



Welsh in Education Strategic Plan 2022-2032

CONSULTATION REPORT

January 2022

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The Council's 10 year vision

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

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

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

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

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

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

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

Impact on the Welsh language

Impact on Protected Characteristic Groups

- 4. Other Written Responses**

1. INTRODUCTION

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

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

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

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

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

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

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

2. SUMMARY OF THE CONSULTATION

2.1 The Consultation period

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

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

2.2 Responses received

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

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

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

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

3. CONSULTATION RESPONSE FORMS

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

Part 1 – About you

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

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

If you answered 'other' please provide further details

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

2. Please provide your postcode:

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

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

3. How old are you?

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

4. What is your gender?

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

5. Can you understand, speak or write Welsh?

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

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

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

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

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

8. Do you consider yourself to be disabled?

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

9. What is your ethnic group?

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

Part 2 – Response to consultation exercise

General comments on the Council's 10 year vision

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

What is your view on this target?

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

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

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

13 respondents provided additional comments.

Here is a summary of the comments received:

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

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

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

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

13 respondents provided additional comments.

Here is a summary of the comments received:

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

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

13 respondents provided additional comments.

Here is a summary of the comments received:

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

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

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

Response	No.	%
Strongly agree	16	17%

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

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

13 respondents provided additional comments.

Here is a summary of the comments received:

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

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

13 respondents provided additional comments.

Here is a summary of the comments received:

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

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

Key points for this outcome:

XXXXXX

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

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

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

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

13 respondents provided additional comments.

Here is a summary of the comments received:

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

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

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

13 respondents provided additional comments.

Here is a summary of the comments received:

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

Key points for this outcome:

XXXXXX

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

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

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

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

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

13 respondents provided additional comments.

Here is a summary of the comments received:

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

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

13 respondents provided additional comments.

Here is a summary of the comments received:

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

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

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

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

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

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

13 respondents provided additional comments.

Here is a summary of the comments received:

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

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

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

13 respondents provided additional comments.

Here is a summary of the comments received:

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

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

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

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

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

13 respondents provided additional comments.

Here is a summary of the comments received:

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

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

13 respondents provided additional comments.

Here is a summary of the comments received:

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

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

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

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

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

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

13 respondents provided additional comments.

Here is a summary of the comments received:

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

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

13 respondents provided additional comments.

Here is a summary of the comments received:

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

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

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

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

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

13 respondents provided additional comments.

Here is a summary of the comments received:

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

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

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

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

Impact on the Welsh language

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

13 respondents provided comments.

Here is a summary of the comments received:

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

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

13 respondents provided comments.

Here is a summary of the comments received:

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

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

Impact on protected characteristic groups

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

13 respondents provided comments.

Here is a summary of the comments received:

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

4. OTHER WRITTEN RESPONSES

WRITTEN RESPONSES AND OTHER COMMENTS RECEIVED

Summary of written responses received from individuals and Community Councils

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

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

COMMENTS RECEIVED REGARDING LLANIDLOES SCHOOLS’ FEDERATION

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

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

COMMENTS RECEIVED REGARDING YSGOL CALON CYMRU BY YSGOL CALON CYMRU HEADTEACHER

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

COMMENTS RECEIVED FROM GOVERNING BODY OF YSGOL DYFFRYN TRANNON

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

COPIES OF RESPONSES WRITTEN RESPONSES

1. Coleg Cymraeg Cenedlaethol – Cymraeg

Annwyl gyfaill,

Cynllun Strategol Cymraeg mewn Addysg 2022-2032

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

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

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

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

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

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

Dilyniant leithyddol (deilliant 3 yn bennaf).

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

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

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

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

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

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

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

Y Gweithlu Addysg (deilliant 7).

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

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

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

Coleg Cymraeg Cenedlaethol – English Translation

Dear Colleague,

Welsh in Education Strategic Plan 2022-2032

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

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

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

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

Linguistic Progression (mainly outcome 3).

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

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

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

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

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

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

Education Workforce (outcome 7).

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

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

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

2. Estyn – Cymraeg

Gwybodaeth gefndir am Estyn

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

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

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

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

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

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

Nid yw'r ymateb hwn yn gyfrinachol.

Cwestiynau'r ymgynghoriad

Gweledigaeth 10 mlynedd y Cyngor

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Estyn – English Translation

Response to Powys County Council WESP Consultation

Background information about Estyn

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

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

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

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

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

This response is not confidential.

Consultation questions

The Council's 10-year vision

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

3. Welsh Language Commissioner – Cymraeg

Annwyl Gyfaill,

Cynllun Strategol Cymraeg mewn Addysg 2022-2032 Cyngor Sir Powys

Sylwadau agoriadol

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Yr eiddoch yn gywir,

Aled Roberts

Comisiynydd y Gymraeg

Welsh Language Commissioner – English Translation

Dear Friend,

Powys County Council Welsh in Education Strategic Plan 2022-2032

1. Opening remarks

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

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

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

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

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

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

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

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

2. WESP Outcomes

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Yours faithfully,

Aled Roberts

Welsh Language Commissioner

4. Undeb Cenedlaethol Athrawon Cymru (UCAC) – Cymraeg

Cynllun Strategol y Gymraeg mewn Addysg Powys

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

Gweledigaeth 10 mlynedd y Cyngor

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

Mae'r targed yn agos i'w le.

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

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

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

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

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

Tueddu i gytuno

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

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

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

Tueddu i gytuno

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

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

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

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

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

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

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

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

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

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

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

Tueddu i gytuno

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

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

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

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

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

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

Tueddu i gytuno

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

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

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

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

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

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

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

Tueddu i gytuno

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

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

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

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

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

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

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

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

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

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

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

Tueddu i gytuno

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

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

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

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

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

Cytuno'n gryf

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

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

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

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

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

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

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

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

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

Tueddu i gytuno

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

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

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

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

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

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

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

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

Arall: undeb llafur yn cynrychioli athrawon, tiwtoriaid a darlithwyr

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

Undeb Cenedlaethol Athrawon Cymru (UCAC) – English Translation

Powys Welsh in Education Strategic Plan

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

The Council's 10-year vision

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

The target is close to place.

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

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

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

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

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

Tend to agree

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

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

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

Tend to agree

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

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

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

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

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

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

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

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

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

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

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

Tend to agree

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

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

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

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

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

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

Tend to agree

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

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

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

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

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

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

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

Tend to agree

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

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

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

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

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

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

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

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

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

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

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

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

Tend to agree

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

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

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

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

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

Strongly agree

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

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

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

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

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

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

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

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

Tend to agree

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

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

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

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

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

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

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

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

In what context are you interested in this consultation:

Other: a trade union representing teachers, tutors and lecturers

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

5. Mudiad Meithrin – Cymraeg

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

Ymateb Mudiad Meithrin

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

Y weledigaeth.

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

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

Deilliant 1

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

Cywiriad – angen ychwanegu cylch Dechrau Disglair a Chylch Rhaeadr.

Niferoedd yn 19 Cylch Meithrin

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

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

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

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

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

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

Deilliant 2

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

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

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

Trochi – rydym yn croesawu eich cymorth i hwyrddyfodiaid.

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

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

Deilliant 3

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

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

Deilliant 4

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

Deilliant 5

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

Deilliant 6

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

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

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

Deilliant 7

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

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

Mudiad Meithrin – English Translation

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

Mudiad Meithrin's Response

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

The vision.

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

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

Outcome 1

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

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

Numbers at 19 Cylch Meithrin

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

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

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

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

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

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

Outcome 2

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

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

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

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

Immersion – we welcome your support for latecomers.

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

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

Outcome 3

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

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

Outcome 4

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

Outcome 5

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

Outcome 6

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

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

Outcome 7

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

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

6. Rhieni dros Addysg Gymraeg (RhAG) – Cymraeg

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

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

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

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

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

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

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

Awgrymwn y dylai'r ystyriaethau canlynol fod yn egwyddorion craidd wrth lunio a mireinio'r Cynllun hwn:

1. Mae angen cydnabod a nodi natur unigryw addysg cyfrwng Cymraeg - llai o ysgolion mewn rhai siroedd, dalgylchoedd mwy, pellteroedd ac amseroedd teithio uwch i'r ysgol. Mae llawer mwy o her (yn ddaearyddol ac ymarferol) i ddisgyblion i gael mynediad i ddarpariaeth cyfrwng Cymraeg, felly mae'n hanfodol fod polisiau a strategaethau'r Cyngor yn adlewyrchu hyn.
2. Byddai mabwysiadu'r egwyddor o edrych ar ddatblygu darpariaeth yn lleol – ac i hon fod yn egwyddor arweiniol wrth galon y Cynllun, yn gam pwysig ymlaen, er mwyn sicrhau mynediad rhwydd i addysg Gymraeg ar gyfer teuluoedd a hynny o fewn pellter rhesymol i'w cartrefi.
3. O safbwynt addysg Gymraeg, ac yn wir o safbwynt unrhyw fath o addysg, sicrhau bod digon o ysgolion lleol, o fewn pellter rhesymol ac o ansawdd dda yw'r ffordd orau o osgoi sefyllfa lle mae rhieni a disgyblion yn

teithio allan o'u dalgylch naturiol neu 'swyddogol' a hynny o'r blynyddoedd cynnar hyd at ôl 16.

4. Gosod datblygiad Addysg Gymraeg wrth galon gwaith a swyddogaeth yr awdurdod lleol, gan ddefnyddio Cynlluniau Datblygu Lleol i gynnig cyfeiriad i'r cynllunio, adnabod cyfleoedd am dwf o fewn yr ardaloedd o bwysigrwydd strategol ar draws y sir a gweld y cynllun hwn yn rhan allweddol o fuddsoddiad economaidd hirdymor y sir.

Sylwadau penodol ar Gynllun Strategol Cymraeg mewn Addysg Cyngor Sir Powys

Gweledigaeth	<ul style="list-style-type: none">• Mae RhAG yn gwerthfawrogi bod Cyngor Sir Powys yn ymwybodol o'r rôl bwysig sydd ganddi o hyrwyddo'r defnydd o'r Gymraeg, yng nghyd-destun amcanion a thargedau Llywodraeth Cymru.• Mae'r weledigaeth yn nodi'r dyhead erbyn Medi 2032 mai, 'targed Cyngor Sir Powys yw cynnydd o 14 pwynt canran i 36% i'r [sic] disgyblion blwyddyn 1 a addysgir drwy gyfrwng y Gymraeg ym Mhowys.'• Nodwn mai dyma'r targed uchaf ar gyfer yr ystod a awgrymir gan Lywodraeth Cymru ar gyfer Powys ac mai uchelgais y Cyngor yw rhagori ar y targed hwnnw.• Rydym yn croesawu'r weledigaeth hon, sy'n ymateb i ddisgwyliadau Llywodraeth Cymru bod siroedd yn anelu i ragori ar y targedau twf a ddisgwyilir ganddynt lle bo hynny'n bosibl. Mae'n dda gweld Cyngor Sir Powys yn amcanu i wneud hynny.• Mae'r targed hwn yn golygu y bydd angen i niferoedd disgyblion cyfrwng Cymraeg gynyddu wrth 59% yn ystod oes y Cynllun hwn. Ar sail patrwm twf y ddegawd ddiwethaf, sef tua 3.4%, bydd cyflawni hyn yn heriol.• Beth sy'n hanfodol yn awr yw rhoi hyn ar waith, trwy bontio dyhead ac uchelgais gyda gweithredu o ddifrif: dim ond Cynllun cadarn a chydlynus wedi'i seilio ar dargedau pendant a mesuradwy all gyflawni hynny.• Byddai'n dda gweld datganiad pellach o fewn y weledigaeth am sut y mae Cyngor Sir Powys yn bwriadu sicrhau'r dilyniant ieithyddol ar gyfer Deilliant 1 a'r gydberthynas bwysig fydd rhwng targed deilliant 2 a thargedau deilliant 4.• Credwn i'r perwyl hwnnw fod angen datganiad polisi
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diamwys sy'n mabwysiadu'r egwyddor mai Ysgolion Cyfrwng Cymraeg Dynodedig yw'r model a ffeffir wrth gyflwyno addysg Gymraeg yn y sector cynradd a'r uwchradd.

- Nodwn fod y Cynllun yn croesgyfeirio at *Strategaeth ar gyfer Trawsnewid Addysg ym Mhowys 2020 – 2030* a dogfen gweledigaeth yr awdurdod ar gyfer addysg Gymraeg, dwy ddogfen a gymeradwywyd gan Gabinet y sir yn 2020.
- Rydym yn gwerthfawrogi bod yna lawer o strategaethau a pholisïau eraill sy'n sail i'r ddogfen hon. Byddai'n werthfawr pe bai modd cynnwys ac enwi'r strategaethau hyn yn y ddogfen hon er mwyn sicrhau tryloywder a darparu cyd-destun clir ar gyfer monitro a chynllunio yn y dyfodol.
- Mae'n hanfodol cadarnhau statws y Cynllun hwn fel dogfen strategol trosfwaol, sy'n pontio sawl maes, ac sy'n rhan greiddiol o wasanaeth corfforaethol y Cyngor.
- Ymhellach at hynny, mae angen cyd-berthynas llawer agosach rhwng y CSGAau, Safon Iaith 145 a'r Strategaeth iaith: miliwn o siaradwyr. Mae angen i siroedd bellach osod targedau penodol ar gyfer tyfu niferoedd siaradwyr iaith: mae'n amlwg mai'r sector addysg yw'r prif beiriant ar gyfer cynhyrchu siaradwyr yr iaith. h.y. ardaloedd poblog gyda'r dwysedd lleiaf o siaradwyr Cymraeg fydd yn gorfod cyfrannu fwyaf at gyrraedd y targed.
- Byddem yn disgwyl gweld croesgyfeirio cliriach rhwng y Cynllun hwn a Strategaeth Iaith Pum Mlynedd Cyngor Powys ac yn annog cyd-berthynas agos a pharhaus rhwng y ddau Gynllun wrth eu llunio, eu gweithredu a'u monitro.
- Awgrymwn hefyd y gellir cryfhau'r weledigaeth i gadarnhau swyddogaeth y CSGA o ran hyrwyddo a chynyddu defnydd y Gymraeg o fewn peuoedd y teulu a'r gymuned.
- Byddai'n dda nodi gwybodaeth mewn perthynas â Chyfrifiad 2011, sy'n nodi bod 18.6% o boblogaeth y sir yn medru siarad Cymraeg, ac i fanylu ar yr ystod ddaearyddol ledled y sir, e.e. Glantwymyn (57.8%), Banwy (56%), Machynlleth (51.6%) a'r ardaloedd hynny lle mae'r ganran ar ei hisaf megis Crughywel (8.6%), Pencraig (6.8%) a'r Ystog (4.3%).
- Daw data Cyfrifiad 2021 yn hysbys y flwyddyn nesaf ac felly bydd modd diweddarau'r Cynllun gyda'r wybodaeth honno. Bydd hyn yn gosod cyd-destun gwerthfawr ac yn cadarnhau nod ac amcan ehangach y Cynllun hwn, sef gweithredu fel erfyn allweddol o safbwynt cynllunio ieithyddol i gryfhau statws a sefyllfa'r Gymraeg ym Mhowys.
- Byddai'n ddefnyddiol nodi'r meysydd polisi eraill y mae'r Cyngor yn eu hystyried yn berthnasol i'r cynllun hwn y tu hwnt i Cymraeg 2050, yn cynnwys y Cynllun Datblygu Lleol

	<p>er enghraifft, gan nodi'r cyswllt rhyngddynt pan ddaw at gynllunio darpariaethau addysg newydd o fewn datblygiadau tai neu wasanaethau mewn ardaloedd newydd.</p>
<p>Deilliant 1: Mwy o blant Meithrin / 3 oed yn cael eu haddysg drwy gyfrwng y Gymraeg</p>	<ul style="list-style-type: none"> • Mae angen i'r adran hon nodi'n benodol ym mha rannau o Bowys y mae darpariaeth cyn-ysgol / Blynyddoedd Cynnar trwy gyfrwng y Gymraeg yn anhygyrch ac anghyfartal ar hyn o bryd. • Nid yw'n glir beth yw'r ddarpariaeth cyn-ysgol Cymraeg presennol a pha mor agos yw'r ddarpariaeth honno i deuluoedd pob ardal. • Byddem yn disgwyl ymarferiad mapio manwl o ddarpariaeth ledled y sir, gan nodi'r ddarpariaeth bresennol a nodi bylchau. Y cam nesaf wedyn fyddai mapio sut y bydd y bylchau hyn yn cael eu llenwi. • Un gwendid sylfaenol yn yr adran hon yw diffyg data cyflawn, yn niferoedd a chanrannau, ar gyfer yr holl agweddau perthnasol. • Mae data sir gyfan yn cuddio diffygion mewn darpariaethau unigol ac mae angen i'r Sir fod yn llawer mwy tryloyw gyda hyn os am wir gynllunio ar gyfer cyrraedd pob ardal a phob teulu gyda dewis cydradd a chyfartal. • Mae'r cysyniad o gymunedau 15 munud yn prysur ddod yn ffordd effeithiol o gynllunio gwasanaethau lleol. Er bod hyn wedi'i wreiddio mewn cyd-destun dinesig, byddai'n bosibl mabwysiadu'r egwyddor hon (neu o leiaf ei haddasu) ar gyfer rhai rhannau penodol o'r sir a'i gymhwyso i ddeilliant un er mwyn sicrhau bod darpariaeth cyn-ysgol digonol ar gael trwy gyfrwng Cymraeg ac yn agos at deuluoedd ym mhob cymuned ledled y sir. • Nid yw'r Cynllun yn cynnwys unrhyw wybodaeth yn seiliedig ar Aseiad Digonolrwydd Gofal Plant. Mae cynllunio ar sail data aseiad a gynhaliwyd nôl yn 2014 yn gwbl annigonol gan nad oes modd cael darlun cywir a chyfredol o anghenion presennol rhieni Powys fel sail i flaengynllunio cadarn e.e. beth yw'r sefyllfa bresennol o ran gwarchodwyr plant sy'n gallu cynnig gwasanaeth trwy gyfrwng y Gymraeg? • Yng ngwyneb diffyg gwybodaeth felly mae'n anodd cynnig sylwadau ystyrlon ar yr adran hon. • Dechrau'n Deg: unwaith eto mae diffyg data yma, heblaw am y tabl ar dudalen 4. Nid yw nodi bod 'cynnydd yn nifer y plant sy'n defnyddio darpariaeth Dechrau'n Deg trwy gyfrwng y Gymraeg' yn ddigon da. Mae angen gwybodaeth am yr holl ddarparwyr yn y Gymraeg a'r Saesneg, gyda niferoedd a

chanrannau, ar lefel sirol. O ganlyniad, nid yw'n glir beth yw'r ganran sirol ar hyn o bryd o safbwynt darpariaeth cyfrwng Cymraeg.

