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Cyngor Bwrdeistref Sirol
Blaenau Gwent
County Borough Council

THIS IS A MEETING WHICH THE PUBLIC ARE ENTITLED TO ATTEND

8th December 2020

Dear Sir/Madam

EDUCATION AND LEARNING SCRUTINY COMMITTEE

A meeting of the Education and Learning Scrutiny Committee will be held in virtually via Microsoft Teams - if you would like to attend this meeting live via Microsoft Teams please contact committee.services@blaenau-gwent.gov.uk on Tuesday, 15th December, 2020 at 10.00 am.

Please note that a pre and post meeting will be held 30 minutes prior to the start and following the conclusion of the meeting for members of the committee.

Yours faithfully

Michelle Morris
Managing Director

AGENDA **Pages**

1. SIMULTANEOUS TRANSLATION

You are welcome to use Welsh at the meeting a minimum notice period of 3 working days is required

should you wish to do so. A simultaneous translation will be provided if requested.

2. APOLOGIES

To receive.

3. DECLARATIONS OF INTERESTS AND DISPENSATIONS

To consider any declarations of interests and dispensations made.

4. EDUCATION & LEARNING SCRUTINY COMMITTEE MINUTES 5 - 18

To receive the Minutes of the Education & Learning Scrutiny Committee held on the 3rd November, 2020.

(Please note the Minutes are submitted for points of accuracy only).

5. WELSH-MEDIUM EDUCATION CONSULTATION PROPOSAL / CYNNIG YMGYNGHORI AR ADDYSG CYFRWNG CYMRAEG 19 - 154

To consider the report of the Corporate Director Education.

6. BLAENAU GWENT WELSH IN EDUCATION STRATEGIC PLAN 2019/20 AND WELSH MEDIUM GRANT PROPOSAL PROGRESS REPORT CYNLLUN STRATEGOL CYMRAEG MEWN ADDYSG 2019/20 BLAENAU GWENT AC ADRODDIAD CYNNYDD AR Y CYNNIG GRANT CYFRWNG CYMRAEG 155 - 182

To consider the report of the Corporate Director Education.

7. IMPROVING SCHOOLS PROGRAMME 2020 183 - 206

To consider the report of the Corporate Director Education.

8. MANAGEMENT OF PUPIL PLACES AND THE SCHOOL ESTATE 2019/2020 207 - 252

To consider the report of the Education Transformation Manager.

9. EDUCATION ICT - INFRASTRUCTURE CONNECTIVITY PROJECT 253 - 260

To consider the report of the Corporate Director Education.

10. FORWARD WORK PROGRAMME: 26TH JANUARY 2021 261 - 264

To receive the report.

To: Councillor H. Trollope (Chair)
Councillor J. Holt (Vice-Chair)
Councillor D. Bevan
Councillor G. Collier
Councillor M. Cook
Councillor M. Day
Councillor L. Elias
Councillor J. Hill
Councillor C. Meredith
Councillor J. C. Morgan
Councillor J. P. Morgan
Councillor L. Parsons
Councillor T. Smith
Councillor B. Summers
Councillor D. Wilkshire
T. Baxter
A. Williams

All other Members (for information)
Manager Director
Chief Officers

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COUNTY BOROUGH OF BLAENAU GWENT

REPORT TO: **THE CHAIR AND MEMBERS OF THE EDUCATION & LEARNING SCRUTINY COMMITTEE**

SUBJECT: **EDUCATION & LEARNING SCRUTINY COMMITTEE – 3RD NOVEMBER, 2020**

REPORT OF: **DEMOCRATIC & COMMITTEE SUPPORT OFFICER**

PRESENT: COUNCILLOR H. TROLLOPE (CHAIR)

Councillors: J. Holt
D. Bevan
M. Cook
M. Day
W. Hodgins
C. Meredith
J.C. Morgan
J.P. Morgan
L. Parsons
T. Smith
B. Summers
S. Thomas

Co-opted Member
T. Baxter

AND: Interim Corporate Director of Education
Strategic Education Improvement Manager
Service Manager Inclusion
Education Transformation Manager
Youth Services Manager
Press & Publicity Officer
Scrutiny & Democratic Officer / Advisor

ALSO: **Representatives of EAS**
Ed Pryce, Assistant Director EAS
Sarah Davies, Principal Challenge Advisor EAS

ITEM	SUBJECT	ACTION

No. 1	**SIMULTANEOUS TRANSLATION** It was noted that no requests had been received for the simultaneous translation service.	
No. 2	**APOLOGIES** Apologies for absence were received from Councillors G. Collier and L. Elias. **Co-opted Member** A. Williams	
No. 3	**DECLARATIONS OF INTEREST AND DISPENSATIONS** Councillors Wayne Hodgins and Lee Parsons declared an interest in Item 9 – Outcome of the Leisure Review and Performance Monitoring for the Aneurin Leisure Trust.	
No. 4	**EDUCATION & LEARNING SCRUTINY COMMITTEE** The Minutes of the Education & Learning Scrutiny Committee Meeting held on 15th September, 2020 were submitted, whereupon:- A Member reported that two points had been omitted from the previous minutes: • Regular updates regarding COVID-19 within Education and the County Borough. • Regular COVID-19 testing for teachers. The Interim Corporate Director of Education said he would address these issues under item 10 Education Directorate Response to COVID-19. The Committee AGREED, subject to the foregoing, that the Minutes be accepted as a true record of proceedings.	
No. 5	**ACTION SHEET – 15TH SEPTEMBER, 2020** The action sheet arising from the meeting of the Education & Learning Scrutiny Committee held on 15th September, 2020 was submitted.	

	The Committee AGREED that the action sheet be noted.	
No. 6	**FORWARD WORK PROGRAMME – 15TH DECEMBER, 2020** Consideration was given to the report of the Chair of the Education & Learning Scrutiny Committee. The Chair spoke to the report and invited comments from Members. **Management of Pupil Places and the School Estate 2019/20** A Member requested that information regarding schools with increasing numbers of surplus places be included in the report. The Interim Corporate Director of Education said the report would focus on surplus places and also include where there were sufficiency issues in schools. **Improving Schools** In relation to improving schools a Member enquired if all the information and dialogue would be included in the report to look at how schools were improving. The Interim Corporate Director of Education assured Members that the report would cover schools causing concern and Members would be fully appraised of progress made. The Committee AGREED, subject to the foregoing, that the report be accepted and endorse Option 2; namely that the Education & Learning Scrutiny Committee Forward Work Programme for the meeting on 15th December, 2020 be approved. Tim Baxter, Co-opted Member, left the meeting at this juncture.	
No. 7	**OUTCOMES 2019-2020: FOUNDATION PHASE, KEY STAGE 2, KEY STAGE 3, KEY STAGE 4** Consideration was given to the report of the Interim Corporate Director of Education and the Assistant Director EAS which was presented to inform Members of Welsh Government: School Performance Reporting Arrangements for 2019-2020, provide an overview of national outcomes as context and provide anonymised local data where available.	

	The Assistant Director EAS spoke to the report and highlighted the main points contained therein and advised Members that due to the pandemic the Welsh Government had cancelled all statutory data collections at foundation phase, key stage two and key stage 3 and relaxed the reporting arrangements from schools to local authorities so the data was not the same as in previous years. In response to a Member's question regarding old data, the Assistant Director EAS said that the reason why there was no current update to this data was that the Welsh Government had suspended the processes for sharing that data back to local authorities. A Member commented that the figures in the report did provide some information moving forward and felt that science needed to be improved in most secondary schools. He raised concerns that youngsters had not been able to sit exams in the summer and potentially this could happen again next year and enquired if extra support would be put in place for youngsters when they sit A level exams in two years' time. The Assistant Director EAS agreed with the Member's comment that learners had missed out on sitting exams and said learners would need additional support put in place by schools, even if schools were temporarily closed and would have to employ distance and blended learning either with the whole school or small cohorts within the school as they self-isolate. The well-being of learners was a priority to re-engage them with learning. The Committee AGREED to recommend that the report be accepted and endorse Option 2; namely that the report as provided be accepted.	
No. 8	**<u>SUMMARY OF INSPECTION OUTCOMES FOR EDUCATIONAL ESTABLISHMENTS – AUTUMN TERM 2019 AND SPRING TERM 2020</u>** Consideration was given to the report of the Interim Corporate Director of Education and Strategic Education Improvement Manager which was presented to provide Members with important performance monitoring information regarding the inspections undertaken by ESTYN of educational establishments.	

The Strategic Education Improvement Manager spoke to the report and gave an overview of the three schools inspected by ESTYN:-

- Brynmawr Foundation School
- Cwm Primary School
- Ysgol Gymraeg Bro Helyg

A Member said that the two primary schools had received good reports but raised serious concerns regarding Brynmawr Foundation School in relation to important shortcomings particularly in literacy and numeracy and leadership management. The Principal Challenge Advisor EAS said the key fundamentals in this report were around leadership and teaching and learning. Leadership had been significantly strengthened at the school, the Headteacher had appointed a Deputy Headteacher and a further two additional assistant Headteachers. There had been a deficit of professional learning but she advised Members that during the pandemic the school had continued to engage with the EAS through professional learning. The school had engaged with the National Middle Leadership Development Programme for all of its middle leaders and its senior leaders were used as part of that facilitation team and this work was still ongoing. She assured Members that Brynmawr Foundation School had a very robust distance and blended learning plan which was being shared regionally. It was important for Members to know that the schools causing concern meetings had continued to ensure effective evaluation of the work on the ground and to identify professional learning needs.

The Interim Corporate Director of Education reiterated that SCC sessions with Brynmawr Foundation School and other schools causing concern had been held. Leadership at the school had been strengthened, but he felt that it would take time for improvements to impact on the school and would keep Members updated on the progress made.

In response to a Member's question regarding no library provision at the school, the Interim Director of Education said that there were schools that did not have an active 'normal' library, but learners were not disadvantaged as

	they had access to this provision via wither quiet spaces or through digital means. Councillor Cook left the meeting at this juncture. The Chair referred to the accelerated reader programme and felt it was beneficial for learners' wellbeing to have a quiet safe room to read and hold a physical book. The Interim Corporate Director of Education said there were other opportunities within schools to ensure learners had environments in schools that were conducive to breakout periods, and this would also be taken forward to the 21st Century Schools Programme. Brynmawr Foundation School would be a priority project for investment as part of the Band B programme. The Principal Challenge Advisor supported the Director's comments and said that although Brynmawr Foundation School did not have a dedicated library it used those resources widely across the school and within classroom settings. She reassured Members that as part of their development planning, the school was bringing accelerated reader into their school as part of the intervention work around literacy. The Committee AGREED to recommend that the report be accepted and endorse Option 1, namely the report as provided be accepted.	
No. 9	**OUTCOME OF THE LEISURE REVIEW AND PERFORMANCE MONITORING FOR THE ANEURIN LEISURE TRUST** Councillors Wayne Hodgins and Lee Parsons declared an interest in the following item and remained in the meeting. Consideration was given to the report of the Interim Corporate Director of Education which was presented to provide Members with an update on the outcome of the Leisure Trust Review. The Youth Services Manager spoke to the report and highlighted the main points contained therein. She advised Members on the outcome of the Leisure Trust Review and	

clarified the client function was now aligned within the Education Portfolio. There was also an opportunity for Members to scrutinise the proposed future monitoring performance arrangements of the Aneurin Leisure Trust.

Councillor Clive Meredith left the meeting at this juncture.

The Chair enquired regarding the asset transfer for the Metropole Theatre in Abertillery. The Youth Services Manager said that this process had been put on hold due to the pandemic and was now scheduled to take place by April 2021.

In response to a Member's question regarding the Metropole, the Youth Services Manager said that it was currently in a holding situation by the Trust. They had made a successful application to the Arts Council, which now funded all the workforce at the Metropole until the end of March.

A Member enquired regarding any intended future closures of facilities being reported to this Committee, the Interim Director of Education said that as part of the recommendation a 6 monthly progress report would be presented to this Committee and would cover any implications associated with COVID-19 on leisure provision across the County Borough. There had been financial implications associated with loss of income, however, the Leisure Trust were reporting and were managing their loss of income through reducing expenditure associated with staffing implications and furlough etc. He felt that there was no reason at this point in time to be discussing potential loss of services.

A Member referred to previous Working Groups and Task and Finish groups on libraries whereby one of the recommendations had been for libraries to be used as community hubs and enquired if this had been taken up. The Interim Director of Education said the provision of community hubs across the County Borough was very much a part of the key strategic agenda. There would be benefits from both a user perspective and the library's perspective to ensure that this provision is protected moving forward. Libraries existed in most town centres and were supportive of community need, there was also potential for

	digital developments and to use the staff skill sets such as supporting people in relation to the provision of Revenue and Benefits applications, etc. He felt that this was the right approach and informed Members that work was ongoing to take advantage of those community settings. The Youth Services Manager agreed with the Director's comments and added that the Trust were meeting fortnightly with the Council to develop this approach and all libraries were being considered. A Member commented that the library in his Ward had a post office provision once a week. The Interim Director of Education said this was a prime example of how a community hub could work when co-located with library provision. The Chair enquired regarding reporting arrangements, the Interim Director of Education confirmed that along with the 6 monthly progress reports, other reports may be presented by exception to this Committee throughout the year. The Committee AGREED to recommend that the report be accepted and endorse Option 1, namely the report's update and proposals for future reporting arrangements be accepted.	
No. 10	**<u>EDUCATION DIRECTORATE-RESPONSE TO COVID-19</u>** Consideration was given to the report of the Interim Corporate Director for Education which was presented to provide Members with an opportunity to scrutinise the Education Directorate's response to the COVID-19 situation, particularly supporting the schools during the emergency period. The Interim Corporate Director for Education spoke to the report and highlighted the main points contained therein. A verbal update had been delivered to September's Committee, however, this report provided more background context and a current view of the response.	

In response to a Member's question regarding testing of school staff, the Education Transformation Manager said there were three testing methods:-

1. Aneurin Bevan University Health Board portal for access to testing.
2. Staff testing protocol within the local authority whereby schools and individual staff members were able to self-refer for tests on a daily basis. With priority access to testing centres including Rodney Parade in Newport.
3. Incident Management Team option with representation from Public Health Wales to look at significant clusters or potential outbreaks as a result of school based transmissions.

Effective processes were in place to ensure that staff could access testing within a timely manner. The staff testing protocol which was delivered via Civil Contingencies ensured that access to tests was on the same day as referral. The process had been fast and highly effective to date. The Education Transformation Manager reassured Members that as part of health and safety considerations all schools had Covid secure risk assessments, which were regularly reviewed when positive cases were identified within schools.

A Member enquired regarding the high transmission rates within the community and what measures were in place to combat transmission at school start and finish times. The Education Transformation Manager said that all schools had stringent measures in place including a visitor's protocol. Engagement with parents was ongoing either virtually or via the telephone and access to schools was restricted unless absolutely necessary. Handbooks and guidance had been issued to parents and staggered start times and one way systems at some sites had been introduced. Effective measures were in place to limit parent engagement on site and to ensure that parents moved offsite in a timely manner when collecting and dropping off pupils. The Council's Communications team supported schools with regular key messages to parents and raising awareness.

In response to a Member's question regarding an update on PPE, the Education Transformation Manager assured Members that there were no issues with shortages of PPE at any settings. There had been a national shortage in production and distribution of gloves in the early stages of the Pandemic but the Directorate had effectively planned and managed the allocation and distribution of PPE for all school sites and no school had been negatively affected.

The Interim Director of Education added that some funding from the Welsh Government for face coverings for pupils had been received, however, the funding was not sufficient to cover the cost of two face coverings per pupil and had been complemented by the Directorate.

The Education Transformation Manager informed Members that distribution of face coverings was based on availability. A second delivery was expected soon and all secondary pupils should have at least two face coverings for the remainder of the autumn term with an additional two face coverings being distributed early within the spring term.

A Member enquired regarding transport providers maintaining daily records of pupils' journeys to ensure they comply with the test, trace and protect strategy. The Education Transformation Manager said this was continuing and all data logged from the transport providers. This data was used as part of the contact tracing process for positive cases in schools, there were spot checks and quality assurance checks around that information to look at improvements to the recording of data and information within the transport provision.

A Member raised concerns regarding staff testing as they were on the frontline and felt that staff should be given the opportunity to be tested at least once a month. The Education Transformation Manager said that regular testing would go against Public Health Wales policy. Tests should only be accessed if staff were symptomatic. However, from a staffing perspective if there were significant concerns with regard to potential outbreaks the Directorate could instigate an Incident Management Team response and look at an approach via that means. But at this point in time the Directorate could not offer regular testing unless staff were

	symptomatic or there were potential public health implications. The Chair enquired with the increase of home tuition, if that impacted on domestic abuse incidents. The Interim Director of Education said that in the summer term EHE numbers stood at 54, since September that had increased by 28 learners and this was being monitored closely. With regard to domestic abuse, he assured Members that Operation Encompass had continued throughout the emergency period. The Strategic Education Improvement Manager said there had been an increase in the number and frequency of incidents involving individual pupils and they had continued to monitor the situation during lockdown arrangements. She confirmed that as part of the performance report an update would be provided at the next Joint Safeguarding Committee. Councillor Wayne Hodgins left the meeting at this juncture. A Member commented that with increased transmission rates, there were a number of youngsters who had been told to self-isolate who were not abiding by the guidance and enquired if the Education Directorate were liaising with Social Services and the Police regarding these issues. The Interim Director of Education had drafted correspondence to all parents across the county borough to highlight the current situation in terms of COVID-19. The correspondence covered a request for parents to consider compliance with the regulations around COVID-19, if there was a lack of compliance in a non-school setting, especially where learners were self-isolating, that would have an impact upon school settings. The Directorate had reinforced the importance of compliance with national lockdown firebreak regulations particularly in non-school settings. The Education Transformation Manager said that where issues of non-compliance had been identified in relation to self-isolation, the Directorate worked closely with Environmental Health colleagues, the Youth Service and the Police to follow up and address any particular issues to limit the impact on schools. Documentation had been	Strategic Education Improvement Manager

strengthened to highlight the self-isolation periods and to give clarity regarding potential implications for non-compliance.

Councillor Bob Summers left the meeting at this juncture.

The Youth Services Manager informed Members that the usual Youth Workers had been deployed to work as Detached Teams in the towns working closely with the police. She reported that in the main young people were adhering to the lockdown and had an understanding of the consequences if rules were broken. She asked that Members contact her directly if there were any issues in a particular area.

The Strategic Education Improvement Manager said that in relation to pupil safety regarding groups congregating and having a negative impact upon the running of the school, the Directorate could hold a Safer Schools meeting which could be called under the Crime and Disorder Act with a view to putting in place an appropriate plan for that particular setting.

The Chair raised concerns regarding transmission rates in relation to youths congregating whilst awaiting test results, he said a virtual meeting with Police had been held in relation to Anti-Social Behaviour.

Another Member reiterated concerns regarding parents not following the Council's and school advice in relation to their children self-isolating. There were instances of inside gatherings and he felt that parents needed to be responsible to avoid the spread of infection into schools. The Interim Director of Education said these issues had been discussed at Gold Command but they had little or no direct influence over parental and community based non compliancy issues. Where services were aware of non-compliance issues such as group gatherings or lack of social distancing, these issues could be reported to Environmental Health and where there were contraventions these would also be reported to the Police.

The Youth Services Manager reassured the Member that Youth teams were out in the community advising young

	people of what was expected of them and were working closely with the police in communities. The Chair commented that several incidents had been reported to the Police, the fire brigade had been called out twice and a class for autistic children at Bedwellty Park had been disrupted, but accepted that the Council were doing everything they could to address these issues. The Education Transformation Manager said they were working closely with Environmental Health Officers, Community Safety and the Police and when issues were reported this was followed up by an Environmental Health visit with parents. Environmental Health were also looking at potential enforcement action where there were significant public health risks as a result of people not abiding by the self-isolation requirements. The Directorate was doing all it could to ensure public compliance with guidelines. The Committee AGREED to recommend that the report be accepted and endorse Option 2; namely that Members scrutinised the information detailed within the report and recommend to the Executive Committee that the Directorate continues to work closely with all organisations, schools and the police in combating COVID-19.	

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Executive Committee and Council only
Date signed off by the Monitoring Officer:
Date signed off by the Section 151 Officer:

Committee: **Education and Learning Scrutiny Committee**

Date of meeting: **15th December 2020**

Report Subject: **Welsh-medium Education Consultation Proposal**

Portfolio Holder: **Education and Learning Portfolio – Joanne Collins**

Report Submitted by: **Corporate Director of Education – Lynn Phillips**

Directorate Management Team	Corporate Leadership Team	Portfolio Holder / Chair	Audit Committee	Democratic Services Committee	Scrutiny Committee	Executive Committee	Council	Other (please state)
3.12.20	3.12.20	03.12.20			15.12.20	15.12.20		

1. **Purpose of the Report**

The purpose of the report is to seek the views of Education and Learning Scrutiny Committee, in relation to the proposal to consult upon the creation of a new 210 places Welsh-medium primary school in the Tredegar /Sirhowy valley. Education and Learning Scrutiny Committee Members will be statutory consultees, should proposal to proceed to consultation be granted by the Executive Committee.

2. **Scope and Background**

2.1 The Welsh Government (WG) vision is to secure 1 million Welsh speakers by 2050. To achieve this, one of key associated objectives of Welsh Government is to increase Welsh-medium education provision. According to the most recent census (2011), there are approximately 562,000 Welsh speakers in Wales.

2.2 The aim of the national strategy is to almost double the number of Welsh speakers by the middle of the century. This aim is consistent with the Blaenau Gwent Welsh in Education Strategic Plan (WESP) 2017-20, which is directly aligned to both the Welsh Government's and the Council's Welsh Language strategic frameworks. The strategic priorities highlighted in the WESP include:

- Raise the profile and levels of participation for Welsh-medium education across the County Borough by 2020, to contribute to the vision for one million speakers by 2050.
- Increase the early year's provision offer to stimulate parental demand to enable growth across the County Borough.
- Increase transition rates from Welsh-medium nursery provision to Ysgol Gymraeg Bro Helyg by 50% in 2020.
- Work regionally with South East Wales Local Authorities to secure places for Blaenau Gwent learners in Welsh-medium secondary provision between 2017-2020 and beyond.

2.3 Blaenau Gwent has a low percentage of Welsh speakers, with only 7.8% of the population able to speak Welsh (Census, 2011). The area is the 2nd lowest out of the 22 Councils in Wales and the Blaenau Gwent average is well under the national average of 19%.

2.4 Blaenau Gwent is the only authority in Wales with one Welsh-medium primary school and so should the Council not look to grow Welsh education; there is limited scope for growth and development of the Welsh language locally in line with the Welsh Government aspiration for 1 million Welsh Speakers by 2050. In addition, all neighbouring authorities have already consulted upon and/or propose to consult upon increase Welsh-medium primary provision.

2.5 The Cabinet Secretary for Finance announced on 16th January 2018 that £30 million (100% funding, with no match requirement from Councils), would be allocated to support capital projects dedicated to and growing Welsh language in education (the grant was to be administered in addition to the capital allocations confirmed in Band B). Proposals were required to create additionally and contribute to meeting the Welsh Government's aim of one million Welsh speakers by 2050. The grant application process was initiated in March 2018 for return by the 1st June 2018. As Blaenau Gwent is the only Council area in Wales with only 1 Welsh-medium primary school, an ambitious bid for £7 million was put forward.

2.6 Blaenau Gwent Council's Education Directorate received confirmation in October 2018, that they were successful in securing £6 million from the Welsh-medium capital grant, along with £200,000 from the Capital Childcare Grant. The grants were awarded in order to develop a new 210 place Welsh-medium primary school and associated childcare facility in the Tredegar/ Sirhowy valley.

2.7 Extensive research has taken place both internally and externally with other authorities throughout Wales, including neighbouring Councils such as: Newport, Torfaen, Caerphilly and Merthyr Tydfil, regarding models, site options and governance structures. This has been used to inform the development of both the proposal and consultation document contained within (**Appendix 1)**.

