau sylweddol yn y ddarpariaeth uwchradd cyfrwng Cymraeg presennol yn ogystal, gyda 98% o ddysgwyr 16-19 oed mewn ysgolion yn astudio yn uniaith Saesneg a dim ond 22 unigolyn y flwyddyn yn gwneud hynny yn Gymraeg. Dim ond 52% o fyfyrwyr sy'n astudio'r Gymraeg fel iaith Gyntaf ar lefel TGAU yn astudio eu pynciau eraill trwy gyfrwng y Gymraeg. Eto, mae angen anelu at gynnydd llawer cyflymach na 0.5% yn flynyddol – mae'r rhain yn wendidau systematig sy'n rhaid mynd i'r afael â nhw.

Rydym yn croesawu'r amcan i ddarparu gwell gyfleoedd i hwyrddyfodiaid, ac yn benodol i sefydlu darpariaeth trochi; ond mae angen ymrwymiad mwy pendant, ac amserlen llawer iawn yn gynt na'r hyn a roddir yn 2.5 – mae angen cytuno cyn gynted â phosib ar leoliad canolfan, a gosod dyddiad y bydd y ddarpariaeth ar gael, a hynny o fewn oes y cynllun. Cam arwyddocaol i gynyddu niferoedd fyddai i newid categori iaith yr ysgolion uwchradd fel bod addysg Gymraeg yn cael ei ddarparu. Fe'n hysbyswyd yn ddiweddedd am siom mam sydd a'i phlentyn ym mlwyddyn 9 ysgol Llanfyllin ac sydd wedi cael budd mawr o gynllun Trochi'r ysgol, wrth ddatgan bod y gwasanaeth yma wedi dod i ben yn 2016. Mae hyn yn gam mawr yn ôl ac mae angen gwirio hyn ar frys.

Ymhellach, mae angen hyrwyddo astudio pynciau 'anhraddodiadol' drwy'r Gymraeg ar lefel TGAU a Safon Uwch, megis Mathemateg, Ffiseg, Bioleg, Cyfrifiadura a Chemeg. Mae ymchwil yn dangos nad yw bobl ifainc sy'n cyrraedd y brifysgol heb astudio pwnc eu gradd drwy'r Gymraeg ar gyfer TGAU a Safon Uwch yn dewis y ddarpariaeth Gymraeg iddynt yn y Brifysgol. Mae hyn yn eu hamddifadu o fanteision addysg uwch drwy'r Gymraeg, megis ysgoloriaethau sy'n agored i fyfyrwyr sy'n astudio drwy'r Gymraeg (gan sefydliadau addysg uwch unigol a'r Coleg Cymraeg Cenedlaethol), cynllun profiad gwaith y Coleg Cymraeg a buddion gyrfaoel. Er enghraifft, mae ystadegau DHLE (Cyrchfannau Ymadawyr Addysg Uwch) yn dangos bod graddedigion sy'n astudio drwy'r Gymraeg yn fwy tebygol o fod mewn gwaith/addysg bellach a mewn swydd raddedig/addysg ôl-raddedig chwe mis ar ôl graddio na myfyrwyr sy'n medru'r Gymraeg sydd ddim wedi astudio'n Gymraeg a myfyrwyr di-

Gymraeg. Felly, mae angen mwy o bwyslais ar ddilyniant i addysg uwch a'r byd gwaith. Mae'r ddogfen yn crybwyll hyrwyddo'r buddion gyrfaol o gael addysg drwy'r Gymraeg ond nid yw'n gwneud yn glir bod y buddion hyn yn gysylltiedig â pharhau ag addysg Gymraeg hyd lefel ôl-raddedig. Mae angen gwneud rhieni yn ymwybodol o bwysigrwydd dilyniant.

Er mwyn llenwi bylchau o safbwynt creu gweithlu mae angen i Gyngor Sir Powys mynd i'r afael ar frys i ddenu staff sy'n siarad Cymraeg ond dysgu dros Glawdd Offa (Swydd Henffordd neu Amwythig er enghraifft) yn ôl i Bowys a'u cefnogi i feithrin hyder dysgu yn y Gymraeg.

Er mwyn bod yn llawer mwy llwyddiannus mewn allbynau mae angen gweithredu continiwwm addysg Gymraeg o'r ysgolion cynradd i'r Uwchradd. Fel Bro Ddyfi bydd angen gweld ysgolion dwy ffrwd yn newid i fod un ffrwd Gymraeg. Yn ogystal â chodi statws yr iaith, bydd hyn yn gwella'r sylfaen i fedru darparu addysg uwchradd gwell a chodi hyder a dileu ofnau posib rhieni. Mae'n hanfodol nad yw toriadau ariannol yn arwain at uno dosbarthiadau Cyfnod Sylfaen mewn ysgolion dwy ffrwd - er enghraifft Llanrhaeadr, Llanfyllin a Trefonnen. Yn y Cyfnod Sylfaen gosodir sylfaen gadarn ar gyfer eu haddysg Gymraeg ac felly mae canlyniad o'r fath yn hollol anfoddhaol.

Casgliad

**Mae'n hanfodol bod Cyngor Sir Powys yn sicr, uchelgeisiol a hyderus o ran ei ymrwymiad i addysg Gymraeg yn y Sir, ac nid yw hyn yn cael ei adlewyrchu yn y ddogfen hon fel y mae. Mae angen buddsoddiad mawr er mwyn gweld addysg Gymraeg yn ffynnu ym Mhowys – gan gynnwys cynllun hyrwyddo gyda thargedau penodol; ymrwymiad i symud holl ysgolion y Sir ar hyd y continiwwm iaith; a chynlluniau o fewn oes y cynllun i sefydlu rhagor o ysgollon Gymraeg a chanolfannau trochi gydag amserlen bendant.**

**Rhanbarth Powys Cymdeithas yr Iaith Gymraeg  
Dydd Llun, Ionawr 23ain 2017**

# Powys Welsh in Education Strategic Plan

## Response from the Welsh Language Society

### General comments

We believe the plan demonstrates basic weaknesses, and it should not be accepted without more ambitious targets and more definite action points to strengthen it.

We believe that the Welsh language belongs to every young person in Wales. The Powys draft plan states: *"The authority wishes to develop an infrastructure which enables every pupil to take advantage of full Welsh or English medium provision throughout their educational career, ensuring that Welsh medium learners have the opportunity to fully immerse themselves in the language, and to ensure they are fully bilingual and confident to communicate in Welsh and English when they leave school."* – Without a more extensive vision, such an attitude is not acceptable, as it suggests that a large majority of the young people in the County will be denied these essential opportunities and skills.

The county needs to work towards *enabling every pupil to take advantage of full Welsh or English medium provision*, and needs to ensure over time that *every learner has the opportunity to fully immerse themselves in the language*, as being *fully bilingual and confident to communicate in Welsh and English when they leave school* is something which no pupil should be denied. Everyone should have the right to a Welsh medium education, rather than it be an alternative option, and far more ambitious targets need to be set in order to reflect that.

Practically, this means (i) ambitious targets\* are needed to increase the number receiving Welsh medium Education; and (ii) that every school in the County, including all English medium and dual stream Schools need to move along the language continuum.

### Response to specific points in the plan

The document states: *"The majority of Headteachers have identified specific times for Welsh language awareness and/or improving Welsh Language skills in their Teaching Programmes for 2014-15."* We need to know exactly what the plans are for implementing this because the document does not state this. Investment is needed to increase the number of staff in schools improving their language skills, and the only answer is providing intensive courses.

The document also states *"Schools have reported difficulties in recruiting assistants with suitable Welsh language skills"* therefore investment is needed in the child care sector in Powys, and across the whole of the teaching spectrum.

This could happen by closer working with the Welsh National Centre for Learning Welsh.

The Council ended the service with 'Cam Wrth Gam' who provided Welsh medium Child Care learning in years 10, 11 and the Sixth Form. This ensured that students could transfer immediately to the field as workers qualified in the Child Care sector within local communities. These schemes came to an end in 2013 in Llanfyllin and Llanfair Caereinion, and in 2016 in Ysgol Bro Hyddgen Machynlleth. Such evidence shows that Powys County

Council has written off progress in this field during recent years, and we need to act urgently to ensure this is reversed.

Having lost the TWF service both in Powys and at national level, Powys County Council needs to formulate a campaign to promote Welsh medium education from birth, as well as targeting primary school parents across Powys, but specifically in Welshpool and Newtown areas to go hand in hand with establishing new primary schools in these areas. As a number of Polish citizens now live in these areas, Polish language promotional materials are also needed.

\*The expected progress in Welsh medium education in the report is very disappointing, and needs to be far more ambitious. The annual increase of 0.5% of 7 year old pupils assessed in Welsh in the draft plan is far too conservative – it would take over 160 years to provide Welsh medium primary education to the County's children at that rate. And worse than that, the plan foresees that there will be no increase at all in the percentage of children being assessed in Welsh in year 9 between 2016 and 2020 – that is unacceptable. The urgency to open a centre for latecomers in Powys must be emphasised, for primary and secondary pupils, following the Gwynedd example of including the whole family in the provision.

The figures on pages 36-37 show substantial weaknesses in the current Welsh medium secondary provision in addition, with 98% of learners aged 16-19 in schools studying in English only with only 22 individuals studying in the medium of Welsh each year. Only 52% of students studying Welsh as a first language at GCSE study other subjects through the medium of Welsh. Again, the progress needs to be much faster than 0.5% annually – these are systematic weaknesses which must be addressed.

We welcome the aim of providing better opportunities for latecomers, and specifically the establishment of Immersion provision; but a more definite commitment is needed and a much earlier timetable than that noted in 2.5 – the location of the centre needs to be agreed as soon as possible, and a date set for commencing provision, all within the life of this plan. A significant step to increase numbers would be to change the language categories of secondary schools to ensure Welsh language provision. We were recently informed of a mother's disappointment – she has a child in year 9 at Llanfyllin High School and has benefitted greatly from the school's Immersion programme, when she was informed that the programme would finish in 2016. This is a huge step backwards and needs to be rectified as a matter of urgency.

Further, the study of Welsh medium 'non-traditional' subjects need to be promoted at GCSE and A level such as Mathematics, Physics, Biology, Computing and Chemistry. Research shows that young people who get to university without studying their degree subject through the medium of Welsh at GCSE or A level do not opt for Welsh medium provision at University. This denies them the advantages of higher education through the medium of Welsh, such as scholarships which are open to Welsh medium students (offered by individual higher education institutions and the Coleg Cymraeg Cenedlaethol), the Welsh College work experience scheme and career benefits.

For example, DHEL (Destination of Higher Education Leavers) statistics show that graduates studying through the medium of Welsh are more likely to be in work/further education and a graduate job/post-graduate education six months following graduation, than students who speak Welsh but have not studied through the medium of Welsh, and non Welsh speaking students. Therefore, more emphasis is needed on progression to higher education and the world of work. The document refers to promoting career benefits of Welsh medium education but does not make clear the benefits connected with continued Welsh medium education to post graduate level. Parents need to be made aware of the importance of progression.

In order to fill in gaps with regard to creating a workforce, Powys County Council needs to deal urgently with the matter of attracting Welsh speaking staff who currently teach the other side of Offa's Dyke (for example in Herefordshire or Shropshire) back to Powys and offer support in regaining their confidence to teach in Welsh.