- Mae nodi y bydd y sir yn 'parhau i weithio gyda Mudiad Meithrin i ddarparu darpariaeth Dechrau'n Deg' yn annigonol. Mae angen cynnwys targed twf ac i nodi'n glir ym mha ardaloedd y bydd y lleoedd hynny yn cael eu darparu.
- Mae angen i'r targed ar gyfer cynyddu lleoedd gofal cyfrwng Cymraeg Rhaglen Dechrau'n Deg gydreddeg â'r targed twf ar gyfer Deilliant 1 a 2. Yn wir, byddem yn pwysu ar y sir i gymryd camau pendant er mwyn symud at sefyllfa lle mae 50% o'r ddarpariaeth ar gael trwy gyfrwng y Gymraeg, gan mai dyma fyddai'n cynnig cyfleoedd cyfartal gwirioneddol i deuluoedd ledled y sir.
- Ar hyn o bryd, nodwn fod y cyfrifoldeb ar y rhiant/gwarcheidwad i ofyn am le gofal plant cyfrwng Cymraeg ar Raglen Dechrau'n Deg. Byddem yn pwysu'n gryf am newid polisi sylfaenol yma, gyda symudiad tuag at gynnig rhagweithiol gan y Sir ynghylch cyfrwng iaith y ddarpariaeth wrth i rieni wneud ymholiadau.
- Nodwn ymhellach fod rhieni/gwarcheidwaid yn aml yn gwrthod y cynnig gofal plant oherwydd bod lleoliad gofal plant cyfrwng Saesneg yn agosach at eu cartref. Mae'r ardal felly – yn hytrach na'u dewis iaith wreiddiol – yn llywio'u penderfyniad.
- Dyma'n syml iawn grynhoi a thanlinellu pwysigrwydd sylfaenol yr angen i agor darpariaethau gofal plant / Blynyddoedd Cynnar - ac ysgolion Cymraeg – mewn cymunedau newydd. Nid yw helaethu ac ehangu'r ddarpariaeth bresennol o reidrwydd yn cael gwared ar y rhwystrau sy'n parhau i wneud addysg Gymraeg yn ddewis amhosibl i gynifer o deuluoedd. Rhaid i'r Cynllun hwn gydnabod ac ymateb i'r her honno mewn modd ystyrlon.
- Cynnig Gofal Plant: Mewn perthynas â'r cynnig Gofal Plant 30 awr, a yw rhieni'n gallu manteisio ar y cynnig llawn? A oes digon o leoedd sydd o fewn pellter rhesymol, o ran elfen addysgol y pecyn, fel bod cydraddoldeb â'r cynnig cyfrwng Saesneg?
- Beth yw'r sefyllfa o ran Darparwyr Addysg Cofrestredig? A oes niferoedd digonol o ddarpariaethau sy'n gallu cynnig y ddarpariaeth hon ymhob rhan o'r sir?
- Nid oes unrhyw ddata yn cael ei ddarparu i nodi dilyniant ar gyfer cylchoedd unigol, fel sy'n cael ei ddarparu yn flynyddol gan Mudiad Meithrin. Mae angen cynnwys hyn. Byddai nodi niferoedd a chyfraddau trosglwyddo ar gyfer pob Ti a Fi a Chylch Meithrin unigol yn rhoi darlun mwy cyflawn ac yn

	<p>adnabod yr ardaloedd sydd angen sylw penodol er mwyn cynnal a chynyddu'r niferoedd sy'n parhau yn y sector cyfrwng Cymraeg.</p> <ul style="list-style-type: none"> ● Mae'r Cynllun yn adnabod 'ardaloedd strategol allweddol' lle mae bwriad i wahodd tendrau er mwyn cynnig darpariaeth cyfrwng Cymraeg, gan nodi Machynlleth, Llanfair Caereinion, Llanfair-ym-muallt, Llanfyllin, yn benodol, ond yn hepgor cynnig unrhyw fanylion ynghylch sut a phryd y bydd hyn yn cael ei wireddu yn ystod oes y Cynllun. ● Yn yr un modd, rydym yn croesawu'r bwriad i weithio gyda Mudiad Meithrin i sefydlu Cylchoedd Ti a Fi a Chylchoedd Meithrin newydd yn Y Gelli Gandryll, Crughywel, Llanandras, Llanidloes ac ar y ffin yn ardal Ogleddol Powys. Ond unwaith eto, mae diffyg manylder o ran sut a phryd y caiff y targedau hyn eu cyflawni, gan gynnwys amserlen glir, a thafllwybr yn amlygu'r gydberthynas gyda'r targedau twf ar gyfer Deilliant 1 a 2. ● Ymhellach at hynny, nodir y bwriad i gynllunio buddsoddiad cyfalaf er mwyn sicrhau cyfleusterau i ddarparu addysg blynyddoedd cynnar, gofal plant a darpariaeth gofleidiol yn ardaloedd Llandrindod/Llanfair-ym-muallt, dalgyllch Aberhonddu a Llanfyllin. Unwaith eto, mae angen nodi targedau pendant, mesuradwy yma, gan nodi sut y bydd y cynigion yn cyd-fynd â chynlluniau arfaethedig i adrefnu addysg yn yr ardaloedd hyn ac o ran gwireddu deilliannau'r Cynllun hwn. ● Mae nifer sylweddol o brosiectau arfaethedig yn cael eu rhestru yn yr adran hon, ond y gwendid mawr ar hyn o bryd yw bod angen nodi'r rhain ar ffurf targedau pendant, mesuradwy gydag amserlen glir o ran eu cyflawni a thafllwybr clir o ran sut y byddant yn cyfrannu at gyflawni deilliannau'r Cynllun yn ei gyfanrwydd. Byddai'n dda nodi'r rhain ar ffurf targedau 5 a 10 mlynedd yn ystod oes y Cynllun hwn. ● Mae'n dda gennym weld cydnabyddiaeth bod angen i'r Cyngor wneud mwy i hyrwyddo a chynyddu ymwybyddiaeth am Addysg Gymraeg a manteision dwyieithrwydd. ● Carwn nodi fod datblygiadau diweddar mewn perthynas â'r gwaith o hyrwyddo addysg Gymraeg yn y sir i'w croesawu'n fawr ac mae RhAG yn falch o'n cyfraniad ninnau fel mudiad wrth gyflawni'r gwaith hwnnw. ● Mae diffyg gwybodaeth am addysg Gymraeg yn fater sy'n parhau i fod angen sylw, yn arbennig mewn pocedi o'r sir. Gyda newid mewn demograffeg a'r newidiadau anorfod o ran demograffeg dros y blynyddoedd nesaf, bydd yn ofynnol dyfeisio a gweithredu cynllun hybu a hyrwyddo a fydd yn
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	ymateb yn benodol i'r heriau hynny.
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- Mae'r rhieni hynny'n cynnwys unigolion a fagwyd yn y sir yn ogystal â theuluoedd sydd wedi mewnfudo o Loegr ac ardaloedd eraill lle na fyddai ganddynt unrhyw amgyffred am fodolaeth addysg Gymraeg.
- Mae angen i'r Cynllun hwn amlinellu ffyrdd blaengar o adeiladu ar lwyddiannau'r gwaith sydd eisoes wedi'i gyflawni, fel rhan o ymgyrch gydlynus sy'n cwmpasu'r holl ddarpariaeth ac sy'n amlygu llwybr clir o'r Blynnyddoedd Cynnar i ddarpariaeth Addysg Bellach o fewn ffiniau'r sir.
- Mae angen i bob sir berchnogi 'stori addysg Gymraeg' eu hardal leol hwy, ac i gyfleu hynny trwy brofiadau eu disgyblion a'u teuluoedd, er mwyn grymuso'r to nesaf o deuluoedd fydd yn gwneud penderfyniadau am addysg eu plant. Mae angen dybryd am ymgyrch genedlaethol, wedi ei harwain gan Lywodraeth Cymru, ond fel rhan o'r ymdrech honno, mae'r gwaith a wneir ar lawr gwlad wrth gyflwyno a chyfleu'r negeseuon hyn o safbwynt lleol, yr un mor bwysig.
- Awgrymwn fod angen llunio Cynllun Gweithredu manwl, fel rhan o waith is-grŵp hyrwyddo'r Fforwm Addysg Gymraeg, fel elfen anhepgorol o'r Cynllun 10 mlynedd.
- Mae'r ddogfen yn nodi rhai camau gweithredu penodol, ond awgrymwn ystyried camau eraill megis:
 - sicrhau bod gwybodaeth ar gael i werthwyr tai ac asiantaethau rhentu yn yr ardal i'w darparu i deuluoedd sy'n symud i mewn e.e. ar ffurf pecyn croeso;
 - llunio adnoddau hyrwyddo priodol, strategaeth cyfathrebu benodol, astudiaethau achos, rhannu profiadau a llwyddiannau rhieni a disgyblion ayyb.
 - darparu hyfforddiant ymwybyddiaeth iaith a manteision addysg Gymraeg / dwyieithrwydd i weithwyr rheng-flaen y Cyngor (adran Derbyniadau Ysgol, Gwasanaeth Gwybodaeth i Deuluoedd, rhaglenni megis Dechrau'n Deg) ac i weithio gyda'r Bwrdd Iechyd er mwyn darparu'r un hyfforddiant i fydwragedd ac ymwelwyr iechyd a chanfod ffyrdd o rannu negeseuon cadarnhaol mewn modd cyson a thrylwyr;
- Mae angen sicrhau bod gwybodaeth am addysg Gymraeg a manteision dwyieithrwydd yn hysbys i bawb. Dylid cael cyllideb benodol ar gyfer llunio, datblygu a gweithredu ymgyrch print a digidol effeithiol i hyrwyddo addysg Gymraeg a manteision dwyieithrwydd yn flynyddol.

	<ul style="list-style-type: none"> • Rydym yn croesawu'n fawr y bwriad i symud tuag at bolisi cynnig gweithredol wrth ymateb i ymholiadau gan rieni newydd. • Mae angen i'r polisi hwn fod yn unffurf ac iddo gael ei weithredu'n gyson. Bydd gofyn cael rhaglen hyfforddi ar gyfer yr holl weithwyr rheng flaen (Gwasanaeth Gwybodaeth i Deuluoedd, adran Derbyniadau Ysgolion) fel bod y negeseuon yn gyson a chlir.
<p>Deilliant 2: Mwy o blant dosbarth derbyn / 5 oed yn cael eu haddysg drwy gyfrwng y Gymraeg</p>	<ul style="list-style-type: none"> • Mae'n dda gweld cydnabyddiaeth yn yr adran hon mai addysg drochi cyfrwng Cymraeg sy'n rhoi'r cyfle gorau i blant fod yn gwbl ddwyieithog ac mai ysgolion sy'n gweithredu trwy gyfrwng y Gymraeg sy'n gallu cynnig hyn i ddisgyblion. • Byddem yn argymhell cynnwys y datganiad hwn yn y weledigaeth gyffredinol ar frig y Cynllun. Yn wir, dyma'r egwyddor a ddylai lywio'r holl dargedau a nodir ar gyfer y Cynllun yn ei gyfanrwydd. • Croesewir y datganiad mai sefydlu mwy o ysgolion cynradd cyfrwng Cymraeg fydd yn galluogi Cyngor Powys i gyflawni targed y Deilliant dan sylw. • Unwaith eto ceir rhestr sy'n adnabod nifer o ardaloedd (i) lle nad oes unrhyw ddarpariaeth cyfrwng Cymraeg ar hyn o bryd; (ii) awgrym i ddatblygu rhagor o ddarpariaeth cyfrwng Cymraeg lle mae peth darpariaeth yn bodoli ar hyn o bryd. • Ceir cyfeiriad hefyd at y cynllun peilot yn Ysgol Cribarth, lle cyflwynwyd dosbarth Derbyn cyfrwng Cymraeg newydd ym Medi 2021. Byddai'n dda cynnig diweddariad ar lwyddiant cynnar y prosiect yma, gan gynnwys niferoedd, staffio, sut y caiff ei hyrwyddo, gweledigaeth i'w ddatblygu yn y tymor hir ac ati. Bydd y gwersi a ddysgwyd yn hollbwysig ar gyfer ehangu'r cynllun mewn rhannau eraill o'r sir. • Mae'r adran hon yn awgrymu'n lled amwys amrywiol ffyrdd o gynyddu'r ddarpariaeth Gymraeg, gan gynnwys symud ysgolion dwy ffrwd ar hyd y continwwm ieithyddol, trwy drosi iaith y Cyfnod Sylfaen, ac i ymestyn y cynllun peilot yn Ysgol Cribarth mewn ysgol(ion) eraill. • Ond nid yw'n manylu pa ysgolion neu ardaloedd sydd dan sylw i roi'r cynlluniau hyn ar waith. Mae angen i'r ddogfen osod targedau penodol a mesuradwy gydag amserlen glir ar gyfer cynyddu nifer yr ysgolion Cymraeg, a sut yr eir ati i wneud hyn. • Rhaid i'r Cynllun hefyd nodi beth yw bwriadau'r awdurdod o ran cyflwyno ceisiadau cyllid cyfalaf i sylw Llywodraeth Cymru. Ceir cyfeiriad at geisiadau posib ar gyfer y sector Blynyddoedd Cynnar ond nid yw'n nodi dim am y sector

cynradd, ac eithrio'r cyllid sydd eisoes wedi'i ddyfarnu ar gyfer Ysgol Gymraeg y Trallwng, oedd yn un o dargedau'r CSGA blaenorol.

- Mae disgwyl y bydd Band C, cyllid cyfalaf Rhaglen Ysgolion 21 Ganrif yn weithredol yn ystod ail hanner oes y Cynllun, ac felly mae angen i'r awdurdod ddangos yn glir pa brosiectau cyfrwng Cymraeg fydd yn cael blaenoriaeth wrth baratoi'r don nesaf o geisiadau.
- Cludiant: mae'n dda gweld bod yr awdurdod wedi adolygu a chymeradwyo Polisi Cludiant Rhwng y Cartref â'r Ysgol diwygiedig yn 2020, sydd bellach yn darparu cludiant i ddarpariaeth cyfrwng Cymraeg. Dyma newid i'r polisi blaenorol, oedd yn darparu cludiant i'r ysgol agosaf yn y 'dewis iaith'.
- A yw'r Cyngor yn fodlon bod rhieni'n ymwybodol o'r polisi cludiant ac yn deall eu hawliau mewn perthynas â chludiant i gael Addysg Gymraeg? Cafwyd problemau mawr yn y gorffennol oherwydd methiannau wrth rannu gwybodaeth gywir mewn modd hygyrch a thryloyw, yn wir roedd cryn anghysondeb wrth weithredu'r polisi.
- Mewn sir wledig fel Powys, mae'n gwbl allweddol sicrhau eglurder i rieni ar bolisi cludiant y Cyngor.
- Carwn wybod pa waith sydd wedi'i wneud i asesu llwyddiant y polisi newydd hwn?
- Rydym yn croesawu'r ymrwymiad i agor canolfannau Trochi Cymraeg newydd, gyda'r ganolfan gyntaf yn cael ei hagor yn Y Drenewydd ym mis Tachwedd 2021 ar gyfer disgyblion CA2.
- Sonir mai'r bwriad, yn dilyn gwerthuso effaith y ddarpariaeth, yw agor canolfannau eraill mewn rhannau eraill o'r sir. Beth fydd amserlen y gwaith gwerthuso a phryd y caiff ei wneud yn hysbys? Pa ardaloedd eraill sydd wedi'i clustnodi? Beth fydd amserlen arfaethedig agor y canolfannau ychwanegol hynny?
- Roedd datganiad diweddar Llywodraeth Cymru i gynnig grant o £22 miliwn i gefnogi hwyrdyfodiaid yn un arwyddocaol a hyderwn fod y Cyngor wedi gwneud cais am gyllid o'r gronfa honno ac y bydd diweddariad yn cael ei gynnwys yn fersiwn terfynol y Cynllun hwn.
- Rydym yn llongyfarch Cyngor Powys ar y gwaith blaengar a dyfeisgar o fynd ati i ddarparu Trochi rhithwir yn ystod y flwyddyn heriol ddiwethaf. Mae'n dda gweld ymdrechion creadigol i ymateb i'r heriau, nid yn unig a gafwyd yn sgil Covid, ond yr heriau hynny sy'n annatod mewn sir wledig fel Powys. Beth fydd amserlen y gwerthusiad a phryd y caiff ei wneud yn gyhoeddus? Byddai'n dda nodi mwy o fanylion