2.8 Discussions have also taken place with Ward Members for the Tredegar/ Sirhowy valley, the existing Welsh-medium primary headteacher, along with headteachers from within the Tredegar cluster. In addition, extensive consultation has taken place with Welsh-medium interest groups.

2.9 **The Proposal**

Blaenau Gwent County Borough Council proposes to develop a new 210 place Welsh-medium primary school in the Tredegar/Sirhowy valley, along with co-located childcare provision. The preferred option seeks to develop the school building on the Chartist Way site via a seedling/growth model, whereby the childcare facility, along with the nursery and reception year groups, would come in effect from September 2023; with 28 childcare, 24 nursery and 24 reception places. The school would grow thereafter year on year. By 2029 the school will be fully established, with all year groups from Nursery to Year 6 operational.

2.10 The new seedling school would be designed and purpose built in line with 21st Century Schools standards. The preferred option includes a governance and leadership structure developed as an extension of Ysgol Gymraeg Bro Helyg. This would mean that there would be one Governing Body across the 2 schools, along with relevant amendments to the staffing structure.

2.11 There are 4 core components of the preferred proposal as follows:

I. To create a new 210 place Welsh-medium Primary School in the Tredegar Sirhowy valley.

II. To develop the new Welsh-medium primary school as seedling/ growth model where the childcare facility, nursery and reception year groups come into effect in September 2023, with additional year groups opening for pupil progression each year thereafter. The school would be fully functional with all year groups in operation by September 2029

III. To secure a suitable location. Based upon an extensive site review, detailed discussions with Planning, Community and other relevant services, along with initial site investigations; the preferred site has been identified as Chartist Way in the Sirhowy area, due its location, size, use, and known constraints.

IV. To develop a leadership and management structure aligned to that of the existing Welsh-medium primary school.

2.12 The proposal is indirectly linked to the Blaenau Gwent 21st Century Schools Programme which seeks to:

- Address growth in demand for Welsh-medium education;
- Reduce surplus capacity and inefficiency in the system;
  Secure expansion of schools and colleges in areas of increased demand;
- Address condition and suitability of schools; and,
- Make education assets available for community use where demand exists, to optimise the infrastructure and resources for public services.

2.13 The Council's Education Transformation team has a proven track record of delivering complex school organisation proposals, along with successful delivery of the Band A 21st Century Schools Programme, which concluded in March 2019, when the Band B programme came into effect. Blaenau Gwent has recently had a Business Justification Case approved for the remodelling of Ysgol Gymraeg Bro Helyg, to address suitability and condition issues, whilst also creating parity in terms of provision throughout the school estate.

2.14 **Consultation Requirements**

The Welsh Government School Organisation Code – second edition (2018), dictates that proposals **must** be published for the following elements of school reorganisation:

1. the opening of a maintained school (including a special school);
2. the closing of a maintained school (including a special school);

3. to make a regulated alteration to a maintained school; and,
4. to change the category of a maintained school.

The proposal to create a new Welsh-medium primary school will involve the opening of a maintained school. Section 48 of the 2013 Act requires that before school organisation proposals are published under sections 41-45, they **must** first be subject to consultation.

2.15 The proposed consultation document and timeline take account of the publication and other statutory requirements as set out within the aforementioned code. The proposed consultation timeline - if approved is as follows:

- Consultation to commence on –Thursday 17th December 2020
- Consultation to conclude on – Friday 29th January 2021 (inclusive of 20 school days)

3. Options for Recommendation

3.1 There are 2 options associated with the consultation, as follows:

- **Option 1** – Education and Learning Scrutiny Committee considers and accepts the report, associated document and course of action.
- **Option 2** – Education and Learning Scrutiny Committee provide comments in relation to improvements that can be made in relation to the associated document and proposed course of action, in consideration of the School Organisation Code (2018) and established timeline.

4. Evidence of how this topic supports the achievement of the Corporate Plan / Statutory Responsibilities / Blaenau Gwent Well-being Plan

4.1 In accordance with the Welsh Government School Organisation Code (2018), there is a statutory requirement for Councils to consult upon and publish school reorganisation proposals. Education is a strategic priority within the Corporate Plan, of which the growth, development and sustainability of Welsh-medium education is a key component.

4.2 The WESP is instrumental in securing continued access to and development of the Welsh language in line with Welsh Government's aim of one million Welsh speakers by 2050. Education is also a major contributor to the Blaenau Gwent Wellbeing Plan in that the Well-being of Future Generations (Wales) Act 2015, which requires public bodies to work towards seven well-being goals, one of which is 'A Wales of Vibrant Culture and Thriving Welsh Language'. The Council has a duty to promote and facilitate the use of Welsh and work towards the well-being goals. The process for planning Welsh-medium education also has a statutory basis under Section 84 of the 2013 Act.

5. **Implications Against Each Option**

5.1 **Impact on Budget**

There are no capital financial implications associated with this proposal for the Council, as the £6million awarded is 100% funding with no match funding requirement. Welsh Government also awarded £200,000 as 100% funding from the Childcare Capital Grant.

In the medium to long-term, there will be revenue budget implications associated with the proposal, in that the Individual School Budget will need to be established in 2023/2024 financial year and the funding required will grow annually as the school grows to capacity. The financial impact, if the proposal is agreed, will be included within the Medium Term Financial Strategy moving forward.

Revenue funding and expenditure has been modelled over 7 years **Appendices 3** and **4** for further information (which is the proposed length of time for the school to reach capacity), based on a number of assumptions, to determine the financial viability of the school and the potential impact for the Council.

The assumptions used in the modelling include an assumption that overall there would be no growth in the pupil population resulting from this proposal, the ISB would need to increase by £265,000 in 2023/2024 with a further increase of £189,000 in 2024/2025 in order to fund the new school. The remaining ISB funding required would come from within the existing ISB, as pupils chose the new setting over other schools.

There is likely to be a positive financial impact on Home to School Transport and an assessment would need to be undertaken to in order to quantify the likely cost reduction benefits should the proposal be implemented. Home to School Transport:

- **Current spend** per annum on Welsh medium education is approximately:
    - Primary - £150,000 (4 Buses & 1 Taxi)
    - Secondary - £220,000 (6 Buses & 1 Taxi)
    - **2 buses to Bro Helyg from Ebbw Fawr & Tredegar area** - £67,000 per annum
- **Potential phased reduction in transport costs** i.e. Tredegar/Ebbw Fawr pupils to Bro Helyg - average cost per bus per annum £33,000

5.2 ***Risk*** - There is a risk that the Council will lose the £6million that has been allocated to Blaenau Gwent in line with the development of a new 210 place Welsh medium primary school, which builds upon the seedling concept/model, should the proposal and concept not proceed. In addition, the Council would lose the £200,000 allocated in line with the Capital Childcare Grant.

5.3 ***Legal*** – There are no direct legal implications associated with this proposal.

5.4 ***Human Resources*** - There are no direct staffing or workforce implications associated with the consultation process. Should the proposal proceed, however, the governance and leadership aspects will be developed in partnership with Organisational Development, Finance and the school directly affected.

6. **Supporting Evidence**

6.1 ***Performance Information and Data*** – Please refer to the consultation document (**Appendix 1**), for the date performance data relating to the proposal.

6.2 ***Expected outcome for the public*** - The public can expect a fair and equitable consultation process, which is fully compliant with the Welsh Government School Organisation Code (2018)

6.3 ***Involvement*** - Stakeholder engagement is a key focus of all school organisation proposals. The proposal will be subject to consultation in line with the Welsh Government School Organisation Code (2018), which will then be used to inform decision making processes moving forward.

6.4 ***Thinking for the Long term*** - The consultation details a proposal which looks to secure additional Welsh-medium education provision in line with the long-term development, and sustainability of the education system in Blaenau Gwent.

6.5 ***Preventative focus*** – The proposal seeks to address sustainability issues associated with the future growth and development of Welsh-medium education.

6.6 ***Collaboration / partnership working*** - The consultation along with the development of the proposal have been developed collaboratively with both the local and regional Welsh Education Forums, Planning, Social Services, Community Services, Finance, Schools, other authorities etc.

6.7 ***Integration*** - The proposal seeks to secure integration between new and existing Welsh-medium education and childcare provision, supporting growth and sustainability.

6.8 ***EqIA*** - An Equality Impact Screening Assessment (EQIA) has been completed in line with the consultation, which determined that there is no negative impact upon the protected characteristics. The proposal promotes equality of opportunity within Blaenau Gwent for families and Welsh learners, having a positive impact upon the Welsh language.

7. **Monitoring Arrangements** – Should the consultation proceed, there will be extensive monitoring in line with the consultation processes, responses and outcomes; which would be answered, analysed and taken via the Council's political processes. In addition, the project would be established

and managed in accordance with Blaenau Gwent Corporate Project Management Framework and the PRINCE 2 methodology.

Background Documents / Electronic Links

Appendix 1 – Blaenau Gwent Welsh-medium Proposal Consultation Document

Appendix 2 – School Organisation Code Checklist

Appendix 3 – Revenue Implications 7-year Plan

Appendix 4 – Sensitivity Analysis

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Cyngor Bwrdeistref Sirol
Blaenau Gwent
County Borough Council

Proposal: To establish a New Welsh-medium Primary School in the Tredegar/Sirhowy Valley via a Seedling/Growth Model

DRAFT

The consultation will run as follows:

Commencing on: Thursday 17th December 2020

Concluding on: Friday 29th January 2021

Llywodraeth Cymru
Welsh Government

Ysgolion a Cholegau yr 21ain Ganrif
21st Century Schools and Colleges

CYMRAEG

This consultation document complies with Welsh Governments, School Organisation Code 2018 (V2) guidance

What is the Purpose of this Booklet?

This booklet has been prepared for parents/carers, school staff, school governors and the wider community of Blaenau Gwent. The booklet provides an overview of the consultation process associated with the Council's proposal to develop a new 210 place Welsh-medium primary school within the Tredegar/Sirhowy Valley. It will be of particular interest to parents/carers who are considering Welsh-medium education for their child/children.

If you would like this information in any other format, please contact the Education Transformation team either via email or telephone, as follows:

- **Email us: 21stcenturyschools@blaenau-gwent.gov.uk or,**
- **Call us on: (01495) 355470**

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Explanatory Notes - please note the following terms used throughout this document:

Admission Number	All maintained schools admit pupils up to their Published Admission Number (PAN). The admission number is the number of pupil places available in each year group.
Local Development Plan (LDP)	Sets out each **local planning** authority's proposals for future **development** and use of land in their area.
Mitigation	The action of reducing the severity or seriousness of something.
Numbers on Roll	The number of pupils at a school (not including nursery pupils).
PLASC	Pupil Level Annual School Census. In January of every year, the Welsh Government collects information from schools. This includes the number of pupils at each school, their age group, home address, ethnicity, data on Welsh language, Special Educational Need (SEN), first language and pupils free school meal entitlement.
Seedling Growth Model	Model used in the development of new schools, where the year groups are added year on year.
Surplus Places	Empty or unfilled places in a school.
Statutory Notice	A statutory notice is the formal publication of a finalised proposal. This will only be undertaken if a decision is made by the Council to proceed with a proposal following consideration of all responses from the consultation process. This is a legal requirement as outlined in the School Organisation Code (2018.
Welsh-medium School	A school where the first language taught is Welsh.

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Section 1: Introduction

As part of the Welsh Government's commitment to the goal of one million Welsh speakers by 2050, the Cabinet Secretary for Finance announced on 16 January 2018 that £30 million (100% funded, with no match funding requirement from Councils), would be allocated to support capital projects dedicated to creating additional Welsh-medium education provision.

The Welsh Government approved the Blaenau Gwent Welsh Education Strategic Plan (WESP) 2017-20 in March 2018 (please refer to the following link for more information: https://www.blaenau-gwent.gov.uk/fileadmin/documents/Council/Policies_Strategies_Plans/Blaenau_Gwent_WESP__2017-20_Nov_2017_24th_English.pdf).

The Blaenau Gwent advocates and sets out key targets and outcomes aligned to the growth and development of Welsh-medium education, childcare, and ultimately the Welsh language locally.

Blaenau Gwent is the only Council in Wales with only one Welsh-medium primary school. Therefore, an ambitious business case was developed seeking to secure additionality at primary level, aligned to latent demand for Welsh-medium primary school places, particularly within the Tredegar/ Sirhowy valley. In October 2018 the Council received confirmation that £6million had been allocated to provide additional Welsh-medium primary provision. Blaenau Gwent secured with £200,000 via the Welsh Government Childcare Capital Grant, to create additional Welsh-medium education and childcare provision within the area.

Ysgol Gymraeg Bro Helyg is a 215 place Welsh-medium Primary school situated in the town of Blaina which is situated in the northern part Ebbw Fach Valley. The school services the whole of Blaenau Gwent in terms of catchment, and caters for pupils aged 3-11 years. Blaenau Gwent County Borough Council proposes to respond to the latent demand for increased Welsh-medium childcare and school places for pupils who reside within the Tredegar/Sirhowy and Ebbw Fawr (north) Valleys. Through the funding allocated as detailed above, the Council proposes to increase Welsh-medium primary provision via seedling/growth model, in addressing the latent demand described above.

The Council is committed to providing all children and young people with high quality education, which is tailored to meet their needs, develop their potential, extend aspirations, promote social inclusion and contribute to the economic regeneration of the area. Creation of a Welsh-medium primary school within the Tredegar/Sirhowy Valley, would allow the Council to meet increased demand for Welsh-medium childcare and education places.

Section 2: Consultation Process

The consultation document and associated process, will provide consultees and interested parties with the opportunity to learn more about, understand and express their views on the Council's proposal, which will inform the final decision on how the proposal is taken forward. The feedback and comments captured throughout the process will be collated, analysed and reported via the Councils political processes. The Councils Executive Committee will then make the final decision based on the outcome of and feedback associated with `the consultation.

Who will we Consult?

This Consultation Document will be distributed, in accordance with the Welsh Government's School Organisation Code Version 2 (November 2018). **Figure 1** below details the consultees who will be targeted during the statutory consultation period:

Figure 1: Groups the Council will engage with throughout the consultation period	
Children and young people	Welsh Ministers
Parents/carers	Police & Crime Commissioner
Schozol staff	South East Wales Consortium Joint Education Service (SEWC)
School Governing Bodies	Welsh Language Commissioner
Local residents	Rhieni Dros Addysg Gymraeg (RHaG)
Diocesan Directors for Education	Trade Unions
SEN Partners	Family Information Services
LA Inclusion team	Flying Start
Estyn	National Day Nurseries Association
Aneurin Bevan University Health Board	Future Generations Commissioner
Community Councils affected by proposal	Members of the public and other interested parties

Consultation Period and how to get Involved

The consultation period for this proposal will commence on **Thursday 17th December 2020** and conclude on **Friday 29th January 2021**. Consultees can submit their views on the proposal, however, it should be noted that responses received during this period will not be logged as objection. Should the proposal proceed, and a consultee wish to make an objection, they will need to do so in writing during the statutory notice period outlined on page 18.

The Council would like you to consider the information set out in the following pages and provide your views on the proposal. If you have any questions or queries on the information contained within this document, please contact us either by using the email address below, or by calling us on (01495) 355470.

21stcenturyschools@blaenau-gwent.gov,uk

You are also welcome to complete the on line survey using the following link: ***

All consultation responses should be received by **5pm on Friday 29th January 2021 at the latest.**

The Education Transformation team has planned virtual meetings with school staff, governors, Trade Union representatives, pupils and other interested parties. A frequently asked questions page will be developed and updated weekly throughout the consultation period.

Due to the ongoing implications of the COVID-19 pandemic, the Council will not be offering drop in sessions. Should you feel the need to and/or feel strongly about discussing the proposal in person, please contact us via the 21st century schools email address as follows: 21stcenturyschools@blaenau-gwent.gov.uk and a virtual meeting can be arranged.

Consultation with Children and Young People

There will be an opportunity for pupils of Ysgol Gymraeg Bro Helyg, along with other children and young people to participate in the consultation process. A children and young person friendly version of this document has been developed, which can be accessed via the website and will be shared with pupils throughout Blaenau Gwent, along with School Councils and the Youth Forum. All information gathered from the consultation will form part of the consultation out-turn report.

Section 3: Description of the Proposal and Benefits

Why Change is Necessary

Blaenau Gwent has a low percentage of Welsh speakers, with only 7.8% of the population able to speak Welsh (Census, 2011), the area is the 2nd lowest out of the 22 Councils in Wales. The Blaenau Gwent average is well under the national average of 19%.

As detailed in Section 1 of this document, Blaenau Gwent is the only authority in Wales with one Welsh-medium Primary school. Ysgol Gymraeg Bro Helyg (for pupils aged 3-11), is based in the Ebbw Fach Valley. Blaenau Gwent does not have a Welsh-medium Secondary school. The Council currently work in partnership with Torfaen County Borough Council, in order to secure secondary school places for Blaenau Gwent pupils at Ysgol Gyfun Gwynllyw. There are currently 155 Blaenau Gwent pupils aged 11-19 who attend Ysgol Gyfun Gwynllyw. Transition rates between primary and secondary are 100%, with all pupils who chose Welsh-medium primary education, opting for Welsh-medium secondary education. Transfer rates have continued to be high (between 95% and 100%), since the school was established.

When Ysgol Gymraeg Bro Helyg opened in September 2010, there were 36 pupils (across all year groups) attending from the Tredegar/Sirhowy Valley. Numbers have fluctuated since then, with highest being 42 in 2011/12. Numbers began to fall to 22 and under between 2015 and 2017. Over the last 2 academic sessions numbers have stabilised. Learners are taught in 10 class groups and

a typical class would have 1 teacher and 1 teaching assistants in Foundation Phase, and between for 25-30 pupils; however, the school has to be very flexible to meet the needs of the children. Ysgol Gymraeg Bro Helyg forms part of the 21st Century Schools Programme Band B Programme, as such the school is programme for remodelling and refurbishment, ensuring parity of provision throughout the school estate, whilst also addressing suitability issues which will improve the quality of teaching and learning.

The Headteacher and Council are committed to working together to raise the school's profile in line with the school's improvement journey. With the offer of both full-time nursery and free home to school transport for non-statutory nursery pupils, overall pupil numbers have again begun to increase. However, the numbers from the Tredegar/Sirhowy and the northern part of the Ebbw Fawr Valleys remain relatively low in comparison to former years. In 2020, approximately 10 pupils from the Tredegar/Sirhowy Valley, along with 10 pupils from Ebbw Fawr Valley (North), were admitted to Ysgol Gymraeg Bro Helyg at nursery and Reception.

During consultation and engagement sessions and events aimed at gathering the view of parents whose children access early years' provision, the length of the home to school transport journey from the Tredegar Sirhowy Valley, has a negative impact upon parental choice when consideration education options for their child/children. In addition, public transport links between valleys have been described as 'poor' and are limited, which restrict parent's ability to access to Ysgol Gymraeg Bro Helyg, if and when they do not have access to their own and or family vehicles.

Demand for Welsh-medium Childcare and Education:

There are 3 currently Cylchoedd Meithrin (CM) in Blaenau Gwent, who have seen an increase in numbers of children accessing Welsh-medium provision over the last few years. Transfer rates have fluctuated over the last few years, with an increase noted in line with full-time nursery provision.

Welsh-medium childcare provision throughout Blaenau Gwent is on the increase in line with demand. Mudiad Meithrin have been working closely with Blaenau Gwent County Borough Council over the last 4 years, in line with the development of both a Ti a Fi and Meithrin in the Tredegar/Sirhowy and Ebbw Fawr areas. As result a Ti a Fi was established in May 2018. A new Cylch Meithrin at Tredegar has opened and is registered with Care Inspectorate Wales. The Management Committee are now looking to recruit staff to open for children in early 2021. Mudiad Meithrin has also registered an interest with the Flying Start team at Blaenau Gwent, to provide Welsh Medium places for children in the area.

A local Nursery setting Buds to Blossoms, which is situated in Beaufort, has registered with Mudiad Meithrin and will being providing a Cylch Meithrin session for children in their care. This is a pilot through Mudiad Meithrin' s SAS (Setup and Succeed) project, using Croesi'r Bont which is Mudiad Meithrin's Official Language Immersion Scheme. The scheme was established to help develop Welsh language skills for Cylch staff, by ensuring they present standard and consistent language patterns to the children in their care. There has been an excellent response to the scheme across the region. The Scheme has been approved and recognised by ESTYN in several Cylch Meithrin reports following inspections at settings.

Cylch Meithrin Gwdihŵ (Brynithel) are extending their services and are now able to provide an all-day session 9am – 3pm. They have also started the process of becoming an Education provider, this would mean that children are able to stay at Cylch Meithrin Gwdihŵ (Brynithel) for their nursery education, meaning that the transition rate into Ysgol Gymraeg Bro Helyg is likely to increase at Foundation Phase, with entry into the reception year group. Parents accessing this setting have

commented that they would be much more comfortable with their child/children accessing transport at reception age, than they would at nursery age.

Finally, the Early Years Child Care and Play team have secured a Welsh Government Capital Childcare Grant of £1.5 million, to increase childcare within the Ebbw Vale (North) area. Therefore, the Council are seeking to create a new build facility with up to 52 places within the Badminton ward, which is currently planned as a Welsh-medium childcare facility.

The Childcare Sufficiency Assessment (CSA) undertaken with parents, indicated that 1% of children come from predominantly Welsh speaking homes, with a further 6% stating they are from bilingual homes. There is a high level of parental support for bilingualism with 55% of parents wanting their children to become bilingual, however, only 8% of parents intended on sending their child to Welsh medium school.

When asked 'Are there any barriers affecting your ability to benefit from Welsh Medium childcare provision?' 394 parents responded as below;

- No – 68% (269)
- Not available locally – 7.8% (31)
- Not available for the hours required – 1.2% (5)
- Age range not appropriate – 0.5% (2)
- Cost – 2% (8)
- Other – 4.3% (17) Comments were asked for and included;
    - 'Not speaking language myself'
    - 'Estyn inspection very poor'
    - 'Concerned as I don't speak Welsh.'
    - 'Yes - Child in a Special Needs School'
    - 'the only provision in the LA area is severely underperforming and I would not choose to send my child into that learning establishment'
    - 'Don't want S…. to have to travel'
    - 'No local Welsh comprehensive. My oldest daughter had to travel from Brynmawr to Pontypool and my 6-year-old will have to do the same'
    - 'Not many places - but haven't looked into it properly.'
    - 'Difficulty in transport'
    - 'Trouble in welsh school, just moved to English school'

Of the 31 parents stating there is no childcare available locally, the geographical spread is as follows; Sirhowy – 8, Ebbw Fawr – 11, North Ebbw Fach – 3, South Ebbw Fach – 9. The survey showed a split in opinion over whether there was enough Welsh medium childcare with 29 parents agreeing there was and 17 disagreeing. 51 parents felt that childcare was available in the language of their choice, but 10 did not. The parental demand measured showed that 2 parents would be looking for Welsh medium childcare in future and 21 would be looking for Welsh and English medium".

In 2018 the Council undertook a Welsh-medium Demand Survey during the autumn-term. The survey was distributed to 1,460 parents of 0-2 year olds. 72 surveys were completed, which equates to a 4.93% return rate. Out of the 72, 21 were from the Tredegar/Sirhowy Valley, 23 from Ebbw Fawr, and 28 from the Ebbw Fach Valley. The results relevant to this consultation are as follows:

- 52% (38) of participants said that they did not feel they have enough information about Welsh-medium education.
- 35% (25) said they had considered Welsh-medium education or childcare.

- 28% (20) of participants would like their child to go to a Welsh-school.
- 82% (59) of participants said that they would send their child to a Welsh-medium school if it was within 2 miles from their home.