In order to be much more successful in regard to outcomes, a Welsh education continuum needs to be implemented from primary to secondary schools. As in Bro Ddyfi dual stream schools will need to change to become single Welsh streams. In addition to raising the status of the language, this will improve the basis to be able to provide better secondary education as well as increasing confidence and allay parents' potential fears. It's essential that financial cuts do not lead to combining Foundation Phase classes in dual stream schools – such as Llanrhaeadr-ym-Mochnant, Llanfyllin and Trefonnen. The solid foundation for Welsh medium education is laid in the Foundation Phase, therefore such a result would be totally unsatisfactory.

## Conclusion

**It's essential that Powys County Council is certain, ambitious and confident in regard to its commitment to Welsh medium education in the County, and that is not reflected in the document in its current form.**

**Large investment is needed for Welsh medium education to flourish in Powys – including a promotion plan with specific targets; a commitment to move all schools in the County along the language continuum; and schemes during the life of this plan to establish more Welsh schools and immersion centres with a definite timescale**

[REDACTED]

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**From:** [REDACTED]  
**Sent:** 03 January 2017 14:06  
**To:** School Consultation (CSP - Generic)  
**Subject:** WESP 2017-2020

Could you consider the following points with regard the WESP2017-2020

I would like to object to the wording used in section 2 outcome 2 - "More learners continuing to improve their language skills on transfer from primary to secondary school".

The wording is vague and it's aims can be misinterpreted.

I feel it could be used as an argument for closing streams in favour of centralising welsh medium provision, which in a large rural geographical area such as Powys will have a negative impact on pupil numbers continuing on with welsh medium education especially from more deprived backgrounds, as if you come from a deprived background you are unable to travel large distances, or be able to support your child in their education and extra curricular activities.

Section 2 outcome 2 should be something along the lines of

"More learners continuing to access welsh medium education on transfer from primary to secondary school"

This would I believe be less vague and states that the aim is to have more learners continuing their whole school life through the medium of welsh.

This would also be more in keeping with the councils commitment stated elsewhere in the document

"The council is committed to raising aspiration and attainment in Powys schools and to breaking down the barriers faced by learners from deprived backgrounds. This WESP sets out the authority's vision to provide equality of provision to Welsh-medium learners, this includes ensuring that learners from disadvantaged backgrounds are able to access Welsh-medium provision throughout all phases of education."

The welsh governments aspirational aim of a million welsh speakers by 2050 will not be achieved by having many dropping out of welsh medium education due to it being an unacceptable distance away.

In the document it states that the uptake in welsh language education has been stagnant over the time of the 2014 - 2017 WESP, may I suggest this is due to the secondary reorganisation programme commenced in January 2015.

It takes a leap of faith to enter welsh medium education for parents from English speaking families and if there is doubt that local provision is not available at secondary level they will turn away and this is what I believe you are seeing now due to years of uncertainty in Powys.

Do the council recognise that if their commitment in the WESP 2014 -2017 to raise all welsh streams to a 2B status had materialised the numbers would no doubt be rising in line with other authorities.

This council should look to the long term and commit to supporting welsh streams locally only this way will we see the numbers rise high enough to consider the possibility of a welsh medium secondary school.

Only when the streams are full can you consider this option for you are being misinformed if you believe you will raise the numbers high enough by centralising provision.

Dialch  
[REDACTED]



[REDACTED]  
Sent: 25 January 2017 17:07

To: Admissions and Transport in the Schools and Inclusion (CSP - G...  
<[admissionsandtransport@powys.gov.uk](mailto:admissionsandtransport@powys.gov.uk)>

Subject: Ymateb i'r CSGA gan "Gwir Ddwyieithrwydd"

Annwyl gyfaiil,

Rydym yn griw o rieni ac ymgyrchwyr lleol sydd am weld sefydlu ysgolion uwchradd cyfrwng Cymraeg ym Mhowys.

Dyma'n hymateb i'r CSGA.

Credwn fod y cynnwys yn siomedig o ran diffyg uchelgais i gynyddu darpariaeth addysg cyfrwng Cymraeg yn y sector uwchradd.

Croesawn ddatblygiadau adeiladol yn y sector gynradd (megis agor ysgol benodedig yn y Trallwng) gan hefyd erfyn ar y Cyngor i ddysgu gwersi o achos Cyngor Sir Gaerfyrddin ac ysgol gynradd Llangennech gan felly droi ysgolion dwy ffrwd yn ysgolion Cymraeg.

Pryderwn hefyd am y diffyg yn y sector uwchradd.

Mae'r diffyg ysgol benodedig uwchradd yn mynd yn gwbl groes i'r egwyddor o gynnig dewis i rieni; yn tansellio cyniluniau Llywodraeth Cymru i gael millwn o siaradwyr Cymraeg erbyn 2050 ac yn golygu fod plant a phobl ifanc Powys dan anfantais o gymharu gyda phlant a phobl ifanc weddiill Cymru.

Gan fod cynifer o ysgolion cyfrwng Saesneg o fewn y Sir, cynigrir fod dewis eang ac ystyrlon ar gael yn barod i rieni sy'n dymuno addysg Saesneg.

Yn bresennol, er hynny, ni all rhieni a phobl ifanc ddewis addysg Gymraeg mewn ysgol benodedig (fel sydd yn norm yng ngweddiill Cymru).

Mae hyn yn tansellio y daith addysgiadol o'r blynyddoedd cynnar i'r sector uwchradd a thu hwnt ac yn golygu nad oes trywydd clir i blant 3 a 4 mlwydd oed wrth drosglwyddo o'r sector cynradd i'r uwchradd.

Hyderwn, ar ôl degawdau o fethu â gweithredu, y bydd Cyngor Sir Powys yn addasu'r CSGA i ddiwallu'r galw am addysg uwchradd cyfrwng Cymraeg.

Yn gywir,

[REDACTED]  
Ar ran Grŵp 'Gwir Ddwyieithrwydd'  
Powys

**From:**  
**Sent:**  
**To:**  
**Subject:**

[REDACTED]  
24 January 2017 10:48  
School Consultation (CSP - Generic); Sarah Astley (CSP - Schools Service)  
Comments on WESP

Observations and comments.

Page 5: a section of objectives 1. mention is made of increasing opportunities for pupils to access Welsh medium provision in the primary sector.

2. establish and identify opportunities to establish new designated Welsh medium provision in the primary sector.

I consider changing the admission age of young children to be detrimental not only to their education and social wellbeing but to their understanding and immersion to the Welsh language. The younger the child is introduced to a language the more advantageous it is to their future grasp of the language. This is the understanding of Welsh Government\*.

Page 7: I note there are 7 key outcomes in WESP.

\*Welsh government states the earlier a child comes into contact with the language the more opportunities s/he has to become fluent.

Page 10: I wish to identify an inaccuracy in the report Ysgol Gymraeg Dyffryn Y Glowyr has ALREADY reached its capacity.

Page 11: mention is made of babies being born and registered outside of the authority. Powys has no District General Hospitals which leads to babies being born outside of county but parents return home and register their babies in Powys – surely these figures are easy to attain?

Page 11. (1.1.) I can only reiterate raising the age of admission is opposite to that of the Welsh Government's advice whereby children starting education earlier is more beneficial. The way in improve Welsh education and increase the Welsh language is to provide early years provision. If other Local Authorities choose to provide education at a later age for young children that does not mean it is right. The main aim is to improve standards and encourage the take up Welsh language, the earlier the better for all concerned. This is the opportunity for Powys to do something "outside the box" and be different to other authorities. It has been proven that the earlier a child begins to socialise with his/her peers the more beneficial.

Page 12: It is too late to review this in 2019, the review is overdue, action is needed NOW.

Page 13: (1.7) I consider this to be a too big an ask, expecting late comers to be able to follow the whole curriculum within 2 years through the medium of Welsh as a first language!

Page 17. (2.3) I consider this to be long overdue. Why was this not achieved (as identified) in the last WESP? This should be completed before December 2017.

Page 23 (5.1.2) This is not easy to achieve now that a later starting date for admissions is to commence.

Page 27. Is the only Welsh School with ALN provision Ysggol Gymraeg Dyffryn Y Glowyr?

Page 33 There is no mention of Ysgol Gymraeg Dyffryn Y Glowyr?

Page 40 It is very disappointing that there is no mention of Ysgol Gymraeg Dyffryn y Glowyr. This primary school has a special unit with caters for the needs of all SEN/ALN children through the medium of Welsh.



**From:** website@powys.gov.uk  
**Sent:** 25 January 2017 10:54  
**To:** School Consultation (CSP - Generic)  
**Subject:** WESP Consultation response

**Name** Ysgol Gymraeg Dyffryn Y Glowyr - Governing Body  
**Email** pennaeth.ygdyg@gmail.com  
**Address** Ysgol Gymraeg Dyffryn Y Glowyr,  
Heol Bethel,  
Lower Cwmtwrch,  
Swansea,  
SA9 2PT.  
**Your comments** Observations and comments.

## SECTION 1 Introduction

1.1 To provide equality of provision for Welsh-medium learners in Powys . This key statement sets out clearly the LA's aim and the set of objectives clarify this further. Reference is made to the importance of increasing opportunities for pupils to access Welsh medium provision in the primary sector and to the establishment and identification of opportunities to establish new designated Welsh medium provision in the primary sector. The Governing Body, however, considers that changing the admission age for young children into primary schools in Powys is detrimental not only to their education and social wellbeing but to their understanding of and immersion in the Welsh language. Evidence supports the view that the younger the child is introduced to a language through good quality and tailored provision, the more advantageous it is to their future grasp of the language. This is the understanding of Welsh Government. (Reference-Welsh Government draft strategy).

The Governing Body notes that there are 7 key outcomes in WESP. To achieve these outcomes, governors again state the importance that the earlier a child comes into contact with the language the greater the opportunities to establish a sound basis for developing the full range of skills developmentally as they continue with their education. Powys' new admissions policy undermines this process.

It is positive to note that the LA fully agrees with the view of Welsh Government that pupils are more likely to become fully bilingual after attending designated Welsh-medium schools. It is also important to note that although reference is made to ensuring increased numbers of Welsh medium provision, there is no reference to the quality of provision.

### 1.2 Welsh-medium Education Forum

The Governing Body supports the establishment of the forum and the composition in principle of the membership. However, there is no clear indication of how school representatives will be elected/selected. In addition, there is no reference to seeking input from schools generally or the provision of feedback to schools.

### 1.3 Statement on Home to School Transport

The Governing Body is of the view that the first priority should be the choice of language. Schools now work within the ERW consortia which should enable closer cross-border agreements at primary and secondary school level.

## SECTION 2 Welsh in Education Strategic Plan

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

Agreement regarding the Bryngroes farm P/2014/1133 states that Ysgol Gymraeg Dyffryn y Glowyr will reach its capacity of 300 by 2020. This is inaccurate as the school has already exceeded this number and has also exceeded its capacity.

### Outcome 1 Assessing demand

It would appear that the LA faced difficulties with accessing the information required to conduct a detailed survey to ascertain demand due to the number of babies being born and registered outside of the authority. Powys has no District General Hospitals which leads to babies being born outside of the county but parents return home and register their babies in Powys. Surely these figures are easy to attain? This paragraph does not indicate any positive methods of gathering the data and needs to be clarified.