	<p>ynghylch cynlluniau'r sir, yn ddibynnol ar gasgliadau'r gwerthusiad, i ddatblygu'r ddarpariaeth hon ymhellach. Byddai'n sicr yn fanteisiol i rannu'r arfer dda hon gyda siroedd eraill, a byddem yn annog hynny'n fawr.</p>
<p>Deilliant 3: Mwy o blant yn parhau i wella eu sgiliau Cymraeg wrth drosglwyddo o un cyfnod o'u haddysg statudol i un arall</p>	<ul style="list-style-type: none"> • Mae'n glir fod y sefyllfa wedi gwaethygu dros y ddegawd diwethaf mewn perthynas â dilyniant ieithyddol o CA2 i CA3. • Ac mae colli 17% o ddisgyblion cyfrwng Cymraeg rhwng y cyfnodau allweddol hynny yn her y mae'n rhaid i'r awdurdod ei hwynebu. • Nid yw'n ddigonol nodi bod 'cyfraddau trosglwyddo, o ddarpariaeth cyfrwng Cymraeg ym mlwyddyn 6 i ddarpariaeth cyfrwng Cymraeg ym mlwyddyn 7, yn amrywio'n fawr ledled y sir.' • Mae angen i'r adran hon roi sylw i sefyllfa ysgolion unigol, gan gynnwys data penodol, er mwyn sicrhau tryloywder a chyfrannu at ffyrdd ystyrlon i ddatrys y sefyllfa. • Y mae'n hanfodol bod y Sir yn dryloyw gyda'r holl ddata sydd ar gael gan gymryd y cyfle i nodi data 2021 CYBLD ar drosglwyddo o flwyddyn 6 i 7 yn ystod cyfnod mireinio'r Cynllun. • Mae angen cydberthynas glir rhwng targed deilliant 2, gyda deilliant 3 a 4. • Byddem yn awgrymu'n gryf bod dilyniant i ddarpariaeth uwchradd cyfrwng Cymraeg yn allweddol i sicrhau'r cyfraddau uwch hyn a bod mynd i'r afael â'r mater hwn yn flaenoriaeth. • Y gwendid mwyaf yn y Cynllun fel y saif ar hyn o bryd, yw diffyg ymrwymiad i sefydlu ysgol uwchradd cyfrwng Cymraeg ddynodedig i wasanaethu Dwyrain Maldwyn, fel a gafwyd yn y CSGA blaenorol ond na'i wireddwyd, fel bod dilyniant ieithyddol llawn a di-dor ar gael i dros 800 o ddisgyblion cynradd cyfrwng Cymraeg presennol yr ardal honno. Mae'n destun pryder mawr i ni fod nifer mor sylweddol o ddisgyblion yn dal i fethu cyrchu dilyniant ieithyddol llawn. Yn wir, mae'n anodd meddwl am unrhyw ardal arall yng Nghymru ble mae sefyllfa o'r fath yn bodoli. Rhaid i'r Cynllun hwn osgoi unrhyw oedi pellach ac ysgwyddo'r cyfrifoldeb o ddarparu'r dilyniant ieithyddol hwnnw a ddylai fod ar gael i'r disgyblion hyn. • Heb weithredu ar hyn, ofnwn y byddai'r methiant hwnnw'n tanseilio ymdrechion i wireddu'r mwyafrif o dargedau'r Cynllun hwn. • Mae'r cyfeiriad at gynnal archwiliad blynyddol i dracio taith pob disgybl ar bob cam o'u haddysg, yn un canmoladwy, ac yn sicr yn arfer dda OND mae eisoes yn hysbys beth yw llawer o'r rhwystrau presennol sy'n gyfrifol am y llithro rhwng

	<p>CA2 a CA3: diffyg dewis cydradd o ran darpariaeth uwchradd, difyg dilyniant o ran pynciau cyfrwng Cymraeg wrth symud o CA3 i CA4 a CA5 mewn ysgolion dwy ffrwd, diffyg cydraddoleb o ran ystod y pynciau cyfrwng Cymraeg yn yr ysgolion hynny.</p> <ul style="list-style-type: none"> Nodwn nad oes trefniant ffurfiol gydag awdurdod Bwrdeistref Sirol Castell-nedd Port Talbot, mewn perthynas â threfniadau cludiant ar gyfer y nifer sylweddol o ddisgyblion o Dde Powys sy'n derbyn eu haddysg yn Ysgol Gymraeg Ystalyfera Bro Dur (safle Ystalyfera). Byddem yn annog gweithredu ar hyn er mwyn rhoi sicrwydd i'r teuluoedd sy'n manteisio ar hyn.
<p>Deilliant 4: Mwy o ddysgwyr yn astudio ar gyfer cymwysterau Cymraeg (fel pwnc) a phynciau drwy gyfrwng y Gymraeg.</p>	<ul style="list-style-type: none"> Mae'r datganiad cyntaf yn yr adran hon, sef 'darperir darpariaeth uwchradd cyfrwng Cymraeg mewn nifer o ysgolion dwy ffrwd a leolir ledled Powys ar hyn o bryd,' yn gamarweiniol ac i raddau helaeth yn cuddio'r gwirionedd. Byddai'n fwy cywir i nodi fod peth darpariaeth uwchradd cyfrwng Cymraeg mewn rhai ysgolion uwchradd a bod hynny'n amrywio'n fawr o ysgol i ysgol a rhwng cyfnodau allweddol yn yr ysgolion hynny. Mae'r tablau ar dudalen 20 yn rhoi rhan o'r darlun hwnnw ond nid yw'n ddigonol o bell ffordd Credwn ei bod yn hollbwysig cynnwys data cyflawn, yn niferoedd a chanrannau, ar gyfer pob ysgol unigol, yn manylu ar yr holl bynciau a gynigir ym mhob cyfnod allweddol gan nodi'r niferoedd sy'n astudio ac yn cael eu arholi. Gall data ysgol gyfan guddio diffygion ac mae angen i'r sir fod yn llawer fwy tryloyw gyda hyn os am wir gynllunio ar gyfer cyrraedd pob ardal a phob teulu gyda dewis cydradd a chyfartal. Serch hynny, mae'r wybodaeth sydd ar gael yn amlygu'r diffyg dewis presennol ac yn dangos yn glir fod disgyblion cyfrwng Cymraeg dan anfantais sylweddol o gymharu a'u cyfoedion yn y sector cyfrwng Saesneg. Mae'n amlwg nad yw'r gyfundrefn bresennol yn y sector uwchradd ym Mhowys yn gynaliadwy; naill ai'n addysgol, ieithyddol nac yn ariannol. Nid yw'r drefn fel ag y mae yn darparu cyfleoedd cyfartal i ddisgyblion ym mhob rhan o Bowys gael addysg gyflawn, di-dor drwy gyfrwng y Gymraeg; ar hyn o bryd, teithio allan o'r sir yw'r unig ffordd o gael mynediad at ddarpariaeth o'r fath. Yn ne'r sir mae nifer cynyddol o ddisgyblion yn gwneud y daith honno: ni all hyn fod yn sefyllfa dderbyniol. Bu ymdrechion CSGAau blaenorol i droi ysgolion dwy ffrwd yn ysgolion categori 2B yn fethiant.

	<ul style="list-style-type: none"> • Mae'n rhaid i Ysgolion Uwchradd Cyfrwng Cymraeg (Categori 2A) fod yn rhan o'r datrysiad ac mae'n rhaid cynnwys yn y Cynllun hwn ymrwymiad clir i weithredu ar hynny gyda thargedau pendant ac amserlen gadarn er mwyn ei wireddu ar gyfer pob rhan o'r sir. • Tra bod y cam diweddar i sefydlu Ysgol Bro Hyddgen yn un cyfrwng Cymraeg o'r blynyddoedd cynnar i'w groesawu, bydd hyn yn cymryd 14 mlynedd i'w wireddu, ac ni ellir aros tan fod y disgyblion hynny'n cyrraedd oed TGAU cyn gweld ystod eang o gymwysterau trwy gyfrwng y Gymraeg ar gael i'r disgyblion. • Rhaid cofio hefyd nad yw Bro Hyddgen yn ganolog i weddill Powys. • Roedd CSGA 2014-17 yn nodi bwriad i sefydlu ysgol uwchradd cyfrwng Cymraeg dynodedig yn Nyffryn Hafren. Ond rhoddwyd y cynllun hwnnw i'r neilltu, gan newid cyfeiriad polisi a datgan bwriad i greu ysgolion gydol oes dwy ffrwd mewn tri safle yn Nwyrain Maldwyn. Roedd hyn yn siom aruthrol ac mae'n anodd deall y rhesymeg dros wneud hynny. • Fel nodwyd yn ein sylwadau ar Ddeiliant 3, gwendid pennaf y Cynllun hwn yw'r diffyg ymrwymiad i sefydlu ysgol uwchradd cyfrwng Cymraeg ddynodedig i wasanaethu Dwyrain Maldwyn, fel a gafwyd yn y CSGA blaenorol ond na'i wireddwyd, fel bod dilyniant ieithyddol llawn a di-dor ar gael i dros 800 o ddisgyblion cynradd cyfrwng Cymraeg presennol yr ardal honno, sy'n cyfateb i 43% o holl ddisgyblion cynradd cyfrwng Cymraeg Powys. • Byddai sefydlu Ysgolion Uwchradd Cyfrwng Cymraeg Dynodedig yn gwneud cyfraniad sylweddol wrth wireddu nifer healeth o dargedau'r Cynllun hwn, gan gynnwys: <ul style="list-style-type: none"> - symbylu twf yn y sector cyfrwng Cymraeg, ac yn arwain at gynyddu'r nifer yn yr Ysgol Uwchradd dros gyfnod. Dyma yw'r profiad cyffredinol mewn rhannau eraill o Gymru - byddai'n rhwym o gael effaith gadarnhaol ar dwf niferoedd yn y sector cynradd a chyn-ysgol cyfrwng Cymraeg a rhoi'r un profiad addysgol i ddisgyblion cyfrwng Cymraeg o'i gymharu â disgyblion yn y ffrwd Saesneg, trwy gynnig ystod llawn a di-dor o bynciau ym mhob cyfnod allweddol - yn cael effaith gadarnhaol ar wella a chynyddu'r dilyniant rhwng cyfnodau allweddol - yn cael effaith gadarnhaol ar wella a chynyddu cyfraddau disgyblion sy'n astudio'r Gymraeg fel iaith gyntaf ar gyfer cymhwyster TGAU a safon AS ac A
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- yn atal disgyblion rhag symud o'r ffrwd cyfrwng Cymraeg i'r ffrwd cyfrwng Saesneg
- creu sefyllfa a fydd yn caniatáu i'r Ysgol newydd ddenu staff cymwys ar draws yr ystod llawn o bynciau
- creu Ysgol fydd ag ethos gwbl Gymraeg a Chymreig, fydd yn gosod yr amodau gorau i feithrin a datblygu hyder a sgiliau'r disgyblion yn y Gymraeg
- yn cyd-fynd â pholisi cenedlaethol o safbwynt cryfhau, ehangu a datblygu addysg Gymraeg ac yn caniatáu i Gyngor Powys gyrraedd targedau cenedlaethol sydd wedi'i pennu gan Lywodraeth Cymru.

- Mae profiad a llwyddiant diweddar Cyngor Sir Penfro wrth sefydlu Ysgol Caer Elen yn Hwlfordd yn dangos fod modd gwneud hyn yn llwyddiannus, a phwyswn ar Gyngor Powys i ailystyried ar fyrder ac i wneud ymrwymiad diamwys yn y Cynllun hwn i wireddu hyn.
- Mae'r cynlluniau sydd yn yr arfaeth ar gyfer sefydlu ysgol cyfrwng Cymraeg pob oed newydd yn Llanfair-ym-Muallt, yn ddatblygiad sydd i'w groesawu'n fawr, ond pryderwn ynghylch yr oedi a'r ansicrwydd o ran yr amserlen; mae angen i'r sir sicrhau bod llwybr clir mewn lle ar gyfer agor yr ysgol newydd.
- Wrth ystyried y datblygiadau diweddar ym Machynlleth, a'r hyn sydd yn yr arfaeth ar gyfer ardal Llanfair-ym-Muallt, mae'n dwysau eto fyth yr anghydraddoldeb y bydd gwireddu'r cynlluniau yma'n ei greu i 800+ o blant Dwyrain Maldwyn sydd eisoes yn derbyn addysg gynradd cyfrwng Cymraeg.
- Wrth baratoi a gweithredu'r Cynllun hwn, rhaid bod **cysondeb, tegwch a chydraddoleb** i holl ddysgwyr cyfrwng Cymraeg Powys, wrth galon y Cynllun hwn.
- Rydym yn **bryderus iawn am y diffyg dewis pynciau** trwy gyfrwng y Gymraeg yn y cyfnod ôl-16 ledled Powys.
- Sefydlu ysgolion cyfrwng Cymraeg dynodedig ledled Powys fydd y gyrrwr allweddol wrth greu màs critigol o ddysgwyr sydd eu hangen i ddatblygu darpariaeth uwchradd ac ôl-16 yn y sir.
- Byddai sefydlu Ysgol Uwchradd Cyfrwng Cymraeg yn fodd o ddiogelu'r 6ed dosbarth fel rhan hanfodol o'r ysgol gan sicrhau dilyniant ieithyddol cadarn. Byddai hefyd yn galluogi'r sir i gynllunio a chynnig yr ystod ehangaf posib o bynciau trwy gyfrwng y Gymraeg yn unol â dyletswyddau statudol y Mesur Dysgu a Sgiliau (Cymru) 2009.
- Roedd y Cynllun blaenorol yn crybwyll bod y mwyafrif o ddarpariaeth alwedigaethol ym Mhowys yn cael ei ddarparu gan Grŵp Colegau CNPT yn eu campysau yn Y Drenewydd

	<p>ac Aberhonddu. Eto nid oes darpariaeth cyfrwng Cymraeg yn un o'r ddau gampws ar hyn o bryd. Yn y Cynllun blaenorol roedd targed i weithio gyda Grwp Colegau CNPT i adnabod ffyrdd o ddatblygu mwy o gyrsiau galwedigaethol drwy gyfrwng y Gymraeg. Mae angen cynnwys targed tebyg yn y Cynllun hwn.</p> <ul style="list-style-type: none"> • Dylid cytuno ar strategaeth gyda'r Coleg a gosod targedau i ddatblygu cyrsiau mewn meysydd galwedigaethol allweddol e.e. Iechyd a Gofal, Twristiaeth, Blynyddoedd Cynnar ac ati. Gallai Hyrwyddwr Dwyieithrwydd y Coleg arwain ar hyn ar y cyd â'r Awdurdod Lleol. Dylai hyn gael ei gynnwys yn y Cynllun. • Gyda datblygiadau cyffrous ar y gweill ar gyfer addysg ôl-16 yn y sector Saesneg, mae'n bwysig iawn buddsoddi yn y sector Gymraeg hefyd fel bod cynnig yr un mor ddeniadol ar gael trwy gyfrwng y Gymraeg a'r ystod ehangaf posib o gyrsiau cyfrwng Cymraeg ar gael i fyfyrwyr. • Mae angen hefyd datblygu cyfleoedd i gydweithio gyda'r Coleg Cymraeg Cenedlaethol er mwyn hyrwyddo llwybrau astudio yn y sector Addysg Uwch. • Mae angen i'r Cyngor arwain ar y gwaith hwn, fel prif gyflogwr yr ardal, a chymryd rôl rhagweithiol wrth hyrwyddo cyfleoedd i ymuno â'r gweithlu ar draws holl ystod gwasanaethau'r Cyngor. • Y mae'n amlwg iawn i ni fod dysgwyr sydd am astudio trwy gyfrwng y Gymraeg o dan anfantais difrifol yn Sir Powys. Rhaid gweld camau breision i newid y sefyllfa hon yn gynnar o fewn oes y cynllun hwn. Rhaid i'r gwaith o ehangu'r cynnig cyfrwng Cymraeg ddechrau nawr.
<p>Deilliant 5: Mwy o gyfleoedd i ddysgwyr ddefnyddio'r Gymraeg mewn cyd-destunau gwahanol yn yr ysgol.</p>	<ul style="list-style-type: none"> • Rhaid sylweddoli arwyddocâd a phwysigrwydd y deilliant hwn wrth i'r strategaeth hwn fynd yn ei flaen. Rhaid ystyried y deilliant yn ei gyd-destun cymunedol yn ogystal gan nodi'n glir beth yw swyddogaeth y partneriaid cymunedol gyda'r gwaith o fewn y deilliant hwn. • Mae'n dda gweld gweld bod y Siarter Iaith ar waith ac yn cael ei weithredu'n eang ar draws y Sir. • Mae'r deilliant yn brin o dargedau meintiol er bod nifer o gamau penodol canmoladwy wedi eu nodi. Byddai manylion ar sut a phryd fydd y camau yn cael eu gweithredu o fudd. • Byddwn yn dymuno gweld gwaelodlin a thargedau gan y Fenter Iaith leol a'r Urdd fel partneriaid y Gymraeg ond hefyd gan asiantaethau a gwasanaethau allweddol eraill megis gwasanaeth ieuencid y Sir, Clybiau Ffermwyr Ifanc ayyb • Yn y deilliant hwn hefyd y byddwn yn disgwyl gweld

	dadansoddiad o'r berthynas gyda'r Cynllun Hyrwyddo 5 mlynedd sydd yn cael ei adolygu ar hyn o bryd.
Deilliant 6: Cynnydd yn y ddarpariaeth addysg cyfrwng Cymraeg i ddisgyblion ag Anghenion Dysgu Ychwanegol	<ul style="list-style-type: none"> • Y mae angen gwaith sylweddol i wella'r agwedd hon o'r ddarpariaeth. Y mae'n hynod annheg nad oes darpariaeth gydradd ar gael ar draws y Sir ar gyfer dysgwyr ag ADY. • Awgrymwn felly mai dyma un o adrannau gwannaf y Cynllun. Mae'n amlwg bod y ddarpariaeth yn syrthio'n brin o'r hyn sy'n ddisgwyliedig a bod y gwasanaeth ar draws y sir yn parhau'n dameidiog a darniog. • Ymddangys mai bach iawn fu unrhyw gynnydd gwirionedd yn y maes ers y Cynllun blaenorol, ac mae hynny'n peri pryder. Mae angen i'r gwaith hwn fod yn flaenoriaeth yn ystod oes y Cynllun dan sylw. Mae'n fater sylfaenol o gydraddoldeb. Rhaid i Gyngor Powys gymryd camau ar fyrder er mwyn cryfhau'r drefn bresennol ac ymateb yn llawn i'r cyfrifoldebau a'r dyletswyddau a bennwyd wrth i'r ddeddf newydd ddod i rym. • Wrth i'r Cynllun hwn amcanu i dyfu'r sector cyfrwng Cymraeg mae'n rhaid i ddarpariaeth ADY cyfrwng Cymraeg Cyngor Powys weld gwelliannau sylweddol er mwyn gallu ymateb i'r twf hwnnw. • Nodwn bod darpariaeth ar gael yng Nghanolfan Arbenigol Ysgol Gymraeg Dyffryn y Glowyr a darpariaeth ddwyieithog yn Ysgol Bro Hyddgen, sydd i'w groesawu, ond mae hynny'n golygu nad yw mwyafrif disgyblion y sir o fewn hwylus i ddarpariaeth mewn canolfan arbenigol er mwyn cefnogi gwaith yr ysgolion. • Mae bylchau enfawr o ran darpariaeth arbenigol ar gyfer disgyblion sydd a'r anghenion mwyaf dwys a chymhleth a gwyddom bod disgyblion yn y gorffennol wedi gorfod teithio allan o'r sir (ac mewn un achos y gwyddom amdani, dros y ffin i Loegr) er mwyn cael mynediad at y gefnogaeth angenrheidiol. Nid yw hynny'n sefyllfa dderbyniol. Ymddengys hefyd fod gwendid yn y ddarpariaeth ar gyfer disgyblion hyn / ôl-16. • Mae'r Cynllun yn cydnabod nad yw maint na chapasiti'r gweithlu ADY cyfrwng Cymraeg yn y sir yn ddigonol a bod angen cymryd camau i unioni'r sefyllfa honno. • Byddem yn disgwyl fod y Cynllun hwn yn cynnwys manylion ynghylch sefyllfa gyfredol o safbwynt arbenigedd personél cyflogedig gan y sir e.e Seicolegwyr Addysg, Therapyddion Iaith a Lleferydd, cefnogaeth ar gyfer Dyslecsia ayb? • Roedd y Cynllun blaenorol yn crybwyll cynnal awdit ffurfiol o'r