The local Welsh Education Forum created a 'Bi-lingual Children' events programme which run from 2017 onwards. The aim of the programme was to promote and ensure that parents were fully aware of both English and Welsh-medium education and childcare options available to them. The events also served to establish the barriers parents percieve that they face with regards Welsh-medium childcare and education. A questionnaire was developed along with comment sheets and 2 events were held in the Tredegar/Sirhowy and Ebbw Fawr valley's. There was also an online questionnaire promoted by the Family Information Service, Cymraeg Y Blant and Mudiad Meithrin. Feedback has been extremely positive, with Mudiad Meithrin commenting that Blaenau Gwent are leading the way in terms of family and parent engagement. Parent feedback indicated the following:

- Welsh-medium childcare within the Tredegar/Sirhowy Valley decreased between 2016 and 2017, which influenced parents decision in opting for Welsh-medium childcare. However, Mudiad Meithrin have recently increased the childcare options availabale as detailed above.
- Public transport links do not support effective access to and engagement bewteen parents and the exisitng Welsh-medium primary school – particulalry for parents from the Tredegar/Sirhowy and Ebbw Fawr areas who do not drive. Therefore, parents expressed concerns regarding getting to thier child in an emergency.
- Parents were concerned about the length of time that their children are on transport to Ysgol Gymraeg Bro Helyg from the Ebbw Fawr and Tredegar/ Sirhowy areas, particulalry at nursery and foundation phase.
- Parents were concerned about their child(ren) attending a Welsh-medium primary school outside of the area in which they live, in terms of how this could negatively influence their childs social network and interaction with friends/peers.
- English speaking parents felt they needed more information on how to support their children in Welsh-medium education.
- Parents felt that the placement of Ysgol Gymraeg Bro Helyg was a disadvantge and that there should be Welsh-medium provision located closer to them.

At the Tredegar/Sirhowy event, the questionnaires completed revealed the following:

- 70% (19) of respondents felt that they had enough information about educational provision.
- 67% (18) of respondents felt their child would benefit from being bilingual.
- 59% (16) of respondents stated that they would consider Welsh-medium education and or childcare.
- 92% (25) of respondents only speak English at home, where as there is only 8% (2) which speak Welsh
- 74% (20) of respondents from Tredegar/Sirhowy stated that distance from home influences their choice of school
- 67% (18) of respondents stated that transport options and ease of access influences their choice of school
- 55% (15) a high proportion of respondents stated that others feedback about the school of choice is important factor
- 48% (13) of respondents stated that their decision on education for their child happens when they are pregnant or before being pregnant

Blaenau Gwent Council has secured significant capital funding in order to increase the provision of Welsh-medium education. Welsh-medium childcare developments are also on the increase,

which will create additional demand for education in the long-term and so the school estate will need to develop in order to accommodate this. If Blaenau Gwent does not look to grow our Welsh education options, there is limited scope for growth and development of the Welsh language locally in line with the Welsh Government aspiration for 1 million Welsh Speakers by 2050. Finally, with the national drive to increase Welsh speakers, associated employment opportunities etc. there is a risk that parents will move out of borough to access Welsh-medium education, should we not create a suitable, sustainable local solution.

Description of the Proposal and Benefits

The Proposal

Blaenau Gwent County Borough Council proposes to develop a new 210 place Welsh-medium Primary School in the Tredegar/Sirhowy Valley. The proposal seeks to develop the school building on the preferred Chartist Way site (see below) as a seedling/growth model, whereby the childcare facility, nursery and reception year groups would come in effect from September 2023, with approximately 28 childcare places, 24 nursery and 24 reception places. The school would grow thereafter year on year. By 2029 the school will be fully established, with all year groups from Nursery to Year 6 operational. It is also proposed that the school will have co-located childcare provision.

The new seedling school would be designed and purpose built in line with 21st Century Schools standards. It is proposed that the school governance and leadership structure is an extension of

Ysgol Gymraeg Bro Helyg. This would mean that there would be one Governing Body and amendments to the staffing structure, i.e. the creation of a Head of Campus/Leadership Role, which would secure long-term leadership of the seedling school whilst is grows.

There are 4 core components of the proposal as follows:

I. To create a new 210 place Welsh-medium Primary School in the Tredegar Sirhowy Valley.
II. To develop the new Welsh-medium Primary School as seedling/growth model where the childcare facility and the nursery and reception year groups come into effect in September 2023, with additional year groups opening for pupil progression each year thereafter. The school would be fully functional with all year groups in operation by September 2029.
III. To secure a suitable location. Based upon initial site review and investigation, the preferred option is Chartist Way in the Sirhowy area.
IV. To develop a leadership and management structure aligned to that of the existing primary school.

The proposal is indirectly linked to the Blaenau Gwent 21st Century Schools Programme which seeks to:

- Address growth in demand for Welsh-medium education
- Reduce surplus capacity and inefficiency in the system
- Expansion of schools and colleges in areas of increased demand
- Address condition and suitability of schools
- Make education assets available for community use where demand exists, to optimise the infrastructure and resources for public services.

The Council's Education Transformation Service has a proven track record of delivering complex school organisation proposals, along with successful delivery of the Band A 21st Century Schools Programme, which concluded in March 2019, when Band B came into effect.

Should nothing be change, the Council will be unable to meet latent demand from parents for Welsh-medium schooling the Tredegar Sirhowy area.

Seedling Model

What is a seedling school?
A seedling school is a model that can be used when establishing a new school, to allow the facilities and staff to be used efficiently whilst the school grows to its full potential. The school opens initially for childcare, nursery and reception classes, with a year group then added each academic year until the first reception cohort reaches Year 6.

Welsh-medium Primary School Class Size
During the first year of the seedling school opening, two mainstream classes will be in operation as follows:

- A **nursery class** where up to **24 full-time** places will be offered
- A **reception class** with a maximum of **24** places;

In the second year, the seedling school will consist of:

- A **nursery class** where up to **24 full-time** places will be offered
- A **reception class** with a maximum of **24** places;
- A **Year 1** class with a maximum of **24** places;

In the third year, will consist of:

- A **nursery class** where up to **24 part-time** places will be offered
- A r**eception class** with a maximum of **24** places;
- A **Year 1** class with a maximum of **24** places;
- A **Year 2** class with a maximum of **24** places;

In the years following, each new reception year group will have a maximum of 24 places. Full capacity of the school will be realised in September 2028 when all year groups will operate under a two-form entry arrangement.

The table below shows an example of the seedling model of growth for a single form-entry school. The seedling model is considered the most appropriate solution for new Welsh-medium schools and has been tried and tested throughout Wales. Whilst demand is growing for Welsh-medium education, opening a new Welsh-medium school immediately to all year groups could potentially affect and destabilise other schools across the County Borough. However, the proposed model being seedling, would largely mitigate any potential impact.

	N	R	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6
2023/24	24	24						
2024/25	24	24	24					
2025/26	24	24	24	24				
2026/27	24	24	24	24	24			
2027/28	24	24	24	24	24	24		
2028/29	24	24	24	24	24	24	24	
2029/30	30	30	24	24	24	24	24	24
2030/31	30	30	30	24	24	24	24	24

Benefits and Disadvantages of the Seedling Model

What are the benefits of a seedling school?	What are the disadvantages of a seedling school?
• The school capacity would grow as demand increases; • Stable growth to support existing schools; • Reduces the possibility of mass movement of pupils from other schools; • Effectively manages class sizes to support staffing and the school budget; and, • Pupils living outside the school catchment area can still apply for a place at the school and may be successful.	• Takes a number of years to deliver growth; • Possible implications for siblings with changes to catchment areas; and, • Possible implications for families moving to Tredegar area with children of different ages.

Benefits and Disadvantages of the Proposal when Compared with the Status Quo

This proposal will provide equality of opportunity for pupils to be educated via the medium of Welsh. There is already an array of English-medium and Faith-based primary school options available to families within Blaenau Gwent. The proposal would also support the Council to address the barriers parents perceive in accessing Welsh-medium education, and support families to recognise the benefits of being bi-lingual.

Expected benefits of this proposal when compared with the status quo (do nothing) are as follows:

- Equality of opportunity and choice for families in accessing and considering the option of Welsh-medium education and childcare.
- The Growth of Welsh language and Welsh-medium education, in line with the Welsh Government vision for 1 million Welsh speakers by 2050.
- £6.2 million capital investment into the Blaenau Gwent school estate, improving the condition, suitability and access to education options locally.
- Increase childcare provision for families.
- Creation of a local solution which can address the latent demand for Welsh-medium primary places in Tredegar/Sirhowy and North Ebbw Fawr areas.
- Continuity and sustainability in terms of the education options for pupils transitioning from Welsh-medium pre-school settings into statutory education.
- Creation of an innovative, flexible education facility which is able to contribute to improving social, economic, environmental and cultural well-being within Blaenau Gwent and across the region.
- Secure and additional fit for purpose 21st Century learning environment for Welsh-medium pupils and staff.
- Reduce class sizes and raise standards of education, facilitating improved outcomes for pupils.
- Create opportunities for pupils to be taught through the medium of welsh closer to their home.
- Increase the number of Welsh-medium primary places available in the local area, supporting the sustainability of Welsh-medium education and the Welsh language.
- The seedling/growth model will ensure that there is minimal disruption to the existing school estate and allow sufficient time for the school to grow.

Disadvantages of this proposal when compared with the status quo (do nothing) are as follows:

- It is estimated that there could be variance of approximately 2-5% within the overall primary pupil population for schools and in turn the secondary school within the Tredegar/Sirhowy valley dependent on take-up. However, with stable and positive variations in the birth rates, inward migration and expected housing developments, the variance is limited and the impact upon the school estate is likely to be minimal.
- The Welsh-medium school will be developed via a seedling/growth model, which means that pupils will be admitted only to the available year groups from its inception. Therefore, in-year transfer opportunities will be limited until such time that the school is fully developed.

Risks and Mitigation

The Council has a proven track record of managing both school build and school organisation projects. These risks can be managed by the Council and schools working together.

Risk	Mitigation
Destabilisation of the existing school estate.	The proposal seeks to develop the school via a seedling/growth model, whereby childcare provision, nursery and reception year groups would come in effect from September 2023, with approximately 28 childcare, 24 nursery and 24 reception places available. The school would grow thereafter year on year. By 2029 the school will be fully established, with all year groups from Nursery to Year 6 operational. The growth model and will ensure that there is minimal disruption in terms of pupil numbers, and allow the school and Council to determine and manage the demand for places.

	Birth rates, migration into Blaenau Gwent, pupil projections and housing developments have all been considered in line with the admission number and capacity of the new school. The data is telling us the current school estate in terms of the number of schools, pupil places etc.is sustainable in the medium - long term, with the creation of an additional Welsh-medium Primary School. The proposal is to align the management and governance structure to Ysgol Gymraeg Bro Heylg. This would ensure that staffing, pupil place allocation etc. is managed to ensure minimum disruption to the existing Welsh-medium Primary School. Pupils currently access Welsh-medium secondary education at Ysgol Gyfun Gwynllyw. Places have been secured for Blaenau Gwent pupils until at least 2029. Neighbouring Councils including Blaenau Gwent, are currently working together in line with the proposal to extend the age range at Ysgol Gyfun Gwynllyw, to secure future Welsh-medium secondary places 2029 and beyond.
The consultation process does not address stakeholder perspective and understanding of the project. Therefore the project is not supported and does not progress.	The consultation document has been written with a detailed summary of how the proposal will work and why it is needed. An engagement plan has been developed to ensure continued engagement with pupils, parents, staff, other stakeholders and the wider community; throughout the consultation process.
The project is delivered late and/or over budget.	The Council is experienced in the delivery of new build projects. Should the proposal proceed the Council will develop: a detailed timeline including key milestones (which are already known), a dedicated project group comprised of all relevant officers, and a detailed financial profile. The project development and delivery would be monitored weekly and reported to senior leaders.
Planning approval is denied and so a site is not secured.	A detailed site appraisal has taken place in order to identify suitable locations for the new school. The most suitable location has been identified and will be subject to further site investigation, along with planning. Early engagement with Planning has taken place and will continue post consultation should the proposal be approved.
Opposition to the proposal, meaning that the proposal will not be delivered.	Positive engagement with key stakeholders i.e. the schools directly affected and those indirectly affected in Tredegar/Sirhowy has already taken place. The formal consultation process will offer the opportunity for schools, parents, pupils and the wider community to gain a full appreciation of the positive opportunity that this proposal presents within Blaenau Gwent. A number of options have been considered in line with the proposal and this document details why change is needed, and why the proposal that has been brought forward for consultation is the Councils preferred option.

Alternatives Considered and Discounted

Aside from the proposal detailed above, the following options were considered in line with the development of a new Welsh-medium primary provision (broken down by type of provision, governance models and site/ location):

Type of Provision Considered:

- Co-location of the Welsh-medium seedling school in an existing English-medium school with internal surplus capacity to accommodate a seedling and or school build.
- Co-location of the Welsh-medium seedling school in an existing English-medium school with enough external capacity to accommodate the seedling and school build.

The above options were discounted as they would potentially:

- Cause disruption to the existing school estate i.e. developing a seedling on a live site, affecting school capacity and admission numbers.
- Not be sustainable as the provision grows.
- Negatively affect immersion from a Welsh-language perspective, as co-location options in the area where latent demand has been evidenced would be on existing English-medium school sites, i.e. at play times and in-between school sessions English language would be the 'norm'.
- Incur higher capital build costs in the long-term, as double the work would be required to remodel an internal or external area of an existing school and then potential build a new one as the numbers/ year groups grow.

Governance Models Considered:

- Treat this as a new School with a new Headteacher and Governing Body, obviously under regular review of pay range as the pupil numbers increase.
- Treat this as a new school, but consider a Federation with the existing Welsh-medium Primary.

The above options were discounted as they would potentially:

- Have a negative effect on Ysgol Gymraeg Bro Helyg, with limited alignment.
- Have a negative financial impact from a revenue perspective.

Site/Locations Considered:

Education, Planning, Technical Services and Estates have carried out an appraisal of Council owned sites within the locality to identify sites that could accommodate a single form entry school based on Building Bulletin guidance. This resulted in the preferred site being identified at Chartist Way (Page 12). The feasibility study shows how the school could fit on the curtilage of this plot of land. An outline plan is included on the next page circling the proposed location. Please note that the details of this may be subject to change.

The Council have considered a number of sites to accommodate the development and have narrowed the search down to the below sites:

- Deighton Playing Field – least favourite option as it would take away from the existing school, is a green area and may cause more traffic congestion.
- Land adjacent to the Vitec Building in Tredegar – this option was ruled out due to the fact that the land is a high flood risk area and that the land is also identified as
- Tredegar Comprehensive playing fields.

Learner Travel Arrangements

The Council's Home to School and Post 16 Transport Policy states that free home to school transport will be provided for all statutory school age pupils who attend their designated school and who qualify under the Council's distance limits. Within Blaenau Gwent the distance limits are as follows:

- Under 8 years of age – living more than 1.5 miles from the school.
- 8 – 11 years of age, living more than 2 miles from the school.
- 11 – 16 years of age, living more than 2 miles from the school.

Post 16 Transport Provision

Blaenau Gwent's current policy is to provide all post 16 pupils/students who qualify on the grounds of distance a travel grant of £150. In respect of student attending a Coleg Gwent campus site the £150 can either be received by students in monetary form or paid directly to Coleg Gwent in order to subsidise a season ticket. The season ticket allows students to travel to Blaenau Gwent Learning Zone or any other Coleg Gwent campus at a reduced cost to them, currently set at £1.00 per single journey.

Students, who travel to the Additional Learning Needs (ALN) Unit at the Learning Zone, are able to do so free of charge via an approved transport provider contracted by the Council. The use of this transport must be approved by the Council's ALN section. The travel policy also provides for pupils accessing post 16 education at either a Welsh medium or faith secondary provision, by allowing free travel on existing transport in lieu of the travel grant.

Section 4: Consultation Details

Consultation Outcome and Next Steps

Consultation Report

Feedback from the consultation will be collated, analysed and presented in a Consultation Out-turn Report to the Council's Executive Committee in February 2021. The report will be available 2 weeks before a decision is made via the Council's website before the decision is made to or not to proceed to publish a statutory notice. Hard copies can be obtained on request from the email address detailed above.

Statutory Notice

Should this proposal be approved at Executive Committee, the Council will then go out to statutory notice in March 2021. This will run for 28 days, during this period, you will be able to object via the email address provided in this consultation booklet. Any issues raised by interested parties will then summarised and presented back to the Executive Committee for a final decision to be made.

Should the proposal proceed, a copy of the Statutory Notice will be displayed on the Council's website and at Ysgol Gymraeg Bro Helyg. Hard copies of the statutory notice will be available on request.

DRAFT

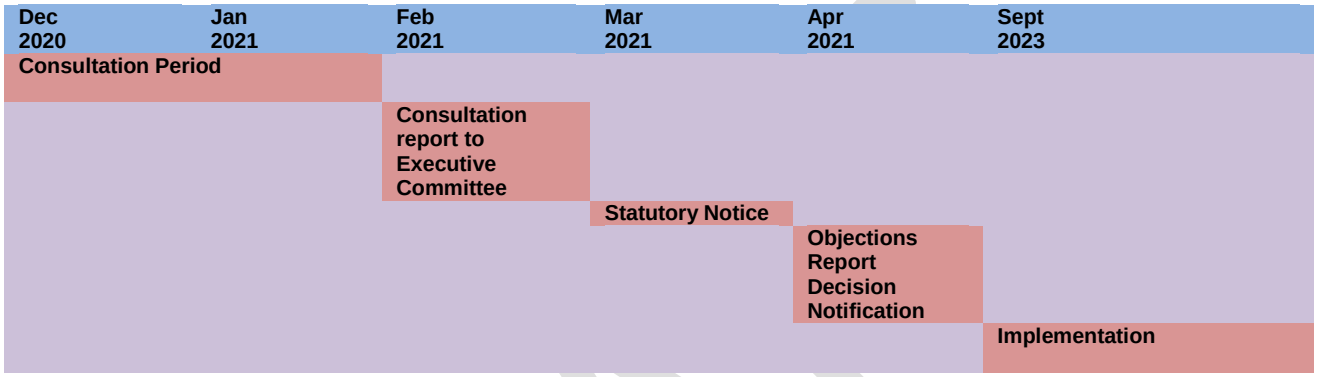
Determination of Proposal

Blaenau Gwent County Borough Council will determine the proposal based upon the objections that will be collated post Statutory Notice Period in April 2021. This may lead to the approval, rejection or approval for the proposal with modifications.

Decision Notification

Once the decision has been approved, an electronic copy of determination will be sent out to all interested parties and published on Blaenau Gwent's County Borough Council's website within 7 days of the decision April 2021.

The Statutory Process Timeline



Section 5: Details of Affected Schools

School numbers on roll and pupil projections

As previously discussed, Blaenau Gwent only has one Welsh-medium primary school and all secondary pupils are educated in Torfaen; therefore, there is only one school in Blaenau Gwent that is primarily affected by the proposal Ysgol Gymraeg Bro Helyg, the school has a condition rating B and suitability rating C, and the School Categorisation is Yellow. The Secondary school that they feed into is situated in Torfaen. The table below provides further details on both the primary and secondary schools:

Name of School and location	Category	Language	Age Range
Ysgol Gymraeg Bro Helyg, Rising Sun Industrial Estate, Blaina, Abertillery, NP13 3DQ	Maintained	Welsh-medium	3-11
Ysgol Gyfun Gwynllyw, Folly Road, Trevethin, Pontypool NP4 8JD	Maintained	Welsh-medium	11-18

Primary School Pupil Place and Projection Data

The school's capacity is 258, along with a nursery capacity of 60. The numbers on role (actual as at September each year) are as follows:

Table 1: School (current capacity)	Actual Numbers on Roll (ANoR) September 2016	ANoR September 2017	ANoR September 2018	ANoR September 2019	ANoR September 2020
Ysgol Gymraeg Bro Helyg (258)	**232**	**225**	**231**	**209**	**215**

The following table provides projections for the school over the next five years (projections for September each year):

Table 2: School Capacity	Projected September 2021	Projected September 2022	Projected September 2023	Projected September 2024	Projected September 2025
Ysgol Gymraeg Bro Helyg	266	258	253	259	263
Welsh-medium Seedling School	-	-	48	72	94

Secondary School Pupil Place and Projection Data

Torfaen County Borough Council has consultation on a proposal to extend the age range of Ysgol Gyfun Gwynllyw to 3-18, please refer to the following link for more information:

The numbers on role (actual as at September each year) are as follows:

Table 3: School (current capacity)	Actual Numbers on Roll September 2016	ANoR September 2017	ANoR September 2018	ANoR September 2019	ANoR September 2020
Ysgol Gyfun Gwynllyw (1107)	939	888	860	819	762

The following table provides projections for the school over the next five years (projections for September each year):

Table 4: School (current capacity)	Projected September 2021	Projected September 2022	Projected September 2023	Projected September 2024	Projected September 2025
Ysgol Gyfun Gwynllyw (1107)	778	820	862	875	912

There is also an assumption that should this proposal be established Ysgol Gymraeg Bro Helyg would be impacted indirectly, as the pupils entering the school from the Tredegar Sirhowy area at the moment will choose to attend the satellite school in Tredegar Sirhowy.

Indirectly affected

Although, not directly affected, there will potentially be an impact upon English-medium and Faith schools within the school development area (detailed below) in terms of pupil numbers:

Tredegar/ Sirhowy

- Bryn Bach Primary School, Merthyr Road, Tredegar NP22 3RX
- Deighton Primary School, Stockton Way, Tredegar NP22 3ES
- Georgetown Primary School, Oakfield Road, Tredegar, NP22 4LP
- Glanhowy Primary School, Coach Bach, Tredegar, NP22 4RW
- St Joseph's R.C. Primary School, Ashvale, Dukestown, Tredegar, NP22 4AQ
- Tredegar Comprehensive School, Stable Lane, Tredegar, NP22 4BH

Ebbw Fawr (North)

- Glyncoed Primary School, Badminton Grove, Ebbw Vale, NP23 5UL
- Rhos-Y-Fedwen Primary School, Honeyfield Road, Rassau, Ebbw Vale, NP23 5TA
- Willowtown Primary School, Brynheulog Street, Ebbw Vale, NP23 6NJ
- All Saints R.C. Primary School, Heol-yr-Ysgol, Ebbw Vale, NP23 6QP

Section 6: Other Considerations

Impact of the proposal on the Welsh Language

This proposal would increase pupil numbers of Welsh-medium school places available in the area. The Council does not expect any negative impact on the Welsh Language from this proposal. Welsh is taught in English-medium and Special Schools in line with the National Curriculum. The Council works closely and constructively with partners on its Welsh Education Forum (WEF).

The Council monitors birth rates, the number of extra pupils that may come from new housing and the patterns of how many pupils are in English/Welsh-medium schools. This allows the Council to bring forward suitable plans to deal with any increase in demand. This will be at an appropriate time to ensure there are enough places available.

Section 84 of the Schools Standards and Organisation (Wales) Act 2013, requires each Council to prepare a Welsh in Education Strategic Plan (WESP). The Blaenau Gwent Welsh in Education Strategic Plan 2017-20 (please refer to **link below** for more information), is directly aligned to both the Welsh Government's and the Council's Welsh Language strategic frameworks. The strategic priorities highlighted in the draft WESP document for the next three years can be summarised as follows:

- Raise the profile and levels of participation for Welsh-medium education across the County Borough by 2020, to contribute to the vision for one million speakers by 2050.
- Increase the early year's provision offer to stimulate parental demand to enable growth across the County Borough.
- Increase transition rates from Welsh-medium nursery provision to Ysgol Gymraeg Bro Helyg by 50% in 2020.
- Work regionally with South East Wales Local Authorities to secure places for Blaenau Gwent learners in Welsh-medium secondary provision between 2017-2020 and beyond.
- Improving Welsh medium learner outcomes by 2020 so that learners raise aspirations and improve their life chances.