### Main objectives in order to achieve Outcome 1 (page 11)

#### 1.1 Conclude the early years review and ensure that a minimum of 24 Welsh-medium settings are commissioned

The Governing Body again reiterate the point that raising the age of admission is contrary to the Welsh Government's advice that starting education earlier is more beneficial for children. The way to extend and strengthen Welsh medium education and increase the use of the Welsh language is to provide good quality early years provision. If other Local Authorities choose to provide education at a later age for young children that does not mean it is the right course or the most appropriate step for young children. The main aim is to improve standards and encourage the up take of the Welsh language. It has also been proven that the earlier a child begins to socialise with his/her peers the more beneficial. Consequently, the earlier children access provision of good quality the better for all concerned. Every effort should be made by the LA to first support growth within existing Welsh medium settings ensuring that they become hubs of excellence. Parents choose Welsh medium settings that are known to have very good and excellent standards of provision. If Welsh medium settings cannot ensure quality provision then parents will rather opt for English medium settings.

#### 1.6 Review Welsh-medium primary provision in the Ystradgynlais area (page 12)

The Governing Body feels strongly that the review of Welsh medium education in Ystradgynlais with the area Welsh school being Ysgol Gymraeg Dyffryn y Glowyr, is already overdue and needs to be

implemented in 2017 and not 2019. The 106 agreement is unachievable to cater for Welsh education in Ystradgynlais, the conditions on the 106 agreement do not lend themselves to supporting the growth in Welsh medium education at Ysgol Gymraeg Dyffryn Y Glowyr at this present time. The conditions being put on the LDP could have a detrimental effect on the 106 agreement and, therefore, cannot be relied upon in terms of building capacity. Powys LA needs to progress with supporting the current and future growth in numbers at Ysgol Gymraeg Dyffryn Y Glowyr as a matter of urgency. The LA would, therefore, be supporting growth in an existing, well-established and successful Welsh medium school where current and future demand is already evident. This would be a low risk, high return priority that would assist the LA in meeting its WG targets.

#### 1.7 Establish provision for latecomers in Powys (page 13)

The Governing Body agree that this is an important area to address. However, many governors believe that the expectation that late comers should be able to follow the whole curriculum within 2 years through the medium of Welsh as a first language is a very challenging target for most pupils.

#### Outcome 2 More learners continuing to improve their language skills on transfer from primary to secondary school (page 17)

Formalise the arrangement with Neath Port Talbot in relation to pupil transfer to Ysgol Gyfun Ystalyfera

The Governing Body considers this to be very long overdue. This is an important target to achieve to ensure consistency in Welsh language provision. This aspect was identified in the previous WESP. Why was this not achieved? There is no reference to the reasons why this could not be achieved especially when the schools involved were led to believe that discussions to secure the agreement had been long underway. This should be completed before December 2017. The LA should again prioritise the formalising of existing agreements before considering new projects and agreements.

#### Outcome 5 More students with advanced skills in Welsh 5.1 Welsh First Language (page 23)

Increase the % of pupils that achieve the highest level with regard to Welsh First Language at the end of each Key Stage:

Governors are of the view that this Outcome is not easy to achieve given the later starting date for admissions that is planned.

5.1.3 – Reference should again be made to the success of the Welsh Charter at Ysgol Gymraeg Dyffryn Y Glowyr, not only Gwynedd schools. This would further support the reference made to the Welsh Charter in the introduction to 5.1.

#### Outcome 6 Welsh medium provision for learners with additional learning needs (ALN) (page 27)

Ysgol Gymraeg Dyffryn Y Glowyr is the only Welsh medium primary school in Powys which has a Welsh medium specialist centre. This should be a flagship and treated as such. It should also be noted that the special

centre has been at full capacity from the time of opening which is a strong indicator of the level of need for a Welsh medium special centre that caters for pupils of all ages with MLD, SLD and ASD. This is such an important area where there has been no parity previously, placing Welsh medium pupils at a significant disadvantage.

#### **Outcome 7 Workforce planning and continuing professional development (page 29)**

It is essential that Powys recruit, employ and maintain good quality headteachers who are fully conversant with the Welsh language. More support is needed for Welsh schools to help to maintain Welsh speaking headteachers throughout Powys. There are many references to the need for Welsh speaking headteachers and teachers in the document. It is also essential that headteachers who work or apply to work in Welsh medium schools in Powys have a thorough understanding of the whole ethos and purpose of Welsh medium schools and can communicate in Welsh, both verbally and in writing, to a high professional standard. This is important in promoting Welsh medium education of good quality and in ensuring that headteachers themselves understand the quality and standard of Welsh required in order to lead staff and monitor provision effectively.

#### **DATA**

**Page 33. Outcome 2 More learners continuing to improve their language skills on transfer from primary school to secondary school**

There is no mention of Ysgol Gymraeg Dyffryn Y Glowyr in this table. Why can't the transfer data be included as they are still Powys children continuing their Welsh medium education? This would be to Powys LA's advantage and another reason to formalise agreements between authorities.

**Page 36. Number and percentage of pupils studying through the medium of Welsh in Key Stage 3 who continue to study through the medium of Welsh in Key Stage 4**

Again there are no statistics referring to Powys children who are educated in key stages 3 and 4 in Ysgol Gyfun Ystalyfera.

Why is there no data for pupils transferring from maintained Welsh medium settings and non-maintained 2 yr old settings (Mudiad Meithrin) to Welsh medium schools? This is an especially strong feature within the Ystradgynlais catchment but is not recognised.

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Mae'r e-bost hwn ac unrhyw atodiad iddo yn gyfrinachol ac fe'i bwriedir ar gyfer y sawl a enwir arno yn unig. Gall gynnwys gwybodaeth freintiedig. Os yw wedi eich cyrraedd trwy gamgymeriad ni ellwch ei gopïo, ei ddosbarthu na'i ddangos i unrhyw un arall a dyfech gysylltu gyda Cyngor Sir Powys ar unwaith. Mae unrhyw gynnwys nad yw'n ymwneud gyda busnes swyddogol Cyngor Sir Powys yn bersonol i'r awdur ac nid yw'n awdurdodedig gan y Cyngor.

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From:  
Sent:  
To:  
Subject:

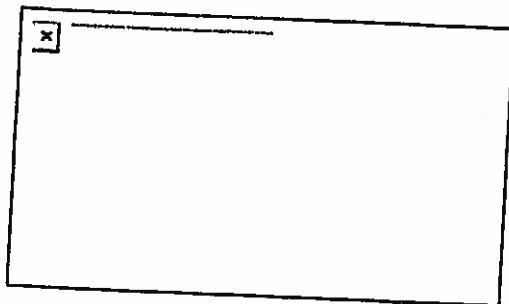
24 January 2017 23:54  
School Consultation (CSP - Generic)  
Cynllun Strategol y Gymraeg mewn Addysg (CSGA)

Annwyl Syr/Madam

Fel rhywun sy'n byw ym Mhowys ac yn gweithio ym maes addysg, hoffwn wneud y sylwadau canlynol am yr ymgynghoriad ar Gynllun Strategol y Gymraeg mewn Addysg Sir Powys ar gyfer 2017-20.

Mae cynllun drafft cyngor Powys yn nodi: "Mae'r awdurdod yn dyheu am ddatblygu sellwaith sy'n galluogi pob disgybl i fanteisio ar ddarpariaeth lawn yn y Gymraeg neu'r Saesneg gydol eu gyrfaoedd addysgol, gan sicrhau bod dysgwyr cyfrwng Cymraeg yn cael y cyfle i lwyr-ymdrochi yn y Gymraeg, i sicrhau eu bod yn gwbl ddwyieithog ac yn hyderus i gyfathrebu yn y Gymraeg a'r Saesneg pan maent yn gadael yr ysgol."

Credaf fod angen sicrhau bod pob disgybl yn gadael yr ysgol yn gwbl ddwyieithog ac yn hyderus yn y Gymraeg a'r Saesneg. Mae sgillau dwyieithog yn agor rhagor o gyfleoedd addysg uwch i bobl ifanc (e.e. ysgoloriaethau'r Coleg Cymraeg Cenedlaethol - gweler <http://www.colegcymraeg.ac.uk/cy/astudio/cymorthariannol/> - a phrifysgolion unigol, cyfleoedd profiad gwaith gyda chyflogwyr lle mae'r Gymraeg yn hanfodol, dosbarthiadau sy'n llai o faint, a digwyddiadau allgyrsiol) a gwell cyflogadwyedd (mae'r arolwg DHLE yn dangos bod myfyrwyr sy'n astudio drwy'r Gymraeg yn y brifysgol yn fwy tebygol o gael swydd raddedig na myfyrwyr sydd heb astudio drwy'r Gymraeg - gweler gwefan Prifysgol Aberystwyth lle mae 80% o fyfyrwyr sydd wedi astudio o lelaf un modiwl yn Gymraeg mewn swydd broffesiynol/addysg uwchraddedig o gymharu â 67% o fyfyrwyr sydd heb astudio drwy'r Gymraeg: <https://www.aber.ac.uk/cy/undergrad/astudio-cyfrwng-cymraeg/>). Mae hyn yn golygu galluogi pob disgybl i fanteisio ar ddarpariaeth lawn yn y Gymraeg a'r Saesneg.



Cymorth Ariannol - Y Coleg Cymraeg  
Cenedlaethol

[www.colegcymraeg.ac.uk](http://www.colegcymraeg.ac.uk)

Ysgoloriaethau. Oeddet ti'n gwybod bod modd i ti ymgeisio am arian i astudio drwy gyfrwng y Gymraeg ym mhrifysgolion Cymru? Mae'r Coleg Cymraeg Cenedlaethol yn ...

Prifysgol Aberystwyth - Astudio trwy gyfrwng y Gymraeg

[www.aber.ac.uk](http://www.aber.ac.uk)



Pam astudio drwy'r Gymraeg ym Mhrifysgol Aberystwyth? Mae 95% o raddedigion a fu'n astudio trwy gyfrwng y Gymraeg ym Mhrifysgol Aberystwyth mewn cyflogaeth a/neu yn ...

Felly mae angen gosod targedau uchelgeisiol er mwyn cynyddu'r niferoedd sy'n derbyn addysg Gymraeg a hefyd sicrhau pob ysgol yn y sir, gan gynnwys yr holl ysgolion cyfrwng Saesneg a dwy ffrwd, yn dysgu rhan o'r cwricwlwm drwy'r Gymraeg i bob disgybl. Ar gyfer disgyblion di-Gymraeg sy'n symud i Bowys, mae angen agor canolfan hwyrdyffodiaid, ar gyfer disgyblion cynradd ac uwchradd, gan ddilyn esiampl Gwynedd. Mae hefyd angen ehangu cynlluniau Trochi, megis yr un yn Ysgol Llanfyllin, nid eu dileu, fel sydd wedi digwydd yn yr ysgol honno. Mae cau'r cynllun yn Ysgol Llanfyllin yn awgrymu bod y ddarpariaeth o addysg Gymraeg yn y sir wedi dirywio ac mae angen mynd i'r afael ar hyn ar unwaith. Mae ymchwil yn dangos bod pobl ifanc ddi-Gymraeg sy'n symud i ardal yng Nghymru yn fwy tebygol o allfudo a pheidio â dychwelyd i'r ardal os nad ydynt yn dysgu'r Gymraeg yn rhugl, gan nad ydynt yn teimlo eu bod yn perthyn i'r ardal (gweler doethuriaeth Lowri Cunningham Wynn, Prifysgol Bangor). Ar gyfer datblygu economaidd i Bowys, mae angen sicrhau nad ydym yn colli ein pobl ifanc dalentog a'u bod yn dewis aros neu ddychwelyd i'r sir i fyw a gweithio.