	<p>ddarpariaeth. Beth fu casgliadau'r awdit hwnnw a pham nad yw'n cael ei gynnwys yn y Cynllun hwn? Byddai hynny'n gosod cyd-destun mwy llawn ac yn rhoi gorolwg mwy manwl o'r sefyllfa ar draws y sir.</p> <ul style="list-style-type: none"> • Mae sôn y bydd gweithgor ADY Cymraeg yn cael ei sefydlu yn ystod 2021 er mwyn goruchwyllo'r gwaith yn y maes. A yw'r grŵp hwn wedi'i sefydlu eto? Beth fydd aelodaeth y grŵp? Beth yn union fydd ei gylch gorchwyl? Byddai'n dda nodi mwy o fanylder mewn perthynas â hyn. • Nodir hefyd y caiff archwiliad o'r galw ei gynnal erbyn Awst 2022. Pryd caiff casgliadau'r archwiliad hwnnw ei wneud yn hysbys. Awgrym y dylai'r gwaith hwn hefyd gwmpasu awdit llawn arall o'r holl ddarpariaeth a'r gweithlu presennol er mwyn rhoi darlun clir o'r sefyllfa ar draws y sir, i adnabod y bylchau a gosod sylfaen gref i lunio Cynllun Gweithredu manwl. • Blynnyddoedd Cynnar: mae'n galonogol gweld fod Swyddog Arweiniol wedi'i benodi ond nid yw 'gwneud pob ymdrech resymol' i sicrhau darpariaeth ADY yn y cyfnod hwn yn dderbyniol. Rhaid i'r Cynllun roi camau gweithredu clir mewn lle i sicrhau bod disgyblion cyfrwng Cymraeg yn cael yr un tegwch a'u cyfoedion yn y sector cyfrwng Saesneg. • Mae'n dda gweld ar dudalen 30 eich bod yn nodi y bydd darpariaeth ysgol arbennig yn cael ei sefydlu yng ngogledd Powys yn 2022. • Mae'r Cynllun yn cynnwys cyfres o dargedau ond mae llawer ohonynt yn cynnwys "ysytyrir" yn hytrach na bwriad pendant i weithredu. Mae angen cysoni hyn er mwyn i'r holl dargedau a nodir fod yn rhai caled, mesuradwy. • Nodwn nad oes cytundeb ffurfiol gyda siroedd cyfagos (megis Ceredigion) sydd yn amlwg gyda'r staff â sgiliau Cymraeg yn y mwyafrif o'r meysydd anghenion addysgol ychwanegol. Gwyddom eu bod yn y gorffennol wedi rhannu arfer dda ac arbenigedd gyda siroedd eraill, gan gynnwys Powys, a byddem yn annog bod hyn yn parhau, lle bo hynny'n bosibl. • Beth yw'r bwriad o ran symud at gydweithio rhanbarthol ac ystyried ffurfioli trefniant o'r fath? Ydy hwn yn faes ble y gall ERW ddarparu arweiniad? • Mae angen parhau i weithio'n agos gyda rhieni ac ysgolion er mwyn cael darlun llawn o'r sefyllfa sirol ac i ymateb yn briodol i'r anghenion hynny.
Deilliant 7:	<ul style="list-style-type: none"> • Awgrymwn bod cyfle yn y deilliant hwn i adnabod pwy yw'r

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

“staff addysgu”. Ar yr olwg gyntaf efallai y byddai nodi'r rhai sydd yn gweithio fel athrawon a phenaethiaid yn ddigon, ond fel mudiad, rydym yn argyhoeddedig bod rhaid i Awdurdodau lleol ystyried yr ystod cyfan o weithlu sydd yn cefnogi addysg – yn cynnwys y staff gweinyddol o fewn yr ysgolion, swyddogion cefnogi o fewn yr awdurdod lleol a'r consortiwm addysg yn ogystal â'r cynorthwyddion. Gwyddom ond yn rhy dda pa mor bwysig yw sicrhau'r ystod cyfan o weithlu i gefnogi cynllun o bwysigrwydd fel y Cynllun hwn.

- Disgwylw'n felly ddadansoddiad manwl o sgiliau Cymraeg holl weithlu Addysg y Sir gan eu bod i gyd, mewn un ffordd neu'r llall yn gyfrifol am y Gymraeg o fewn eu gwaith.
- Pwysig hefyd fydd nodi faint o staff ychwanegol bydd eu hangen ar gyfer y cynlluniau sydd mewn golwg ar gyfer y Cyfnod Sylfaen yn ystod oes y Cynllun hwn a sut fydd y sir yn mynd ati i hyrwyddo'r swyddi hyn a chefnogi datblygiad proffesiynol y gweithlu addysg.
- Byddai tabl i ddangos data sgiliau iaith holl staff y sir wedi bod yn ddefnyddiol i osod gwaleodlin yn y deiliant hwn er mwyn dangos sgiliau iaith y gweithlu addysg sydd naill ai yn medru addysgu/gweithio drwy gyfrwng y Gymraeg ond ddim yn gwneud neu ddim yn medru addysgu/gweithio drwy gyfrwng y Gymraeg o gwbl. Byddai hyn wedi rhoi syniad i ni o aelodau staff, sy'n adnodd gwerthfawr, sydd heb eu defnyddio'n llawn fel petai. Gwelwn mewn siroedd eraill bod angen adnabod beth yw'r rhesymau dros hyn a dyfeisio ffyrdd i hwyluso a chefnogi'r gwaith o uwch sgilio'r athrawon hyn. Byddai gweld hyn yn y cynllun diwygiedig o fudd i'r Sir wrth gynllunio ar gyfer twf y dyfodol.
- Mae 'n dda gweld bod Powys yn nodi eich bod yn danfon athrawon ar y cwrs sabothol. Mae angen datblygu cyrsiau hyfforddi pellach proffesiynol cyfrwng Cymraeg i athrawon, a chynnig cyrsiau gloywi dwys i athrawon sy'n fodlon trosi i addysg Gymraeg, eto trwy gynlluniau rhyddhau o'r gwaith a thrwy ddatblygu'r Cynllun Sabothol.
- Mae sicrhau cyflenwad o benaethiaid ar gyfer y dyfodol yn flaenoriaeth bwysig. Mae'n rhaid rhoi cynlluniau ar waith mewn da bryd i sicrhau bod yr awenau yn cael eu trosglwyddo i'r genhedlaeth nesaf o arweinwyr yn y maes.
- Mae angen hefyd i hyrwyddo cyfleoedd i ddysgu trwy gyfrwng y Gymraeg ymhlith disgyblion sy'n dewis gyfaoedd.

	<ul style="list-style-type: none">• Oes modd datblygu trafodaethau rhwng yr ysgolion, yr Undebau Athrawon a'r consortia i ymchwilio i'r posibiladau ar lefel lleol tybed?• Mae angen cydnabod nad oes modd i'r Awdurdod Lleol fod yn gyfrifol am holl gynnwys y targed hwn chwaith a bod ymateb i fylchau a heriau recriwtio hefyd yn gyfrifoldeb ar Lywodraeth Cymru yn ogystal â llywodraeth leol. Dylid sicrhau bod yna fecanwaith ffurfiol i goladu gwybodaeth ar yr heriau hyn a modd systematig i'w cyfathrebu'n effeithiol a chyflym yn ôl i Adran Addysg Llywodraeth Cymru er mwyn iddo fwydo strategaeth y gweithlu cenedlaethol.• Awgrymwn ychwanegu adran ddata allweddol ar gyfer y deilliant hwn yn nodi'r wybodaeth uchod am sgiliau iaith presennol staff addysg y Sir a thargedau meintiol pendant i'w cyrraedd ar ôl 5 a 10 mlynedd.
	<p>Byddem yn croesawu'r cyfle i gwrdd â swyddogion i ymhelaethu ar ein sylwadau.</p>

Rhieni dros Addysg Gymraeg (RhAG) – English translation

Parents for Welsh Education is an organisation representing parents with children in Welsh-medium schools.

RhAG as an organisation aims to support the development of Welsh-medium education across Wales.

RhAG appreciates the opportunity to contribute these comments as part of the process of drawing up the Welsh in Education Strategic Plan 2022 – 2031, Powys County Council.

This Plan offers an important opportunity to set the direction of strategic planning for the growth of Welsh-medium education in the County over the next decade. It must be ensured that the Scheme is in a coherent, proactive and ambitious manner as part of Powys County Council's important contribution to the realisation of the 2050 Welsh national targets and the aim of having a million Welsh speakers.

The education system is the engine that will produce Welsh speakers, and there is an expectation that counties are now adopting an approach of **stimulating and promoting growth** in the sector, that must be at the heart of this scheme, with the aim of not limiting the language to the class alone.

We also note the importance of the County consulting on their Welsh Language Strategy between 2021 and 2026. We would encourage a close and ongoing inter-relationship between the two Plans in their formulation, implementation and monitoring.

There is a golden opportunity here to ensure an emphasis on the contribution of Welsh Education in terms of the Defeating Poverty Agenda and it would be good to see what specific strategies the County could adopt to implement this.

We suggest that the following considerations should be core principles in the formulation and refinement of this Scheme:

1. The unique nature of Welsh-medium education needs to be recognised and noted – fewer schools in some counties, larger catchment areas, higher distances and journey times to school. There is much more challenge (geographically and practically) for pupils to access Welsh-medium provision, so it is essential that the Council's policies and strategies reflect this.
2. Adopting the principle of looking at the development of provision locally – and for this to be a guiding principle at the heart of the Scheme, would be an important step forward, e.g. to ensure easy access to Welsh-medium education for families within a reasonable distance of their homes.
3. In terms of Welsh-medium education, and indeed in terms of any form of education, ensuring that there are sufficient local schools, within a reasonable

distance and of good quality is the best way of avoiding a situation where parents and pupils travel out of their natural or 'official' catchment area from the early years up to post-16.

4. Place the development of Welsh Education at the heart of the local authority's work and function, using Local Development Plans to provide direction to the planning, identify opportunities for growth within the areas of strategic importance across the county and see this plan as a key part of the county's long-term economic investment.

Specific comments on The Welsh in Education Strategic Picture Powys County Council

Vision	<p>RhAG appreciates that Powys County Council is aware of its important role in promoting the use of Welsh, in the context of the Welsh Government's objectives and targets.</p> <ul style="list-style-type: none"> ● The vision sets out the aspiration by September 2032 that, 'Powys County Council's target is an increase of 14 percentage points to 36% to the 1 pupils taught through the medium of Welsh in Powys.' ● We note that this is the highest target for the range suggested by the Welsh Government for Powys and that the Council's ambition is to exceed that target. ● We welcome this vision, which responds to the Welsh Government's expectations that counties aim to exceed the growth targets expected of them where possible. It is good to see Powys County Council aiming to do that. ● This target means that welsh-medium pupil numbers will need to increase by 59% over the lifetime of this Scheme. Based on the growth pattern of the last decade of around 3.4%, achieving this will be challenging. ● What is essential now is to implement this, by bridging aspiration and ambition with serious action: only a robust and coherent Plan based on concrete and measurable targets can achieve that. ● It would be good to see a further statement within the vision of how Powys County Council intends to ensure the linguistic progression for Outcome 1 and the important correlation will be between outcome 2 target and outcome 4 targets. ● We believe to that end that an unambiguous policy statement is needed
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adopting the principle that Designated Welsh Medium Schools are the preferred model in the delivery of Welsh-medium education in the primary and secondary sectors.

- We note that the Plan cross-refers to the Strategy for Transforming Education in *Powys 2020 – 2030* and the authority's vision document for Welsh-medium education, two documents approved by the county's Cabinet in 2020.
- We appreciate that there are many other strategies and policies that underpin this document. It would be valuable if these strategies could be included and named in this document to ensure transparency and provide a clear context for future monitoring and planning.
- It is essential to confirm the status of this Plan as an overarching strategic document, which straddles many areas, and is a core part of the Council's corporate service.
- Furthermore, there needs to be a much closer inter-relationship between the WESP's, Language Standard 145 and the language Strategy: one million speakers. Counties now need to set specific targets for growing the numbers of language speakers: it is clear that the education sector is the main engine for producing speakers of the language. i.e. densely populated areas with the smallest density of Welsh speakers will have to contribute most to achieving the target.
- We would expect to see clearer cross-referencing between this Scheme and Powys Council's Five Year Language Strategy and encourage a close and ongoing inter-relationship between the two Schemes in their formulation, implementation and monitoring.
- We also suggest that the vision can be strengthened to confirm the role of the CSGA in promoting and increasing the use of the Welsh language within the family and community.
- It would be good to note information in relation to the 2011 Census, which states that 18.6% of the county's population can speak Welsh, and to detail the geographical range across the county, e.g. Glantwymyn (57.8%), Banwy (56%), Machynlleth (51.6%) and those areas where the percentage is lowest such as Crickhowell (8.6%), Pencraig (6.8%) and Churchstog (4.3%).
- The 2021 Census data will become known next year and it will therefore be possible to update the Plan with that information. This will set a valuable context and confirm the wider aim and objective of this Plan, which is to act as a key tool in terms of pre-linguistic formulation to strengthen the status and position of the Welsh language in Powys.