The Welsh-medium proposal is timely in that Welsh Government approved the Blaenau Gwent Welsh Education Strategic Plan (WESP) 2017-20 in March 2018 (please refer to the following link for more information:

https://www.blaenau-gwent.gov.uk/fileadmin/documents/Council/Policies_Strategies_Plans/Blaenau_Gwent_WESP__2017-20_Nov_2017_24th_English.pdf);

Which advocates increasing Welsh education opportunities across the County Borough. The proposal will also support Welsh Governments Welsh Governments Welsh language strategy: 2050. https://gov.wales/docs/dcells/publications/170711-welsh-language-strategy-eng.pdf

Welsh Government plans to undertake curriculum reform, investing significantly in Welsh language developments, which could see the subject of second language Welsh being abolished, with all pupils in Wales studying first language Welsh.

Finance

Blaenau Gwent has secured capital funding via Welsh Government to the value of £6.2 million, to develop a Welsh-medium 210 place primary inclusive of nursery and childcare provision, via seedling/growth model.

There will however, be revenue costs associated with this proposal. The below figure has been calculated based on the gross internal floor area of proposed school, a maximum projected pupil population of 48 in its first year. It is estimated that there will be revenue expenditure in the region of £232,000 in 2023/24 (incorporating building maintenance, caretaking, cleaning, grounds maintenance, energy and rates etc.), along with leadership and administration costs. These figures are based on the 2020/21 price base. The costs would be funded from the Individual School Budget.

Transport costs will be funded via the Council's Home to School Transport Budget. It is anticipated that transport costs would not significantly increase, with reduction in transport costs to Ysgol Gymraeg Bro Helyg off setting any additional costs created by the new school development.

Admission Arrangements

Should the proposal proceed, Blaenau Gwent Council will act as the Admissions Authority for the new school. The new school is proposed to have 210 primary school places, plus nursery provision for 24 full-time places (48-part time equivalent). It is proposed that the school will start as a "seedling school" with pupils initially admitted into the reception and nursery classes who will apply as part of the normal admissions round. The school will have an admission number of 24 per year group which can grow as the school grows.

Blaenau Gwent Council as the admission authority, is not able to offer a guaranteed places policy particularly given the requirements of the Government Infant class legislation which restricts the size of Foundation Phase classes to no more than 30 pupils per class. Although not statutory, the "target" size for Key Stage 2 classes is also 30. If applications for admission to a school exceed the number of places available, the council's published over subscription criteria will apply.

Equality Impact Screening

A detailed Equality impact assessment has been undertaken, in order to assess the impact of the proposal and decisions upon the protected characteristics. A summary of the impact is detailed within the Equal screening assessment which can be found in **Appendix 1**.

Community and Welsh Language Impact Assessment

A community impact assessment has been undertaken in order to assess the impact of the proposal upon stakeholders and the wider community. Please refer to **Appendix 2** for the summary document.

The proposal involves the development of additional Welsh-medium education and childcare provision; therefore, it is expected to have a positive impact on Welsh language, access to and the provision of Welsh-medium education and childcare, along with parent and community engagement opportunities.

United Nation Rights of the Child (UNCRC):

The Council in all its corporate responsibilities ensure that they will always engage positively with children and young people. If this proposal is implemented, the seven core aims of the UNCRC will be maintained.

With particular reference to:

- **Article 28** You have the right to education.
- **Article 29** You have the right to education which tries to develop your personality and abilities as much as possible and encourages you to respect other people's rights and values and to respect the environment.

Engagement of Children and Young People in this Consultation

As part of this consultation process, the Education Transformation team in partnership with schools, the Inclusion team and Youth Service; will consult with pupils that are affected by the proposal, as well as engaging with both the Blaenau Gwent Youth Forum and Schools Grand Council.

Need for places and the impact on accessibility of schools

Blaenau Gwent Council regularly consider the sufficiency of places to meet local demand currently and in the future.

Surplus places/Capacity Issues

Ysgol Gymraeg Bro Helyg has a capacity for 215. To meet current and future demand an increase in capacity is required for the School medium to long term plan. Should the proposal to build a new Welsh-medium primary school proceed this will all more places to be offered in Ysgol Gymraeg Bro Helyg in line with development of childcare facilities offered.

Short-medium term there will be relatively little impact on the primary provision (this is an assumption that approximately /3 children from each of the school's catchment areas will apply to attend) in the Tredegar/Sirhowy and Ebbw Fawr North areas. However, in the long term with numbers increasing year on year to attend the Welsh-medium seedling primary provision will experience an impact based on current projects.

Tredegar Comprehensive school is assumed to the biggest impact if 24 pupils opt for Welsh-medium secondary as a result of them attending the Welsh-medium seedling.

Capital Costs / Capital Receipts

The estimated capital costs of the project are to be fully funded by Welsh Government and are in the region £6.2m. There are no anticipated capital receipts associated with the scheme, the council would forgo a capital receipt in relation to the land it will be utilising for the build.

Housing Developments

On average, in the past 5 years, 90 houses have been built in Blaenau Gwent each year. This level of growth is expected to continue. These potential homes either already have planning permission, are seeking legal agreement or are included in the LDP. There will be more children living in new housing as well as more children living in existing housing. Therefore, extra school places in general in existing schools will grow. **Figure 2** - illustrates the number of housing Developments which are currently in the Local Development Plan (LDP)

	According the Housing Land Availability Study which looks at a 5-year timescale the following figures are identified for **Tredegar Valley**.					According the Housing Land Availability Study which looks at a 5-year timescale the following figures are identified for **Ebbw Fawr Valley**.					According the Housing Land Availability Study which looks at a 5-year timescale the following figures are identified for **Ebbw Fach Valley**.				
	2020	2021	2022	2023	2024	2020	2021	2022	2023	2024	2020	2021	2022	2023	2024
Housing Associations:	23	18	0	0		13	13	33	0		0	16	20	0	0
Private Sector Housing:	8	7	6	6		34	104	92	32		3	53	40	17	12
Total	**31**	**25**	**6**	**6**		**47**	**117**	**125**	**32**		**3**	**69**	**60**	**17**	**12**

For more information please visit the following Blaenau Gwent webpage: https://www.blaenau-gwent.gov.uk/en/resident/planning/local-development-plan/ldp-allocations/

The above data tells us that there are over 472 houses being planned between 2020 – 2024 reflecting or planning for the number of pupils in each year group in existing housing will increase. The population however, would be subsumed within the existing mainstream primary and secondary settings. With little or no effect on the special schools.

Human Resources

The opening of a new provision would generate opportunities to increase the staff cohort and it would provide opportunities for Welsh-medium speaking staff. There are professional learning opportunities for staff to access welsh-language training through various routes. Should the proposal be agreed a group will be set up to look at the staffing requirements and the governance model in more depth.

Partnerships

The 'Blaenau Gwent We Want' engagement programme is about local people, businesses and organisations having a say on how we can improve Blaenau Gwent for our future generations.

In its 1st year the group have already engaged with over 1,500 people from throughout Blaenau Gwent to find out what they would like the area to be like in the future. Their feedback has been used to help us put together a number of priorities that we will work on over the next few years to help us create the Blaenau Gwent that we all want.

Our Well-Being Plan outlines our objectives for improving well-being in Blaenau Gwent and meeting our duties under the Future Generations Act (2015). The 5 objectives in the plan have been developed to reflect that Blaenau Gwent Wants.

- **The best start in life for everyone**
- **Safe and friendly communities**
- **To look after and protect the natural environment**
- **To forge new pathways to prosperity**
- **To encourage healthy lifestyles**

These well-being objectives are ones we consider to have real power to bring about change, that are the most urgent and that the evidence tells us need the combined force of the Public Services Board partners to deliver and improve well-being.

Section 7: Evaluation of Present Arrangements

Current Estyn Results

Schools are inspected as part of a national programme of school inspection. The purpose of an inspection is to identify good features and shortcomings in schools in order that they may improve the quality of education offered and raise standards achieved by their pupils (Estyn).

Ysgol Gymraeg Bro Helyg last Estyn inspection was undertaken in 2020. The results of which are tabled below:

Inspection area	Judgement
Standards	Good
Wellbeing and attitudes to learning	Good
Teaching and learning experiences	Adequate and needs improvement
Care, support and guidance	Good
Leadership and management	Good

If a school is judged as adequate or unsatisfactory, they will be subject to monitoring by Estyn or the Local Authority until such time as they are judged to have made sufficient progress to be removed from the list of schools requiring improvement. Overall, this assessment is a good result for the school, only having 4 recommendations for improvements.

- **R1** Ensure that teaching and learning experiences develop the independence of all pupils in the foundation phase consistently
- **R2** Improve provision to develop pupils' ICT skills across the school
- **R3** Strengthen self-evaluation and planning for improvement procedures in order to prioritise and address the most important areas

A sample of comments from the latest inspection are detailed below:

- Very few are able to speak Welsh before entry. However, most pupils, including those with special educational needs, make sound progress during their time at the school.
- The working relationship between pupils and staff at the school is sound and provides an effective foundation to maintain a caring and supportive ethos. Nearly all pupils talk about their school with pride.
- Pupils play a leading role in the school's strategic work. Members of the wide range of children's committees have a purposeful influence on different aspects of the school.
- Leaders have established a strong culture of continuous self-evaluation.

Quality and Standards in Education

The quality and standards of schools in Blaenau Gwent are monitored by the Council, in line with the national system of school categorisation and guidance in respect of schools causing concern. Estyn is the Office of Her Majesty's Chief Inspector of Education and Training in Wales and is established under the 1992 Education Act. Standards and the quality of provision are also monitored periodically through the Estyn Inspection Framework for the inspection of schools.

Since 2012, the Council has commissioned the Education Achievement Service (EAS) to support school improvement in Blaenau Gwent's schools. The EAS provide school improvement support to the following Councils: Blaenau Gwent, Caerphilly, Monmouthshire, Newport and Torfaen. As part of this proposal, the Council will work in partnership with the EAS to secure increased levels of support for the schools. This will ensure appropriate support is in place during the period of transition.

Standards: The proposal will not affect the standards in the Welsh-medium school affected. The new Welsh-medium primary school building will receive the appropriate level of challenge and support, as per the arrangements at Ysgol Gymraeg Bro Helyg.

Wellbeing and attitudes to learning: The provision of additional pupil places at the proposed Welsh-medium seedling primary school is expected to enable more children to attend school in their local community. The creation of a new Welsh-medium primary school will increase parental choice and provide Welsh-medium education closer to home for children living Tredegar, Sirhowy and Ebbw Fawr (North) Valleys. Pupil wellbeing is a priority for Ysgol Gymraeg Bro Helyg which is monitored and reported. The proposal will not impact wellbeing and attitudes towards learning at the other affected schools.

Teaching and learning experiences: The teaching at the new Welsh-medium Primary school will follow the national curriculum with Welsh as the language of teaching and learning. The proposal will not impact the teaching and learning experiences at the other affected school.

Care, support and guidance: Ysgol Gymraeg Bro Helyg is a caring and inclusive community that provides high quality care and support for all pupils, this will be continued within the new school. All staff are committed to identifying pupils' needs at an early stage and providing them with valuable support. The new Welsh-medium primary building in Tredegar/Sirhowy Valley will be supported by Ysgol Gymraeg Bro Helyg, the Council and the Education Achievement Service; to provide high quality care, support and guidance. There will be no change in care support and guidance at Ysgol Gymraeg Bro Helyg.

Leadership and management: The headteacher and leaders have a clear and robust vision to develop the school as a successful learning community by providing high quality education and care for all pupils, this will continue into the new school setting. This vision is based soundly on raising standards, developing pride towards the Welsh language, and pupils' wellbeing. There is an effective leadership team to support the work of setting a decisive strategic direction for all of the school's work. There will be no change to how the quality and effectiveness of leaders and managers will perform. At the proposed Welsh-medium seedling primary school site, the school leadership team will receive support and guidance from the Council and the Education Achievement Service to ensure best practice in leadership and management are continued and adopted.

Impact of the proposal

Should the proposal be approved, the impact on Ysgol Gymraeg Bro Helyg will be largely mitigated, as it is planned to establish a shared governance model across the two schools. It will continue to provide a high quality learning environment in support of enhanced outcomes for all learners. The proposal will ensure that the already excellent standards will be transferred and further developed.

As mentioned previously (Page 13) the growth of the school has the potential to impact on English-medium community primary and secondary provision, along with faith-based primary schools. The biggest impact on primary being in 2029/30, with maximum loss of pupil numbers - if solely from within the exiting/projected pupil population, would be in the region of 24 – 30 pupils across the primary schools detailed on Page20. There is also a potential impact for secondary provision going forward, with the same maximum level of loss.

Section 8: Overview of the New School Proposal

The table below details the category, language and age range of Ysgol Gymraeg Bro Helyg

New School Proposal Overview	
Admission no and arrangements	Blaenau Gwent County Borough Council will act as the Admissions Authority for the admission of pupils to the new school. The admission numbers from 2023 will be: • Nursery:24 • Reception:24 Admission would be managed in accordance with the Blaenau Gwent School Admissions Policy for Nursery and Statutory Education (2022/23).
Age range	3-11 years
Pupil places	The admission will be • Ysgol Gymraeg Bro Helyg Blaina numbers from June 2020 will be: 150 • Ysgol Gymraeg Bro Helyg Sirhowy numbers from September 2023 will be: 48
Capacity of the new school	Seedling provision Tredegar 210 places
Location	Preferred option: Chartist Way, Sirhowy, Tredegar.
Category school and language	Maintained Welsh-medium Primary
Schedule of accommodation	To be determined post consultation
Transport arrangements and policy	Transport will be delivered in accordance with the Blaenau Gwent Home to School and Post 16 Transport Policy 2019. Please refer to Section 1 for more information.
School Categorisation (2019)	Not applicable

Estyn Inspection Results	https://www.estyn.gov.wales/provider/6772307 February 2020
Building Condition Categorisation	B
Building Suitability Categorisation	C

List of facilities provided under the proposal

- Nursery and associated hygiene rooms and calming room
- 5 standard Foundation Phase classrooms
- 2 Key Stage 2 Classrooms
- Flexible teaching spaces
- Dining/assembly hall and kitchen/servery
- Headteacher and admin offices
- Staffroom
- Teaching streets
- Calming room
- Covered play/learning areas
- Playground and soft social (grass) area

A Co-located Welsh-medium Childcare provision for 28 children

School Catchment Area

Ysgol Gymraeg Bro Helyg and the proposed seedling school will still serve the whole of Blaenau Gwent, with the focus of the latter being pupils from the Tredegar Sirhowy and Ebbw Fawr North area.

Transition Arrangements

There will be no change for pupils already attending Ysgol Gymraeg Bro Helyg. The proposal will affect pupils who apply for a school place in the 2023/24 academic session. The Council will work with Ysgol Gymraeg Bro Helyg and Early Years, Childcare partners to ensure effective planning and transition processes are in place.

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Section 9: Consultation Pro-forma

Consultation Questionnaire

Please provide your comment on the proposal to establish a new Welsh-medium Primary School in the Tredegar/Sirhowy Valley via a Seedling/Growth Model.

You may also wish to indicate which of the following reflects your views:

I fully support the proposal	
I support some of the proposal	
I do not support the proposal	

Your comments:

Name: _____ Date: _____
E-mail: _____
Address: _____ Postcode: _____

Please indicate if you are:

Primary: Teacher/Non-Teaching School Staff / Governor / Parent / Pupil /Local Resident / Other (please state) _____

Secondary: Teacher/Non-Teaching School Staff / Governor / Parent / Pupil /Local Resident / Other (please state) _____

Thank you for your time and contribution to the consultation. Your views, comments and responses will be recorded and reported to the Council's Executive Committee in the Consultation Outcome Report.

Please detach this form and return by Emailing: 21stcenturyschools@blaenau-gwent.gov.uk

All comments to be received no later than 5:00pm on Friday 29th January 2021

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Appendix 1– Equality Impact Screening

Blaenau Gwent County Borough Council

Screening Form

Service Area Contact Information: *(Please complete all fields)*			
Name of Person Completing Form: *Sharon Northall*	**Department/Service Area:** *Education Directorate*	**Service Manager:** *Claire Gardner*	**Date:** *30/11/2020*
Contact Details: *sharon.northall@blaenau-gwent.gov.uk*		**Name of Proposed Policy:** *N/A*	
Policy Information			
Are you screening for the Equality Impact on a new policy, or an existing policy: N/A Choose an item.		**Comments:** This EIA screening is in connection with the development of a new 210 Place Primary School in Tredegar/Sirhowy Valley.	
What are the aims and objectives of the policy: *There are no associated policy developments, however, the Council is consulting upon a proposal to increase Welsh-medium Education and Childcare provision within the borough.*			

Assessment of Impact of the Policy / Practice on Protected Characteristics

Protected Characteristic	Positive Impact	Negative Impact	Neutral Impact	Provide reasons and any mitigation required
Age (children, young people, the elderly)	☒	☐	☐	The proposal will have a positive impact upon all ages, by offering them more opportunities to be educated, learn and access provision via the medium of Welsh.
Disability	☐	☐	☒	
Gender	☐	☐	☒	
Marriage and Civil Partnership	☐	☐	☒	
Pregnancy and Maternity	☐	☐	☒	
Race	☐	☐	☒	

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Religion and Belief	☐	☐	☒	
Sex (male, female)	☐	☐	☒	Click here to enter text.
Sexual Orientation	☐	☐	☒	Click here to enter text.

Additional Indicators of Equality Risk

Please indicate if you believe this policy / practice has a high, medium or low risk as follows (1 = No Impact; 2 = Minimal Impact; 3 = Potential Impact; 4 = Likely Impact; 5 = Inequality Impact)

Children and / or young people up to the age of 18	1	*Please indicate any planned methods aimed at mitigating these risks* Click here to enter text.
The dynamics of a given community	1	*Please indicate any planned methods aimed at mitigating these risks* *There will be more options for parents to consider based on their child's schooling. English medium, Faith Based and Welsh-medium.*

Meeting the Equality Objectives

Please indicate below if / how your proposal will contribute to the Equality Objectives

Objective 1 – Making equality vital in decision making and service provision	Yes ☒	No ☐	
Objective 2 – Be an equal opportunity employer, with a workforce that is aware of and understands the equality agenda	Yes ☒	No ☐	Click here to enter text.
Objective 3 – Do our best to engage, protect and support those people in our community that need it the most	Yes ☒	No ☐	Click here to enter text.
Objective 4 – Promote understanding and acceptance of diversity within our communities	Yes ☒	No ☐	

Evidence and Consultation

Have you undertaken any consultation and engagement activities with protected groups in order to mitigate any risks of discrimination	Yes ☐	No ☐	*Please describe the engagement activities undertaken as part of this process* Consultation will be undertaken with all relevant stakeholders in order to gather their views.
Please highlight any additional evidence which might demonstrate consideration of the needs to protected groups in relation to this particular proposal			

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Community and Welsh Language Impact Assessment

Proposal to establish a Welsh-medium Primary School in the Tredegar/Sirhowy Valley

November 2020

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1. Introduction

Blaenau Gwent County Borough Council (BGCBC) is carrying out a formal consultation on a proposal to establish a Welsh-medium Primary School in the Tredegar/Sirhowy Valley. Should Blaenau Gwent Borough Council wish to implement the proposal following conclusion of the formal consultation, such implementation will be subject to Welsh Language and Community Impact Assessments.

2. National Context

Welsh Government School Organisation Code November 2018 (V2) requires local authorities to conduct a Community Impact Assessment and a Welsh Language Impact Assessment when proposing changes to school organisation. The School Organisation Code stipulates that local authorities need to consider the impact that proposals may have on local families and the local community, by undertaking a community impact assessment, and the impact upon Welsh language via a language impact assessment, if any school affected provides teaching through the medium of Welsh.

3. Local Context

Blaenau Gwent is committed to modernising education, ensuring children and young people receive a first class education, The Council also recognises the importance of having modern and fit for purpose buildings that meet the needs of modern day education. In March 2017, the education directorate published the 'Vision for Education' to Secure excellent achievement and wellbeing for all learners through a partnership, school-led, self-improving system. There are five priorities that the Council aims to deliver. The fifth priority refers to improving the quality of our school estate.

Community Impact

As part of the consultation document development, the Education Transformation team have undertaken a Community Impact assessment which is detailed below, in consideration of the proposal to build a new 210 place Welsh-medium primary school in the Tredegar/Sirhowy Valley.

a. Number of Pupils in the area of Tredegar Sirhowy Valley

The are 1,913 pupils of statutory school age attending schools in the Tredegar/ Sirhowy Valley. Of these, 1,247 are primary pupils and 666 secondary pupils. 58% (724) of the primary school age population attend their catchment area school, within Tredegar Comprehensive School this is slightly higher, with 94% (622) of pupils in catchment. The remaining 6% (44) of pupils reside outside of Tredegar/ Sirhowy Valley.

As this proposal seeks to develop the school via a seedling/growth model, calculations have been carried out using existing nursery, reception and Year 1 data.

<u>Nursery Data</u>

Out of the 148 nursery age pupils, 62% (92) of pupils attend their catchment area school, 32% (48) of pupils attend a school in Tredegar which isn't their catchment

school, with the remaining 6% (8) residing outside of Tredegar/Sirhowy Valley (predominantly Ebbw Vale and/or out of borough).

Reception Data
Out of 166 reception age pupils, 59% (99) of pupils attend their catchment area school, 35% (57) of pupils attend a school in Tredegar which isn't their catchment school, with the remaining 6% (10) of pupils residing outside of Tredegar/Sirhowy Valley (predominantly Ebbw Vale and/or out of borough).

Year 1 Data
Out of 176 Year 1 pupils, 56.5% (101) of pupils attend their catchment area school within Tredegar/Sirhowy, 38% (68) of pupils attend a school in Tredegar which isn't their catchment school, and the remainder of pupils 5.5% (7) reside outside of Tredegar/Sirhowy Valley (predominantly Ebbw Vale and/or out of borough).

b. Which schools are likely to be affected by this proposal
An initial appraisal was undertaken to assesses which primary schools would be directly affected, and which would be indirectly affected by this proposal in the Tredegar/Sirhowy and North Ebbw Fawr Valleys, should the new school proposal be developed. There is an assumption that the affected schools would be:

Directly affected – as this is currently the only Welsh-medium Primary School**:**
Ebbw Fach (North)
- Ysgol Gymraeg Bro Helyg, Rising Sun Industrial Site, Blaina NP13 1YL

Indirectly affected - with possible pupil displacement as a result of parental choice**:**
English and Faith based Primary Schools in the Tredegar/Sirhowy Valley
- Bryn Bach Primary School, Merthyr Road, Tredegar NP22 3RX
- Deighton Primary School, Stockton Way, Tredegar NP22 3ES
- Georgetown Primary School, Oakfield Road, Tredegar, NP22 4LP
- Glanhowy Primary School, Coach Bach, Tredegar, NP22 4RW
- St Joseph's R.C. Primary School, Ashvale, Dukestown, Tredegar, NP22 4AQ

Ebbw Fawr (North)
- Glyncoed Primary School, Badminton Grove, Ebbw Vale, NP23 5UL
- Willowtown Primary School, Brynheulog Street, Ebbw Vale, NP23 6NJ
- All Saints R.C. Primary School, Heol-yr-Ysgol, Ebbw Vale, NP23 6QP

Welsh-medium Secondary
- Ysgol Gyfun Gwynllyw, Folly Road, Trevethin, Pontypool, Torfaen, NP4 8JD

Other considerations include:
- Pupil migration into the area from neighbouring authorities which boarder the Tredegar/Sirhowy Valley.
- New pupils resulting from housing developments and in-year transfers.

c. Information about the distance and travelling time involved in attending an alternative school of the same language category

Should this proposal not proceed, for the children of families whose first choice is Welsh-medium education, the travel time for pupils via home to school transport would likely be in excess of 50 minutes.