Mae angen sicrhau bod Cyngor Sir Powys yn creu ymgyrch hyrwyddo addysg Gymraeg o'r crud yn ogystal â thargedu rhieni ysgolion cynradd ar draws Powys, yn enwedig yn y Trallwng a'r Drenewydd i gyd fynd gyda sefydlu ysgolion Cymraeg cynradd ac uwchradd newydd yn yr ardal. Gan fod nifer o drigolion Pwylaidd yn byw yn yr ardaloedd hyn, mae angen hefyd gwneud siŵr bod yna ddeunydd hyrwyddo yn yr Iaith Bwyleg.

Mae'r cynnydd disgwylidig mewn addysg Gymraeg yn yr adroddiad yn siomedig iawn gyda dim cynnydd o gwbl yn y ganran o blant sy'n cael eu hasesu yn Gymraeg ym mlwyddyn 9 rhwng 2016 a 2020. Mae angen sicrhau bod rhagor o gynnydd er mwyn cyrraedd sefyllfa lle mae pob disgybl yn gadael yr ysgol yn ddwyieithog o fewn 10 mlynedd.

Ar dudalennau 36-37 mae'n siomedig nodi bod 98% o ddysgwyr 16-19 oed mewn ysgolion yn astudio yn uniaith Saesneg a dim ond 22 unigolyn y flwyddyn yn gwneud hynny yn Gymraeg. Dim ond 52% o fyfyrwyr sy'n astudio'r Gymraeg fel iaith Gyntaf ar lefel TGAU yn astudio eu pynciau eraill trwy gyfrwng y Gymraeg. Mae angen cynyddu hyn yn sylweddol ar frys gan y bydd y rhan fwyaf o'r bobl ifanc hyn yn colli'r manteision o feddu ar sgiliau dwyieithog (e.e. addysg uwch drwy'r Gymraeg, gwell cyflogadwyedd - gweler uchod). Mae hyn yn cynnwys hyrwyddo astudio pynciau 'anhraddodiadol' drwy'r Gymraeg ar lefel TGAU a Safon Uwch, megis Mathemateg, Ffiseg, Bioleg, Cyfrifiadura a Chemeg. Mae ymchwil yn dangos nad yw bobl ifanc sy'n cyrraedd y brifysgol heb astudio pwnc eu gradd drwy'r Gymraeg ar gyfer TGAU a Safon Uwch yn dewis y ddarpariaeth Gymraeg sydd ar gael iddynt yn y Brifysgol (gweler Andrew James Davies a Dafydd Trystan (2012) 'Build it and they shall Come?' An evaluation of qualitative evidence relating to student choice and Welsh-medium higher education, *International Journal of Bilingual Education and Bilingualism*, 15:2, 147-164). Felly, mae angen mwy o bwyslais ar ddilyniant i addysg uwch a'r byd gwaith. Mae angen hyrwyddo'r buddion gyrfaol o gael addysg drwy'r Gymraeg a'i gwneud yn glir bod y buddion hyn yn gysylltiedig â pharhau ag addysg Gymraeg hyd lefel ôl-raddedig. Mae angen gwneud rhieni yn ymwybodol o bwysigrwydd dilyniant.

Er mwyn mynd i'r afael â phrinder staff sy'n medru dysgu drwy'r Gymraeg, mae angen llunio a gweithredu ymgyrch recriwtio i ddenu staff â'r sgiliau angenrheidiol i weithio ym Mhowys.

Cofion gorau,

As someone living in Powys, working in the education field, I would like to offer the following comments on the consultation on Welsh Language Strategic Plan for Education in Powys for the period 2017-20.

The draft Powys plan states: "The authority wishes to develop an infrastructure which enables every pupil to take advantage of full Welsh or English medium provision throughout their educational career, ensuring that Welsh medium learners have the opportunity to fully immerse themselves in the language, and ensure they are fully bilingual and confident to communicate in Welsh and English when they leave school."

I believe we need to ensure that every pupil leaves school fully bilingual and confident in Welsh and English. Bilingual skills open more higher education opportunities for young people (e.g. scholarships through the Coleg Cymraeg Cenedlaethol - see <http://www.colegcymraeg.ac.uk/cy/astudio/cymorthariannol/> - and individual universities, work experience opportunities with employers where Welsh is essential, smaller class sizes and extra-curricular events) and improved employability (the DLHE survey shows that students who study through the medium of Welsh at university are more likely to get graduate employment than students who have not studied through the medium of Welsh – see the Aberystwyth University website, where 80% of students who have studied at least one module in Welsh are in a professional job/postgraduate education compared to 67% of students who have not studied through the medium of Welsh: <https://www.aber.ac.uk/cy/undergrad/astudio-cyfrwng-cymraeg/> ). This enables every pupil to take advantage of full provision in Welsh and English.

Therefore ambitious targets need to be set to increase the numbers receiving Welsh medium education and also to ensure that every school in the county, including all English medium and dual stream schools, teach every pupil part of the curriculum through the medium of Welsh. For non-Welsh speaking pupils moving to Powys, a centre for latecomers is needed – for primary and secondary pupils – following the Gwynedd example. Also Immersion programmes need to be extended, such as the one in Llanfyllin school, rather than close them, as has happened in that school. The closure of the programme in Llanfyllin School suggests that Welsh medium provision in the county has deteriorated and this needs to be addressed at once. Research shows that non-Welsh speaking young people who move to Wales are more likely to emigrate and not return to the area if they don't learn to speak Welsh fluently, because they don't feel that they belong to the area (see Lowri Cunningham Wynn, Bangor University's doctorate on the subject). In order to develop the Powys economy, we need to ensure we don't lose our talented young people and that they choose to stay or return to the county to live and work.

Powys County Council needs to formulate a campaign to promote Welsh medium education from birth, as well as targeting primary school parents across Powys, but specifically in Welshpool and Newtown areas to go hand in hand with establishing new primary schools in these areas. As a number of Polish citizens now live in these areas, Polish language promotional materials also need to be available.

The anticipated increase in Welsh medium Education is very disappointing, showing no increase at all in the percentage of children assessed in Welsh in year 9 between 2016 and 2020. The county needs to ensure there is more progress in order to reach the stage where every pupil leaves school fully bilingual within 10 years.

On pages 36-37 it's disappointing to note that 98% of learners aged 16-19 in schools studying in English only with only 22 individuals studying through the medium of Welsh each year. Only 52% of students studying Welsh as a first language at GCSE study other subjects through the medium of Welsh. Again, progress needs to be much faster as young people will lose the advantages of having bilingual skills (e.g. higher education through the medium of Welsh, improved employability – see above). This includes promoting the study of Welsh medium 'non-traditional' subjects at GCSE and A level such as Mathematics, Physics, Biology, Computing and Chemistry. Research shows that young people who get to university without studying their degree subject through the medium of Welsh at GCSE or A level do not opt for Welsh medium provision at University (see Andrew James Davies and Dafydd Trystan (2012) 'Build it and they shall Come?' An evaluation of qualitative evidence relating to student choice and Welsh-medium higher education, *International Journal of Bilingual Education and Bilingualism*, 15:2, 147-164). Therefore more emphasis is needed on progression to higher education and the world of work. The career benefits of receiving education through the medium of Welsh need to be promoted and that these benefits are connected with continuing Welsh medium education to post degree level need to be explained. Parents need to be made aware of the importance of progression.

In order to address the shortage of staff who can teach through the medium of Welsh, a recruitment campaign needs to be formulated and implemented to attract staff with these essential skills to Powys.

With best wishes,

A large black rectangular redaction box covering the signature of the sender.

[REDACTED]

---

**From:** website@powys.gov.uk  
**Sent:** 23 November 2016 14:27  
**To:** School Consultation (CSP - Generic)  
**Subject:** WESP Consultation response

*Name*  
*Email*  
*Address*



*Your comments*

I appreciate the desire of what the WESP aims to achieve and the aspiration to increase the opportunity for welsh to be delivered across the county and for this to be on an equal footing to the options offered to English medium in the high schools.  
however this needs to be achieved through the current dual stream provision which reflects the communities where the schools are currently located.  
there are many creative ways through which this can be delivered in a cost effective manner which will limit the need for pupil movement outside of the establish catchment areas.  
for example: courses can be delivered over multiple sites through video conferencing / skype

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Mae'r e-bost hwn ac unrhyw atodiad iddo yn gyfnachol ac fe'i bwriedir ar gyfer y sawl a enwir arno yn unig. Gall gynnwys gwybodaeth freintiedig. Os yw wedi eich cyrraedd trwy gungymoriad ni ellwch ei gopïo, ei ddosbarthu na'i ddangos i unrhyw un arall a dylech gysylltu gyda Cyngor Sir Powys ar unwaith. Mae unrhyw gynnwys nad yw'n ymwneud gyda busnes swyddogol Cyngor Sir Powys yn bersonol i'r awdur ac nid yw'n awdurdodedig gan y Cyngor.

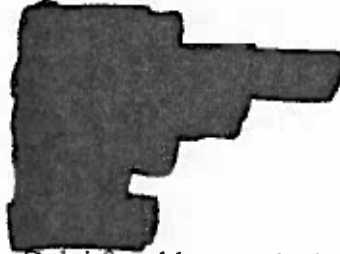
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[REDACTED]

**From:** website@powys.gov.uk  
**Sent:** 23 November 2016 21:55  
**To:** School Consultation (CSP - Generic)  
**Subject:** WESP Consultation response

*Name*  
*Email*  
*Address*



*Your comments*

Dylai fy mhiant gael addysg gymraeg gyfartal ac addysg ffrwd saeasneg ond mae yn bwysig yn ardal llanfyllin bod addysg yn rhan or gymuned. Dylai addysg gymraeg fod ar gael yn llanfyllin er mwyn rhoi dewis i'r teuluoedd di gymraeg sydd a diddordeb mewn addysg gymraeg ond hefyd sydd eisiau addysg lleol. Bydd lleiafrif bach iawn o blant yn dilyn addysg gymraeg os nad yw ar Gael yn llanfyllin. Bydd fy mhiant i a lleiafrif o eraill yn teimlo nad ydyn yn rhan ou cymuned os mae rhaid iddyn drafailio yn bell o'u cymuned i gael addysg.

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Mae'r e-bost hwn ac unrhyw atodiad iddo yn gyfrinachol ac fe'i bwnedir ar gyfer y sawl a enwir arno yn unig. Gall gynnwys gwybodaeth freintiedig. Os yw wedi eich cyrraedd i'w ganiogwriad ni ellwch ei gopïo, ei ddisbarthu na'i ddangos i unrhyw un arall a dylech gysylltu gyda Cyngor Sir Powys ar unwaith. Mae unrhyw gynnwys nad yw'n ymwneud gyda busnes swyddogol Cyngor Sir Powys yn bersonol i'r awdur ac nid yw'n awdurdodedig gan y Cyngor.