	<ul style="list-style-type: none"> It would be useful to identify the other policy areas that the Council considers relevant to this scheme beyond Welsh 2050, including the Local Development Plan
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	<p>for example, noting the link between them when it comes to planning new education provisions within housing developments or services in new areas.</p>
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<p>Outcome 1: More Nursery / 3 year olds receiving their education through the medium of Welsh</p>	<p>This section needs to set out specifically in which parts of Powys pre-school / Early Years provision through the medium of Welsh is currently inaccessible and unequal. It is not clear what the current Welsh-medium pre-school provision is and how close that provision is to the families of each area.</p> <ul style="list-style-type: none"> We would expect a detailed mapping exercise of provision across the county, identifying existing provision and identifying gaps. The next step would then be to map how these gaps will be filled. A fundamental weakness in this section is the lack of arbiterdata, in numbers and percentages, for all relevant aspects. County-wide data masks shortcomings in individual provisions and the County needs to be much more transparent with this if there is to be real planning for reaching all areas and families with equal and equal choice. The concept of 15-minute communities is fast becoming an effective way of planning local services. Although this is rooted in a civic context, it would be possible to adopt this principle (or at least adapt it) for certain parts of the county and apply it to outcome one to ensure that adequate pre-school provision is available through the medium of Welsh and close to families in all communities across the county. The Plan does not contain any information based on a Childcare Sufficiency Assessment. Planning on the basis of assessment data carried out back in 2014 is totally inadequate as it is not possible to get an accurate and up-to-date picture of the current needs of Powysparents e.g. what is the current situation with regard to childminders who can offer a service through the medium of Welsh? In the face of a lack of information it is therefore difficult to comment meaningfully on this section.
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| | <ul style="list-style-type: none">● Flying Start: again there is a lack of data here, except for the table on page 4. Noting that there is an 'increase in the number of children using Flying Start provision through the medium of Welsh' is not good enough. Information is needed on all providers in Welsh and English, with numbers and |
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	<p>percentages, at county level. As a result, it is not clear what the county percentage is at present in terms of Welsh-medium provision.</p>
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| | <ul style="list-style-type: none">● It is noted that the county will 'continue to work with Mudiad Meithrin to provide Flying Start provision' is inadequate. There is a need to include a growth target and to set out clearly in which areas those places will be provided.● The target for increasing Welsh-medium care places of the Flying Start Programme needs to run concurrently with the growth target for Outcome 1 and 2. Indeed, we would urge the county to take decisive action in order to move to a situation where 50% of provision is available through the medium of Welsh, as this would provide real equal opportunities for families across the county.● At present, we note that the onus is on the parent/guardian to request a Welsh-medium childcare place on the Flying Start Programme. We would strongly press for a fundamental policy change here, with a move towards a proactive proposal from the County about the language medium of provision as parents enquire about the provision.● We further note that parents/guardians often refuse the childcare offer because an English-medium childcare setting is closer to home. The area therefore – rather than their preferred original language – informs their decision.● This simply summarises and underlines the fundamental importance of the need to open up childcare / Early Years provisions – and Welsh-medium schools – in new communities. The extension and expansion of existing provision does not necessarily remove the barriers that continue to make Welsh-medium education an impossible option for so many families. This Plan must recognise and respond to that challenge in a meaningful way.● Childcare Offer: In relation to the 30 hour Childcare offer, are parents able to take up the full offer? Are there sufficient places that are within a reasonable distance, in terms of the educational element of the package, so that there is parity with the English-medium offer?● What is the position with regard to Registered Education Providers? Are there sufficient numbers of providers that can offer this provision in all parts of the county? |
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	<ul style="list-style-type: none"> No data is provided to identify progression for individual groups, as is provided annually by Mudiad Meithrin. This needs to be included. Identifying numbers and transfer rates for each Ti a Fi and a single Cylch Meithrin would provide a more complete picture and
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	<p>identify the areas that need particular attention in order to maintain and increase the numbers that remain in the Welsh-medium sector.</p> <ul style="list-style-type: none"> The Plan identifies 'key strategic areas' where there is an intention to invite tenders in order to offer Welsh-medium provision, noting Machynlleth, Llanfair Caereinion, Builth Wells, Llanfyllin, in particular, but omits to offer any details of how and when this will be realised during the lifetime of the Plan. Similarly, we welcome the intention to work with Mudiad Meithrin to establish Ti a Fi Groups and new Cylchoedd Meithrin at Hay-on-Wye, Crickhowell, Presteigne, Llanidloes and on the border in the North Powys area. But again, a lack of detail on how and when these targets will be achieved, including a clear timetable, and path highlighting the relationship with the growth targets for Outcome 1 and 2. Furthermore, the intention to plan capital investment to secure facilities to provide early years education, childcare and embracing provision is set out in the Llandrindod Wells/Builth Wells, Brecon and Llanfyllin catchment areas. Again, there is a need to identify concrete, measurable targets here, setting out how the proposals will fit with proposed plans to reorganise education in these areas and in terms of realising the outcomes of this Scheme. A significant number of proposed projects are listed in this section, but the major weakness at present is that these need to be identified in the form of concrete, measurable targets with a clear timetable for delivery and a clear task in terms of how they will contribute to achieving the outcomes of the Plan as a whole. It would be good to note these in the form of 5 and 10 year targets during the lifetime of this Plan. We are pleased to see recognition that the Council needs to do more to promote and increase awareness of Welsh-medium Education and the benefits of bilingualism. I would like to note that recent developments in relation to the promotion of Welsh-medium education in the county are very welcome and RhAG is proud of our contribution as an organisation in carrying out that work.
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	<ul style="list-style-type: none">● The lack of information about Welsh-medium education is an issue that continues to need attention, particularly in pockets of the county. With a change in demographics and the inevitable changes in demographics over the next few years, it will be necessary to devise and implement a promotion plan that will
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	<p>respond specifically to those challenges.</p> <ul style="list-style-type: none">● Those parents include individuals who grew up in the county as well as families who have im-immigration from England and other areas where they would have no perception of the existence of Welsh-medium education.● This Plan needs to outline innovative ways of building on the successes of the work that has already been undertaken, as part of a coherent campaign that encompasses all provision and highlights a clear pathway from the Early Years to Further Education provision within the county boundaries.● All counties need to take ownership of the 'Welsh-medium education story' of their local area, and to communicate that through the experiences of their pupils and families, in order to empower the next generation of families who will make decisions about their children's education. There is an urgent need for a national campaign, led by the Welsh Government, but as part of that effort, the work that is being done on the ground in delivering and communicating these messages from a local perspective, is equally important.● We suggest that a detailed Action Plan needs to be drawn up, as part of the work of the Welsh Education Forum's promotional sub-group, as an indispensable element of the 10-year Plan.
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	<ul style="list-style-type: none"> ● The document sets out some specific actions, but we suggest considering other actions such as: <ul style="list-style-type: none"> - make information available to estate agents and rental agencies in the area to be provided to families moving e.g. in the form of a welcome pack; - produce appropriate promotional resources, a specific communication strategy, case studies, sharing the experiences and successes of parents and pupils etc. - provide language awareness training and the benefits of Welsh-medium / bilingualism education for the front-line workers of the Council (School Admissions department, Family Information Service, programmes such as Flying Start) and to work with the Health Board to provide the same training for midwives and health visitors and find ways of sharing positive messages in a consistent and thorough manner ● There is a need to ensure that information about Welsh-medium education and the benefits of bilingualism are known to all. There should be a specific budget for the production, development and implementation of an effective print and digital campaign to promote Welsh-medium education and the benefits of bilingualism on an annual basis.
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	<ul style="list-style-type: none"> ● We very much welcome the intention to move towards an active offer policy in response to enquiries from new parents. ● This policy needs to be uniform and consistently implemented. A training programme will be required for all frontline workers (Family Information Service, School Admissions department) so that the messages are consistent and clear.
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<p>Outcome 2: More reception class / 5 year olds receiving their education through the medium of Welsh</p>	<ul style="list-style-type: none"> ● It is good to see recognition in this section that Welsh-medium immersion education gives children the best opportunity to be fully bilingual and that schools operating through the medium of Welsh can offer this to pupils. ● We would recommend that this statement be included in the overall vision at the top of the Plan. Indeed, this is the principle that should guide all the targets set out for the Scheme as a whole. ● The statement that the establishment of more Welsh-medium primary schools will enable Powys Council to achieve the target of the Outcome in question is welcome.
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	<ul style="list-style-type: none"> ● Again there is a list that identifies a number of areas (i) where there is currently no Welsh-medium provision; (ii) a suggestion to develop more Welsh-medium provision where some provision currently exists. ● There is also reference to the pilot scheme at Ysgol Cribarth, where a new Welsh-medium Reception class was introduced in September 2021. It would be good to provide an update on the early success of this project, including numbers, staffing, how it will be promoted, webcasting for long-term development etc. The lessons learned will be crucial to expanding the scheme in other parts of the county. ● This section suggests quite ambiguous various ways of increasing Welsh-medium provision, including moving Dual-stream schools along the linguistic continuum, by converting the language of the Foundation Phase, and to extend the pilot scheme at Ysgol Cribarth to other schools. ● But it does not detail which schools or areas are involved in implementing these plans. The document needs to set specific and measurable targets with a clear timetable for increasing the number of Welsh-medium schools, and how this will be done. ● The Plan must also set out the authority's intentions in relation to submitting capital funding applications to the attention of the Welsh Government. There is reference to potential applications for the Early Years sector but sets out nothing about the
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	<p>Primary sector, with the exception of the funding already awarded for Ysgol Gymraeg y Trallwng, was one of the targets of the previous WESP.</p> <ul style="list-style-type: none"> ● It is expected that Band C, of the 21st Century Schools Programme capital funding will be operational during the second half of the plan's life, and therefore the authority needs to clearly demonstrate which Welsh-medium projects will be given priority in preparing the next wave of applications. ● Transport: it is good to see that the authority has reviewed and approved a revised Home to School Transport Policy in 2020, which now provides transport to Welsh-medium provision. This was a change to the previous policy, which provided transportation to the nearest school in the 'language choice'. ● Is the Council satisfied that parents are aware of the transport policy and understand their rights in relation to transport for Welsh Education? There have been major problems in the past due to failures in sharing accurate information in an accessible and transparent manner, indeed
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there was considerable inconsistency in the implementation of the policy.

- In a rural county such as Powys, it is absolutely key to ensure clarity for parents on the Council's transport policy.
- I would like to know what work has been done to assess the success of this new policy?
- We welcome the commitment to open new Welsh Immersion centres, with the first centre being opened in Newtown in November 2021 for KS2 pupils.
- It is mentioned that, following evaluation of the impact of the provision, the intention is to open other centres in other parts of the county. What will be the timetable for the evaluation and when will it be made known? What other areas have been earmarked? What will be the proposed timetable for the opening of those additional centres?
- The Welsh Government's recent statement to offer a grant of £22 million to support latecomers was significant and we trust that the Council has applied for funding from that fund and that an update will be included in the final version of this Plan.
- We congratulate Powys Council on the innovative work of delivering virtual Immersion during the last challenging year. It is good to see creative efforts to meet the challenges, not only of Covid, but of those challenges inherent in a rural county such as Powys. What will be the timetable for the evaluation and when will it be made public? It would be good to note more detail about the county's plans, depending on the conclusions of the evaluation, to develop this provision further. It would certainly be advantageous to share this good practice with other counties, and we would strongly encourage that.

**Outcome 3:
More children
continue to
improve their
Skills
Welsh when
transferring
from one
period of their
statutory
education to
another**

- It is clear that the situation has worsened over the last decade in relation to linguistic progression from KS2 to KS3.
- And the loss of 17% of Welsh-medium pupils between those key stages is a challenge that the authority must face.
- It is not safe to say that 'transfer rates, from Welsh-medium provision in year 6 to Welsh-medium provision in year 7, vary widely across the county.'
- This section needs to address the position of individual schools, including specific data, to ensure transparency and contribute to meaningful ways of resolving the situation.
- It is essential that the County is transparent with all available data and takes the opportunity to identify PLASC's 2021 data on transfer from year 6 to 7 during such time as the scheme is being refined.
- There needs to be a clear correlation between the target of outcome 2, with outcomes 3 and 4.
- **We would strongly suggest that progression to Welsh-medium secondary provision is key to achieving these higher rates and that addressing this issue is a priority.**
- The biggest weakness in the Scheme as it currently stands, is the lack of a commitment to establish a designated Welsh-medium secondary school to serve East Montgomery, as was the case in the previous but not achieved WESP, so that full and continuous linguistic progression is available to over 800 existing Welsh-medium primary pupils in that area. It is of great concern to us that such a significant number of pupils are still unable to access full linguistic progression. Indeed, it is difficult to think of any other area in Wales where such a situation exists. This Scheme must avoid any further delay and take on the responsibility of providing these pupils with that linguistic progression which should be available.
- Without acting on this, we fear that that failure would undermine efforts to achieve the majority of the targets in this Scheme.
- The reference to conducting an annual audit to track the journey of all pupils at all stages of their education, is laudable, and certainly good practice BUT it is already known what many of the current barriers are responsible for the slippage between

	<p>KS2 and KS3: lack of equal choice in secondary provision, lack of progression in Welsh-medium subjects when moving from KS3 to KS4 and KS5 in Dual-stream schools, lack of equalisation in the range of Welsh-medium subjects in those schools.</p> <ul style="list-style-type: none"> • We note that there is no formal arrangement with Neath Port Talbot Council, in relation to transport arrangements for the significant number of pupils from South Powys receiving their education at Ysgol Gymraeg Ystalyfera Bro Dur (Ystalyfera site). We would encourage action on this to reassure the families taking advantage of this.
<p>Outcome 4: More learners studying for Welsh qualifications (as a subject) and subjects through the medium of Welsh.</p>	<ul style="list-style-type: none"> • The first statement in this section, 'Welsh-medium secondary provision is provided in a number of Dual-stream schools currently located across Powys,' is misleading and largely obscures the truth. • It would be more accurate to note that there is some Welsh-medium secondary provision in some secondary schools and that that varies widely from school to school and between key stages in those schools. • The tables on page 20 give part of that picture but it is by no means sufficient • I believe that it is vital to include complete data, in numbers and percentages, for each individual school, detailing all the subjects offered at each key stage and identifying the numbers studying and being examined. • Whole-school data can mask shortcomings and the county needs to be much more transparent with this if there is to be real planning for reaching all areas and families with equal and equal choice. • However, the information available highlights the current lack of choice and clearly shows that Welsh-medium pupils are at a significant disadvantage compared to their peers in the English-medium sector. • It is clear that the current system in the secondary sector in Powys is not sustainable; either educationally, linguistically or financially. The system as it stands does not provide equal opportunities for pupils in all parts of Powys to receive a complete, uninterrupted education through the medium of Welsh; at present, travelling out of the county is the only way of accessing such provision. • In the south of the county an increasing number of pupils are making that journey: this cannot be an acceptable situation. • Previous WESPS' attempts to turn Dual-stream schools into category 2B schools have been a failure.

	<ul style="list-style-type: none">● <p>Welsh-medium Secondary Schools (Category 2A) must be part of the solution and this Plan must include a clear commitment to take that into action with clear targets and a robust timetable to achieve it for all parts of the county.</p>● <p>Whilst the recent move to establish Ysgol Bro Hyddgen as a Welsh-medium one from the early years is to be welcomed, this will take 14 years to realise, and it cannot be waited until those pupils reach GCSE age before seeing a wide range of qualifications through the medium of Welsh available to pupils.</p>● <p>It must also be remembered that Bro Hyddgen is not central to the rest of Powys.</p>● <p>The 2014-17 CSGA indicated an intention to establish a designated Welsh-medium secondary school in the Severn Valley. But that plan was shelved, changing policy direction and declaring an intention to create Dual-stream lifelong schools at three sites in East Montgomery. This was a huge disappointment and it is difficult to understand the rationale for doing so.</p>● <p>As noted in our comments on Outcome 3, the main weakness of this Plan is the lack of commitment to establish a designated Welsh-medium secondary school to serve East Montgomery, as was the case in the previous but not achieved WESP, so that a full and continuous linguistic progression is available to over 800 existing Welsh-medium primary pupils in that area, equivalent to 43% of all Powys Welsh-medium primary pupils.</p>● <p>The establishment of a designated Welsh-medium Secondary Schools would make a significant contribution to achieving a significant number of the targets of this Scheme, including:</p><ul style="list-style-type: none">- stimulate growth in the Welsh-medium sector, and lead to an increase in the number in secondary school over time. This is the overall experience in other parts of Wales.- it would be bound to have a positive impact on the growth of numbers in the Welsh-medium primary and pre-school sector and give Welsh-medium pupils the same educational experience compared to pupils in the English stream, by offering a full and continuous range of subjects at all key stages- have a positive impact on improving and increasing the progression between key points- have a positive impact on improving and increasing the rates of pupils studying Welsh as a first language for GCSE and AS and A level
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- prevents pupils from moving from the Welsh-medium stream to the English-medium stream
- create a situation that will allow the new School to attract qualified staff across the full range of subjects
- create a School with a fully Welsh and Welsh ethos, which will set the best conditions to develop and develop pupils' confidence and skills in Welsh
- is in line with national policy in terms of strengthening, expanding and developing Welsh-medium education and allows Powys Council to meet national targets set by the Welsh Government.

- Pembrokeshire County Council's recent experience and success in establishing Ysgol Caer Elen in Haverfordwest shows that this can be done successfully, and we press Powys Council to reconsider urgently and to make an unequivocal commitment in this WESP in order to make this a reality.
- The forthcoming plans for the establishment of a new all-age Welsh-medium school in Builth Wells is a very welcome development, but we are concerned about the delay and uncertainty in terms of the timetable; the county needs to ensure that there is a clear route in place for opening the new school.
- In considering the recent developments in Machynlleth, and what is planned for the Builth Wells area, it heightens yet again the inequality that the realisation of these schemes will create for 800+ East Montgomery children who are already receiving Welsh-medium primary education.
- In preparing and implementing this Scheme, there must be **consistency, fairness and equality** for all Welsh-medium learners in Powys, at the heart of this Scheme.
- We are **very concerned about the lack of choice of subjects** through the medium of Welsh for post-16 learners across Powys.
- The establishment of designated Welsh-medium schools across Powys will be the key driver in creating a critical mass of learners needed to develop secondary and post-16 provision in the county.
- The establishment of a Welsh-medium Secondary School would be a means of safeguarding the 6th form as an essential part of the school ensuring sound linguistic progression. It would also enable the county to plan and offer the widest possible range of subjects through the medium of Welsh in accordance with the statutory duties of the Learning and Skills (Wales) Measure 2009.