For pupils who wish to partake in after school activity, there are additional transport and access considerations for parents, should parents not have access to their own vehicle. In this instance, parents would need to use either public transport and/or taxi services. There is no direct public transport link to Ysgol Gymraeg Bro Helyg via either Tredegar or Ebbw Vale. Therefore, parents would need to make 3 changes as follows from Tredegar and 2 from Ebbw Vale:

- Tredegar to Ebbw Vale
- Ebbw Vale to Brynmawr
- Brynmawr to Nantyglo

Parents and pupils would then be required to walk for at least 15 minutes to safely access the school from the nearest bus stop. Both journeys are likely to take in excess of 1 hour each way, with transport times varying and not consistently passing through.

Therefore, access and engagement with out of hours' school-based activity is likely to be more difficult should the proposal not proceed. Walking and cycling routes from a number of areas throughout the borough are restricted.

The preferred site, Chartist Way, is on an existing bus route and would make it more accessible for parents on public transport.

Welsh Language Impact

The language category of the proposed seedling primary school would be Welsh-medium, the only other Welsh-medium primary in Blaenau Gwent is Ysgol Gymraeg Bro Helyg. The proposal would positively impact upon the Welsh language in creating additional childcare, education and community provision.

School	School activities which provide additional opportunities to use Welsh in the school and any alternative school	Does the school provides facilities for members of the community to learn Welsh
Ysgol Gymraeg Bro Helyg Welsh-medium primary	• School: clubs after school for KS2 pupils on Tuesdays, Wednesdays and Thursdays – Art, Sports, Drama, Music, ICT • Urdd run a club on a Monday – various activities. • Menter Iaith run a lunch-time club on a Friday – various activities and we compete in Urdd Eisteddfod, Urdd Sports and take children to Llangrannog Urdd Activity centre twice a year. • The school runs lunch-time Welsh pop music clubs and holds various events during the year promoting Welsh language and culture e.g. Welsh Music Day in February, St. David's Day March, Caffi Cymraeg	The school hold community engage activities and sessions for parents, families and residents, which could be expanded upon and further developed school the proposal go ahead.

	termly where parents and the community are invited to coffee morning. TED sessions are also held, where new parents learn Welsh songs and vocabulary that will help them support their children with the language e.g. the school has held cookery sessions, reading sessions, and other various themed sessions during the year. • During Caffi Cymraeg and TED sessions, the Criw Cymraeg (pupils who lead on the Siarter Iaith/Welsh Charter) lead the learning. • The school has good links with both Tai Calon Welsh learners and BGfm radio station. • The latest development is that the school has established links with the Criw Cymraeg from local English-medium primary schools (Ystruth, Coed-y-Garn and Blaen-y-Cwm), who visit to plan activities such as Welsh Music day disco and seeing how our Caffi Cymraeg works. Other schools such as Deighton Primary School have visited for support and activities to improve Welsh language acquisition.	Coleg Gwent act as a partner agency delivering courses to young people and adults. Should the proposal proceed, this would offer the opportunity to increase community provision and engagement via the College.

d. Welsh in Education Strategic Plan 2017-20 (WESP) and its delivery agent Blaenau Gwent's Welsh in Education Forum (WEF)

Blaenau Gwent, through its Welsh in Education Strategic Plan 2017-20 (WESP) along with Blaenau Gwent's Welsh in Education Forum (WEF), is committed to expanding the provision of Welsh medium education throughout the County Borough. This proposal would increase opportunities for learning via the medium of Welsh.

All schools in Blaenau Gwent teach and promote the Welsh language. The proposal would increase opportunities to learn and enhance Welsh language and culture within the area.

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Consultation Checklist from school organisation code V2

Those bringing forward statutory proposals must publish a consultation document in hard copy and electronically on their website or that of the relevant local authority. Hard copies must be available on request. Consideration should be given to publishing in other formats where accessibility might otherwise be an issue.

The consultation document must be published on a school day of the school or schools subject to the proposal and consultees must be given at least 42 days to respond to the document, with at least 20 of these being school days. Consultation documents should not be published on a school day which includes a school session which is devoted (wholly or mainly) to improving teaching standards or management practices of staff at the school (INSET days).

The following must be advised by letter or email of the availability of the consultation document and that recipients can, if they wish, obtain a hard copy of the consultation document on request (but see also section 3 on Consultation with Children and Young People):

- Parents (and where possible prospective parents) carers and guardians, and staff members of schools affected by the proposals;
- in the case of proposals affecting secondary provision, parents of pupils attending primary schools from which pupils normally transfer to that secondary school;
- the maintaining or proposed maintaining authority for any school likely to be affected by the proposals;
- any other local authority (including those in England, where appropriate) likely to be affected - including in the case of dedicated SEN provision any authority placing or likely to place pupils with SEN in it;
- the Church in Wales and Roman Catholic Diocesan Authority for the area in which any school likely to be affected is located;
- any other appropriate religious body for any school likely to be affected by the proposals;
- the governing body of any school which is the subject of the proposals;
- the governing body of other schools which the proposer consider are likely to be affected by the proposals;
- the Welsh Ministers Schoolsmanagementdivision3@gov.wales ;
- Constituency and Regional Assembly Members (AMs) and Members of Parliament (MPs) representing the area served by/intended to be served by any school which is the subject of the proposals;
- Estyn;
- teaching and staff trade unions representing teachers and other staff at any school which is the subject of the proposals;
- the relevant Regional Education Consortium;
- the Police and Crime Commissioner for the area served by/intended to be served by any school which is the subject of the proposals;
- any community or town council for the area served by/ intended to be served by any school which is the subject of the proposals;
- in the case of proposals affecting nursery provision any independent or voluntary providers who may be affected including Mudiad Meithrin;
- in the case of proposals affecting nursery provision, the Children and Young People's Partnership and/or the Early Years Development and Childcare Partnerships where present;
- in the case of proposals affecting SEN provision, any relevant health or third sector bodies with an interest;
- in the case of proposals affecting secondary provision, any further education institutions serving the area of the school; and
- in the case of proposals affecting Welsh language provision, the Welsh Language Commissioner.

In the case of all proposals, the consultation document must contain the following information:

Description and Benefits • a detailed description of the status quo setting out its strengths and weaknesses and the reasons why change is considered necessary; • a detailed description of the proposal or proposals (a proposer may consult on more than one potential proposal), the projected timetable for statutory procedures and for implementation of the proposals and any proposed interim arrangements which might be necessary for their implementation. In describing the proposals, proposers should normally refer to them using the terms set out this Code (e.g. school closure) but where two or more existing schools become one school operating on more than one site (e.g. where former infant and junior schools become a primary school) the terms 'merger' or 'amalgamation' might be used; • the expected benefits of the proposals and disadvantages when compared with the status quo; • any risks associated with the proposals and any measures required to manage these; • a description of any alternatives considered and the reasons why these have been discounted (but see para 1.8 "Presumption against the closure of rural schools); • information on any changes to learner travel arrangements were the proposals to be implemented and the impact on accessibility of provision.	
Details of affected schools • the names, locations and categories (i.e. community, voluntary controlled, voluntary aided, foundation) of all existing schools likely to be affected by the proposals (for example, in the case of a proposal to close a school information should be provided about all the surrounding schools to which it might reasonably be considered that pupils may wish to transfer); • the number of pupils on roll currently and the figures recorded for the previous four annual school censuses at all existing schools likely to be affected by the proposals; • five year forecasts of pupil rolls at all existing schools likely to be affected by the proposals both currently (i.e. based on the existing configuration of schools) and if the proposals are implemented; • the pupil places capacity of all existing schools likely to be affected by the proposals; • the number of nursery places at any existing school likely to be affected by the proposals; • information about the quality of accommodation at all existing schools likely to be affected by the proposals including reference to the local authority's most recent condition survey using the categories of the original 21st Century Schools Survey; • the language medium of all existing schools likely to be affected by the proposals (using the Welsh Government Circular 23/2007 "Defining schools according to Welsh medium provision").	
Quality and standards in education • an analysis of the likely impact of the proposals on the quality of the following (reference to relevant Estyn five inspection areas are included in brackets): a) standards (standards and progress overall, of specific groups and in skills); wellbeing and attitudes to learning; b) teaching and learning experiences (quality of teaching, the breadth, balance and appropriateness of the curriculum, and the provision of skills; c) care support and guidance (tracking, monitoring and the provision of learning support, personal development and safeguarding); and d) leadership and management (quality and effectiveness of leaders and managers, self evaluation processes and improvement planning, professional learning, and use of resources) at the school or schools which are the subject of the proposals and at any other school or educational institution which is likely to be affected. • information from the most recent Estyn reports for each school likely to be affected; • the likely impact of the proposals on the ability of school or schools which are the subject of the proposals or any other school which is likely to be affected, to deliver the full curriculum at the foundation phase and each key stage of education.	

Welsh in Education Strategic Plan (WESP) • the extent to which the proposal would support the targets in the approved Welsh in Education Strategic Plan. • How the proposal would expand or reduce Welsh language provision. In the case of the latter, set out why provision will be reduced.	
Finance • the financial costs of the proposal and any potential savings (including where appropriate the current costs per pupil and the projected costs upon completion) – capital and recurrent (including school transport and staff costs); • the sources from which capital funding will be provided; • how any capital receipts or recurrent costs savings will be deployed;	
Land and buildings • details of any potential transfer or disposal of land or buildings that may need to occur as a result of the proposals.	
Consultation details • details of how people can make their views known including the address to which comments in writing can be made and the deadline for those comments; • details of how people can ask further questions about the proposals or suggest alternatives to the proposals; • a statement to the effect that responses to consultation will not be counted as objections to the proposal and that objections can only be registered following publication of the notice; • an explanation of the publication process, the making of objections and determination of published proposals. • a space for consultees to respond to the consultation • an opportunity for consultees to register their wish to be notified of publication of the consultation report. Where proposals involve establishing a new school the following information must also be included in the consultation document: the new school's: a. proposed admission number and admission arrangements; b. age range; c. pupil places capacity and/or number of nursery places; d. location; e. category (i.e. Community, Voluntary Aided or Voluntary Controlled); f. language category (as defined by Information document No. 023/2007); g. details of the proposed accommodation to include a list of proposed facilities; h. in the case of a special educational needs (SEN) resource base in a mainstream school or a special school, information on the special needs of the pupils proposed to be admitted; i. home to school transport arrangements (including any transitional arrangements) and the local authority's transport policy. Where proposals involve the closure of a school the following information must be included in the consultation document: • details of any alternatives to closure that have been considered and the reasons why these have not been taken forward (but see para 1.8 "Presumption against the closure of rural schools"); • the impact of proposals on the local community, the likely impact on staff of schools named in proposals; in the case of alternative provision: a. the name and location of the proposed alternative provision; b. a comparison of the quality and standard of education provided at the school from which pupils would be transferred and the proposed alternative school or schools and an outline of any steps necessary in order to ensure that any shortcomings in the latter are addressed; c. admission arrangements at the proposed alternative school;	

d. a comparison of the quality of accommodation at the school from which pupils would be transferred and at the proposed alternative and an outline of any steps necessary in order to ensure that any shortcomings in the latter are addressed;
e. information on any building works necessary to ensure that transferred children can be accommodated at the alternative provision;
f. the impact on pupils' journeys to school and on school transport costs;
g. information regarding available walking routes to the alternative provision;
h. the language medium at the proposed alternative school.

Where proposals involve the closure of a rural school and the decision has been made to consult on the proposal, the following information must be contained in the consultation document along with the information that must be contained for all proposals:

- The reason for the closure proposal (i.e. a description of the key challenges that the school faces and the proposer wishes to address);
- The alternatives to closure that have been identified and an assessment of these alternatives to include:
    - the likely impact on quality and standards in education,
    - the likely impact on the community and
    - the likely effect of different travelling arrangements.

In addition consultees must be informed of their opportunity to:

- make representations regarding the alternatives to closure that have been identified by the proposer as well as the main proposal;
- suggest other alternatives to closure which would address the reasons for closure (i.e. the key challenges the school faces which the proposer is seeking to address).

Where the proposal concerns adding or removing nursery provision. The following information must be included in the consultation document:

- the sufficiency of accommodation and facilities offered, both in the classroom and outdoors, and the viability of any school that wishes to add nursery places;
- whether there is a need for additional nursery places in the area;
- the levels of demand for certain types of nursery education e.g. Welsh medium or provision with a religious character;
- the effect of the proposals on other institutions, including private and third sector providers; and
- the extent to which proposals will integrate early years education with childcare services or are consistent with an integrated approach.

Where the proposal concerns adding or removing sixth form provision. The following information must be included in the consultation document:

- whether proposals will lead to an improvement in the educational or training achievements of persons who are above compulsory school age but below the age of 19 in the area;
- whether proposals will contribute to an appropriate range of relevant courses and qualifications and high quality, employer informed, vocational learning routes targeted at pupils of all abilities, whilst maintaining GCSE, AS/A level and other established courses, as required under the Learning and Skills (Wales) Measure 2009 for 14-19 year old learners;
- whether proposals are likely to lead to increased participation in learning by pupils beyond compulsory school age, taking into account transport issues and costs to the learner and others, the affordability of such costs, and the likelihood of learners being willing to travel;
- the extent to which proposals contribute to the 14-19 agenda taking account of the views of local 14-19 networks and learning partnerships;
- the effect of proposals on 11-16 provision in schools; how proposals would affect the viability of institutions already providing good-quality post-16 provision, including school sixth forms, Further Education Institutions and private training organisations;

- how proposals might affect the sustainability or enhancement of Welsh medium provision in the local 14-19 network and wider area and promote access to availability of Welsh medium courses in post-16 education;
- the extent to which proposals will provide additional learner benefits compared with the status quo and other tenable options for post-16 organisation; and
- how proposals might affect the discretionary transport provision a local authority may provide to learners20 above compulsory school age.

Where proposals relate to a special school or involve specialist resource bases attached to mainstream schools the following information must be included in the consultation document:

- the impact on SEN provision;
- how proposals will contribute more generally to enhancing the quality of education and support for children with SEN.

Where the proposal concerns a change of language medium. The following information must be included in the consultation document:

- projected demand from parents for the type of provision proposed; and
- the extent to which existing provision, of the type proposed exceeds or falls short of demand or projected demand. Where any school involved or affected provides teaching through the medium of Welsh the following information must be included in the consultation document:
- an assessment of the impact of proposal on the Welsh language (a Welsh language impact assessment must be included either in the main part of the consultation document or as an Annex); and
- an explanation of how the proposal forms part of the WESP.

Where the proposal concerns a school with a designated religious character the following information must be included in the consultation document:

- the impact on availability and access to places at a school with the same designated religious character.

Where the proposal concerns a change of category the following information must be included in the consultation document:

- the effect of the change of category on governance arrangements and the governing body's powers over policies and arrangements in respect of admissions, employment and the curriculum; and
- any proposed changes to policies and arrangements in respect of admissions, employment and the curriculum.

In some circumstances, proposers may consider it appropriate to consult on a range of options rather than one specific proposal, but in such cases, all of the information set out above **must** be provided in relation to each of the identified options.

Consultation with children and young people

Proposers must also make suitable arrangements to consult with pupils of any affected school (or part of a school in the case of provision reserved for children with SEN) and, where possible, with children and young people who are likely to attend those schools. As a minimum, this must include consultation with the school councils of the affected schools, but should also include consultation with individual learners where this is appropriate and practicable. Governing bodies must help facilitate this aspect of the consultation.

The information given to children and young people must be presented in such a way that it is relevant to their age and level of likely understanding and allows them to reach an informed opinion. The agreed children and young people's participation standards for Wales are available on the Welsh Government's website; proposers should refer to these and act in accordance with them.

https://gov.wales/topics/people-and-communities/people/children-and-youngpeople/rights/ParticipationforChildrenandYoungPeople/?lang=en

If consulting with individual learners, proposers should produce and distribute a version or versions of the consultation document appropriate to the age/ages of the children and young people affected. The consultation document should also clearly explain to children and young people the difference between the consultation and objection periods and how and when they can object to proposals. Where necessary, proposers should provide assistance to children and young people who wish to submit a consultation response.

Consultation reports

The proposer must publish a consultation report on their website or that of the relevant local authority. The report must be published at least two weeks prior to the publication of a statutory notice:

- summarising each of the issues raised by consultees;
- responding to these by means of clarification, amendment to the proposal or rejection of the concerns, with supporting reasons;
- setting out Estyn's response to the consultation in full; and
- responding to Estyn's response by means of clarification, amendment to the proposal or rejection of the concerns, with supporting reasons.

The consultation report might also make recommendations – for example, to the local authority's executive or the governing body – about how to proceed i.e. to publish the proposals as consulted on with any appropriate modifications, to abandon the proposals and retain the status quo or to significantly recast the proposals and re-consult.

Proposers must ensure that any views expressed by children and young people affected by the proposals are highlighted in the consultation report and that it is accessible to them.

Where the proposal relates to the closure of a rural school in addition to the steps to be taken in respect of the consultation report for all schools the following special requirements apply:

Following the consultation period, when the proposer is reviewing the proposal prior to publication the proposer is required to carry out a further assessment for the proposal and each of the alternatives that were set out in the proposal paper. This involves the same matters that the proposer was required to assess in formulating the proposal:

- the likely impact on quality and standards in education,
- the likely impact on the community and
- the likely effect of different travelling arrangements.

The purpose of this further assessment is to take account of any further information that has come forward through the consultation or otherwise.

In its consultation report, the proposer is required to explain its assessment of the proposal and the reasonable alternatives identified, how this assessment differs from their earlier assessment (if at all) and its assessment of any further reasonable alternatives. Finally, the proposer is required to confirm whether it considers the implementation of the proposal, (wholly or partly) to be the most appropriate response to the reasons it identified for the proposal and give reasons for its conclusion.

Although under the 2013 Act the requirement to consult does not apply to proposals to discontinue small schools with fewer than 10 pupils at the preceding January census point21 local authorities and governing bodies bringing forward such proposals should still take into account the factors set out in Chapter 1 of this Code when developing and considering proposals. If the school is on the list of "rural schools" this includes satisfying the requirements at 1.8 "Presumption against the closure of rural schools".

The consultation report must be published electronically, either on the proposer's website or on the relevant local authority's website. In addition, hard copies must be available on request. This must take place before any proposal is published.

The following **mus**t be advised by letter or email of the availability of the consultation report:

- parents (and where possible prospective parents) carers and guardians, and staff members of schools which are subject to the proposals;
- in the case of proposals affecting secondary provision, parents of pupils attending primary schools from which pupils normally transfer to that secondary school; and
- consultees who had requested notification.
- the maintaining or proposed maintaining authority for any school likely to be affected by the proposals;
- any other local authority (including, those in England, where appropriate) likely to be affected – including in the case of dedicated SEN provision any authority placing or likely to place statement pupils in it;
- the Church in Wales and Roman Catholic Diocesan Authority for the area in which any school likely to be affected is located;
- any other appropriate religious body for any school likely to be affected by the proposals;
- the governing body of any school which is the subject of the proposals;
- the governing body of other schools which the proposer considers are likely to be affected by the proposals;
- the Welsh Ministers Schoolsmanagementdivision3@gov.wales ;
- Constituency and Regional Assembly Members (AMs) and Members of Parliament (MPs) representing the area served by/intended to be served by any school which is the subject of the proposals;
- Estyn;
- teaching and staff trade unions representing teachers and other staff at any school which is the subject of the proposals;
- the relevant Regional Education Consortium;
- the Police and Crime Commissioner for the area served by/intended to be served by any school which is the subject of the proposals;
- any community or town council for the area served by/ intended to be served by any school which is the subject of the proposals;
- in the case of proposals affecting nursery provision any independent or voluntary providers who may be affected including Mudiad Meithrin;
- in the case of proposals affecting nursery provision, the Children and Young People's Partnership and/or the Early Years Development and Childcare Partnerships where present;
- in the case of proposals affecting SEN provision, any relevant health or third sector bodies with an interest;
- in the case of proposals affecting secondary provision, any further education institutions serving the area of the school; and
- in the case of proposals affecting Welsh language provision, the Welsh Language Commissioner.

Unless proposers have applied for and been granted a time extension by the Welsh Ministers, proposals must be published within 26 weeks of the end of the period allowed for consultation responses, otherwise the proposals will lapse and a new consultation document must be issued to revive them.

Applications to the Welsh Ministers for a time extension must be made in writing before the 26 week period has elapsed and must set out the reasons why an extension is considered necessary. In deciding whether to approve an extension, the Welsh Ministers will take into account the reasons given for the application, the nature of the proposals and any other relevant factors. The Welsh Ministers would be unlikely to approve any application which would result in more than a year elapsing between the end of the period allowed for consultation responses and the publication of a statutory notice.

Statutory proposals are sometimes brought forward as a result of strategic reviews into school provision carried out by local authorities. Whilst it is good practice to consult on such reviews, such consultation must not take the place of the formal consultation necessary on individual proposals as required by the Code.

Where the prospective proposers are not a local authority they should discuss their intentions with the local authority which would maintain any proposed new or altered provision at an early stage, i.e. before formal consultation commences.

Proposers should not refer to the period allowed for objections as the consultation period. The term consultation only applies to the period before final decisions are made to proceed to publish a proposal.

Consultees can submit views either in favour of or against a proposal. Consultees should be advised that unfavourable comments made during the consultation period will not be treated as objections and that if they wish to object, that they need to do so in writing during the statutory objection period. If consultees submit a request during the objection period that a response submitted at consultation stage should be treated as an objection, this should normally be accepted. Those responsible for publishing proposals should make every effort to ensure that those who have expressed opposition or concern during the consultation period are aware that statutory notices have been published.

Publication of statutory proposals

Manner of publication If the proposer decides to proceed with a proposal they must publish the proposal22 by way of a notice (referred to in this Code as a "statutory notice"). The statutory notice must be published on a school day but not on a school day which includes a session which is devoted (wholly or mainly) to improving teaching standards or management practices of staff at the school (INSET days). The objection period (see 4.2) must include 15 school days23 (in addition to the day on which it is published).

The statutory notice must be published:

i. on the proposer's website (if it has one);
ii. on the website of the existing/proposed maintaining local authority, where the local authority is not the proposer;
iii. by being posted at or near the main entrance to any existing school which is the subject of the proposal, or, if there is more than one main entrance, all of them;
iv. where a new school is being established, in a conspicuous place in the area to be served by the school; v. by providing any school which is the subject of proposals with copies of the notice to distribute to pupils, parents carers and guardians, and staff members (the schools may distribute the notice by email);
v. in the case of proposals affecting secondary provision, parents of pupils attending primary schools from which pupils normally transfer to that secondary school.

Furthermore, on the day that the statutory notice is published, the following must be sent either a hard copy of the notice or be emailed a link to the relevant website:

- the maintaining or proposed maintaining authority for any school likely to be affected by the proposals;
- any other local authority (including, where appropriate, a local authority in England) likely to be affected - including in the case of dedicated SEN provision any authority placing or likely to place pupils with SEN in it;
- he Church in Wales and Roman Catholic Diocesan Authority for the area in which any school likely to be affected is located;
- any other appropriate religious body for any school likely to be affected by the proposals;
- the governing body of any school which is the subject of the proposals
- other schools which the proposers consider are likely to be affected by the proposals;
- the Welsh Ministers* Schoolsmanagementdivision3@gov.wales ;
- Constituency and Regional Assembly Members (AMs) and Members of Parliament (MPs) representing the area served by/intended to be served by any school which is the subject of the proposals;

- Estyn;
- teaching and staff trade unions representing teachers and other staff at any school which is the subject of the proposals; the relevant Regional Education Consortium; the Police and Crime Commissioner for the area served by/intended to be served by any school which is the subject of the proposals;
- any community or town council for the area served by/ intended to be served by any school which is the subject of the proposals;
- in the case of proposals affecting nursery provision, any independent or voluntary providers who may be affected including Mudiad Meithrin;
- in the case of proposals affecting nursery provision, the Children and Young People's Partnership and/or the Early Years Development and Childcare Partnerships where present;
- in the case of proposals affecting SEN provision, any relevant health or third sector bodies with an interest;
- in the case of proposals affecting secondary provision, any further education institutions serving the area of the school; and
- in the case of proposals affecting Welsh language provision, the Welsh Language Commissioner.