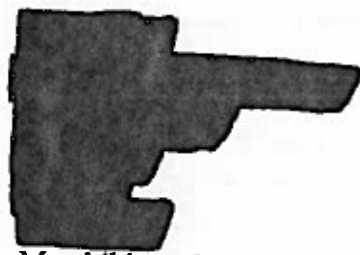
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*Name*

*Email*

*Address*



*Your comments*

My children should be able to receive Welsh language education equal to English stream education but it's important in the Llanfyllin area that education is a part of the community. Welsh medium education should be available in Llanfyllin to give non-Welsh speaking families who are interested in Welsh medium education a choice, but so that they can also be educated locally. A very small minority of children will choose Welsh medium education if it's not available in Llanfyllin. My children and a minority of others feel they are not part of their community if they have to travel a long way from their local area to receive their education.

[Redacted]

**From:** website@powys.gov.uk  
**Sent:** 24 November 2016 09:21  
**To:** School Consultation (CSP - Generic)  
**Subject:** WESP Consultation response

*Name*  
*Email*  
*Address*

[Redacted]

*Your comments*

I am a little disappointed to see that for 3 years the focus is primarily on Welsh first Language settings and secondary schools. The Primary sector seems to have been missed out, other than sabbaticals for teachers. In a school where NO welsh is spoken at home by ant children, it is increasingly difficult to raise attainment with very limited peripatetic support. The Primary phase is crucial to the secondary education so priority needs to be there also.

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Mae'r e-bost hwn ac unrhyw atodiad iddo yn gyfrinachol ac i'w bwriedir ar gyfer y sawl a enwir arno yn unig. Gall gynnwys gwybodaeth freintiedig. Os yw wedi eich cyrraedd trwy gamgymeriad ni eiddoch ei gopio, ei ddosbarthu na'i ddangos i unrhyw un arall a dylech gysylltu gyda Cyngor Sir Powys ar unwaith. Mae unrhyw gynnwys nad yw'n ymwneud gyda busnes swyddogol Cyngor Sir Powys yn bersonol i'r awdur ac nid yw'n awdurdodedig gan y Cyngor.

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[Redacted]

From: [Redacted]  
Sent: 02 December 2016 13:51  
To: School Consultation (CSP - Generic)  
Subject: WESP feedback

Follow Up Flag: Follow up  
Flag Status: Completed

Welsh in Education Strategic Plan (WESP)



- Home
- Services
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Your response

Name *Required*  
[Redacted]

Email *Required* **This is not a valid email address**  
[Redacted]

Address  
[Redacted]

the content of the WESP for 2017-20. Consultation will start on the 23<sup>rd</sup> November 2016, and will end on the 25<sup>th</sup> January 2017

At the end of the consultation, the WESP will be updated to reflect comments received during the consultation period, and a revised WESP will be considered by Cabinet. The final WESP will then be submitted to the Welsh Government who can either:

- Approve the Plan as submitted
- Approve the Plan with modifications,
- Reject the Plan and prepare another

Your comments *Required*

I am very concerned that the council are concentrating enough resources on dual stream schools. Llanrhaeadr ym primary school is in danger of losing one of our very hard working class teachers to meet the budget

Click the button below to review and



[REDACTED]

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**From:** website@powys.gov.uk  
**Sent:** 07 December 2016 10:27  
**To:** School Consultation (CSP - Generic)  
**Subject:** WESP Consultation response

*Name*  
*Email*  
*Address*  
*Your comments*

[REDACTED]

Great, read that and obviously a lot of additional time and money is about to be spent on 14/15% of Powys school children which can only be welcomed. However, when is a similar level of money, time and effort going to be put into the education of the overwhelming majority of Powys school children? The school buildings and infrastructure are crumbling across the county; teacher numbers are being hit once more with redundancy schemes. Yet we waste funds on a Welsh government vanity project and worse one which this consultation document itself states the targets within are not aspirational and basically amount to throwing extra resources in to keep the status quo.

---

Mae'r e bost hwn ac unrhyw atodiad iddo yn gyfrinachol ac fe'i bwriedir ar gyfer y sawl a enwir arno yn unig. Gall gynnwys gwybodaeth freintiedig. Os yw wedi eich cyrraedd lwy gamgymeriad ni ellwch ei gopio, ei ddosbarthu na'i ddangos i unrhyw un arall a dylech gysylltu gyda Cyngor Sir Powys ar unwaith. Mae unrhyw gynnwys nad yw'n ymwneud gyda busnes swyddogol Cyngor Sir Powys yn bersonol i'r awdur ac nid yw'n awdudddedig gan y Cyngor.

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[REDACTED]

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**From:** website@powys.gov.uk  
**Sent:** 25 January 2017 08:51  
**To:** School Consultation (CSP - Generic)  
**Subject:** WESP Consultation response

*Name*  
*Email*  
*Address*

[REDACTED]

*Your comments*

The new WESP must include the aim of maintaining and supporting welsh medium secondary provision in communities to enable all children to access it, less well off families can not consider a school that is in another town . As has already been seen with just the threat of removing a Welsh stream in Brecon people are leaving welsh medium education.  
If the council wants to support welsh government policies with regards the Welsh language it must offer Welsh medium provision in streams even if there are less subjects on offer.  
Powys is a rural county and centralising provision will not work, will cost more and discriminates against the poorest students.

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Mae'r e-bost hwn ac unrhyw atodiad iddo yn gyfrinachol ac fe'i bwriedir ar gyfer y sawl a enwir arno yn unig. Gall gynnwys gwybodaeth freintiedig. Os yw wedi eich cyrraedd trwy gamgymeriad ni ellwch ei gopio, ei ddefsbartu na'i ddangos i unrhyw un arall a dylech gysylltu gyda Cyngor Sir Powys ar unwaith. Mae unrhyw gynnwys nad yw'n mwneud gyda busnes swyddogol Cyngor Sir Powys yn bersonol i'r awdur ac nid yw'n awdurdodedig gan y Cyngor.

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[REDACTED]

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**From:** [REDACTED]  
**Sent:** 25 January 2017 16:17  
**To:** School Consultation (CSP - Generic)  
**Subject:** WESP consultation

Some questions for the WESP consultation.

I would like to ask why you have not informed parents of Welsh learners that you were running this consultation? Most parents of Welsh students are unaware that this consultation is taking place. As these are the people that will be affected by this consultation, are they not the most important people you should be engaging with?

I have children in Welsh primary and secondary education in Powys and have not been informed that this consultation is taking place.

Have you informed parents in North and mid Powys and are not interested in the views of those in south Powys? Or have you not informed anybody?

Diolch  
[REDACTED]

[REDACTED]

---

**From:** website@powys.gov.uk  
**Sent:** 25 January 2017 21:14  
**To:** School Consultation (CSP - Generic)  
**Subject:** WESP Consultation response

*Name*  
*Email*  
*Address*



*Your comments*

The provision of Welsh stream teaching is so important to those children and families that choose to follow this course. At present the provision of Welsh stream can be very sporadic, especially for older children and given that learning or speaking a second language whether it be Welsh or English stimulates parts of the brain that link to key life skills and advanced understanding in the classroom, this is more than 'just supporting the language' it's a way, if implemented properly of making Wales the top country in the UK for education - if only it was implemented properly. Funding should be made available to streamline Welsh stream education and ensure a continuity for the provision of Welsh stream right the way through education. By the standards of education and the provision of Welsh stream now, I don't think Powys gives anywhere near the support and direction Welsh medium deserves.

---

Mae'r e-bost hon ac unrhyw atodiad iddo yn gyfrinachol ac te' i bwnedig ar gyfer y sawl a enwir arno yn unig. Gall gynnwys gwybodaeth freintiedig. Os yw wedi eich cyrraedd i'w ganiatáu ond ni e'wch ei gopïo, ei ddirobarthu na'i ddangos i unrhyw un arall a dy'ech gysylltu gyda Cyngor Sir Powys ar unwaith. Mae unrhyw gynnwys nad yw'n ymwneud gyda busnes swyddogol Cyngor Sir Powys yn bersonol i'r awdur ac nid yw'n awdurdodedig gan y Cyngor.

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[REDACTED]

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**From:**  
**Sent:**  
**To:**  
**Subject:**

[REDACTED]  
25 January 2017 21:38  
School Consultation (CSP - Generic)  
PWYSIG

Annwyl Gyfeillion,

Os gwelwch yn dda edrychwch ar ymateb Cymdeithas yr Iaith Gymraeg cell Maldwyn i'ch cynlluniau. Mae angen eu cryfhau nhw er mwyn sicrhau addysg addas i' n plant ar gyfer y dyfodol.

'Roedd rhaid i mi ddysgu Cymraeg fel oedolyn.

I do not want another generation to need to do that in order to reclaim their language which was stolen from their forefathers.

Yn gywir

[REDACTED]

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**From:** website@powys.gov.uk  
**Sent:** 25 January 2017 21:46  
**To:** School Consultation (CSP - Generic)  
**Subject:** WESP Consultation response

*Name*  
*Email*  
*Address*



*Your comments*

My granddaughter, aged 3, currently attends Cylch Meithrin Llandrindod at Ysgol Trefonnen 3 mornings a week. She has Welsh as her joint first language. The provision at Trefonnen is very good, and the staff in the Cylch are excellent.

My concern is - What will happen at the end of the present school year? It appears that the only arrangements proposed at the moment do not allow for progression and development in a Welsh medium setting, whereas there is a much more generous system suggested for English medium pupils.

The proposed arrangements for Ysgol Trefonnen and Cylch Meithrin Llandrindod will inevitably mean that inferior provision for Welsh-speaking children will force parents to opt out of Welsh medium nursery education, and this in turn will reduce the number of pupils enrolling for the Welsh Unit at Trefonnen.

The uncertainty of the situation and the apparent lack of support by Powys County Council for Cylch Meithrin Llandrindod's ambition to cater for the development of Welsh-speaking pupils is a matter of grave concern, and seems to be in direct contradiction to the proposals set out in the WESP, and in no way meets the ambitions set out by the Welsh Government.

I urge the County Council to look again at the plans for Welsh Language early years provision at Ysgol Trefonnen, and ensure that, whichever language their parents choose, adequate and equal arrangements are made to cater for the children's development and progress in the chosen language.

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Mae'r e-bost hon ac unrhyw atodiad iddo yn gyfrinachol ac fo'i bwriad i'r gyfer y sawl a enwir arno yn unig. Gall gynnwys gwybodaeth freintiedig. Os yw wedi eich cyrraedd trwy gamgymeriad ni eiddon ei gopio, ei ddsbarthu na'i ddangos i unrhyw un arall a dylech gysylltu gyda Cyngor Sir Powys ar unwaith. Mae unrhyw gynnwys nad yw'n ymwneud gyda busnes swyddogol Cyngor Sir Powys yn bersonol i'r awdur ac nid yw'n awdurdodedig gan y Cyngor.