	<ul style="list-style-type: none"> • The previous Scheme mentioned that the majority of vocational provision in Powys is provided by NPT Group of Colleges at their Newtown and Brecon campuses.
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	<p>Yet there is currently no Welsh-medium provision in any of the two campuses. In the previous Plan there was a target to work with NPT Group of Colleges to identify ways of developing more vocational courses through the medium of Welsh. A similar target is required in this Plan.</p> <ul style="list-style-type: none"> • A strategy should be agreed with the College and targets set to develop courses in key vocational areas e.g. Health and Care, Tourism, Early Years etc. The College's Bilingual Champion could lead on this in conjunction with the Local Authority. This should be included in the Plan. • With exciting developments underway for post-16 education in the English-medium sec, it is also very important to invest in the Welsh sector so that an equally attractive offer is available through the medium of Welsh and the widest possible range of Welsh-medium courses available to students. • There is also a need to develop opportunities to work with the Coleg Cymraeg Cenedlaethol to promote study pathways in the Higher Education sector. • The Council needs to take the lead on this work, as the area's main employer, and take a proactive role in promoting opportunities to enter the workforce across the whole range of Council services. • It is very clear to us that learners who want to study through the medium of Welsh are severely disadvantaged in Powys County. Great strides must be made to change this situation at an early stage within the lifetime of this plan. The expansion of the Welsh-medium offer must now take place.
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<p>Outcome 5: More opportunities for learners to use Welsh in different contexts in school.</p>	<ul style="list-style-type: none"> • The significance and importance of this outcome must be realised as this strategy progresses. The outcome must also be considered in its community context and clearly identify the role of the community partners in the work within this outcome. • It is good to see that the Language Charter is in place and widely implemented across the County. • The outcome lacks quantitative targets although a number of laudable specific actions have been identified. Details on how and when the actions will be implemented would be beneficial.
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	<ul style="list-style-type: none"> • We will wish to see a baseline and targets from the Menter Iaith local and the Urdd as Welsh language partners but also by other key agencies and services such as the County's youth service, Young Farmers Clubs etc • It is also in this outcome that we will expect to see an analysis of the relationship with the 5 year Promotion Plan which is currently under review.
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<p>Outcome 6: Increase in the provision of Welsh-medium education for pupils with Learning Needs Additional</p>	<ul style="list-style-type: none"> • Significant work is needed to improve this aspect of provision. It is extremely unfair that there is no equal provision available across the County for learners with ALN. • • We therefore suggest that this is one of the weakest sections of the Plan. • It is clear that provision falls short of what is expected and that the service across the county remains fragmented. • It is a matter of concern that there has been very little real progress in the field since the previous Plan. <p>This work needs to be a priority during the lifetime of the Plan in question. It is a fundamental issue of equality. Powys Council must take urgent action to strengthen the current regime and respond fully to the responsibilities and duties assigned as the new law comes into force.</p> <ul style="list-style-type: none"> • As this Scheme aims to grow the Welsh-medium sector Powys Council's Welsh-medium ALN provision must see significant improvements in order to be able to respond to that growth. • We note that provision is available at Ysgol Gymraeg Dyffryn y Glowyr Specialist Centre and bilingual provision at Ysgol Bro Hyddgen, which is to be welcomed, but that means that the majority of pupils in the county are not within easy distance of provision in a specialist centre to support the work of the schools. • There are huge gaps in specialist provision for pupils with the most profound and complex needs and we know that in the past pupils have had to travel out of the county (and in one case we know of, across the border to England) in order to get the necessary support. That is not an acceptable situation. <p>There also appears to be a weakness in provision for older / post-16 pupils.</p> <ul style="list-style-type: none"> • The Scheme recognises that the size and capacity of the Welsh-medium ALN workforce in the county is not sufficient and that steps need to be taken to rectify that situation.
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	<ul style="list-style-type: none"> ● We would expect this Scheme to include details of the current situation regarding the expertise of employed personnel by the county e.g. Educational Psychologists, Speech and Language Therapists, support for Dyslexia etc? ● The previous Plan mentioned the conduct of a formal audit of the
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	<p>Provision. What have been the conclusions of that audit and why is it not included in this Plan? This would set a fuller context and provide a more detailed overview of the situation across the county.</p> <ul style="list-style-type: none"> ● It is mentioned that a Welsh-medium ALN working group will be established during 2021 to oversee the work in the field. Has this group yet been established? What will be the membership of the group? What exactly will its terms of reference be? It would be good to set out more detail in this respect. ● It is also noted that an audit of demand will be carried out by August 2022. When will the conclusions of that audit be made known. We suggest that this work should also cover another full audit of all existing provision and workforce to provide a clear picture of the situation across the county, to identify the gaps and lay a strong foundation to produce a detailed Action Plan. ● Early Years: it is encouraging to see that a Lead Officer has been appointed but 'making every reasonable effort' to secure ALN provision at this stage is not acceptable. The Scheme must put clear actions in place to ensure that Welsh-medium pupils receive the same fairness as their peers in the English-medium sector. ● It is good to see on page 30 that you state that special school provision will be established in north Powys in 2022. ● The Plan contains a series of targets but many contain a "plan" rather than a definite intention to take action. This needs to be harmonised so that all the targets identified are tough, measurable. ● We note that there is no formal agreement with neighbouring counties (such as Ceredigion) which is evident with staff with Welsh language skills in the majority of additional educational needs areas. We know that in the past they have shared good practice and expertise with other counties, including Powys, and we would encourage that this continues, where possible.
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	<ul style="list-style-type: none"> • What is the intention in terms of moving to regional collaboration and considering formalising such an arrangement? Is this an area where ERW can provide leadership? • There is a need to continue to work closely with parents and schools in order to get a full picture of the county situation and to respond appropriately to those needs.
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<p>Outcome 7: Increase in number of staff teaching that can teach Welsh (as a subject) and through the medium of Welsh.</p>	<p>We suggest that there is an opportunity in this outcome to identify who are the "teaching staff "</p> <p>At first glance identifying those working as teachers and headteachers may be enough, but as an organisation, we are convinced that local Authorities must consider the whole range of workforce that supports education – including the administrative staff within the schools, support officers within the local authority and the education consortium as well as the assistants. We know only too well how important it is to secure the whole range of workforce to support a scheme of importance such as this Plan.</p> <ul style="list-style-type: none"> • We therefore expect a detailed analysis of the Welsh language skills of the county's education workforce as they are all, in one way or another, responsible for the Welsh language within their work. • It will also be important to identify how many additional staff will be required for the plans in mind for the Foundation Phase during the lifetime of this Scheme and how the county will actively promote these posts and support the professional development of the education workforce. • A table to show the language skills data of all staff in the county would have been useful to place a baseline for this outcome in order to demonstrate the language skills of the education workforce who can either teach/work through the medium of Welsh but do not do or cannot teach/work through the medium of Welsh at all. This would have given us an idea of staff, which is a valuable resource, which is not fully used as it were. We see in other counties the need to identify the reasons for this and devise ways to facilitate and support the senior skilling of these teachers. Seeing this in the revised scheme would benefit the County in planning for future growth.
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	<ul style="list-style-type: none"> ● It is good to see that Powys notes that you are sending teachers on the sabbatical course. There is a need to develop further Welsh-medium professional training courses for teachers, and to offer intensive refresher courses for teachers who are willing to convert to Welsh-medium education, again through release plans from work and through the development of the Sabbaticals Scheme. ● Ensuring a supply of headteachers for the future is an important priority. Plans must be put in place in good time to ensure that the lead is transferred to the next generation of leaders in the field. ● There is also a need to promote opportunities for learning through the medium of Welsh among pupils choosing careers.
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	<ul style="list-style-type: none"> ● Is it possible to develop discussions between the schools, the Teaching Unions and the consortia to investigate the possibilities at a local level I wonder? ● It needs to be recognised that the local Authority cannot be responsible for the full content of this target either and that responding to recruitment challenges is also the responsibility of the Welsh Government as well as local government. It should be ensured that there is a formal mechanism to collate information on these challenges and a systematic way of communicating them effectively and quickly back to the Welsh Government's Department for Education to inform the national workforce strategy. ● We suggest adding a key data section for this outcome setting out the above information on the current language skills of the County's education staff and definite quantitative targets to be met after 5 and 10 years.
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	<p>We would welcome the opportunity to meet officials to make our comments public.</p>
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7. Response from an individual – Cymraeg

Gorolwg a chrynodeb o ffeithiau perthnasol yng nghynlluniau CauSGA blaenorol Powys 2012 – 2019

Niferoedd disgyblion.

% Disgyblion Cyfrwng Cymraeg Powys

	Blwyddyn 2	Blwyddyn 6	Blwyddyn 7	Blwyddyn 9
2012/13 Data	16.8%	17.3%	---	10.4%
Targed 2015	20.2%	---	---	15%
Targed 2020	25%	---	---	20%
2015/16 Data	18.5%	17.3%	18.5%	14.1%
Targed 2019	20.5%	---	20.5%	14.5%
2019/20 Data	20.2%	---	---	---
Targed 2031	40%	---	---	---

Noder. 1) Ni wnaeth yr Awdurdod cyrraedd yr un targed o'r CSGA flaenorol 2012 - 2019.

2) Dydi'r manylion ddim ar gael yn y CSGA cyfredol i wneud cymhariaeth lawn a mwy gwybodus.

% y disgyblion Powys sy'n trosglwyddo o flwyddyn 6 cynradd cyfrwng Cymraeg i flwyddyn 7 cyfrwng Cymraeg uwchradd.

2010/11	2011/12	2015/16	2019/20
90%	86%	78%	82.7%

Noder. Er yr holl addewidion mae'r sefyllfa wedi gwaethygu.

Disgyblion Powys oed 16 i 19.

% y disgyblion yn dysgu 2 bwnc cyfrwng Cymraeg 2015/16 = 1.76%

Noder. Dim manylion yn y CSGA gyfredol.

Sefyllfa gywilyddus.

Manylu ar ddwyrain Maldwyn a'r CSGA blaenorol 2012 - 2019.

CSGA 2012/13. Datgan y bwriad i wneud ysgolion uwchradd Caereinion, Llanfyllin a Llanidloes yn categori 2B erbyn 2020. Heb ei gyflawni.

Yn y cyfamser mae nifer y pynciau cyfrwng Cymraeg wedi crebachu yn yr ysgolion uchod. Gostyngiad o rhwng 32% a 39% o bynciau cyfrwng Cymraeg dros gyfnodau allweddol 3 a 4 rhwng 2013 a 2019 yn Llanfair.

CSGA 2017/20. Datgan y bwriad i sefydlu ysgol uwchradd cyfrwng Cymraeg dynodedig yn Nyffryn Hafren. Cychwyn i greu'r cynllun Tachwedd 2017. "Y weledigaeth oedd darparu addysg cyfrwng Cymraeg cydradd i ddwyrain Maldwyn". Heb ei gyflawni. Mae'r gwahaniaeth rhwng darpariaeth cyfrwng Cymraeg a Saesneg blwyddyn 11 ond yn 53% o'r ddarpariaeth Saesneg yn Llanfair ac yn 28% yn Llanfyllin a 21% yn Llanidloes.

Yn y cyfamser newid cyfeiriad polisi o greu ysgol uwchradd ddynodedig canolog i ddwyrain Maldwyn i greu ysgolion gydol oed dwy ffrwd mewn tri safle yn nwyrain Maldwyn i barhau a'r methiannau.

Dadansoddiad o gyraeddiadau'r CSGA blaenorol 2012 - 2019.

Ni welwyd unrhyw gynnydd o sylwedd yn narpariaeth addysg cyfrwng Cymraeg yn nwyrain Maldwyn dros gyfnod o 7 mlynedd ers y CSGA cyntaf. Yn wir gwelwyd dirywiad mewn nifer o agweddau'r ddarpariaeth. Yn amlwg nid yw cynllunio'r awdurdod wedi bod yn effeithiol.

Mae'r awdurdod erioed wedi bod yn gyndyn iawn i ryddhau manylion am addysg cyfrwng Cymraeg ond bellach maent yn cynnig rhesymau sy'n gorfod bod yn gelwyddog i osgoi gwneud. Mae fel tasent eisiau cuddio'r ffeithiau oddi wrth adolygwyr y CSGA. Dywedir nad yw Powys yn gorfod cadw manylion ac eto mae'n hollol amlwg eu bod ar gael oherwydd eu bod yn cyhoeddi categorïau ieithyddol ysgolion i rieni. Yn waeth fyth maent yn cyhoeddi gwybodaeth gamarweiniol i rieni er iddynt gydnabod bod y camgymeriad yn bodoli yn y fersiwn drafft. Yn amlwg roedd yn fwrriad i gamarwain rhieni a darllenwyr eraill yn y fersiwn terfynol oherwydd eu bod yn gaeth i'r meddylfryd o bolisi ysgolion dwy ffrwd.

Y tebygrwydd yw na welir unrhyw gynnydd o sylwedd yn narpariaeth addysg cyfrwng Cymraeg yn nwyrain Maldwyn yng nghyfnod 10 mlynedd y CSGA newydd ychwaith. Nid yw'n cynnwys cynllun pendant i sefydlu beth sydd ei wir angen, sef, ysgol uwchradd cyfrwng Cymraeg dynodedig yn ganolog i ddwyrain Maldwyn i gynnig dilyniant llawn i dros 800 o ddisgyblion cynradd cyfrwng Cymraeg (43% o

ddisgyblion cynradd cyfrwng Cymraeg Powys) o fewn pellter rhesymol a chyfleus i'w cartrefi.

Sylwadau cyffredinol ar ddrafft CSGA Powys 2021/31 Tudalen 1 - 3.

Cynyddu'r nifer o ddisgyblion cyfrwng Cymraeg flwyddyn 1 ym Mhowys i 36% erbyn 2031 (tudalen 1).

I gyflawni hyn fe fydd rhaid i'r niferoedd o ddisgyblion cyfrwng Cymraeg gynyddu o 59% mewn 10 mlynedd. Dydi'r gobeithion yma yn y CSGA ddim yn gredadwy heb newid polisi o ystyried y manylion o 2012 i 2019 ble welwyd cynnydd o ddim ond 3.4%.

Drwy sefydlu ysgolion cynradd cyfrwng Cymraeg dynodedig ym Mhowys y gwelwyd y twf fwyaf mewn niferoedd disgyblion cyfrwng Cymraeg. Nid yw disgwyl i ffrydiau Cymraeg ysgolion dwy ffrwd greu twf tebyg ddim yn ymarferol.

Er bod y CSGA yn cyfeirio at yr angen i "Sefydlu ysgolion cynradd cyfrwng Cymraeg newydd" ac fe sefydlwyd Ysgol Gymraeg Y Trallwng yn ystod cyfnod y CSGA diwethaf, nid oes unrhyw gynllun pendant i sefydlu mwy o ysgolion cynradd cyfrwng Cymraeg newydd. Mae'n ddiffyg amlwg yn y CSGA wrth i'r awdurdod ddychwelyd at yr un hen fethiant o awgrymu'r angen am "ddarpariaeth cyfrwng Cymraeg cynradd newydd" tudalen 12, heb unrhyw gynllun pendant i sefydlu ysgolion dynodedig.

"Gwella mynediad at ddarpariaeth Gymraeg ar draws pob cyfnod allweddol" ag "ysgolion dwy ffrwd i symud ar hyd y continwmm iaith".

Beth mae hyn yn golygu? Ai'r bwriad yw trosi pob ysgol dwy ffrwd yn gyfrwng Cymraeg? Beth am hawliau rhieni nad ydynt eisiau addysg cyfrwng Cymraeg yw plant? Gwelwyd y gwrthwynebiad ym Machynlleth er bod rhesymeg ymarferol yr awdurdod yn cyfiawnhau newid statws ieithyddol yr ysgol. Ond mae'r gwrthwynebiad yn parhau yno ac yn debygol o wneud. Mae sefyllfa Llanfair yn hollol wahanol ac ni all yr awdurdod resymegu'r newid yno heb anwybyddu hawliau nifer sylweddol o rieni disgyblion cyfrwng Saesneg fydd yn sicr o wrthwynebu'n gryf.

Ble mae'r dystiolaeth bod hyn yn bosib mewn ysgolion ym Mhowys i gyrraedd dros dreian o ddisgyblion cynradd cyfrwng Cymraeg drwy Bowys mewn 10 mlynedd?

Ble mae'r adnoddau, yn enwedig athrawon? Mae angen i'r awdurdod sylweddoli mai canoli adnoddau athrawon cyfrwng Cymraeg mewn ysgolion dynodedig yw'r unig ffordd i allu diwallu'r cynnydd yn y nifer o ddisgyblion cyfrwng Cymraeg maent am weld.

"Sefydlu darpariaeth uwchradd cyfrwng Cymraeg mewn o leiaf 3 ardal". Datganiad hollol ddbwys oherwydd mae "darpariaeth" uwchradd cyfrwng Cymraeg mewn 6 ardal yn barod ond mae'n hollol annigonol. Heb unrhyw fanylion pendant am effeithiolrwydd y "ddarpariaeth" dydi'r datganiad ddim mwy na bwriad i gamarwain.

Dydi'r CSGA ddim yn gredadwy.

Deilliant 1 Meithrin Tudalen 3 – 8.

Sylw. Mae Four Crosses a Llandysilio yn un ysgol. Pam na chynhwyswyd Llansanffraid gyda Charreghwfa, Llandysilio ag Arddlîn?

Deilliant 2 Derbyn Tudalen 9 – 15

Tudalen 10. Cyfanswm disgyblion cynradd cyfrwng Cymraeg Powys yw 1865 sef 19.5% o'r holl ddisgyblion. Mae 809 yn nwyrain Maldwyn sef 43% o ddisgyblion cyfrwng Cymraeg Powys.

Mae'n dangos yr angen dybryd i sefydlu dilyniant uwchradd cyfrwng Cymraeg effeithiol yn nwyrain Maldwyn. Mae cynlluniau anwadal yr awdurdod i ymateb i hyn yn y CGSA yma yn esgeulustod dirifol.

Mae rhieni yn llai tebygol o dderbyn darpariaeth addysg gynradd cyfrwng Cymraeg i'w plant os na welant ddilyniant uwchradd llawn, ac felly mae'r CSGA yn anghyflawn.

Ers 1989 cynllun yr awdurdod yw "symud ysgolion dwy ffrwd ar hyd y continwmm iaith trwy gynnig addysg trochi cyfrwng Cymraeg yn unig yn y cyfnod Sylfaen a chyflwyno hyn yn raddol i'r ysgol gyfan dros amser". Nid yw wedi bod yn cynllunio effeithiol.

Tudalen 15. Categorïau ysgolion. "Mae symud ysgolion ar hyd continwmm iaith trwy'r isgategorïau trosiannol (posib)" yn flerwch. Pam fuasai ysgol dwy ffrwd, gyda mwyafrif o ddisgyblion cyfrwng Saesneg eisïau cynyddu darpariaeth cyfrwng Cymraeg ar draul darpariaeth cyfrwng Saesneg? Dydi ddim yn mynd i ddigwydd mewn 10 mlynedd. Dim ond ysgolion dynodedig fuasai'n gallu cyflawni targedau'r awdurdod.

Dydi'r CSGA ddim yn gredadwy.

Deilliant 3 Trosglwyddo Tudalen 16 – 19

Tudalen 16. Mae colli 17% o ddisgyblion cyfrwng Cymraeg wrth drosglwyddo o CA2 i CA3 yn her mae'n rhaid i'r awdurdod wynebu. "Mae cynnal archwiliad blynyddol i nodi'r sbardunau sy'n effeithio ar hyn" yn wastraff amser oherwydd mae'r rhesymau'n amlwg rwan ac wedi bod ers degawdau. Mwy o oedi yw cynnig archwiliad blynyddol. A'r rhesymau:

- Dim dewis darpariaeth uwchradd cydradd yn y ddau gyfrwng.
- Diffyg dilyniant pynciau uwchradd cyfrwng Cymraeg mewn ysgolion dwy ffrwd.
- Mwy o ddewis a dilyniant o bynciau cyfrwng Saesneg.
- Gorfodaeth i dderbyn addysg cyfrwng Cymraeg mewn ysgol gynradd leol ac yn dewis newid cyfrwng addysg uwchradd.

- Y gred gyffredinol bod addysg cyfrwng Saesneg yn bwysig ac yn creu mwy o gyfleoedd.
- Pwysedd cyfoedion mewn ysgolion dwy ffrwd na welir mewn ysgolion dynodedig.

Deilliant 4 Uwchradd Tudalen 20 – 23

Sefyllfa bresennol. Mae'n amlwg bod rhieni de Powys yn danfon eu plant allan o Bowys i dderbyn addysg cyfrwng Cymraeg mewn ysgolion dynodedig. Beth mae hyn yn ddweud am bolisi Powys?

Mae'r tabl sy'n dangos y pynciau cyfrwng Cymraeg a Saesneg ym mhob ysgol uwchradd dwy ffrwd yn nwyrain Maldwyn yn uwch oleuo'r diffyg dewis sydd gan ddisgyblion uwchradd cyfrwng Cymraeg yr ardal. O ystyried bod y ddwy ysgol uwchradd cyfrwng Saesneg yn cynnig dewis ehangach fyth o bynciau na'r ysgolion dwy ffrwd mae'r diffyg dewis ac anfanteision i ddarpariaeth addysg disgyblion cyfrwng Cymraeg yn hollol amlwg.

"Mae'n cael ei gydnabod bod angen newid mawr i'r ddarpariaeth cyfrwng Cymraeg" tudalen 21. Paham felly parhau a pholisi o gynnal ysgolion dwy ffrwd? Nid yw'r awdurdod yn barod i wynebu'r ffeithiau, y dystiolaeth, y profiad.

Ymateb yr awdurdod yw "ei fod yn uchelgais i greu ysgol cyfrwng Cymraeg gydol oed yng Nghaereinion". "Bydd Llanfair yn symud ar hyd y continwmm iaith hyd nes ei fod yn medru darparu rhychwant cyfan o brofiad dysgwyr fel sy'n cael ei gysylltu efo addysg cyfrwng Cymraeg". Rhwng 2013 a 2019 mae'r ddarpariaeth cyfrwng Cymraeg wedi lleihau rhwng 32% a 39% ym mlynyddoedd 7 i 11 yn Llanfair. Nid yw gwireddu uchelgais yr awdurdod yn gredadwy.