It is no longer a requirement to publish the proposal in a newspaper.

Length of objection period

The 2013 Act provides that anyone wishing to make objections to a school organisation proposal has the opportunity to do so. To be considered as statutory objections, objections must be made in writing or by email, and sent to the proposer before the end of 28 days beginning with the day on which the notice was published ("the objection period").

Content of published statutory notice

The published statutory notice must contain the following information:

- the name of the persons or body publishing the proposal;
- the planned date of implementation (or dates if implementation is to be staged);
- details of how to obtain a copy of the consultation report; the date by which objections should be sent and the address to send them to, including the relevant email address.

Additionally

- a statutory notice for a proposal to establish a new school must state:

– the proposed language category of the school as defined by Information Document No: 023/2007;
– the name of the proposed maintaining local authority;
– the location of the site of the school (and where appropriate the postal address);
– whether the school will be single or mixed sex;
– the age range of the school;
– the category of the school - community, voluntary aided, voluntary controlled, community special;
– whether the governing body or the local authority will be the admission authority;
– the proposed arrangements for transport of pupils;
– the admission number for each relevant age group in the first year of implementation or at each stage of implementation - "admission number" is to be determined in accordance with the calculation set out from time to time by the Welsh Ministers (currently contained in the Welsh Government Circular No: 21/2011);
– the proposed capacity of the school – "capacity" is to be determined in accordance with the formulae set out from time to time by the Welsh Ministers (currently Welsh Government Circular No: 21/2011);
– for a special school, information on the type of SEN for which provision will be made;
– whether the school will have a religious character, and if so the nature of that character and the proposed appropriate religious body;
– whether the admission arrangements of the school will make any provision for selection by ability permitted by section 101 of the School Standards and Framework act 1998 (pupil banding);

– in the case of a new voluntary school, whether the proposals are to implemented by the local authority or the promoters and, if the proposals are to be implemented by both, the extent to which they are to be implemented by each such body.

- A statutory notice for a proposal to alter a school or change its category must state:

– the name and address of the school subject to the proposal;
– the name of the maintaining local authority;
– a description of the proposed alteration or change of category;
– where the alteration involves enlargement, or a reduction in capacity, the current number of pupils, the capacity of the school and the proposed capacity – "capacity" is to be determined in accordance with the formulae set out from time to time by the Welsh Ministers (currently Welsh Government Circular No: 21/2011);
– the number of pupils to be admitted in each relevant age group in the first year of implementation or at each stage of implementation;
– in the case of a change in the type of SEN provision, the alternative provision for pupils and the impact on school transport; and
– any implications the alteration might have on home to school transport provision.

- A statutory notice for a proposal to discontinue a school must state:

– the name and address of school to be closed;
– the name of the maintaining local authority; – the school's religious character if it has one, and if so, the appropriate religious body;
– details of the alternative school/s which pupils can attend, including any interim arrangements and the language category of the alternative school/s as defined by Information Document No: 023/2007;
– details of any measures being taken to increase the number of places available in alternative schools; and
– arrangements for transport of pupils to alternative schools.

Note: Sometimes a proposal will need to incorporate two separate elements, e.g. a school might transfer to a new site and also be enlarged. In this case two proposals, which can be incorporated into one statutory notice, may be necessary.

Annex B comprises several recommended statutory notice templates which proposers may find helpful in the construction of a statutory notice.

Objection reports

Under section 49 of the 2013 Act when objections have been received proposers must publish a summary of the statutory objections and the proposer's response to those objections ("the Objection Report"). This must take place:
(a) in the case of a local authority that is required to determine its own proposals under section 53 of the Act (see 5.4 below), before the end of 7 days beginning with the day of its determination; and
(b) in all other cases, before the end of 28 days beginning with the end of the objection period.

The Objection Report must be published by being posted:

i. on the proposer's website (if it has one);
ii. ii. on the website of the existing/proposed maintaining local authority, where this differs from i. above.

In addition, hard copies must be made available on request.

The following must be advised by letter or email of the availability of the Objection Report:

- Parents (and where possible prospective parents) careers and guardians, and staff members of schools which are the subject of the proposals;
- in the case of proposals affecting secondary provision, parents of pupils attending primary schools from which pupils normally transfer to that secondary school;
- the maintaining or proposed maintaining authority for any school likely to be affected by the proposals; any other local authority (including, where appropriate, a local authority in England)

likely to be affected - including in the case of dedicated SEN provision any authority placing or likely to place pupils with SEN in it;

- the Church in Wales and Roman Catholic Diocesan Authority for the area in which any school likely to be affected is located;
- any other appropriate religious body for any school likely to be affected by the proposals;
- the governing body of any school which is the subject of the proposals;
- the governing body of other schools which the proposer consider are likely to be affected by the proposals;
- the Welsh Ministers* Schoolsmanagementdivision3@gov.wales ;
- Constituency and Regional Assembly Members (AMs) and Members of Parliament (MPs) representing the area served by/intended to be served by any school which is the subject of the proposals;
- Estyn;
- teaching and staff trade unions representing teachers and other staff at any school which is the subject of the proposal;
- the relevant Regional Education Consortium;
- the Police and Crime Commissioner for the area served by/intended to be served by any school which is the subject of the proposals;
- any community or town council for the area served by/ intended to be served by any school which is the subject of the proposals;
- in the case of proposals affecting nursery provision any independent or voluntary providers who may be affected, including Mudiad Meithrin;
- in the case of proposals affecting nursery provision, the Children and Young People's Partnership and/or the Early Years Development and Childcare Partnerships where present;
- in the case of proposals affecting SEN provision, any relevant health or third sector bodies with an interest in the case of proposals affecting secondary provision, any further education institutions serving the area of the school;
- in the case of proposals affecting secondary provision, any further education institutions serving the area of the school; and
- in the case of proposals affecting Welsh language provision, the Welsh Language Commissioner.

Approval by the Welsh Ministers (section 50 of the 2013 Act)

Proposals require approval by the Welsh Ministers under section 50 of the 2013 Act if:

(a) the proposals affect sixth form education; or

(b) the proposals have been made by a proposer other than the relevant local authority and an objection has been made by that authority and has not been withdrawn in writing before the end of 28 days beginning with the end of the objection period.

Proposals affect sixth form education if:

(a) they are proposals to establish or discontinue a school providing education suitable only to the requirements of persons above compulsory school age; or

(b) they are proposals to make a regulated alteration to a school, the effect of which would be that provision of education suitable to the requirements of persons above compulsory school age at the school increases or decreases.

Where a proposal requires approval by the Welsh Ministers, the proposers must notify the Welsh Ministers within 35 days of the end of the objection period and forward to them copies of the statutory objections in addition to the objection report set out at paragraph 5.1. The proposer must also send to the Welsh Ministers any proposals which it considers are related to the proposals requiring determination. The Welsh Ministers will then decide whether these other proposals require determination by them.

A proposal shall be regarded as "related" if its implementation (or nonimplementation) would prevent or undermine the effective implementation of another proposal. Where proposals are "related", the decisions should be compatible.

The Welsh Ministers may decide to approve, reject or approve the proposals with modifications.

Modifications would normally only include changes to matters such as the timing of implementation or admission numbers. The Welsh Ministers must not make modifications that would in effect substitute a new proposal for the proposal which was published. Before making any modification, the Welsh Ministers must first consult with the proposer and the relevant governing body/ies and local authority (where they are not the proposers), and obtain the proposer's agreement to the modification.

Approvals can be made conditional on a specified event occurring by a specified date.

Approval by the local authority (section 51 of the 2013 Act)

Proposals published under section 48 require approval under section 51 of the 2013 Act if:
(a) they do not require approval by the Welsh Ministers;
(b) they have been made by a proposer other than the relevant local authority; and
(c) an objection to the proposals has been made and has not been withdrawn in writing before the end of 28 days beginning with the end of the objection period.

Procedures

Where proposals require approval by the local authority, the proposer must notify the local authority of a proposal requiring approval and forward to them the documents listed below within 35 days of the end of the objection period:

- a copy of the consultation document;
- a copy of the consultation report;
- a copy of the published notice;
- a copy of the objection report; copies of the statutory objections;
- copies of all of the above in relation to any proposals which are related to the proposals requiring approval. Local authorities must decide whether any related proposals sent to them require their approval.

They must deal with all proposals which require approval without delay in so far as that is compatible with the proper consideration of the issues. In any event, the local authority must issue its decision, within 16 weeks (112 days) beginning with of the end of the objection period. However a failure to comply with that time limit does not affect the validity of any decision reached.

Local authorities must decide whether to approve, reject or approve with modifications, the proposals.

Modifications can only include changes to matters related to implementation such as changes to admission numbers or to the timing of implementation. The local authority must not make modifications that would, in effect, substitute a new proposal for the proposal which was published. Before making any modification, the local authority must first consult with the proposer and obtain their consent to the modification. They must also obtain the consent of the Welsh Ministers. If consent cannot be obtained, and the local authority believes that the proposals are not acceptable in their published state, they must reject the proposals. The local authority must also consult with the governing body of any school to which the proposals relate (where the governing body is not the proposer).

Approvals may be made conditional on a specified event occurring by a specified date.

Determination by proposers (section 53 of the 2013 Act)

Where proposals do not require approval under section 50 and 51 of the 2013 Act, they fall to be determined by the proposer.

Under section 53 of the 2013 Act, determination by the proposer must be made within 16 weeks (112 days) of the end of the objection period. Where the proposer fails to determine the proposal within the period of 16 weeks it is taken to have withdrawn the proposal and it is required to republish the proposals if it wishes to proceed.

Where a local authority's proposals have received objections, and require determination under section 53 of the 2013 Act, the local authority must not approach the determination of these proposals with a closed mind. Objections must be conscientiously considered alongside the arguments in respect of the proposals and in the light of the factors set out in section 1.3 – 1.14 of this Code. In these cases the objection report must be published at the same time as the decision is issued rather than within 28 days beginning with the end of the objection period

Local authority decision making

Where local authorities are required to approve or determine proposals which have received objections, an amendment24 to Schedule 2 to the Local Authority (Executive Arrangements) (Functions and Responsibilities) (Wales) Regulations 2007 (as amended) permits the local authority's executive to exercise this function. Executives and/or Cabinets are already responsible for overseeing school organisation planning, including decisions to consult on and to publish school organisation proposals and will have a well developed understanding of school organisation issues. This understanding, combined with their more general experience of decision making and the fact that they are democratically accountable to the local electorate, makes executives well placed to decide whether or not contested school organisation proposals should be approved.

However, if they choose to do so, local authorities will not be prevented by Schedule 2 to the relevant regulations from adopting alternative, locally agreed processes for taking such decisions. These might include the formation of a local decision making committee, potentially in collaboration with other local authorities in their region.

Where local authorities choose to follow this route, they will need to consider carefully how they will ensure that such bodies deliver fair and robust decision making.

Annex D provides details of a possible model for a local decision making committee.

Decision notification

Decisions (in relation to proposals which require approval or determination) must be made and issued in the form of a decision letter. The decision letter must set out clearly the reasons for the decision with reference to sections 1.3 to 1.6 of this Code and the specific factors in sections 1.7 to 1.14 [which includes the additional factors to be considered and requirements in relation to the closure of rural schools].

Additionally a decision letter for a proposal to discontinue a school designated as a rural school must state why the proposer is satisfied that such implementation is the most appropriate response to the reasons it identified for formulating the proposal.

Decision letters must be published electronically on the proposer's website (if it has one) and that of the relevant local authority (if different).

The following must be advised by letter or email of the availability of the decision letter:

- Parents (and where possible prospective parents) carers and guardians, and staff members of schools which are the subject of the proposals;
- In the case of proposals affecting secondary provision, parents of pupils attending primary schools from which pupils normally transfer to that secondary school;

• the maintaining or proposed maintaining authority for any school likely to be affected by the proposals; • any other local authority (including, where appropriate, a local authority in England) likely to be affected - including in the case of dedicated SEN provision any authority placing or likely to place pupils with SEN in it; • the Church in Wales and Roman Catholic Diocesan Authority for the area in which any school likely to be affected is located; • any other appropriate religious body for any school likely to be affected by the proposals; • the governing body of any school which is the subject of the proposals; • the governing body of other schools which the proposer considers are likely to be affected by the proposals; • the Welsh Ministers Schoolsmanagementdivision3@gov.wales ; • Constituency and Regional Assembly Members (AMs) and Members of Parliament (MPs) representing the area served by/intended to be served by any school which is the subject of the proposals; • Estyn; • teaching and staff trade unions representing teachers and other staff at any school which is the subject of the proposals; • the relevant Regional Education Consortium; • the Police and Crime Commissioner for the area served by/intended to be served by any school which is the subject of the proposals; • any community or town council for the area served by/ intended to be served by any school which is the subject of the proposals; • in the case of proposals affecting nursery provision, any independent or voluntary providers who may be affected including Mudiad Meithrin; • in the case of proposals affecting nursery provision, the Children and Young People's Partnership and/or the Early Years Development and Childcare Partnerships where present; • in the case of proposals affecting SEN provision, any relevant health or third sector bodies with an interest; • in the case of proposals affecting secondary provision, any further education institutions serving the area of the school; and • in the case of proposals affecting Welsh language provision, the Welsh Language Commissioner.	

Welsh Medium Primary Options and Revenue Implications

Options Appraisal

A Welsh medium options appraisal was carried out in line with the business case and pre-consultation requirements, assessing how each option contributes to fulfilment of the investment objectives, critical success factors and transformation criteria. Figure 1 below, provides an overview of the options, along with the strengths and weaknesses associated with each option:

Figure 1			
Option I	**Option II**	**Option iii**	**Option iv**
Maintain the Status Quo	Do minimum – Locate on existing English-medium school site with capacity to accommodate a Welsh-medium seedling provision (Inclusive of childcare, nursery and reception year groups, with additional year groups opening for pupil progression each year thereafter)	Locate Welsh-medium school on existing primary school site with external capacity for the Welsh-medium temporary accommodation to be sited (Inclusive of childcare, nursery and reception year groups, with additional year groups opening for pupil progression each year thereafter)	Secure new site for Welsh-medium primary school and establish both seedling provision in temporary accommodation along with the land to build a 210 place primary with nursery. (The childcare facility and the nursery and reception year groups come into effect in September 2021, with additional year groups opening for pupil progression each year thereafter)
Strengths and Weaknesses	**Strengths and Weaknesses**	**Strengths and Weaknesses**	**Strengths and Weaknesses**
There are no strengths associated with this proposal. The proposal would not secure additionality in terms of Welsh-medium education provision and would not support increased numbers of Welsh speakers in line with the Welsh Government aspiration for 1 million Welsh speakers by 2050.	This proposal - although not significantly, would reduce revenue implications in the short-term. This option could result in increased capital costs in the medium to long-term, due to the remodelling costs, extension and/or new build costs.	This proposal - although not significantly, would reduce revenue implications in the short-term. This proposal could offer the opportunity to secure integration and partnership work with an existing school.	This proposal – without income generation and childcare cost recovery, has the highest revenue implications. This proposal would be fully immersive and fulfil both the term and conditions of the Welsh Medium Grant; whilst also creating additionality and securing the delivery of

It would not address the identified latent demand for Welsh-medium education within the Tredegar/Sirhowy Valley. ***This is not considered to be a viable option**	This option is not sustainable in the medium to long-term, may not be suitable for extension and would not be fully immersive. The works undertaken to create suitable facilities for a seedling growth model, could result in increased surplus places in the medium to long-term. There are programming and financial profiling implications associated with working on live school sites, which could result in delays and/or increased costs. In other authorities i.e. Cardiff, where co-located models have been used, they have resulted in a negative impact particularly on Welsh-medium learners with the seedling development coming secondary to the running of the English-medium school. This model affected staff and pupils, in terms of moral, identity and belonging. ***This is not considered to be a viable option**	Detailed site investigations are required to confirm viability of the development, but could reveal that the land is not suitable for the development. There are programming and financial profiling implications associated with working on live school sites, which could result in delays and/or increased costs. This option may not be fully immersive, should recreational, resource and other spaces be shared throughout the school. ***This option requires further detailed investigation in order to assess the benefits and viability**	outcomes aligned to the Council's Welsh in Education Strategic Plan (2017-20). The school development could be phased and/or developed in line with pupil projections and demand. There are income generation opportunities available i.e. Licensing, co-location etc. which could reduce both revenue implications and surplus. ***This option is viable, however, it has the highest revenue financial implications**

New Welsh Medium Primary School Funding

Background

1. Initial calculations illustrate that there are revenue budget implications for a new build primary school (based on additional pupils rather than existing pupils transferring from existing schools). However, this is likely to be displacement of existing learners which will reduce the funding requirement for the proposal, but has consequences for existing school budgets.
2. Based on a phased intake of pupils, by year 7 (when the school is at full operation and based on an assumption of new learners entering the school), the additional funding requirement is £941,000 per annum (based on the 2020/2021 Fair Funding Formula)
3. Three further options are being considered:
    - **Option 1** – do nothing
    - **Option 2** – locate new school within an existing school building
    - **Option 3** – locate new school on an existing school site with external capacity
4. This note considers the implications on the revenue budget for options 2 and 3, compared to the base option (now called option 4 – new build option).
5. A detailed site assessment was undertaken when exploring the most suitable site to locate a new school, and can be provided if necessary – the summary of which is detailed below**:**

   Education, Planning, Technical Services and Estates carried out an appraisal of Council owned sites within the Tredegar/Sirhowy valley, in order to identify sites that could accommodate the new school development. The Council considered a number of sites to accommodate the development including:
    - **Chartist Way** - Strong potential site, some constraints that can be overcome.
    - **Deighton Ground Stockton Way** – Has some constraints to overcome and is a protected green space. The site is also in very close proximity to an existing English-medium school, which could create destabilisation.
    - **Tredegar Business Park** – Not suitable and has significant constraints to be overcome.
    - **Playing Fields at Tredegar Comprehensive School** – Not suitable and has significant constraints to be overcome.

   In consideration of access, ecology, archaeology, flood risk, infrastructure, supplies and services, it was determined that the most suitable site for the school – pending further investigation, would be Chartist Way. Should the proposal proceed, detailed site investigations would commence; however, the Council have a good knowledge of what would be required to ensure the site is developable.

Revenue budget implications

6. We can assume that:
    - APWU funding will be the same for options 2, 3 and 4.
    - "**Other factors**" funding will be the only variable in funding between the options.

- Option 2 will be based in an existing school, with a floor area suitable for a 210 place primary school and that funding will not be applied for such items as building maintenance, caretaking, cleaning, energy and rates (as the existing school will receive funding for these areas)
- For option 3, in the absence of a known external floor area, the costs are based upon the school within the Tredegar area with developable external land.
- The Education Transformation team are currently undertaking investigations into licensing and usage options, which could offset revenue pressures for the school i.e. liaising with Newport City Council on a similar proposal taken forward in their area.
- Options 3 and 4 would require an income generation target of approximately £100,000, which would not be factored into the revenue funding requirements for the Council, but could have a positive effect on the surplus/deficit for the new school. Premises licensing options which could achieve this target are as follows:
    - Establishment of a childcare setting with running costs and rental to be paid to the Council - approximately £20,000 per/annum (this figure is based upon 100 square metre room use including activity room and toilets, along with rental costs)
    - The Council has a licensing protocol in place to support and secure 3rd party use of school buildings, the demand for which is currently being explored. However, upon initial discussion with colleagues in Regeneration the following opportunities have been identified for further exploration:
        - The Eden Centre are looking for space for an additional Education Centre within the Ebbw Vale and/or Tredegar area.
        - College Gwent have a lack of capacity within their current building and utilise the General Offices etc. for student activities and exams.
        - Aneurin Leisure office space.
        - In consultation with Businesses it has been identified that there is a lack of space for training providers.

7. In summary, for years 1-7 (with year 1 being a part year), the additional revenue budget required for options 2-4 are as follows:
- **Option 2** - £237,000 rising to £780,000 per annum
- **Option 3** - £261,000 rising to £823,000 per annum
- **Option 4** - £327,000 rising to £941,000 per annum

8. By year 7, therefore, option 2 will require £161,000 less funding per annum, compared to option 4.

9. By year 7, therefore, option 3 will require £118,000 less funding per annum, compared to option 4.

In conclusion, the funding requirements for the 3 options are not significantly different, mainly due to AWPU funding formula arrangements.

7B. If we assume that the school is populated entirely from pupils in existing BGCBC schools, the ISB funding situation will be:

Certain existing individual schools will have decreasing funding, due to decreasing pupil numbers.

The new Welsh medium provision will have increasing funding, due to increasing pupil numbers.

If we assume, therefore, that there will be no additional funding requirement for the AWPU element, there will be an increased funding requirement for the 'other factors' element.

8. In summary, for years 1-7 (with year 1 being a part year), the additional revenue budget required for options 2-4 are as follows:
- **Option 2** - £176,000 rising to £317,000 per annum
- **Option 3** - £200,000 rising to £360,000 per annum
- **Option 4** - £265,000 rising to £478,000 per annum

9. By year 7, therefore, option 2 will require £161,000 less funding per annum, compared to option 4.
10. By year 7, therefore, option 3 will require £118,000 less funding per annum, compared to option 4.
11. No calculation has been made on the impact on the PRC budget for those schools affected by falling pupil numbers

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WELSH MEDIUM PROVISION - ADDITIONAL FUNDING REQUIRED
BASED ON 2020/2021 FAIR FUNDING FORMULA
Original model
100% new pupil intake

	Year 1 (7/12)	Year 2	Year 3	Year 4	Year 5
	£k	£k	£k	£k	£k
option 1					
Option 2	237	469	534	596	656
Option 3	261	510	575	637	698
Option 4	327	622	688	752	814

Revised model
100% existing pupils

option 1					
Option 2	176	301	304	307	311
Option 3	200	342	346	349	353
Option 4	265	454	459	464	468

sensitivity analysis

50% existing pupils
50% new pupil intake

Option 2	207	385	419	452	483
Option 3	230	426	460	493	526
Option 4	296	538	574	608	641

30% existing pupils
70% new pupil intake

Option 2	219	418	465	509	553
Option 3	243	459	506	551	595
Option 4	308	571	619	665	710

70% existing pupils
30% new pupil intake

Option 2	194	351	373	394	414
Option 3	218	392	414	436	457
Option 4	283	504	528	550	572

Year 6	Year 7
£k	£k
718	780
761	823
878	941
314	317
356	360
473	478
516	549
559	592
675	710
597	641
639	684
756	802
435	456
478	499
595	617

Dyddiad llofnodi gan y Swyddog Monitro:
Dyddiad llofnodi gan y Swyddog Adran 151:

Pwyllgor:	**Pwyllgor Craffu Addysg a Dysgu**
Dyddiad y cyfarfod:	**15 Rhagfyr 2020**
Pwnc yr Adroddiad:	**Cynnig Ymgynghori ar Addysg Cyfrwng Cymraeg**
Deiliad y Portffolio:	**Portffolio Addysg a Dysgu - Joanne Collins**
Cyflwynir yr Adroddiad gan:	**Cyfarwyddwr Corfforaethol Addysg – Lynn Phillips**

Tîm Rheoli y Gyfarwyddiaeth	Tîm Arweinydd-iaeth Gorfforaethol	Deiliad Portffolio/ Cadeirydd	Pwyllgor Archwilio	Pwyllgor Gwasan-aethau Democrataidd	Pwyllgor Craffu	Pwyllgor Gweithredol	Cyngor	Arall (nodwch)
3.12.20	3.12.20	03.12.20			15.12.20	15.12.20		

1. **Diben yr Adroddiad**

Diben yr adroddiad yw ceisio sylwadau y Pwyllgor Craffu Addysg a Dysgu yng nghyswllt y cynnig i ymgynghori ar greu ysgol gynradd cyfrwng Cymraeg newydd gyda 210 lle yn ardal Tredegar/Cwm Sirhywi. Bydd y Pwyllgor Craffu Addysg a Dysgu yn ymgyngoreion statudol pe byddai'r Pwyllgor Gweithredol yn rhoi caniatâd i'r cynnig symud ymlaen i ymgynghoriad.