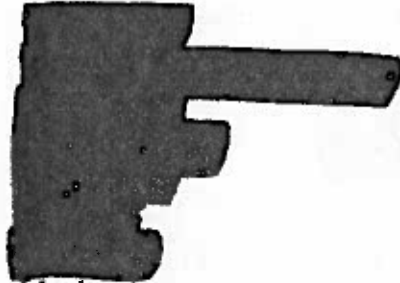
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[REDACTED]

**From:** website@powys.gov.uk  
**Sent:** 25 January 2017 21:49  
**To:** School Consultation (CSP - Generic)  
**Subject:** WESP Consultation response

*Name*  
*Email*  
*Address*



*Your comments*

My daughter will be affected by the changes to the school entrance age. She would have started September 2017 but will now have to wait until September 2018. I don't necessarily have a problem with this, but I am worried that no thought has gone in to how to provide for the 4 year olds, especially those choosing to be educated through the Welsh language. My daughter attends Cylch in Llandrindod 3 days a week for 2.5 hours a day. The maximum she will be able to attend from September will be 4 mornings (unless they decide to open on a Friday). Because of the space, capacity and staff we won't even have the option of paying for more time. I know this won't be enough to stimulate my daughter for the next 18 months. Therefore I am considering sending her to an English medium primary school with a full time early years setting ( or the option of as many hours as we want). I am a Welsh speaker and my daughter is bilingual so she won't lose her Welsh, but I would have liked her to attend Trefonnen Welsh stream. However, at the moment, this isn't our preferred option, especially as we live across the road from a good Primary school. I see from your Strategy that one of your objectives is 'to increase the opportunities for pupils to access Welsh-medium early years provision'. Unless changes are made to the amount of time children can attend Cylch, the number of children going in to the Welsh stream is certainly going to decrease.

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Mae'r e-bost hwn ac unrhyw atodiad yddo yn gyfrinachol ac i'w bwriadir ar gyfer y sawl a enwir arno yn unig. Gall gymwys gwrbodaeth freintledig. Os yw wedi eich cyrraedd trwy gamgymeriad ni ellwch ei gopio, ei ddosbarthu na'i ddangos i unrhyw un arall a dylech gysylltu gyda Cyngor Sir Powys ar unwaith. Mae unrhyw gymwys nad yw'n ymwneud gyda busnes swyddogol Cyngor Sir Powys yn bersonol i'r awdur ac nid yw'n awdurdodedig gan y Cyngor.

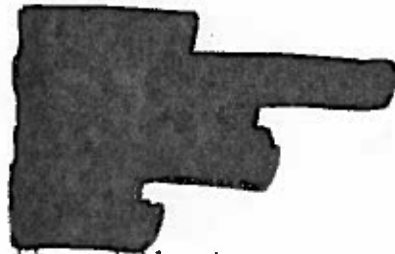
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[REDACTED]

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**From:** website@powys.gov.uk  
**Sent:** 25 January 2017 22:41  
**To:** School Consultation (CSP - Generic)  
**Subject:** WESP Consultation response

*Name*  
*Email*  
*Address*



*Your comments*

I have children in year 8 and 11. I am worried about the lack of consideration of Welsh Medium provision in Mid/South Powys when merging Llandrindod and Builth Wells High Schools. I believe there should be a Welsh Medium Secondary School in this area as in North Powys. I am concerned about the cut in classes in Trefonnen and Rhayader Primary Schools and how the large class sizes with a huge age range will put off prospective parents. I believe there should be a Welsh Medium Primary School to serve Llandrindod and Builth Wells. Finally, there should be more active promotion of Welsh Language education from Nursery through to Further Education and the timescales for outcomes should be tighter.  
Thank you.

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Mae'r e-bost hwn ac unrhyw atodiad i'ddo yn gyfrinachol ac fe'i bwriedir ar gyfer y sawl a enwir arno yn unig. Gall gynnwys gwybodaeth freintiedig. Os ydych chi chi cyrraedd trwy gamgymeriad ni allwch ei gopïo, ei ddiarparu na'i ddangos i unrhyw un arall a ddech gysylltu gyda Cyngor Sir Powys ar unwaith. Mae unrhyw gynnwys nad ydych chi chi ymwneud gyda busnes swyddogol Cyngor Sir Powys yn bersonol i'r awdur ac nid ydych chi chi awdurdodedig gan y Cyngor.

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**From:** website@powys.gov.uk  
**Sent:** 19 January 2017 18:21  
**To:** School Consultation (CSP - Generic)  
**Subject:** WESP Consultation response

*Name*  
*Email*  
*Address*



*Your comments*

**KEEP THE WELSH STREAM  
AT BRECON HIGH SCHOOL**

How can the authority reply to several comments in the same way in the report that the children of Ysgol Y Bannau will strengthen the Welsh Stream at Builth Wells High School when these children should surely be strengthening Brecon High School Welsh Stream. Many of those children have gone on and done exceptionally well after Brecon High School Welsh Stream which positively reflects on the School and the teaching. The lower numbers are due to the threat of closure and the two previous consultations which have been held. My son who left Ysgol Y Bannau and started at Brecon High School in September 2015 was one of only three pupils. At the time, most of the class had planned to go to Brecon High School but because of the threat of closure by the authority which panicked parents to move their children to Builth Wells then others just followed. Also, the fact that 50% of the school admissions forms from Ysgol Y Bannau had gone missing, including mine which was not discovered until after the decisions regarding the proposals to close the Welsh Stream had been made. This would have affected the numbers greatly. The majority of parents from Ysgol Y Bannau definitely from choice, want their children to continue their education here in Brecon High School Welsh Stream and this should be supported and encouraged.



Mae'r e-bost hwn ac unrhyw atodiad iddo yn gyfrinachol ac fe'i bwriedir ar gyfer y sawl a enwir arno yn unig. Gall gynnwys gwybodaeth freintiedig. Os yw wedi eich cyrraedd trwy gamgymeriad ni ellwch ei gopio, ei ddirobarthu na'i ddangos i unrhyw un arall a dytech gysylltu gyda Cyngor Sir Powys ar unwaith. Mae unrhyw gynnwys nad yw'n ymwneud gyda busnes swyddogol Cyngor Sir Powys yn bersonol i'r awdur ac nid yw'n awdurdodedig gan y Cyngor.

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School Transformation Team  
Powys County Council  
County Hall  
Llandrindod Wells  
Powys LD1 5LG

Dear School Transformation Team

20 Jan 17

Please include the following points in your consultation to change the WESP

1. Powys County Council have been running a consultation to change the Welsh in Education Strategy Plan (WESP). I would like to know why no Welsh medium parents were informed this was happening? Why they ran it the same time they were running the consultation to close the Welsh Stream? When was the general consultation meeting?, and where I can find the minutes on this meeting? Again we are in a situation where the council are not consulting on a fair playing field.
2. The first point that the WESP needs to concentrate on is the accessibility of any Welsh medium provision. It has to be accessible for the majority of the Welsh medium families, removing Brecon Welsh Stream does not make Welsh medium education accessible for the majority of families. Children wanting Welsh medium education are not to be made to travel long distances and must not be forced out of their own areas.
3. Full immersion in the Welsh language does not guarantee a better education.
4. The consultations to close the Welsh stream in Brecon High School has shown that if you close (or consult to) close local Welsh provisions the numbers of Welsh medium children decreases.
5. If Powys County Council had carried out what their present WESP had asked for we would now have a local 2B provision in Brecon High School with a good cohort of numbers and money not being wasted on transporting children out on long unacceptable journeys. Making Brecon Welsh stream provision a 2B status school will encourage confidence in the system and an increase in the number and percentage of pupils accessing Welsh-medium education. Powys County Council have stated that in the past challenging financial situations have prevented them from implementing this but Powys County Council have since agreed that it is cheaper to have a 2B provision in Brecon school than it costs to transport the children to other Welsh provisions.
6. Other counties have been actively asking parents of two year olds about what Welsh provision they want. Powys County Council needs to stop looking at past statistics and look to the future and find out what is wanted rather than trying to project from old information.
7. Support for latecomers in to the language is a requirement that Powys County Council should be addressing already as the numbers that Ysgol-Y-Bannau have lost due to this provision not being available is evident in its inability to expand. This provision also needs to be advertised as an option as most families would not know that this is an option that the Council is obliged to provide.

8. The draft document that is produced does not look after the present children in Welsh medium education and is simply happy to disregard these children and shows no support for the children in the short term future.

9. The document is created to concentrate on establishing at least one Welsh medium secondary in the county and consolidating other Welsh medium streams in to larger units. Powys Council is simply too large a county to be considering this and means that Welsh medium children will be disadvantaged and be in a position where they will always have to travel unacceptable large distances. Low income families will be hit the worst by this strategy. This will mean the Welsh language will only be available to the families that can afford this, even when door to door transport is supplied by the Council.

10. The council needs to include in its strategy that bussing children away from Brecon Welsh stream has been its main problem and had PCC addressed the provision rather than giving free transport, Brecon high school would now have a fantastic provision. This will happen to all Welsh provisions in Powys if everytime someone is not happy with the present provision, they simply go to Rhag, appeal and get a bus to somewhere else.

11. I disagree with the statement that in the short term pupils transferring to Welsh medium will reduce, as the Brecon Welsh stream has proved that it is a long term reduction not a short term reduction. A knock on affect that is affecting all school years and pre-school. Parents from Ysgol-Y-Bannau are all looking to the future and opting for English Secondary education if the provision does not stay local.

12. Again the document does not state that the low numbers in Brecon are directly to do with the consultation to close the Brecon Welsh stream and also the statement,

The authority has twice carried out consultation on closure of the Welsh-medium stream at Brecon High School, with provision for south and mid Powys being centralised at Bullth wells High School. However, due to legal reasons relating to other proposals also ongoing, it has not been possible to conclude this process.

is a statement saying that it will close. This is still under consultation and is evidence that the Council is not proposing to close the provision but is closing the provision. Pre-determination!!! again. (This shows that you have not taken the consultation to close Brecon Welsh stream seriously and have not treated it as a consultation, just something you need to get through!)

13. Why is there no suggestion to offer Welsh streams within Brecon, Gwernnyfed, Crickhowell catchment area to feed Brecon high School Welsh stream. Ysgol-Y-Bannau can be a long distance away from a lot of these places. Children from low income families in Brecon struggle to get to Ysgol-Y-Bannau because of its position on top of a hill.

14. Time is something the council doesn't have to improve its Welsh. It is so behind all other counties. Make Brecon a 2B school now and this will sort out a massive problem down here. Get a cohort of numbers, be able to provide a good percentage of subjects needed, save money on transport costs, stop children travelling unacceptable distances and have a good base for expanding.

15. Concentrate provision of Welsh medium A level subjects.

16. You cannot compare what has happened and worked in Gwynedd to what will work in the Brecon area. They are two very different places.
17. How can you have a category 1 primary school across the road from a High School that is having £25 million pounds spent on it and say, thanks to the previous Welsh stream pupils that have helped to pull this High school out of special measures but you will not be welcome in this brand new school if you want to continue with your Welsh medium education. When you build the new school make sure the sign has a big 'Welsh Not' hanging on it, because this is what you are promoting.
18. Schools are expected to provide a range of Welsh opportunities, if this is not an actual requirement but merely an expectation then it will be side lined over all other important school items that have to be supplied.
19. The Urdd In Builth will not be supported so well by the Brecon area if we are pushed out by Powys County Council by closing the Welsh provision in Brecon High School. On the other hand if Brecon High School keeps its Welsh provision our children will be able to compete and we as families will also be going to support them.
20. Creating pools of teachers such as between Brecon High School, Ysgol-Y-Bannau and Senny Bridge would eliminate the supply of Welsh medium teachers problem.
21. Page 34 of the draft shows a reduction from Ysgol-Y-Bannau due to the possible closure of their local Welsh secondary provision. Again page 35 shows a 65% reduction. Had Brecon Welsh stream been placed as safe and staying open this would have been 100% staying in Welsh. Local provisions are the way forward.