Dim amserlen, dim manylion, dim sicrwydd. Methwyd yn y gorffennol i gyflawni cynllun tebyg a'r tebygrwydd cryf yw mai methiant fydd yr ymdrech yma. Yr unig sicrwydd yw bydd llawer mwy o ddisgyblion yn cael eu hamddifadu o'u hawliau addysgol yn nwyrain Maldwyn yn ystod y CSGA yma dros y 10 mlynedd nesaf. A'r rhesymau:

- Gan na fydd disgwyl i'r canran o ddisgyblion cynradd cyfrwng Cymraeg sy'n trosglwyddo i'r ddarpariaeth uwchradd gyrraedd 100% tan 2031 nid oes rheswm i gredu y bydd twf ar hyd y continwmm iaith fel mae'r awdurdod yn ddarogan yn mynd i wella'r sefyllfa yn y 10 mlynedd nesaf.
- Fe fydd gwrthwynebiad chwyrn gan rieni disgyblion cyfrwng Saesneg.
- Fe fydd gwrthwynebiad gan lywodraethwr ysgolion dwy ffrwd fydd eisiau gwarchod hawliau rhieni disgyblion cyfrwng Saesneg.
- Fe fydd y disgyblion cyfrwng Saesneg yn symud i fynychu ysgolion cyfrwng Saesneg cyfagos gan fod darpariaeth cyfrwng Saesneg yn well. Mae'r ddarpariaeth cyfrwng Saesneg yn Llanfair wedi gostwng 32% rhwng 2013 a 2019 dros flynyddoedd 7 i 11.
- Bydd eraill yn manteisio ar drefn cludiant i'r ddarpariaeth dros y ffin yn Swydd Amwythig. Colled ariannol ychwanegol i'r awdurdod.
- Fe fydd disgyblion ysgolion cynradd cyfrwng Saesneg yn dewis mynychu ysgolion uwchradd cyfrwng Saesneg cyfagos.

- O ganlyniad fe fydd niferoedd disgyblion Caereinion yn lleihau fel na fydd yr ysgol yn gynaliadwy.
- Fe fydd mwy fyth o gwtogi ar y nifer o bynciau a'r dewis i ddisgyblion Caereinion.
- Sgil effaith hyn fydd mwy o ddisgyblion yn gwrthod mynychu Caereinion yn y ddau gyfrwng fel sy'n digwydd eisoes.
- Ni fydd darpariaeth cyfrwng Cymraeg yn Llanfair byth yn gydradd a darpariaeth cyfrwng Saesneg ysgolion cyfagos.
- Fe fydd nifer o ddisgyblion cyfrwng Saesneg yn symud i Lanfyllin ac o ganlyniad yn cael effaith negyddol ar y ffrwd Gymraeg yno sydd ddigon bregus fel mae.
- Mae'r cynllun yn anwybyddu hawliau nifer helaeth o'r 800 o ddisgyblion cynradd cyfrwng Cymraeg yn nwyrain Maldwyn oherwydd mae lleoliad Caereinion yn anaddas. Mae angen lleoliad canolog gyda'r cysylltiadau trafniadaeth gorau i wasanaethu anghenion disgyblion dwyrain Maldwyn.
- Mae'r cynllun yn anwybyddu dyheadau rhieni disgyblion cyfrwng Cymraeg o'r angen am ysgol uwchradd cyfrwng Cymraeg yn nwyrain Maldwyn gyda darpariaeth lawn mewn sefydliad a nawws Gymraeg gyda llywodraethwyr a staff hollol ymroddedig i ddarparu addysg cyfrwng Cymraeg.
- Y gwir yw bod y cynllun yn hollol anaddas. Mae'n gyfaddawd gwael na fydd yn bodloni neb ac nid yw'n dderbyniol fel cynllun i ddarparu safonau addysg cyfrwng Cymraeg yn yr 21 ganrif.

Darpariaeth ôl 16. Tudalen 22.

Nid yw'r datganiad i ddarparu dim ond 20 pwnc academaidd a 4 galwedigaethol dros Bowys erbyn 2031 yn dderbyniol.

Nid yw darpariaeth e-sgol yn ddigonol.

- Nid yw'n boblogaidd ac yn dderbyniol i rieni a disgyblion.
- Fe fydd yn well ganddynt drosglwyddo i'r ffrwd Saesneg.
- Nid yw darparu pwnc e-sgol cyfrwng Cymraeg cystal ag effeithiolrwydd addysg dosbarth o ddisgyblion ac athro mewn ysgol ddynodedig.
- Yn ystod y cyfnod 'cofid' gwelwyd yr anfanteision i ddisgyblion o addysg fel e-sgol ac fe fuasai hyn yn arbennig o anodd i ddisgyblion o deuluoedd uniaith Saesneg. Mae'r fath fwriad yn tanseilio pwrpas addysg Cymraeg sydd i'w weld yn fwyaf llwyddiannus mewn sefydliad cyfrwng Cymraeg.

Datblygu Llywodraethwyr.

Nid yw mwyafrif llywodraethwyr ysgolion dwy ffrwd Powys erioed wedi hybu a chefnogi addysg cyfrwng Cymraeg. Maent yn ei weld fel bygythiad. Yr unig reswm iddynt dderbyn darparu ychydig o ddarpariaeth cyfrwng Cymraeg yw oherwydd eu bod yn ysgolion a niferoedd bach o ddisgyblion a'u bod angen cadw niferoedd i fynnu.

Dyma sail polisi Powys sef cynnal gormod o ysgolion uwchradd bach eu maint. Plesio llywodraethwyr plwyfol. Nid yw dim i wneud a gwella darpariaeth addysg yn y ddau gyfrwng.

Dydi'r CSGA ddim yn gredadwy.

Deilliant 5 Cyfleoedd i ddysgwyr ddefnyddio'r Gymraeg mewn cyd-destun gwahanol yn yr ysgol. Tudalen 24 – 28.

Mae'r ateb yn hollol amlwg ond mae'r awdurdod yn gwrthod ei dderbyn.

Y ffordd orau i gyflawni hyn yw mewn ysgolion dynodedig.

Nid oes gan yr awdurdod fawr o glem am anghenion addysg cyfrwng Cymraeg effeithiol.

Deilliant 7. Cynyddu nifer yr athrawon. Tudalen 31 – 34

“Mae'r awdurdod yn pryderu nad yw effaith yr hyfforddiant ychwanegol hwn wedi arwain at gynnydd sylweddol yn y nifer y staff addysg bydd eu hangen”.

Oni ddylai Powys sylweddoli nad eu cyfrifoldeb nhw yw datrys hyn ond mae yna gyfrifoldeb llwyr arnynt i wneud y defnydd gorau o'r adnoddau athrawon presennol. Onid canoli adnoddau felly sydd ei angen gan sefydlu mwy o ysgolion dynodedig. Sgil effaith hyn fydd i ddenu mwy o athrawon sydd yn dewis dysgu trwy gyfrwng y Gymraeg mewn ysgolion dynodedig.

Casgliad.

Nid yw'r CSGA yma yn dderbyniol ac yn enwedig i anghenion dwyrain Maldwyn. Nid yw'n ateb gofynion addysgol disgyblion cyfrwng Cymraeg a Saesneg. Mae meddylfryd yr awdurdod i barhau a pholisi ysgolion uwchradd dwy ffrwd yn hollol groes i dystiolaeth addysgol wrthrychol a phrofiad rheini dros ddegawdau.

Response from an individual – English Translation

Response to Powys CSGA 2021-32.

Overview and summary of relevant facts in previous Powys WESP plans 2012 – 2019

Pupil numbers.

% Of Powys Welsh Medium Pupils

	Year 2	Year 6	Year 7	Year 9
2012/13 Data	16.8%	17.3%	---	10.4%
Target 2015	20.2%	---	---	15%
Target 2020	25%	---	---	20%
2015/16 Data	18.5%	17.3%	18.5%	14.1%
Target 2019	20.5%	---	20.5%	14.5%
2019/20 Data	20.2%	---	---	---
Target 2031	40%	---	---	---

Note. 1) The Authority did not meet the same target from the previous WESP 2012 - 2019.

2) The details are not available in the current WESP to make a full and more informed comparison.

% of Powys pupils transferring from Welsh-medium primary year 6 to year 7 of secondary Welsh medium.

2010/11 2011/12 2015/16 2019/20

90% 86% 78% 82.7%

Note. For all the promises the situation has worsened.

Powys pupils aged 16 to 19.

% of pupils learning 2 Welsh-medium subjects 2015/16 = 1.76%

Note. No details in the current CSGA.

A shameful situation.

East Montgomery and the previous WESPS 2012 - 2019.

WESP 2012/13. Declare the power to make Caereinion, Llanfyllin and Llanidloes secondary schools a category 2B by 2020. Not achieved.

Meanwhile the number of Welsh-medium subjects has shrunk in the above schools. A reduction of between 32% and 39% of Welsh-medium subjects over key stages 3 and 4 between 2013 and 2019 in Llanfair.

CSGA 2017/20. Declare the intention to establish a designated Welsh-medium secondary school in the Severn Valley. Start to create the scheme November 2017. "The vision was to provide equal Welsh-medium education to east Montgomery". Not achieved. The difference between year 11 Welsh and English medium provision is only 53% of the English language provision in Llanfair, 28% in Llanfyllin and 21% in Llanidloes.

Meanwhile a change in policy direction from the creation of a central designated secondary school to east Montgomery to the creation of two-stream age-old schools at three sites in east Montgomery to continue with the failures.

Analysis of previous WESP achievements 2012 - 2019.

There has been no significant increase in the provision of Welsh-medium education in east Montgomery over a period of 7 years since the first WESP. Indeed there has been a decline in a number of aspects of provision. Clearly the authority's planning has not been effective.

The authority has always been very reluctant to release details regarding Welsh-medium education but they now offer reasons that must be disguised to avoid doing so. It's like they want to hide the facts from the WESP reviewers. It is said that Powys does not have to keep details and yet it is quite clear that they are available because they publish the linguistic categories of schools to parents. Worse still they publish misleading information to parents although they acknowledged that the error existed in the draft. Clearly it was intended to mislead parents and other readers in the final version because they were addicted to the mindset of a two-stream school policy.

The likelihood is that there will be no significant increase in the provision of Welsh-medium education in east Montgomery in the 10-year period of the new WESP either. It does not include a definite plan to establish what is really needed, namely , a designated Welsh-medium secondary school in central east Montgomery to offer

full continuity to over 800 Welsh-medium primary pupils (43% of Powys Welsh-medium primary pupils) within a reasonable and convenient distance to their homes.

General comments on Powys draft WESP 2021/31 Page 1 - 3.

Increase the number of year 1 Welsh-medium pupils in Powys to 36% by 2031 (page 1).

To achieve this the numbers of Welsh-medium pupils will have to increase by 59% in 10 years. These aspirations in the WESP are not credible without changing policy given the details from 2012 to 2019 where there has been an increase of only 3.4%.

The establishment of designated Welsh-medium primary schools in Powys has seen the greatest growth in numbers of Welsh-medium pupils. Expecting the Welsh streams of two-stream schools to create similar growth is not feasible.

Although the WESP refers to the need to "Establish new Welsh-medium primary schools" and Ysgol Gymraeg Y Trallwng was established during the period of the last WESP, there is no definite plan to establish more new Welsh-medium primary schools. It is a clear deficiency in the WESP as the authority returns to the same old failure of suggesting the need for "new primary Welsh-medium provision" page 12, with no concrete plan to establish designated schools.

"Improving access to Welsh language provision at all key stages" with "the two-stream schools to move along the language continuum".

What does this mean? Is the intention to convert all two-stream schools into Welsh-medium? What about the rights of parents who do not want Welsh-medium education for their children? The objection was seen in Machynlleth although the authority's practical rationale justified changing the linguistic status of the school. But the opposition remains there and is likely to do. Llanfair's position is completely different and the authority cannot rationalise the change there without ignoring the rights of a significant number of parents of English-medium pupils who will undoubtedly object strongly.

Where is the evidence that this is possible in schools in Powys to reach over a third of Welsh-medium primary pupils through Powys in 10 years?

Where are the resources, particularly teachers? The authority needs to recognise that centralising the resources of Welsh-medium teachers in designated schools is the only way to be able to meet the increase in the number of Welsh-medium pupils they want to see.

"Establish Welsh-medium secondary provision in at least 3 areas". A completely trivial statement because there is Welsh-medium secondary "provision" in 6 areas already but it is totally inadequate. Without any concrete details about the effectiveness of the "provision", the statement is nothing more than an intention to mislead.

The WESP is not credible.

Outcome 1 Nursery Page 3 – 8.

Attention. Four Crosses and Llandissilio are one school. Why was Llansanffraid not included with Charreghwfa, Llandissilio and Arddleen?

Outcome 2 Reception Page 9 – 15

Page 10. Powys' total Welsh-medium primary pupils is 1865 which is 19.5% of all pupils. There are 809 in east Montgomery which is 43% of Powys's Welsh-medium pupils.

It demonstrates the urgent need to establish effective Welsh-medium secondary progression in east Montgomery. The authority's volatile plans to respond to this in this WESP are gross negligence.

Parents are less likely to receive Welsh-medium primary education provision for their children if they do not see full secondary progression, and therefore the WESP is incomplete.

Since 1989 the authority's plan has been to "move two-stream schools along the language continuum by offering Welsh-medium immersion education only in the Foundation phase and gradually introduce this to the whole school over time". It has not been effective planning.

Page 15. School categories. "Moving schools along a language continuum through the (possible) transitional sub-categories" is a mess. Why would a two-stream school, with a majority of English-medium pupils want to increase Welsh-medium provision at the expense of English-medium provision? It's not going to happen in 10 years. Only designated schools would be able to achieve the authority's targets.

The WESP is not credible.

Outcome 3 Transfer Page 16 – 19

Page 16. The loss of 17% of Welsh-medium pupils when transferring from KS2 to KS3 is a challenge the authority must face. "Conducting an annual audit to identify the triggers that affect this" is a waste of time because the reasons are obvious now and have been for decades. Offering an annual audit simply causes more delay. And the reasons:

- No choice of equal secondary provision in both media.
- Lack of progression of Welsh-medium secondary subjects in two-stream schools.
- Increased choice and progression of English-medium subjects.
- Compulsion to receive Welsh-medium education in a local primary school and choose to change the medium of secondary education.
- The general belief that English-medium education is important and creates more opportunities.
- Peer pressure in two-stream schools not seen in designated schools.

Outcome 4 Secondary Page 20 – 23

Current situation. It is clear that parents in south Powys are sending their children out of Powys to receive Welsh-medium education in designated schools. What does this say about Powys policy?

The table showing the Welsh and English medium subjects in all two-stream secondary schools in east Montgomery is higher, illuminating the lack of choice that Welsh-medium secondary pupils have in the area. Given that the two English-medium secondary schools offer an even wider choice of subjects than the two-stream schools the lack of choice and disadvantages to the education provision of Welsh-medium pupils is quite obvious.

"It is recognised that a major change is needed to Welsh-medium provision" page 21. Why then continue with a policy of maintaining two-stream schools? The authority is not prepared to face the facts, the evidence, the experience.

The authority's response is that "it is an ambition to create a Welsh-medium school in Caereinion". "Llanfair will move along the language continuum until it can provide a whole range of learners' experience as is linked to Welsh-medium education". Between 2013 and 2019 Welsh-medium provision has reduced between 32% and 39% in years 7 to 11 in Llanfair. Realising the authority's ambition is not credible.

No timetable, no details, no certainty. It has been failed in the past to achieve a similar scheme and the strong likelihood is that this effort will be a failure. The only certainty is that many more pupils will be deprived of their educational rights in east Montgomery during this WESP over the next 10 years. And the reasons:

- As the percentage of Welsh-medium primary pupils transferring to secondary provision will not be expected to reach 100% until 2031 there is no reason to believe that growth along the language continuum as the authority predicts will improve the situation in the next 10 years.
- There will be vehement opposition from parents of English-medium pupils.
- There will be opposition from the governor of two-stream schools who will want to protect the rights of parents of English-medium pupils.
- English-medium pupils will move to neighbouring English-medium schools as English-medium provision is better. English-medium provision in Llanfair has fallen by 32% between 2013 and 2019 over years 7 to 11.
- Others will take advantage of a transport regime for the provision across the border in Shropshire. Additional financial loss to the authority.
- Pupils of English-medium primary schools will choose to attend neighbouring English-medium secondary schools.
- As a result Caereinion pupil numbers will reduce so that the school is not sustainable.
- There will be an even greater reduction in the number of subjects and the choice for Caereinion pupils.
- The knock-on effect of this will be more pupils refusing to attend Caereinion in both language mediums as is already the case.
- Welsh-medium provision in Llanfair will never be equal to the English-medium provision of neighbouring schools.

- Many English-medium pupils will move to Llanfyllin and as a result will have a negative impact on the Welsh stream there that is particularly fragile as it is.
- The scheme ignores the rights of a large number of the 800 Welsh-medium primary pupils in east Montgomery because the location of Caereinion is unsuitable. A central location with the best transport links is needed to serve the needs of pupils in east Montgomery.
- The scheme ignores the aspirations of parents of Welsh-medium pupils for the need for a Welsh-medium secondary school in east Montgomery with full provision in a Welsh-medium institution with Welsh ethos with governors and staff fully committed to the provision of Welsh-medium education.
- The reality is that the plan is totally unsuitable. It is a poor compromise that will not satisfy anyone and it is not acceptable as a plan to provide standards of Welsh-medium education in the 21 century.

Provision 16. Page 22.

The statement to provide only 20 academic and 4 vocational subjects for Powys by 2031 is not acceptable.

E-sgol provision is not sufficient.

- It is not popular and acceptable to parents and pupils.
- They will prefer to transfer to the English stream.
- The provision of a Welsh-medium e-sgol subject is not as good as the effectiveness of the education of a class of pupils and a teacher in a designated school.
- During the 'Covid' period the disadvantages for pupils of education by means such as e-sgol were seen and this would have been particularly difficult for pupils from English-only families. Such an intention undermines the purpose of Welsh-medium education which seems to be most successful in a Welsh-medium institution.

Governor Development.