2. **Cwmpas a Chefndir**

2.1 Gweledigaeth Llywodraeth Cymru yw sicrhau 1 miliwn o siaradwyr Cymraeg erbyn 2050. I gyflawni hyn, un o amcanion cysylltiedig allweddol Llywodraeth Cymru yw cynyddu darpariaeth addysg cyfrwng Cymraeg. Yn ôl y cyfrifiad diweddaraf (2011), mae tua 562,000 o siaradwyr Cymraeg yng Nghymru.

2.2 Nod y strategaeth genedlaethol yw bron ddyblu nifer y siaradwyr Cymraeg erbyn canol y ganrif. Mae'r nod hon yn gydnaws gyda Chynllun Strategol Cymraeg mewn Addysg Blaenau Gwent (WESP) 2017-20 sydd wedi alinio'n uniongyrchol â fframweithiau strategol Llywodraeth Cymru a hefyd fframwaith strategol y Cyngor ar y Gymraeg. Mae'r blaenoriaethau strategol a amlygir yn WESP yn cynnwys:

- Codi proffil a lefelau cyfranogiad ar gyfer addysg cyfrwng Cymraeg ar draws y Fwrdeistref Sirol erbyn 2020; i gyfrannu at y weledigaeth o un filiwn o siaradwyr erbyn 2050.
- Cynyddu'r cynnig darpariaeth blynyddoedd cynnar i ysgogi galw gan rieni i alluogi twf ar draws y Fwrdeistref Sirol.
- Cynyddu cyfraddau trosglwyddo o ddarpariaeth feithrin cyfrwng Cymraeg i Ysgol Gymraeg Bro Helyg gan 50% yn 2020.
- Gweithio'n rhanbarthol gydag awdurdodau lleol De Ddwyrain Cymru i sicrhau lleoedd ar gyfer dysgwyr Blaenau Gwent mewn darpariaeth uwchradd cyfrwng Cymraeg rhwng 2017-2020 a thu hwnt.

2.3 Canran isel o siaradwyr Cymraeg sydd ym Mlaenau Gwent, gyda dim ond 7.8% o'r boblogaeth yn gallu siarad Cymraeg (Cyfrifiad 2011). Mae'r ardal yr ail isaf allan o'r 22 cyngor yng Nghymru ac mae cyfartaledd Blaenau Gwent yn llawer is na'r cyfartaledd cenedlaethol o 19%.

2.4 Blaenau Gwent yw'r unig awdurdod yng Nghymru gyda dim ond un ysgol gynradd cyfrwng Cymraeg ac felly os nad yw'r Cyngor yn anelu i dyfu addysg Gymraeg, cwmpas cyfyngedig sydd ar gyfer tyfu a datblygu'r Gymraeg yn lleol yn unol â dymuniad Llywodraeth Cymru i gael un filiwn o siaradwyr Cymraeg erbyn 2050. Yn ychwanegol, mae pob awdurdod cyfagos eisoes wedi ymgynghori ar a/neu yn cynnig ymgynghori ar gynnydd yn y ddarpariaeth gynradd cyfrwng Cymraeg.

2.5 Ar 16 Ionawr 2018 cyhoeddodd Ysgrifennydd Cyllid y Cabinet y byddid yn dyrannu £30 miliwn (100% cyllid heb unrhyw ofyniad am arian cyfatebol gan Gynghorau) i gefnogi prosiectau cyfalaf yn neilltuol ar gyfer a chynyddu'r Gymraeg mewn addysg (roedd y grant i gael ei weinyddu yn ychwanegol at y dyraniadau cyfalaf a gadarnhawyd ym Mand B). Roedd angen cynigion i greu ychwanegedd a chyfrannu at nod Llywodraeth Cymru o un filiwn o siaradwyr Cymraeg erbyn 2050. Dechreuwyd y broses ceisiadau grant ym mis Mawrth 2018 i'w dychwelyd erbyn 1 Mehefin 2018. Gan mai Blaenau Gwent yw'r unig ardal Cyngor yng Nghymru gyda dim ond 1 ysgol gynradd cyfrwng Cymraeg, cyflwynwyd cais uchelgeisiol am £7 miliwn.

2.6 Derbyniodd Cyfarwyddiaeth Addysg Cyngor Blaenau Gwent gadarnhad ym mis Hydref 2018 iddynt fod yn llwyddiannus yn sicrhau £6 miliwn o'r grant cyfalaf cyfrwng Cymraeg, ynghyd â £200,000 o'r Grant Cyfalaf Gofal Plant. Dyfarnwyd y grantiau er mwyn datblygu ysgol gynradd cyfrwng Cymraeg newydd gyda 210 lle a chyfleusterau gofal plant cysylltiedig yn ardal Tredegar/Cwm Sirhywi.

2.7 Cynhaliwyd ymchwil helaeth yn fewnol ac yn allanol gydag awdurdodau eraill ledled Cymru, yn cynnwys cynghorau cyfagos megis Casnewydd, Torfaen, Caerffili a Merthyr Tudful, am fodelau, opsiynau safle a strwythurau llywodraethiant. Defnyddiwyd hyn i lywio datblygiad y cynnig a hefyd y ddogfen ymgynghori a gynhwysir ynddo (**Atodiad 1)**.

2.8 Cynhaliwyd trafodaethau hefyd gydag Aelodau Ward Tredegar/Cwm Sirhywi, pennaeth yr ysgol gynradd cyfrwng Cymraeg bresennol, ynghyd â phenaethiaid oddi mewn i glwstwr Tredegar. Yn ychwanegol, cynhaliwyd ymgynghori helaeth gyda grwpiau sydd â diddordeb yn y Gymraeg.

2.9

Y Cynnig

Mae Cyngor Bwrdeistref Sirol Blaenau Gwent yn cynnig datblygu ysgol gynradd cyfrwng Cymraeg newydd gyda 210 lle yn ardal Tredegar/Cwm Sirhywi, ynghyd â darpariaeth gofal plant yn yr un lleoliad. Mae'r opsiwn a ffefrir yn anelu i ddatblygu yr adeilad ysgol ar safle Chartist Way drwy fodel egin/twf, lle byddai'r cyfleuster gofal plant, ynghyd â grwpiau meithrin a dosbarth derbyn, yn dod i rym o fis Medi 2023; gyda 28 lle gofal plant, 24 lle meithrin a 24 lle dosbarth derbyn. Byddai'r ysgol yn tyfu wedyn flwyddyn ar flwyddyn. Byddai'r ysgol wedi sefydlu'n llawn erbyn 2029, gyda grwpiau pob blwyddyn o Feithrin i Flwyddyn 6 yn weithredol.

2.10

Byddai'r ysgol egin newydd yn cael ei dylunio a'i hadeiladu'n bwrpasol yn unol â safonau Ysgolion 21ain Ganrif. Mae'r opsiwn a ffefrir yn cynnwys strwythur llywodraethiant ac arweinyddiaeth a ddatblygwyd fel estyniad i Ysgol Gymraeg Bro Helyg. Byddai hyn yn golygu y byddai un Corff Llywodraethu ar draws y ddwy ysgol, ynghyd â diwygiadau perthnasol i'r

2.11 strwythur staffio.

Mae 4 elfen greiddiol yn y cynnig a ffefrir fel sy'n dilyn:

I. Creu Ysgol Gynradd cyfrwng Cymraeg newydd gyda 210 lle yn ardal Tredegar/Cwm Sirhywi.

II. Datblygu'r ysgol gynradd cyfrwng Cymraeg newydd fel model egin/twf lle daw'r cyfleuster gofal plant a'r grwpiau meithrin a dosbarth derbyn i rym ym mis Medi 2023, gyda grwpiau blwyddyn ychwanegol yn agor ar gyfer cynnydd disgyblion bob blwyddyn wedyn. Byddai'r ysgol yn gweithredu'n llawn gyda phob grŵp blynyddol erbyn mis Medi 2019.

III. Sicrhau lleoliad addas. Yn seiliedig ar yr adolygiad safle helaeth, trafodaethau manwl gyda'r gwasanaethau Cynllunio a Chymunedol a gwasanaethau eraill perthnasol, ynghyd ag ymchwiliadau safle dechreuol; dynodwyd y safle a ffefrir fel Chartist Way yn ardal Sirhywi, oherwydd ei leoliad, maint, defnydd a chyfyngiadau hysbys.

IV. Datblygu strwythur arweinyddiaeth a rheolaeth yn gysylltiedig gydag

2.12 un yr ysgol gynradd cyfrwng Cymraeg bresennol.

Mae gan y cynnig gysylltiad anuniongyrchol gyda Rhaglen Ysgolion 21 ain Ganrif Blaenau Gwent sy'n anelu i:

- Gyfarch twf mewn galw am addysg cyfrwng Cymraeg;
- Gostwng nifer lleoedd gwag ac aneffeithiolrwydd yn y system;
- Sicrhau ehangu ysgolion a cholegau mewn ardaloedd o alw cynyddol;
- Cyfarch cyflwr ac addasrwydd ysgolion; a
- Gwneud asedau addysg ar gael i'r gymuned eu defnyddio lle mae galw yn bodoli, i optimeiddio'r seilwaith a'r adnoddau ar gyfer

2.13 gwasanaethau cyhoeddus.

Mae gan y tîm Trawsnewid Addysg hanes amlwg o lwyddiant wrth gyflwyno cynigion cymhleth ar gyfer ad-drefnu ysgolion gyda rhaglen Band A Ysgolion 21ain Ganrif wedi ei chyflwyno'n llwyddiannus, a ddaeth i ben ym mis Mawrth 2019, pan ddaeth rhaglen Band B i rym. Yn ddiweddar cymeradwywyd Achos Cyfiawnhad Busnes Blaenau Gwent ar gyfer ailfodelu Ysgol Gymraeg Bro Helyg er mwyn cyfarch materion yn ymwneud ag addasrwydd a chyflwr, tra hefyd yn creu tegwch yn nhermau

2.14 darpariaeth ledled y stad ysgolion.

Gofynion Ymgynghoriad

Mae Cod Trefniadaeth Ysgolion Llywodraeth Cymru – ail rifyn (2018) yn dweud fod yn **rhaid** cyhoeddi cynigion ar gyfer yr elfennau dilynol o ad-drefnu ysgolion:

1. agor ysgol a gynhelir (yn cynnwys ysgol arbennig);

2. cau ysgol a gynhelir (yn cynnwys ysgol arbennig);
3. gwneud newidiadau a gaiff eu rheoleiddio i ysgol a gynhelir; a
4. newid categori ysgol a gynhelir

Bydd y cynnig i greu ysgol gynradd cyfrwng Cymraeg newydd yn golygu agor ysgol a gynhelir. Mae Adran 48 Deddf 2013 yn dweud bod yn **rhaid** cynnal ymgynghoriad cyn i gynigion trefniadaeth ysgolion gael eu

2.15 cyhoeddi dan adrannau 41-45.

Mae'r ddogfen ymgynghori a'r amserlen a gynigiwyd yn rhoi ystyriaeth i'r gofynion cyhoeddi a gofynion statudol eraill a nodir o fewn y cod a nodir uchod. Yr amserlen a gynigir ar gyfer yr ymgynghoriad – os caiff ei gymeradwyo fyddai:

- Ymgynghoriad i ddechrau ar – dydd Iau 17 Rhagfyr 2020
- Ymgynghoriad i ddod i ben ar – dydd Gwener 29 Ionawr 2021 (yn cynnwys 20 diwrnod ysgol).

3. Opsiynau ar gyfer Argymhelliad

3.1 Mae 2 opsiwn yn gysylltiedig gyda'r ymgynghoriad, fel sy'n dilyn

- **Opsiwn 1** – Y Pwyllgor Craffu Addysg a Dysgu yn ystyried ac yn derbyn yr adroddiad, dogfen gysylltiedig a'r llwybr gweithredu.
- **Opsiwn 2** – Y Pwyllgor Craffu Addysg a Dysgu yn rhoi sylwadau ar welliannau y gellir eu gwneud yng nghyswllt y ddogfen gysylltiedig a'r llwybr gweithredu a gynigir, gan ystyried y Cod Trefniadaeth Ysgolion (2018) a'r amserlen a sefydlwyd.

4. Tystiolaeth o sut mae'r pwnc hwn yn cefnogi cyflawni'r Cynllun Corfforaethol / Cyfrifoldebau Statudol / Cynllun Llesiant Blaenau Gwent

4.1 Yn unol â Chod Trefniadaeth Ysgolion Llywodraeth Cymru (2018) mae gofyniad statudol ar Gynghorau i ymgynghori ar a chyhoeddi cynigion ar ad-drefnu ysgolion. Mae Addysg yn flaenoriaeth strategol o fewn y Cynllun Corfforaethol, gyda thwf, datblygu a chynaliadwyedd addysg cyfrwng Cymraeg yn elfen allweddol yn hynny.

4.2 Mae'r WESP yn ganolog wrth sicrhau mynediad parhaus i a datblygu'r Gymraeg yn unol â nod Llywodraeth Cymru o un filiwn o siaradwyr Cymraeg erbyn 2050. Mae addysg hefyd yn cyfrannu'n sylweddol at Gynllun Llesiant Blaenau Gwent yn Neddf Llesiant Cenedlaethau'r Dyfodol (Cymru), sy'n ei gwneud yn ofynnol i gyrff cyhoeddus weithio tuag at saith nod llesiant, un ohonynt yn 'Cymru â diwylliant bywiog lle mae'r Gymraeg yn ffynnu'. Mae gan y Cyngor ddyletswydd i hyrwyddo a hwyluso'r defnydd o'r Gymraeg a gweithio at y nodau llesiant. Mae gan y broses ar gyfer cynllunio addysg cyfrwng Cymraeg hefyd sail statudol dan Adran 48 Deddf 2013

5. Goblygiadau Pob Opsiwn

5.1 **Effaith ar y Gyllideb**

Nid oes unrhyw oblygiadau ariannol cyfalaf yn gysylltiedig gyda'r cynnig hwn ar gyfer y Cyngor, gan fod y £6 miliwn a ddyfarnwyd yn gyllid 100% heb unrhyw ofyniad arian cyfatebol. Fe wnaeth Llywodraeth Cymru hefyd ddyfarnu £200,000 fel 100% cyllid o'r Grant Cyfalaf Gofal Plant.

Yn y tymor canol i'r hir dymor, bydd goblygiadau cyllideb refeniw sy'n gysylltiedig gyda'r cynnig, gan y bydd angen sefydlu Cyllideb Ysgol Unigol ym mlwyddyn ariannol 2023/2024 a bydd y cyllid sydd ei angen yn tyfu'n flynyddol wrth i'r ysgol gynyddu i fod yn llawn. Os cytunir ar y cynnig, caiff yr effaith ariannol ei gynnwys o fewn y Strategaeth Ariannol Tymor Canol yn y dyfodol.

Cafodd cyllid refeniw a gwariant ei fodelu dros 7 mlynedd. Mae gwybodaeth bellach yn **Atodiadau 3 a 4** (7 mlynedd yw'r cyfnod arfaethedig o amser i'r ysgol gyrraedd capasiti), yn seiliedig ar nifer o dybiaethau, i benderfynu ar hyfywedd ariannol yr ysgol a'r effaith bosibl i'r Cyngor.

Mae'r tybiaethau a ddefnyddir yn y modelu yn cynnwys tybiaeth na fyddai unrhyw dwf cyffredinol yn y boblogaeth disgyblion fel canlyniad i'r cynnig hwn, byddai angen i'r Gyllideb Ysgol Unigol gynyddu gan £265,000 yn 2023/2024 gyda chynnydd pellach o £189,000 yn 2024/2025 er mwyn cyllido'r ysgol newydd. Byddai gweddill y cyllid Cyllideb Ysgol Unigol sydd ei angen yn dod o fewn y gyllideb bresennol, wrth i ddisgyblion ddewis y gosodiad newydd yn hytrach nag ysgolion eraill.

Mae'n debyg y bydd effaith ariannol gadarnhaol ar gludiant rhwng y cartref a'r ysgol a byddai angen cynnal asesiad er mwyn meintioli'r buddion gostwng cost tebygol pe gweithredid y cynnig. Cludiant rhwng y cartref a'r ysgol:

- Mae **gwariant presennol** bob blwyddyn ar addysg cyfrwng Cymraeg tua:
    - Cynradd - £150,000 (4 Bws ac 1 Tacsi)
    - Uwchradd - £220,000 (6 Bws ac 1 Tacsi
    - **2 fws i Fro Helyg o ardal Ebwy Fawr a Thredegar -** £67,000 y flwyddyn
- **Gostyngiad posibl mewn camau mewn costau cludiant** h.y. **disgyblion Tredegar/Ebwy Fawr i Fro Helyg –** cost gyfartalog fesul bws fesul blwyddyn £33,000.

5.2 ***Risg*** – Mae risg y bydd y Cyngor yn colli'r £6 miliwn a ddyrannwyd i Flaenau Gwent yn unol â datblygu ysgol gynradd cyfrwng Cymraeg newydd gyda 210 lle, sy'n adeiladu ar y cysyniad/model egin, pe na fyddai'r cynnig a'r cysyniad yn symud ymlaen. Yn ychwanegol, bydd y Cyngor yn colli'r £200,000 a ddyrannwyd yn unol â Grant Cyfalaf Gofal Plant.

5.3 ***Cyfreithiol*** – Nid oes unrhyw oblygiadau cyfreithiol uniongyrchol yn gysylltiedig â'r cynnig hwn.

5.4 ***Adnoddau Dynol*** – Nid oes unrhyw oblygiadau uniongyrchol ar staffio neu'r gweithlu yn gysylltiedig â'r broses ymgynghori. Os byddir yn symud ymlaen â'r cynnig, fodd bynnag, caiff yr agweddau llywodraethiant ac arweinyddiaeth eu datblygu mewn partneriaeth gyda Datblygu Sefydliadol, Cyllid a'r ysgol yr effeithir yn uniongyrchol arni.

6. **Tystiolaeth Gefnogi**

6.1 ***Gwybodaeth Perfformiad a Data*** – Gweler y ddogfen ymgynghori **(Atodiad 1),** ar gyfer y data perfformiad data yn ymwneud â'r cynnig.

6.2 ***Canlyniad disgwyliedig i'r cyhoedd –*** Gall y cyhoedd ddisgwyl broses ymgynghori deg a chyfartal, sy'n cydymffurfio'n llawn gyda Cod Trefniadaeth Ysgolion Llywodraeth Cymru (2018).

6.3 ***Ymgyfraniad*** - Mae ymgysylltu â rhanddeiliaid yn ffocws allweddol ym mhob cynnig trefniadaeth ysgolion. Cynhelir ymgynghoriad ar y cynnig yn unol â Chod Trefniadaeth Ysgolion (2018) Llywodraeth Cymru, a gaiff wedyn ei ddefnyddio i lywio prosesau gwneud penderfyniadau yn y dyfodol.

6.4 ***Meddwl am yr hirdymor –*** Mae'r ymgynghoriad yn cynnwys cynnig sy'n edrych ar sicrhau darpariaeth addysg cyfrwng Cymraeg ychwanegol yn unol â datblygiad a chynaliadwyedd hirdymor y system addysg ym Mlaenau Gwent.

6.5 ***Ffocws ataliol***– Mae'r cynnig yn anelu i gyfarch materion cynaliadwyedd yn gysylltiedig gyda thwf a datblygu addysg cyfrwng Cymraeg yn y dyfodol.

6.6 ***Cydweithio/gweithio partneriaeth*** – Cafodd yr ymgynghoriad ynghyd â datblygiad y cynnig ei ddatblygu ar y cyd gyda Fforymau Addysg Gymraeg lleol a rhanbarthol, Cynllunio, Gwasanaethau Cymdeithasol, Gwasanaethau Cymunedol, Cyllid, Ysgolion, awdurdodau eraill ac yn y blaen.

6.7 ***Integreiddiad*** – Mae'r cynnig yn anelu i sicrhau integreiddiad rhwng addysg a darpariaeth gofal plant cyfrwng Cymraeg presennol, gan gefnogi twf a chynaliadwyedd.

6.8 ***Effaith ar Gydraddoldeb*** – Cynhaliwyd Asesiad Sgrinio yr Effaith ar Gydraddoldeb yn unol â'r ymgynghoriad, a benderfynodd nad oes unrhyw effaith negyddol ar y nodweddion gwarchodedig. Mae'r cynnig yn hyrwyddo cyfle cyfartal o fewn Blaenau Gwent ar gyfer teuluoedd a dysgwyr Cymraeg, gan gael effaith cadarnhaol ar y Gymraeg.

7. **Trefniadau monitro** – Os byddir yn symud ymlaen â'r ymgynghoriad, bydd monitro helaeth yn unol â'r prosesau ymgynghori, ymatebion a deilliannau, a fyddai'n cael eu hateb, eu dadansoddi a mynd â nhw drwy brosesau gwleidyddol y Cyngor. Yn ychwanegol, byddai'r prosiect yn

cael ei sefydlu a'i reoli yn unol â Fframwaith Rheoli Prosiect Corfforaethol Blaenau Gwent a methodoleg PRINCE 2.

Dogfennau Cefndir / Dolenni Electronig

Atodiad 1 – Dogfen Ymgynghori Cynnig Cyfrwng Cymraeg Blaenau Gwent

Atodiad 2 – Rhestr Wirio Cod Trefniadaeth Ysgolion

Atodiad 3 – Goblygiadau Refeniw Cynllun 7 Mlynedd

Atodiad 4 – Dadansoddiad Sensitifrwydd

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Cyngor Bwrdeistref Sirol
Blaenau Gwent
County Borough Council

Cynnig: Sefydlu Ysgol Gynradd Gymraeg newydd yn Nhredegar/Cwm Sirhywi drwy Fodel Egin/Twf

DRAFT

Cynhelir yr ymgynghoriad fel sy'n dilyn:

Dechrau: Dydd Iau 17 Rhagfyr 2020

Gorffen: Dydd Gwener 29 Ionawr 2021

Llywodraeth Cymru
Welsh Government

Ysgolion a Cholegau yr 21ain Ganrif
21st Century Schools and Colleges

CYMRAEG

Mae'r ddogfen ymgynghori hon yn cydymffurfio gyda chanllawiau Cod Trefniadaeth Ysgolion (F2) Llywodraeth Cymru

Beth yw diben y Llyfryn hwn?

Cafodd y llyfryn hwn ei baratoi ar gyfer rhieni/gofalwyr, staff ysgolion, llywodraethwyr ysgol a chymuned ehangach Blaenau Gwent. Mae'n rhoi trosolwg o'r broses ymgynghori sy'n gysylltiedig â chynnig y Cyngor i ddatblygu ysgol gynradd Gymraeg newydd gyda 210 lle yn Nhredegar/Cwm Sirhywi. Bydd o ddiddordeb neilltuol i rieni/gofalwyr sy'n ystyried addysg Gymraeg ar gyfer eu plentyn/plant.