Diolch



[REDACTED]

**From:** website@powys.gov.uk  
**Sent:** 24 January 2017 08:42  
**To:** School Consultation (CSP - Generic)  
**Subject:** WESP Consultation response

*Name*  
*Email*  
*Address*



*Your comments*

I write to you as a parent at Ysgol y Bannau. I am not aware of any formal approach to the governing body to discuss this or public meetings to discuss as with previous consultations?

Yet again we are going through the process of trying to save Welsh medium education in Brecon.

Having read the consultation document, I would like to make the following points:

- The aim is more seven year old children being taught through the medium of Welsh – this can only be achieved if the future of welsh is secured in Brecon. Over the years, there has been a decline in pupil numbers in Ysgol y Bannau due to the threat and uncertainty over the future of the language provision in Brecon. families have relocated to other areas and siblings have been removed when elder children have reached high school age in order to fulfil the catchment area requirements.
- Why can't the new Beacons Learning campus include good quality welsh medium provision? Investment in the school to 2b status would ensure that the future of the language and school is secured for the future
- "The council recognises that significant changes are needed to the way Welsh-medium education is delivered within the county in order to encourage confidence in the system and an increase in the number and percentage of pupils accessing Welsh-medium education throughout their educational careers" – as mentioned this has been due to the uncertainty in the past – if the commitment was made, numbers would increase!
- Why not invest transport costs for Builth into welsh medium stream in Brecon instead? Many pupils are not being transported to their closest welsh medium provision and some on public transport without sufficient seating capacity for their journey amongst passengers who have not been DBS checked!
- "We need to see a significant increase in the number of people receiving Welsh-medium education and who have Welsh language skills, as it is only through enabling more people to learn Welsh that we will reach a million speakers. Early years provision is also essential, as the earlier a child comes into contact with the language, the more opportunity he or she has to become

fluent.'

- The authority acknowledges the key role that Welsh-medium education will play in the achievement of this aim" - you need to maintain Ysgol Y Bannau and provide Welsh nursery provision in the Brecon area to achieve this – especially now the school age has been raised!

- Deprivation should not be a barrier to learning Welsh – but it may be if pupils are required to travel for their education.

- "Overall, the number of pupils who do not transfer from Welsh-medium primary provision to Welsh-medium secondary provision is fairly small" – this will change if ysb pupils are forced to travel to Builth by bus to continue their education. Families with more than 1 child may also not be able to support this due to logistical arrangements of having children in different schools half an hour apart!

- In the data, 100% of children in Meithrin in Brecon transferred to Welsh medium education at YYB – this will not be the case in the future if Brecon High lose the Welsh medium stream.

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Mae'r e bost hwn ac unrhyw atodiad iddo yn gyfrinachol ac fe'l bwriedir ar gyfer y sawl a enwir arno yn unig. Gall gynnwys gwybodaeth freintiedig. Os yw wedi eich cyrraedd trwy gamgymeriad ni ellwch ei gopio, ei ddosbarthu na'i ddangos i unrhyw un arall a dylech gysylltu gyda Cyngor Sir Powys ar unwaith. Mae unrhyw gynnwys nad yw'n ymwneud gyda busnes swyddogol Cyngor Sir Powys yn bersonol i'r awdur ac nid yw'n awdurdodedig gan y Cyngor.

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**From:**  
**Sent:**  
**To:**  
**Subject:**

website@powys.gov.uk  
24 January 2017 08:43  
School Consultation (CSP - Generic)  
WESP Consultation response

*Name*  
*Email*  
*Address*



*Your comments*

I write to you as a grandparent at Ysgol y Bannau. I am not aware of any public meetings to discuss as with previous consultations?

Yet again we are going through the process of trying to save Welsh medium education in Brecon.

Having read the consultation document, I would like to make the following points:

- The aim is more seven year old children being taught through the medium of Welsh – this can only be achieved if the future of Welsh is secured in Brecon. Over the years, there has been a decline in pupil numbers in Ysgol y Bannau due to the threat and uncertainty over the future of the language provision in Brecon. Families have relocated to other areas and siblings have been removed when elder children have reached high school age in order to fulfil the catchment area requirements.
- Why can't the new Beacons Learning campus include good quality Welsh medium provision? Investment in the school to 2b status would ensure that the future of the language and school is secured for the future
- "The council recognises that significant changes are needed to the way Welsh-medium education is delivered within the county in order to encourage confidence in the system and an increase in the number and percentage of pupils accessing Welsh-medium education throughout their educational careers" – as mentioned this has been due to the uncertainty in the past – if the commitment was made, numbers would increase!
- Why not invest transport costs for Builth into Welsh medium stream in Brecon instead? Many pupils are not being transported to their closest Welsh medium provision and some on public transport without sufficient seating capacity for their journey amongst passengers who have not been DBS checked!
- "We need to see a significant increase in the number of people receiving Welsh-medium education and who have Welsh language skills, as it is only through enabling more people to learn Welsh that we will reach a million speakers. Early years provision is also essential, as the earlier a child comes into contact with the language, the more opportunity he or she has to become fluent."
- The authority acknowledges the key role that Welsh-medium education

will play in the achievement of this aim” - you need to maintain Ysgol Y Bannau and provide Welsh nursery provision in the Brecon area to achieve this – especially now the school age has been raised!

- Deprivation should not be a barrier to learning Welsh – but it may be if pupils are required to travel for their education.
- “Overall, the number of pupils who do not transfer from Welsh-medium primary provision to Welsh-medium secondary provision is fairly small” – this will change if yyb pupils are forced to travel to Builth by bus to continue their education. Families with more than 1 child may also not be able to support this due to logistical arrangements of having children in different schools half an hour apart!
- In the data, 100% of children in Meithrin in Brecon transferred to Welsh medium education at YYB – this will not be the case in the future if Brecon High lose the Welsh medium stream.

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Mae'r e-bost hwn ac unrhyw atodladd iddo yn gyfrinachol ac fe'i bwriedir ar gyfer y sawl a enwir arno yn unig. Gell gynnwys gwybodaeth freintiedig. Os yw wadi eich cyrraedd trwy gamgymeriad ni ellwch ei gopio, ei ddosbarthu na'i ddangos i unrhyw un arall a dylech gysylltu gyda Cyngor Sir Powys ar unwaith. Mae unrhyw gynnwys nad ywn ymwneud gyda busnes swyddogol Cyngor Sir Powys yn bersonol i'r awdur ac nid ywn awdurdodedig gan y Cyngor.

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**From:**  
**Sent:**  
**To:**  
**Subject:**

24 January 2017 09:18  
School Consultation (CSP - Generic)  
WESP response

I write to you as a parent and governor at Ysgol y Bannau. I am not aware of any formal approach to the governing body to discuss this or public meetings to discuss as with previous consultations?

Yet again we are going through the process of trying to save Welsh medium education in Brecon.

Having read the consultation document, I would like to make the following points:

- The aim is more seven year old children being taught through the medium of Welsh – this can only be achieved if the future of Welsh is secured in Brecon. Over the years, there has been a decline in pupil numbers in Ysgol y Bannau due to the threat and uncertainty over the future of the language provision in Brecon. Families have relocated to other areas and siblings have been removed when elder children have reached high school age in order to fulfil the catchment area requirements.
- Why can't the new Beacons Learning campus include good quality Welsh medium provision? Investment in the school to 2b status would ensure that the future of the language and school is secured for the future
- "The council recognises that significant changes are needed to the way Welsh-medium education is delivered within the county in order to encourage confidence in the system and an increase in the number and percentage of pupils accessing Welsh-medium education throughout their educational careers" – as mentioned this has been due to the uncertainty in the past – if the commitment was made, numbers would increase!
- Why not invest transport costs for Builth into Welsh medium stream in Brecon instead? Many pupils are not being transported to their closest Welsh medium provision and some on public transport without sufficient seating capacity for their journey amongst passengers who have not been DBS checked!
- "We need to see a significant increase in the number of people receiving Welsh-medium education and who have Welsh language skills, as it is only through enabling more people to learn Welsh that we will reach a million speakers. Early years provision is also essential, as the earlier a child comes into contact with the language, the more opportunity he or she has to become fluent."
- The authority acknowledges the key role that Welsh-medium education will play in the achievement of this aim" - you need to maintain Ysgol Y Bannau and provide Welsh nursery provision in the Brecon area to achieve this – especially now the school age has been raised!
- Deprivation should not be a barrier to learning Welsh – but it may be if pupils are required to travel for their education.
- "Overall, the number of pupils who do not transfer from Welsh-medium primary provision to Welsh-medium secondary provision is fairly small" – this will change if Yyb pupils are forced to travel to Builth by bus to continue their education. Families with more than 1 child may also not be able to support this due to logistical arrangements of having children in different schools half an hour apart!
- In the data, 100% of children in Meithrin in Brecon transferred to Welsh medium education at YYB – this will not be the case in the future if Brecon High lose the Welsh medium stream.

Regards

[REDACTED]

---

**From:** website@powys.gov.uk  
**Sent:** 24 January 2017 10:13  
**To:** School Consultation (CSP - Generic)  
**Subject:** WESP Consultation response

*Name*

*Email*

*Address*

*Your comments*

[REDACTED]

Many thanks for offering the opportunity to respond to this consultation. Our little girl started in Ysgol y Bannau full time in April 2016. We are an English speaking family and took the leap of faith to opt for Welsh education. I am however horrified by the way in which pupils of the Brecon catchment face uncertainty and for their continued education in Welsh in secondary school. I am annoyed by the Council's continued neglect of these pupils and really do wish to see an overturn to the proposal to close the Welsh medium stream at Brecon High school. There is no way we will be able to commit to Lexi's continued welsh education in Builth. and we will be forced to put her to Brecon High School into English medium. It escapes me that the Council thinks Welsh primary figures will remain static if the decision is made to close the Welsh stream in Brecon High School. We have a little boy and really would not see the merit in putting him through welsh medium despite Lexi doing so well. The entire debacle is unsettling and deeply upsetting for us as parents - who saw merit in the Welsh language. The WG has said it would like 1 million Welsh speakers by 2050.... Whilst these targets do not appear to be aspirational, the authority's view is that this is a realistic reflection of the current position. The authority has recognised that 'significant changes are needed to the way Welsh-medium education is delivered within the county in order to encourage confidence in the system and an increase in the number and percentage of pupils accessing Welsh-medium education throughout their educational careers'. I therefore question the proposal to close the Welsh medium in Brecon! It is ridiculous at best and the uncertainty it has caused - has undoubtedly affected pupil numbers at Brecon High. I cannot see why Powys cannot embrace the WG's aspiration. Turn it into a success story - New school at Brecon High embraces the Welsh challenge and commits to Welsh language development. As one of the most English speaking areas.... Powys has huge potential to grow the language and make it a success story for the Council. Learn Welsh, Speak Welsh, Love Welsh. Come on Powys, see the bigger picture, lets make this an opportunity to have a success story - work together. Build our childrens future and lets continue Welsh education in Brecon to help you meet WG targets for the language. With all good wishes

[REDACTED]

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Mae'r e-bost hwn ac unrhyw atodladd iddo yn gyfrinachol ac fe'i bwriedir ar gyfer y sawl a enwir arno yn unig. Gall gynnwys gwybodaeth freintiedig. Os yw wedi eich cyrraedd llwy gamgymeriad ni elwch ei gopïo, ei ddosbarthu na'i ddangos i unrhyw un arall a dylech gysylltu gyda Cyngor Sir Powys ar unwaith. Mae unrhyw gynnwys nad yw'n ymwneud gyda busnes swyddogol Cyngor Sir Powys yn bersonol i'r awdur ac nid yw'n awdurdodedig gan y Cyngor.