The majority of governors of Powys's two-stream schools have never promoted and supported Welsh-medium education. They see it as a threat. The only reason that they accepted the provision of some Welsh-medium provision is because they are small schools with small numbers of pupils with the need to keep numbers up.

This is the basis of Powys's policy of maintaining too many small secondary schools. Pleasing parochial governors. It has nothing to do with improving education provision in both language mediums.

The WESP is not credible.

Outcome 5 Opportunities for learners to use Welsh in a different context in school. Page 24 – 28.

The answer is quite obvious but the authority refuses to accept it.

This is best achieved in designated schools.

The authority has little clue about the needs of effective Welsh-medium education.

Outcome 7. Increase the number of teachers. Page 31 – 34

"The authority is concerned that the impact of this additional training has not led to a significant increase in the number of education staff required".

Should Powys not realise that it is not their responsibility to resolve this, but they have a total responsibility to make the best use of existing teacher resources. Is it not therefore the centralisation of resources that is needed with the establishment of more designated schools. The knock-on effect of this will be to attract more teachers who choose to teach through the medium of Welsh in designated schools.

Conclusion.

The WESP here is not acceptable, especially to the needs of eastern Montgomery. It does not meet the educational requirements of Welsh and English medium pupils. The authority's thinking to continue with the policy of two-stream secondary schools is in stark contrast to objective educational evidence and the experience of those over decades.

8. Response from individuals in the Llanidloes catchment – English

Several copies of this response were received.

Response to the Powys Welsh in Education Strategic Plan (WESP)

Dear Powys Transformation Team

Please find below my response to the Local Authority's consultation on the draft 2022-2032 WESP.

Here in the Llanidloes Schools' Federation, our unique local and national culture and heritage stand as a backdrop to teaching and learning. As a member of staff, I am pleased that our schools are committed to providing rich experiences which equip our pupils with the skills and knowledge to fully appreciate what it means to be Welsh and to live in Wales.

I support the Llanidloes Schools' Federation Governing Body's ambitious vision for expanding Welsh-medium provision in the Llanidloes catchment area that complements the Local Authority's vision. The specific proposals that I believe need to be included in the WESP are detailed below.

1) Establish new Cylch Ti a Fi and Cylch Meithrin provision via Mudiad Meithrin's 'Sefydlu a Symud' project in the Llanidloes area

With a positive reassurance campaign and strong parental engagement, I believe there will be viable levels of demand in the area for new Cylch Ti a Fi and Cylch Meithrin provision from September 2022.

2) Further establish early years provision in Llanidloes, depending on demand, through the next round of pre-school provision tendering in 2024

This will help ensure that high quality full provision in Welsh is available within reasonable travelling distance for every child in the Llanidloes catchment area. This will also help Llanidloes Primary School and, in time, Llanidloes High School, move along the language continuum as part of the Strategy for Transforming Education in Powys

3) Commit to establishing a new Welsh Medium stream in Llanidloes Primary School (p12)

Llanidloes Primary School can make a significant contribution to the Local Authority's target of more 5-year olds receiving their education through the medium of Welsh. This can be achieved by establishing a Welsh-medium stream in the school.

I would like the WESP to include a commitment to establishing a Cylch Meithrin in Llanidloes town from September 2022 and a bilingual stream in Llanidloes Primary School from September 2023.

Introducing a Welsh-medium class (in the first instance) in Llanidloes Primary School - which currently only offers English-medium education – would be similar to the pilot that started at Ysgol y Cribarth in September 2021, where a new Welsh-medium reception class has been introduced.

4) Establish Trochi provision in the Llanidloes area

I support the establishment of a new Welsh language Trochi (immersion) centre in Llanidloes to support pupils who move into Powys with little or no Welsh language skills.

5) Support both schools in the Llanidloes Federation to move along the language continuum from ‘English Medium’ to ‘bilingual’ (primary) and ‘T1’ to ‘bilingual’ (high school) (p18)

Through the above changes to the draft WESP, help ensure both federation schools move along the language continuum and become fully bilingual via the expected new ‘transitional sub-categories’, which are meant *‘to enable schools to be flexible as they develop the way of increasing provision in the method that is most suitable to them.’*

6) Celebrate the many strengths of dual stream secondary provision in Powys. Commit to supporting dual stream schools as they move towards delivering equal curriculum breadth across each stream (p21)

The section of the WESP dealing with improving Welsh-medium secondary education in the county currently focuses exclusively on a vision for creating new Welsh-medium schools. At present, this section of the draft WESP does not celebrate any of the positive contributions made to meeting the needs of Welsh learners through excellent teaching in dual stream schools. I believe this needs to change for two reasons.

Firstly, in recent years, the Local Authority has strengthened the funding of dual stream schools across the county. This has been achieved by the introduction of a curriculum led funding approach that takes into account teacher costs associated with running a Welsh stream. As a result, these schools have been able to start recruiting additional Welsh speaking teachers and expand their Welsh medium curriculum offer. Therefore, the following statement on page 21 of the draft - *‘The curriculum offer is increasingly limited for Welsh-medium learners’* – is no longer accurate. The Local Authority has an opportunity to positively support dual stream

schools as they seek to deliver an increasingly equitable curriculum offer across their English and Welsh streams.

Secondly, I would respectfully urge Local Authority colleagues to address the negative tone of p21 in relation to dual stream provision. Instead, make a positive case for BOTH Welsh-medium schools AND dual stream provision. I would like to see an acknowledgement of the valuable work of staff within Powys Welsh streams, where pupils receive excellent teaching and positive value-added residuals in public examinations. This provision ought to be celebrated and supported in the WESP, with a commitment to supporting further improvement in curriculum breadth.

7) Include Llanidloes High School in the WESP vision to improve Welsh-medium secondary provision (p21)

I would like the following bullet point to be added to those at the bottom of p21:

- *It is our intention that Llanidloes High School will move along the language continuum until its Welsh stream is able to provide the entire breadth of learner experience that is associated with a Welsh-medium school.*

To be clear, the Local Authority's Welsh provision at all key stages will be strongest if we have BOTH Welsh-medium schools AND vibrant dual stream schools. This two-pronged commitment needs to be reflected in the WESP.

8) Plan for capital investment in the Llanidloes area (p8, p14)

I would like to urge the Council to include the Llanidloes catchment in its capital investment plans to support Welsh-medium provision.

The number and proportion of pupils in Welsh-medium provision in Llanidloes High School significantly exceeds that in the Brecon catchment area, yet the Brecon catchment area has been prioritised for investment. The proportion of pupils studying through the medium of Welsh in the Llanidloes area is higher than that in Ysgol Calon Cymru, yet Ysgol Calon Cymru is being prioritised for investment. I would like to see the Local Authority working alongside our Governing Body to begin long term capital investment in the Llanidloes schools' estate.

9. Llanidloes Town Council – English

Dear Sir/Madam

Thank you for including us in the consultation for the Powys County Council draft Welsh in Education Strategic Plan and we welcome the opportunity to comment.

As a community we believe we are thoroughly immersed in the Welsh ethos and encouraged by the Llanidloes Schools Federations vision to develop and improve access to Welsh –medium provision at all levels.

We strongly feel and hope that through WESP the Llanidloes catchment area will have the opportunity to expand the provision of Welsh learning and further support the rich experience that our youngsters have by living in Wales.

We are encouraged by the idea that this will start at early years level by the establishment and encouragements of Cylch Ti a Fi and Cylch Meithrin projects into Llanidloes.

We would hope to see a language continuum through Llanidloes Primary School to Llanidloes High School within the Llanidloes catchment area which as the document suggests 'enables schools to be flexible as they develop the way of increasing provision in the method that is most suitable for them.'

Our proposal, and to meet the Local Authority's target of more 5 –year old receiving their education through the medium of Welsh can be achieved by Llanidloes Primary School establishing a Welsh-medium stream in the school of which we would strongly support.

We would also wish Llanidloes High School continuing to move along the language continuum with its Welsh stream encouraged to offer the same opportunities that a Welsh –medium school can offer.

We would also urge the Council to consider the Llanidloes catchment area in its capital investment plans to support Welsh-medium provision.

We are confused when the number of pupils in Welsh-medium provision in Llanidloes High School exceed that in other catchments areas such as Brecon and yet that catchment area has been prioritised for investment. We are conscious that the number of pupils studying through the medium of Welsh in the Llanidloes area is higher than in other schools that have prioritised for investment.

We fully support the Federation in its long term goal to work with the Local Authority to attract long term capital investment in the Llanidloes schools estate.

We earnestly hope that through this proposal Llanidloes catchment Area is given a greater degree of consideration when agreeing the plan and the area can look forward to improved access to Welsh-medium provision across all ages.

10. Ysgol Dyffryn Trannon – English

Ysgol Dyffryn Trannon Governing Body response to Powys County Council Welsh in Education Strategic Plan 2022-23

- In line with the proposed plan Ysgol Dyffryn Trannon will become a Welsh medium school with the process beginning in 2022 by phasing out English medium education in the Reception class.
- In order to protect the development of Welsh medium education at Ysgol Dyffryn Trannon, care must be taken if introducing Welsh medium classes in schools which are very nearby: such a move may threaten the viability of the Welsh medium primary school and lead to retrograde steps in the provision of Welsh medium education in the cluster.
- The plan does not make it clear what the implications would be for transport. The plan states that transport is now offered to pupils to attend their nearest Welsh medium primary school, but would this remain the case if there was a Welsh stream in a school only 5 miles away? There could be unintended consequences, threatening Welsh medium provision if transport is withdrawn.
- In our recent discussions about the change of status at Ysgol Dyffryn Trannon , the LA representatives indicated that dual stream schools were to be phased out, saying that they would only be retained in "corners of Powys where they may be the only reasonable provision going forward" and yet this document makes it clear that new dual stream schools will be created. Governors of Ysgol Dyffryn Trannon were persuaded that the award of the status as the recognised Welsh medium provider in the Llanidloes area would provide an element of protection to the school for the Trefeglwys community and yet it appears that this document was being drafted at the time of those very discussions. As such the Governors at Ysgol Dyffryn Trannon feel that, by failing to let us know the direction of travel as indicated in this document, we were misled.
- Pupils and parents will not commit to a secondary education through the medium of Welsh if the subject offer is weak. Whilst the plan has clear targets and strategies for early years and primary provision, it is far less clear on the situation in secondary schools. A rough calculation without all the necessary figures to hand would suggest that Ysgol Dyffryn Trannon educates about 20% of the primary population of Llanidloes cluster through the medium of Welsh, a proportion which is likely to increase, and yet only 16% go on to learn through Welsh at Llanidloes High School. Offering a Welsh medium high school in Machynlleth is unlikely to resolve these issues due to the difficult journey, particularly in winter. The offer in the local high school needs to be strengthened and yet there is no mention of that or any kind of plan for it in the document.
- Finally, but crucially is the issue of recruitment of Welsh speaking teachers. If there are more settings and classes needing Welsh speaking teachers, an already difficult issue will be made even worse. The head teacher at Ysgol

Dyffryn Trannon has spent a large amount of time in class over recent months, as there is a worrying lack of Welsh speaking supply teachers, a fact not mentioned at all in the document. Recruitment of capable, effective teachers with good standards of Welsh is an ongoing problem. Whilst the situation in the school is currently quite good, this could change overnight. The problem is the same if not worse when trying to recruit Welsh speaking support staff. The Welsh sabbatical does not appear to have been successful in providing the sector with teachers confident and competent in Welsh to enable them to teach the curriculum through the medium of Welsh.

11. Llandysilio Community Council – English

Re; Welsh in Education Strategic Plan for 2022- 2032

We refer to the above consultation which was received on the 24th September 2021. Llandysilio Community Council is concerned about one of the proposals which is for a new Welsh language Primary School in the North Wales Border Area. This Proposal would involve the Primary Schools of Arddleen, Carreghofa and Llandysilio. It is important to note that this area of North Powys is very much part of the Marches Border and as such uses little or no Welsh.

This is borne out by the 2011 Census statistics which shows that 81.27% of the population had no skills in Welsh.

Councillors appreciate that the aim of the Strategic Plan is to increase the number of pupils accessing Welsh Medium education but feel that these proposals will not result in an increase and instead pupils will be taken outside of Powys for their Primary Education. At the moment there is a very good Welsh Medium all age School at Llanfyllin which is easily accessible.

To create a new Welsh Medium Primary school in the North Powys Border would be a waste of valuable resources.

12. Llandrinio & Arddleen Community Council - English

Welsh in Education Strategic Plan

Llandrinio & Arddleen have considered the above document and are concerned about the suggestion of a new Welsh Language Primary School in the North Powys Area.

It is important to remember that this area of Powys is very much on the border with Shropshire and part of the border Marches historically.

The last Census in 2011 showed that 81.15% of the population has no knowledge of Welsh.

Whilst the Community Council understands the importance of the Welsh Language and Culture it must not be forced onto resident's.

There is a new Welsh Medium all age school at Llanfyllin which is easily accessible by resident's of North Powys, particularly as there is a policy currently of providing free transport to anyone wishing to access their children's Education through the medium of Welsh.

The suggestion of building a new Welsh Medium School would not be a good use of resources or Capital and would not result in an increase of children speaking Welsh as their parent's would take them over the border to an English School.

We would suggest that the use of Welsh is encouraged in existing School's by such organisations like the Urdd.

13. Cyngor Cymuned Glantwymyn – Cymraeg

Cysylltaf ar ran Cyngor Cymuned Glantwymyn i ddatgan cefnogaeth y Cyngor i Gynllun Strategol y Gymraeg mewn Addysg Powys a'i amcanion.

Mae'r Cyngor hefyd am bwysleisio pa mor bwysig yw darparu canolfan drochi bwrpasol ar gyfer disgyblion cynradd ac uwchradd, yn debyg i'r ddarpariaeth yng Ngheredigion a Gwynedd. Dyna un o'r diffygion ym Mhowys yn hanesyddol. Byddai trochi'n rhan allweddol o gefnogi datblygiad addysg Gymraeg yr ardal hon, yn ogystal â gweddill y sir, a byddai darpariaeth o'r math hefyd yn tawelu meddwl rhieni plant di-Gymraeg.

Gofynnir hefyd am sicrhau darpariaeth briodol trwy gyfrwng y Gymraeg ar gyfer disgyblion ag anghenion dysgu ychwanegol.

Mae sicrhau darpariaeth blynyddoedd cynnar ledled y Sir yn allweddol fel cam cyntaf ar gyfer dewis addysg Gymraeg. Wrth i dendro gychwyn ar gyfer darpariaeth i'r Blynyddoedd Cynnar felly, pwysleisir pwysigrwydd cynllunio ar gyfer cefnogi dewis iaith yn yr ysgol, a sicrhau bod darpariaeth Blynyddoedd Cynnar Cymraeg yn ei le i gefnogi amcanion Cynllun Strategol y Gymraeg mewn Addysg Cyngor Sir Powys.

Cyngor Cymuned Glantwymyn – English Translation

I am writing on behalf of Glantwymyn Community Council to express the Council's support for the Powys Welsh in Education Strategic Plan and its objectives.

The Council also wants to emphasise the importance of providing a dedicated immersion centre for primary and secondary pupils, similar to provision in Ceredigion and Gwynedd. That is one of the shortcomings in Powys historically. Immersion would be a key part of supporting the development of Welsh-medium education in this area, as well as the rest of the county, and such provision would also reassure parents of non-Welsh speaking children.

Appropriate provision through the medium of Welsh for pupils with additional learning needs is also requested.

Ensuring early years provision across the County is key as a first step for choosing Welsh-medium education. As tendering starts for Early Years provision, the importance of planning to support language choice in school is emphasised, and ensuring that Welsh Early Years provision is in place to support the objectives of Powys County Council's Welsh in Education Strategic Plan.

14. Headmaster of Ysgol Calon Cymru - English

I welcome the opportunity to offer my views and support for Powys' plans to grow Welsh medium Education provision over the next 10 years. This draft WESP sets out a confident vision for Powys. There are clear outcomes and actions that will need to be taken by the authority but also by us as school leaders to achieve those goals. I would like to provide assurance to the authority that as Headteacher of Ysgol Calon Cymru, we will work with you to ensure our learners are given every opportunity to continue to develop, expand and enjoy using their Welsh language skills whilst in our care.

I note that the plan sets out the authority's intention to expand access to Welsh medium education by investing in Welsh-medium childcare facilities and expansion of primary schools settings in our catchment areas of Llandrindod Wells and Builth Wells. There is also a commitment that 92% of pupils accessing Welsh medium education in year 6 will continue to access their education through the medium of Welsh from Year 7. I fully support this and want our future learners and their families to have confidence that Ysgol Calon Cymru will be able to deliver a robust Welsh medium Curriculum offer. However, for this to become a reality, I will need the support of the authority to develop a strategic and robust plan to ensure we have sufficient capacity within our school structure to provide those learners with the means to continue their education through the medium of Welsh.

The authority's Strategy for Transforming Education in Powys identifies that the Welsh medium curriculum offer at secondary level in Powys is limited. In Ysgol Calon Cymru, 14% of our learners take their subjects through the medium of Welsh (with 7 subjects offered in Welsh). I feel that there is much more that we should be doing to offer more subject choices through the medium of Welsh and greater take up of the provision on offer. I don't see that this will be something that can be achieved alone and will therefore be looking for support and guidance from the authority, our challenge advisors and others to work with us.

I'm looking forward to exploring how the school can embrace Trochi at our school. This will of course be of benefit to any new learners to the language, but could also provide an opportunity for us to support our learners that need a little extra support to consolidate their Welsh language skills, particularly after COVID>

A number of our Ysgol Calon Cymru staff had the opportunity to undertake Mynediad and Intermediate Welsh language courses over the past year and I would welcome any further opportunity for them and others to develop their Welsh language skills further. I think it is work acknowledging that language learning is a very long process and encouragement as well as opportunities to use any new skills acquired is important if we are to see any lasting benefits. That's why we are working hard at Ysgol Calon Cymru to embed a strong Welsh ethos at the school and encourage lots of Welsh language extra-curricular activities. I'd be interested in talking with the authority about the Welsh language Charter/ Cymraeg campus at secondary level discussed in the draft plan, and offer Ysgol Calon Cymru as the school to pilot that scheme.

The focus on promoting the benefits of bilingualism is important to acknowledge, and I'm pleased to see this in the plan. From my point of view, I believe the most important part of this plan is that young people leave school feeling confident with the Welsh language skills that they have and their ability and opportunity to use it.