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[REDACTED]  
From:  
Sent:  
To:  
Subject:

[REDACTED]  
24 January 2017 11:49  
School Consultation (CSP - Generic)  
WESP Response

To Whom it may concern,

I write to you as a parent at Ysgol y Bannau. I am not aware of any formal approach to the governing body or parents to discuss this or public meetings to discuss as with previous consultations and I am curious about why this might be?

Yet again we are going through the process of trying to save Welsh medium education in Brecon.

In response to the consultation document, I would like to make the following points:

- "The aim is more seven year old children being taught through the medium of Welsh" – this can only be achieved if the future of Welsh is secured in Brecon. Over the years, there has been a decline in pupil numbers in Ysgol y Bannau due to the threat and uncertainty over the future of the language provision in Brecon. Families have relocated to other areas and siblings have been removed when elder children have reached high school age in order to fulfil the catchment area requirements. This is the reality of Welsh medium education in Brecon at the moment created by the uncertainty (and some might say scaremongering by PCC) and is hardly supportive of the WAG aim to reach 1 million Welsh speakers. Are PCC working against WAG on this aim?

Why can't the new Beacons Learning campus include good quality Welsh medium provision? Investment in the school to 2b status would ensure that the future of the language and school is secured. This is your opportunity to really make a difference to the continuation of the Welsh language in South Powys. A statement like this by Powys County Council would give local people the confidence to take that step into Welsh medium education regardless of their own first language. Moving secondary education in Welsh out of the area can only have a negative impact on the numbers of people learning Welsh.

"The council recognises that significant changes are needed to the way Welsh-medium education is delivered within the county in order to encourage confidence in the system and an increase in the number and percentage of pupils accessing Welsh-medium education throughout their educational careers" – as mentioned this has been due to the uncertainty in the past – if the commitment to continue Welsh in Brecon was made, numbers would increase!

- Why not invest transport costs for Builth into Welsh medium stream in Brecon instead? Many pupils are not being transported to their closest Welsh medium provision and some on public transport without sufficient seating capacity for their journey amongst passengers who have not been DBS checked!

- *“ We need to see a significant increase in the number of people receiving Welsh-medium education and who have Welsh language skills, as it is only through enabling more people to learn Welsh that we will reach a million speakers. Early years provision is also essential, as the earlier a child comes into contact with the language, the more opportunity he or she has to become fluent. ”*

The authority acknowledges the key role that Welsh-medium education will play in the achievement of this aim” - you need to maintain Ysgol Y Bannau and provide Welsh nursery provision in the Brecon area to achieve this – especially now the school age has been raised. Has the possibility of creating more Welsh streams in our local primary schools been considered?

- Deprivation should not be a barrier to learning Welsh – but it may be if pupils are required to travel for their education.

“Overall, the number of pupils who do not transfer from Welsh-medium primary provision to Welsh-medium secondary provision is fairly small” – this will change if Y12 pupils are forced to travel to Builth by bus to continue their education. Families with more than 1 child may also not be able to support this due to logistical arrangements of having children in different schools half an hour apart. Children's social lives and extra curricular activities will also play a part in determining whether travelling to Welsh medium secondary education a minimum of 30 minutes away is a viable option.

In the data, 100% of children in Meithrin in Brecon transferred to Welsh medium education at Y12 – this will not be the case in the future if Brecon High lose the Welsh medium stream.

Regards



[REDACTED]

**From:**  
**Sent:**  
**To:**  
**Subject:**

[REDACTED]  
25 January 2017 09:50  
School Consultation (CSP - Generic)  
WESP consultation

Please include the following question in the consultation

The new WESP must include supporting Brecon Welsh stream. Even though it is under a separate consultation and whatever that consultation decides the new WESP should look at having a secondary welsh medium provision in south Powys. The cost of transporting children to mid Powys ( Builth) and out of county is currently more than educating those same children in their local community in Brecon, so if the council is serious in its aim to support welsh government policy and increase numbers of Welsh medium learners it would only make the lack of provision in Brecon even more unacceptable. Welsh speaking students are already choosing to transfer to English medium education at KS3 rather than travel long distances to access welsh medium education.

Does the council seriously think that the way to improve the numbers of students continuing into KS3 welsh medium education is to have no Welsh secondary provision in the whole of south Powys?

Diolch  
[REDACTED]

[REDACTED]

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**From:**  
**Sent:**  
**To:**  
**Subject:**

[REDACTED]  
25 January 2017 13:46  
School Consultation (CSP - Generic)  
Brecon High Welsh Stream

It is my understanding that a consultation has been added to the longstanding consultation in relation to welsh medium provision at Brecon High school.

As a parent of two children who school at Ysgol y Bannau, one in year 6 desperately hoping to continue his welsh education in September this year, at Brecon High school, his sister wishing to do the same in a few years time, I would just like to reiterate our plea, as parents, to allow them to continue their studies in welsh.

We are not asking for 100% provision, this is not what we want - one of the reasons why we will not send our children to Builth Wells. Just to be able to continue schooling in several subjects, in their native language, surely not too much to ask.

Transport costs have been proven to outweigh the costs of maintaining Brecon high as a 2b status school.

We will not entertain putting our children on a bus for 2 hours each day, they want to stay within the community in which they have grown up.

Regards,

[REDACTED]

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**From:**

**Sent:**

[REDACTED]  
25 January 2017 16:33

**To:**

School Consultation (CSP - Generic)

**Subject:**

Ysgol y Bannau

I hope this helps in your discussions regarding the closure of the Welsh stream at Brecon High School.

My daughters attend Ysgol y Bannau and hoped to continue their Welsh education just across the road at the high school. Sadly - this may not be an option for them. Instead they will have to travel over 40 miles a day to Builth and then possibly 2 hours a day to Llandrindod. What an absolute disgrace. It really does say a lot about the council who have admitted that they are spending more on transporting pupils than it would be to have a 2b status in Brecon

Sent from my iPhone

[REDACTED]

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**From:** [REDACTED]  
**Sent:** 25 January 2017 23:43  
**To:** School Consultation (CSP - Generic)  
**Subject:** WESP for 2017-20

*I write to object to the draft WESP in the strongest possible terms.*

*Brecon will lose its Welsh Education Stream to the detriment of the town and Ysgol y Bannau, whose existence will be threatened.*

*Brecon requires a 2b status school, reflecting its status as one of the largest towns in South Powys.*

*Any suggested cost savings will be wiped out by higher transportation costs.*

*Not only will transport costs be higher, the physical and emotional impact on children being transported long distances to access Welsh language streams will be significant and is contrary to the objectives set out in the Well-being of Future Generations Act 2015.*

*These children will lose out on access to extra-curriculum activities due to the need to catch buses back home, leading to a second class level of education whereby pupils from outside the immediate area will be unable to take part in the same level of activities as their classmates.*

*The distance to the alternative schools are simply unrealistic and unfair to Welsh language pupils in the extreme.*

*Without a Welsh language stream in Brecon, the number of Welsh stream pupils will plummet, to the detriment of the socio-linguistic character of the area.*

*Pure Welsh-medium education is not necessarily the most effective way to deliver Welsh language teaching.*

*Growth in Welsh language pupils will almost inevitably come from English speaking families, but without access to local facilities, when making the decision to send children miles to a Welsh school or just down the roads to an English only school, the decision is heavily weighted against Welsh language.*

*Fewer pupils in the Welsh stream will also reduce the number of pupils that will pursue careers teaching through the medium of Welsh, again, to the detriment of the Welsh language across Powys and Wales.*

*Please give our children the best chance to Learn Welsh, Speak Welsh and Love Welsh.*

*Regards*

[REDACTED]



**Numbers in the Welsh Stream at Brecon high school** – The reduction in numbers in the Welsh Stream has been cited as a factor in the decision to remove the Welsh Stream from the school. The reduction in numbers is directly related to the two previous consultations which have been held. Had these consultations not have happened, it is reasonable to expect that the numbers would have been at least similar to previous years as parents would have been far more sure of the future that BHS had. Given the reduction in numbers and the resultant impact on school income, the curriculum for the Welsh Stream in Key Stage 3 had to be reduced to make it more financially viable. With small numbers entering KS4 it is inevitable that there would be a reduction in the curriculum, especially around option subjects. Should the Welsh stream stay open, an increase in the numbers will lead to developing the breadth of the curriculum once again.

**Post 16 Welsh Medium Options** – It has been stated that Brecon High School do not offer A-levels through the medium of Welsh. Through the agreement of the South Powys Post 16 Consortium, this provision is centred on Builth Wells High School, so it was never the case that Brecon High School would be offering these courses. This is not a failing of the school. The South Powys Consortium helps to maintain access to A-levels through the medium of Welsh for learners from Brecon.

**Impact on Ysgol-y-Bannau** - There is recognition of an impact on the pupil numbers at Ysgol-y-Bannau. There is mention of support for the school to help ensure that numbers can be at least maintained, if not grow, to help numbers transferring to Builth Wells. Why can there not be the same support for Ysgol-y-Bannau in supporting a Welsh Medium stream at Brecon High School? The future of the school depends hugely on the result of this consultation and the whole of the Welsh Medium provision strategy and so does the future of the language in the local area.

**The Impact on Transport** – The commitment to one Welsh Medium stream in the South/Mid Powys area will also mean a long term commitment to the additional transport costs for providing access to this provision. These costs will only rise over time. The current costs are at least £100,000 per year.

With Brecon high school now in a position where it should be able to move into new premises from September 2019. Welsh Medium pupils will miss out on the opportunity to attend a new school, with all the new facilities it will have.

We have also urged the local authority to increase the number of Welsh stream primary schools which feed into Brecon high school, STOP the exporting of Welsh learners from the Brecon catchment area to Ystalyfera & Builth Wells high school. This would significantly increase the number of Welsh learners attending Brecon high school & enable both Brecon & Builth to have Welsh stream high schools, with a high quality provision. The money saved from the cost of transport could be invested into the Welsh provision within the area.

Children from Brecon who are forced to travel to Builth for their Welsh secondary education are being discriminated against in terms of what they will be able to access outside of school hours. They will have to make friends who could live up to an hour away and have no chance of any type of extra-curricular activity due to the inability to travel home afterwards.

**This is the (Welsh Government) strategy for the promotion and facilitation of the use of Welsh language in everyday life.**

Our vision is to see the Welsh language thriving in Wales. To achieve that, the strategy aims to see an increase in the number of people who both speak and use the language. Our six aims are:

- to encourage and support the use of the Welsh language within families
- to increase the provision of Welsh-medium activities for children and young people and to increase their awareness of the value of the language
- to strengthen the position of the Welsh language in the community
- to increase opportunities for people to use Welsh in the workplace
- to improve Welsh language services to citizens
- to strengthen the infrastructure for the language, including digital technology.

The strategy also emphasises the importance of our Welsh-medium Education Strategy as an essential component in producing the Welsh speakers of the future - alongside encouraging the use of the language in families.

For Children and young people its aims and desired outcomes are:

**Aim**

To increase the provision of Welsh-medium activities for children and young people and to increase their awareness of the value of the language.

**Desired outcome**

Children and young people using more Welsh.