Os hoffech yr wybodaeth hon mewn unrhyw fformat arall, cysylltwch os gwelwch yn dda â'r tîm Trawsnewid Addysg naill ai drwy e-bost neu dros y ffôn, fel sy'n dilyn:

- **E-bost 21stcenturyschools@blaenau-gwent.gov.uk neu**
- **Ffôn: (01495) 355470**

DRAFT

Nodiadau Esboniadol – defnyddir y termau dilynol drwy'r ddogfen hon:

Rhif Derbyn	Mae pob ysgol a gynhelir yn derbyn disgyblion hyd at eu Rhif Derbyn a Gyhoeddwyd. Y rhif derbyn yw nifer y lleoedd i ddisgyblion sydd ar gael ym mhob grŵp blwyddyn.
Cynllun Datblygu Lleol	Mae'n gosod cynigion pob **awdurdod cynllunio** ar gyfer **datblygiad** a defnydd tir yn eu hardal yn y dyfodol.
Lliniaru	Y weithred o ostwng difrifoldeb rhywbeth.
Nifer ar y Gofrestr	Nifer y disgyblion mewn ysgol (heb fod yn cynnwys disgyblion meithrin).
PLASC	Cyfrifiad Blynyddol Ysgolion Lefel Disgybl. Mae Llywodraeth Cymru yn casglu gwybodaeth gan ysgolion ym mis Ionawr bob blwyddyn. Mae hyn yn cynnwys nifer y disgyblion ym mhob ysgol, eu grŵp oedran, eu cyfeiriad cartref, ethnigrwydd, data ar y Gymraeg, Anghenion Addysgol Arbennig, iaith gyntaf a hawl disgyblion i brydau ysgol am ddim.
Model Twf Egin	Model a ddefnyddir wrth ddatblygu ysgolion newydd, lle caiff grwpiau blwyddyn eu hychwanegu flwyddyn ar flwyddyn.
Lleoedd gwag	Lleoedd gwag neu heb eu llenwi mewn ysgol
Hysbysiad Statudol	Hysbysiad statudol yw cyhoeddiad ffurfiol cynnig a gafodd ei gwblhau. Dim ond os yw'r Cyngor yn penderfynu symud ymlaen gyda chynnig ar ôl ystyried yr holl ymatebion o'r broses ymgynghori y gwneir hyn. Mae hyn yn ofyniad cyfreithiol fel yr amlinellir yn y Cod Trefniadaeth Ysgolion (2018).
Ysgol Gymraeg	Ysgol lle caiff y Gymraeg ei haddysgu fel iaith gyntaf.

DRAFT

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DRAFT

Adran 1: Cyflwyniad

Fel rhan o ymrwymiad Llywodraeth Cymru i'r nod o un filiwn o siaradwyr Cymraeg erbyn 2050, cyhoeddodd Ysgrifennydd Cyllid y Cabinet ar 16 Ionawr 2018 y byddai £30 miliwn (cyllid 100%, heb unrhyw ofyniad am arian cyfatebol gan Gynghorau) yn cael ei ddyrannu i gefnogi prosiectau cyfalaf neilltuol ar gyfer creu darpariaeth ychwanegol mewn addysg Gymraeg.

Cafodd Cynllun Strategol Cymraeg mewn Addysg (WESP) 2017-20 Blaenau Gwent ei gymeradwyo gan Lywodraeth Cymru ym mis Mawrth 2018 (mae mwy o wybodaeth ar gael drwy ddefnyddio'r ddolen ddilynol):
https://www.blaenau-gwent.gov.uk/fileadmin/documents/Council/Policies_Strategies_Plans/Blaenau_Gwent_WESP__2017-20_Nov_2017_24th_English.pdf).

Mae Blaenau Gwent yn hyrwyddo ac yn gosod targedau a deilliannau allweddol sy'n gydnaws â thwf a datblygiad addysg a gofal plant drwy gyfrwng y Gymraeg a thrwy hynny y Gymraeg yn lleol.

Cyngor Blaenau Gwent yw'r unig gyngor yng Nghymru sydd â dim ond un ysgol gynradd Gymraeg. Felly cafodd achos busnes uchelgeisiol ei ddatblygu yn ceisio sicrhau ychwaneged ar lefel gynradd, yn gysylltiedig â galw cudd am leoedd mewn ysgol gynradd Gymraeg, yn neilltuol yn Nhredegar/Cwm Sirhywi. Ym mis Hydref 2018 derbyniodd y Cyngor gadarnhad y cafodd £6 miliwn ei ddyrannu i gyflenwi darpariaeth cyfrwng Cymraeg ychwanegol. Sicrhaodd Blaenau Gwent hefyd £200,000 drwy Grant Cyfalaf Gofal Plant Llywodraeth Cymru i greu darpariaeth addysg a gofal plant cyfrwng Cymraeg yn ychwanegol o fewn yr ardal.

Mae Ysgol Gymraeg Bro Helyg yn ysgol gynradd Gymraeg gyda 215 lle yn nhref Blaenau yng ngogledd cwm Ebwy Fach. Mae'r ysgol yn gwasanaethu Blaenau Gwent i gyd o ran dalgylch ac yn darparu ar gyfer disgyblion 3-11 oed. Mae Cyngor Bwrdeistref Sirol Blaenau Gwent yn cynnig ymateb i'r galw cudd am fwy o leoedd gofal plant ac ysgol cyfrwng Cymraeg ar gyfer disgyblion sy'n byw yn Nhredegar a chymoedd Sirhywi ac Ebwy Fawr (gogledd). Drwy'r cyllid a ddyrannwyd fel y manylir uchod, mae'r Cyngor yn cynnig cynyddu darpariaeth gynradd Gymraeg drwy fodel egin/twf, i ateb y galw cudd a ddisgrifir uchod.

Mae'r Cyngor yn ymroddedig i ddarparu addysg ansawdd uchel i bob plentyn a pherson ifanc sydd wedi ei theilwra i ateb eu hanghenion, datblygu eu potensial, ymestyn uchelgais, hyrwyddo cynhwysiant cymdeithasol a chyfrannu at adfywiad economaidd yr ardal. Byddai creu ysgol gynradd Gymraeg yn Nhredegar/Cwm Sirhywi yn galluogi'r Cyngor i ateb y galw cynyddol am leoedd gofal plant ac addysg cyfrwng Cymraeg.

Adran 2: Y Broses Ymgynghori

Bydd y ddogfen ymgynghori a'r broses gysylltiedig yn rhoi cyfle i ymgyngoreion a rhai â diddordeb i ddysgu mwy am, deall a mynegi eu barn ar gynnig y Cyngor, fydd yn llywio'r penderfyniad terfynol ar sut y byddir yn symud ymlaen â'r cynnig. Caiff yr adborth a'r sylwadau a geir drwy'r broses eu casglu, eu dadansoddi a'u hadrodd drwy brosesau gwleidyddol y Cyngor. Bydd Pwyllgor Gweithredol y Cyngor wedyn yn gwneud y penderfyniad terfynol yn seiliedig ar ganlyniad yr ymgynghoriad a'r adborth yn gysylltiedig â hynny.

Gyda phwy y byddwn yn ymgynghori?

Caiff y Ddogfen Ymgynghori ei dosbarthu yn unol â Fersiwn 2 Cod Trefniadaeth Ysgolion Llywodraeth Cymru (Tachwedd 2018). Mae **Ffigur 1** yn rhoi manylion yr ymgyngoreion a gaiff eu targedu yn ystod y cyfnod ymgynghori statudol.

Ffigur 1: Grwpiau y bydd y Cyngor yn cysylltu â nhw yn ystod y cyfnod ymgynghori	
Plant a phobl ifanc	Gweinidogion Cymru
Rhieni/gofalwyr	Y Comisiynydd Heddlu a Throseddu
Staff ysgolion	Gwasanaeth Addysg Consortiwm De Ddwyrain Cymru (SEWC)
Cyrff Llywodraethu Ysgolion	Comisiynydd y Gymraeg
Trigolion lleol	Rhieni Dros Addysg Gymraeg (RHaG)
Cyfarwyddwyr Addysg Esgobaethol	Undebau Llafur
Partneriaid Anghenion Addysgol Arbennig	Gwasanaethau Gwybodaeth i'r Teulu
Tîm Cynhwysiant yr awdurdod lleol	Dechrau'n Deg
Estyn	Cymdeithas Genedlaethol Meithrinfeydd Dydd
Bwrdd Iechyd Prifysgol Aneurin Bevan	Comisiynydd Cenedlaethau'r Dyfodol
Cynghorau Cymuned y mae'r cynnig yn effeithio arnynt	Aelodau'r cyhoedd a phartïon eraill sydd â diddordeb

Cyfnod ymgynghori a sut i gymryd rhan

Bydd y cyfnod ymgynghori ar gyfer y cynnig hwn yn dechrau **ddydd Iau 17 Rhagfyr 2020** ac yn gorffen **ddydd Gwener 29 Ionawr 2021.** Gall ymgyngoreion gyflwyno eu sylwadau ar y cynnig, fodd bynnag, dylid nodi na chaiff ymatebion a dderbynnir yn ystod y cyfnod hwn eu cofnodi fel gwrthwynebiad. Pe byddai'r cynnig yn symud ymlaen a bod ymgyngoreion yn dymuno gwneud gwrthwynebiad, bydd angen iddynt wneud hynny mewn ysgrifen yn ystod y cyfnod hysbysiad statudol a amlinellir ar dudalen 18.

Hoffai'r Cyngor i chi ystyried yr wybodaeth a nodir yn y tudalennau dilynol a rhoi eich sylwadau ar y cynnig. Os oes gennych unrhyw gwestiynau neu ymholiadau ar yr wybodaeth yn y ddogfen hon, cysylltwch â ni naill drwy ddefnyddio'r cyfeiriad e-bost islaw neu ein ffonio ar (01495) 355470 os gwelwch yn dda.

21stcenturyschools@blaenau-gwent.gov,uk

Mae hefyd groeso i chi lenwi'r arolwg ar-lein drwy ddefnyddio'r ddolen ddilynol: ***

Dylai pob ymateb i'r ymgynghoriad ddod i law erbyn **5pm ddydd Gwener 29 Ionawr 2021 fan bellaf.**

Mae'r tîm Trawsnewid Addysg wedi cynllunio cyfarfodydd rhithiol gyda staff ysgolion, llywodraethwyr, cynrychiolwyr undebau llafur, disgyblion a phartïon eraill â diddordeb. Caiff tudalen cwestiynau cyffredin ei datblygu a'i diweddaru'n wythnosol drwy gydol y cyfnod ymgynghori.

Oherwydd goblygiadau parhaus pandemig COVID-19, ni fydd y Cyngor yn cynnig sesiynau galw heibio. Os teimlwch fod angen a/neu'n teimlo'n gryf am drafod y cynnig wyneb yn wyneb, cysylltwch â ni drwy gyfeiriad e-bost ysgolion 21ain ganrif fel sy'n dilyn: 21stcenturyschools@blaenau-gwent.gov.uk a gellir trafod cyfarfod rhithiol.

Ymgynghori gyda Phlant a Phobl Ifanc

Bydd cyfle i ddisgyblion Ysgol Gymraeg Bro Helyg, ynghyd â phlant a phobl ifanc eraill, i gymryd rhan yn y broses ymgynghori. Datblygwyd fersiwn gyfeillgar i blant a phobl ifanc sydd ar gael drwy'r wefan a chaiff ei rhannu gyda disgyblion ledled Blanau Gwent, ynghyd â Chynghorau Ysgolion a'r Fforwm Ieuenctid. Bydd yr holl wybodaeth a gasglwyd o'r ymgynghoriad yn ffurfio rhan o adroddiad alldro yr ymgynghoriad.

Adran 3: Disgrifiad o'r Cynnig a'r Manteision

Pam fod angen newid

Canran isel o siaradwyr Cymraeg sydd ym Mlaenau Gwent, gyda dim ond 7.8% o'r boblogaeth yn medru siarad Cymraeg (Cyfrifiad 2011), mae'r ardal yr ail isaf o blith y 22 Cyngor yng Nghymru. Mae cyfartaledd Blaenau Gwent yn llawer is na'r cyfartaledd cenedlaethol o 19%.

Fel y manylir yn Adran 1 y ddogfen hon, Blaenau Gwent yw'r unig awdurdod yng Nghymru gyda dim ond un ysgol gynradd cyfrwng Cymraeg, Ysgol Gymraeg Bro Helyg (ar gyfer disgyblion 3-11 oed) yng Nghwm Ebwy Fach. Nid oes ysgol uwchradd cyfrwng Cymraeg ym Mlaenau Gwent. Mae'r Cyngor ar hyn o bryd yn gweithio mewn partneriaeth gyda Chyngor Bwrdeistref Sirol Torfaen er mwyn sicrhau lleoedd ysgol uwchradd ar gyfer disgyblion Blaenau Gwent yn Ysgol Gyfun Gwynllyw. Ar hyn o bryd mae 155 o ddisgyblion 11-19 oed Blaenau Gwent yn mynychu Ysgol Gyfun Gwynllyw. Mae'r cyfraddau trosglwyddo rhwng cynradd ac uwchradd yn 100%, gyda phob disgybl a ddewisodd addysg gynradd Gymraeg yn dewis addysg uwchradd Gymraeg. Mae cyfraddau trosglwyddo wedi parhau'n uchel (rhwng 95% a 100%), ers sefydlu'r ysgol.

Pan agorodd Ysgol Gymraeg Bro Helyg ym mis Medi roedd 36 disgybl (ar draws pob grŵp blwyddyn) yn mynychu o Dredegar/Cwm Sirhywi. Mae'r niferoedd wedi amrywio ers hynny, gan fod ar eu huchaf yn 42 yn 2011/12. Dechreuodd niferoedd ostwng i 22 ac is rhwng 2015 a 2017. Mae niferoedd wedi sefydlogi dros y 2 sesiwn academaidd ddiwethaf. Caiff dysgwyr eu haddysgu

mewn 10 grŵp dosbarth a byddai gan ddosbarth nodweddiadol 1 athro ac 1 cymhorthydd addysgu yn y Cyfnod Sylfaen, a rhwng 25-30 disgybl; fodd bynnag mae'n rhaid i'r ysgol fod yn hyblyg iawn i ddiwallu anghenion y plant. Mae Ysgol Gymraeg Bro Helyg yn ffurfio rhan o raglen Band B Rhaglen Ysgolion yr 21ain Ganrif, ac felly mae'r ysgol yn y rhaglen ar gyfer ailfodelu ac ailwampio, gan sicrhau darpariaeth gyfartal ym mhob rhan o'r stad ysgolion, tra hefyd yn trin materion addasrwydd fydd yn gwella ansawdd addysgu a dysgu.

Mae Pennaeth yr Ysgol a'r Cyngor yn ymroddedig i gydweithio i godi proffil yr ysgol yn unol â thaith gwella'r ysgol. Gyda chynnig cludiant meithrinfa lawn-amser a rhwng y cartref a'r ysgol ar gyfer disgyblion meithrin anstatudol, mae cyfanswm nifer disgyblion unwaith eto wedi dechrau cynyddu. Fodd bynnag, mae'r nifer o Dredegar/Cwm Sirhywi a rhan ogleddol cwm Ebwy Fach yn parhau'n gymharol isel o gymharu â blynyddoedd blaenorol. Yn 2020 cafodd tua 10 disgybl o Dredegar/Cwm Sirhywi, ynghyd â 10 disgybl o gwm Ebwy Fawr (gogledd) eu derbyn i'r dosbarth meithrin a'r dosbarth derbyn yn Ysgol Gymraeg Bro Helyg.

Yn ystod sesiynau a digwyddiadau ymgynghori ac ymgysylltu a digwyddiadau a anelwyd i gasglu barn rhieni y mae eu plant yn cael mynediad i ddarpariaeth blynyddoedd cynnar, mae'r pellter rhwng cartrefi Tredegar a Chwm Sirhywi a'r ysgol yn cael effaith negyddol ar ddewis rhieni wrth ystyried opsiynau addysg ar gyfer eu plentyn/plant. Yn ychwanegol, cafodd cysylltiadau trafnidiaeth gyhoeddus rhwng cymoedd eu disgrifio fel 'gwael' ac yn brin ac mae hynny yn cyfyngu gallu rhieni i gael mynediad i Ysgol Gymraeg Bro Helyg, os a phan nad oes ganddynt fynediad i'w cerbydau eu hunain neu gerbydau teuluol.

Galw am Ofal Plant ac Addysg Cyfrwng Cymraeg:

Ar hyn o bryd mae 3 Cylch Meithrin ym Mlaenau Gwent a welodd gynnydd yn nifer y plant sy'n derbyn darpariaeth Gymraeg dros yr ychydig flynyddoedd diwethaf. Mae cyfraddau trosglwyddo wedi amrywio dros yr ychydig flynyddoedd diwethaf gyda chynnydd wedi'i nodi yn unol â darpariaeth feithrin lawn-amser.

Mae cynnydd mewn darpariaeth gofal plant cyfrwng Cymraeg ledled Blaenau Gwent yn unol â'r galw. Bu'r Mudiad Meithrin yn gweithio'n agos gyda Chyngor Bwrdeistref Sirol Blaenau Gwent dros y 4 blynedd ddiwethaf, gyda datblygu darpariaeth Ti a Fi a hefyd gylch Meithrin yn ardaloedd Tredegar/Sirhywi ac Ebwy Fawr. Fel canlyniad sefydlwyd grŵp Ti a Fi ym mis Mai 2018. Agorodd Cylch Meithrin newydd yn Nhredegar ac mae wedi cofrestru gydag Arolygiaeth Gofal Cymru. Mae'r pwyllgor rheoli yn awr yn dymuno recriwtio staff i agor ar gyfer plant yn gynnar yn 2021. Mae'r Mudiad Meithrin hefyd wedi cofrestru diddordeb gyda'r tîm Dechrau'n Deg ym Mlaenau Gwent i ddarparu lleoedd cyfrwng Cymraeg ar gyfer plant yn yr ardal.

Mae meithrinfa leol Buds to Blossoms, sy'n seiliedig yn Beaufort, wedi cofrestru gyda'r Mudiad Meithrin a bydd yn dechrau darparu sesiwn Cylch Meithrin ar gyfer plant yn eu gofal. Mae hyn yn gynllun peilot drwy brosiect Dechrau Sefydlu Dechrau Symud y Mudiad Meithrin, yn defnyddio Croesi'r Bont sef cynllun swyddogol trochi iaith y Mudiad Meithrin. Sefydlwyd y cynllun i helpu datblygu sgiliau Cymraeg ar gyfer staff Cylch, drwy sicrhau eu bod yn cyflwyno patrymau iaith safonol a chyson i'r plant yn eu gofal. Bu ymateb rhagorol i'r cynllun ar draws y rhanbarth. Cafodd y Cynllun ei gymeradwyo a'i gydnabod gan Estyn mewn nifer o adroddiadau Cylch Meithrin yn dilyn archwiliadau mewn gosodiadau.

Mae Cylch Meithrin Gwdihŵ (Brynithel) yn ymestyn eu gwasanaethau ac yn awr yn medru darparu sesiwn drwy'r dydd rhwng 9am - 3pm. Maent hefyd wedi dechrau'r broses o ddod yn ddarparydd Addysg. Byddai hyn yn golygu y gall plant aros yng Nghylch Meithrin Gwdihŵ (Brynithel) ar gyfer eu haddysg feithrin, gan olygu fod y gyfradd trosglwyddo i Ysgol Gymraeg Bro Helyg yn debyg o

gynyddu yn y Cyfnod Sylfaen, gyda mynediad i'r grŵp dosbarth derbyn. Dywedodd rhieni sy'n defnyddio'r gosodiad y byddent yn llawer mwy cysurus gyda'u plant/plentyn yn defnyddio cludiant ar oedran dosbarth derbyn nag ar oedran meithrin.

Yn olaf, mae'r tîm Gofal Plant a Chwarae Blynyddoedd Cynnar wedi sicrhau Grant Cyfalaf Gofal Plant o £1.5 miliwn gan Lywodraeth Cymru i gynyddu gofal plant o fewn ardal gogledd Glynebwy. Felly, mae'r Cyngor yn anelu i greu cyfleuster adeilad newydd gyda hyd at 52 lle o fewn ward Badminton, sydd ar y gweill ar hyn o bryd fel cyfleuster gofal plant cyfrwng Cymraeg.

Dangosodd yr Asesiad Digonolrwydd Gofal Plant a gynhaliwyd gyda rhieni fod 1% o'r plant yn dod o gartrefi sy'n bennaf yn siarad Cymraeg gyda 6% arall yn dweud eu bod o gartrefi dwyieithog. Mae lefel uchel o gefnogaeth rhieni ar gyfer dwyieithrwydd gyda 55% o rieni eisiau i'w plant ddod yn ddwyieithog, fodd bynnag dim ond 8% o rieni oedd yn bwriadu anfon eu plentyn i ysgol Gymraeg.

Pan ofynnwyd iddynt 'A oes unrhyw rwystrau sy'n effeithio ar eich gallu i fanteisio o ddarpariaeth gofal plant cyfrwng Cymraeg?' atebodd 394 o rieni fel sy'n dilyn:

- Na – 68% (269)
- Dim ar gael yn lleol – 7.8% (31)
- Dim ar gael yn yr oriau sydd eu hangen – 1.2% (5)
- Ystod oedran ddim yn addas – 0.5% (2)
- Cost – 2% (8)
- Arall – 4.3% (17) Gofynnwyd am sylwadau oedd yn cynnwys:
    - 'Dim yn siarad yr iaith fy hunan'
    - 'Arolwg Estyn yn wael iawn'
    - 'Pryderus gan nad wyf yn siarad Cymraeg'
    - 'Plentyn mewn ysgol anghenion arbennig
    - 'Mae'r unig ddarpariaeth yn ardal yr awdurdod lleol yn tangyflawni'n ddifrifol ac ni fyddwn yn dewis anfon fy mhlentyn i'w sefydliad dysgu'
    - 'Dim eisiau i S ... orfod teithio'
    - 'Dim ysgol gyfun Gymraeg leol. Bu'n rhaid i fy merch hynaf deithio o Frynmawr i Bont-y-pŵl a bydd yn rhaid i fy mhlentyn 6 oed wneud yr un fath'
    - 'Dim llawer o leoedd – ond heb edrych i'r mater yn iawn'
    - 'Anawsterau gyda chludiant'
    - 'Trafferth yn yr ysgol Gymraeg, newydd symud i ysgol Saesneg'

O'r 31 rhiant a ddywedodd nad oes gofal plant ar gael yn lleol, roedd y gwasgariad daearyddol fel sy'n dilyn: - Sirhywi – 8, Ebwy Fawr – 11, Gogledd Ebwy Fach – 3, De Ebwy Fach – 9. Dangosodd yr arolwg fod y farn wedi hollti am p'un ai oedd digon o ofal plant cyfrwng Cymraeg gyda 29 rhiant yn cytuno bod a 17 yn anghytuno. Teimlai 51 rhiant fod gofal plant ar gael yn eu dewis iaith, ond nid oedd 10 yn credu hynny. Dangosodd y galw gan rieni y byddai 2 riant yn edrych am ofal plant cyfrwng Cymraeg yn y dyfodol ac y byddai 21 yn edrych am ofal plant yn y Gymraeg a'r Saesneg.

Yn 2018 fe wnaeth y Cyngor gynnal Arolwg Galw Darpariaeth Gymraeg yn ystod tymor yr hydref. Dosbarthwyd yr arolwg i 1,460 o rieni plant 0-2 oed. Cafodd 72 arolwg eu llenwi, sef cyfradd ddychwelyd o 4.93%. O'r 72, roedd 21 o Dredegar/Cwm Sirhywi, 23 o Ebwy Fawr a 28 o Gwm Ebwy Fach. Mae'r canlyniadau perthnasol i'r ymgynghoriad hwn fel sy'n dilyn:

- 52% (38) o gyfranogwyr yn dweud nad oeddent yn teimlo fod ganddynt ddigon o wybodaeth am addysg Gymraeg

- 35% (25) yn dweud eu bod wedi ystyried addysg neu ofal plant cyfrwng Cymraeg.
- 28% (20) o gyfranogwyr yn dymuno i'w plentyn fynd i ysgol Gymraeg.
- 82% (59) o gyfranogwyr yn dweud y byddent yn anfon eu plentyn i ysgol Gymraeg os oedd o fewn 2 filltir i'w cartref.

Fe wnaeth y Fforwm Addysg Gymraeg leol greu rhaglen digwyddiad 'Plant Dwyieithog' a gynhaliwyd o 2017 ymlaen. Nod y rhaglen oedd hyrwyddo a sicrhau fod rhieni'n hollol ymwybodol am addysg cyfrwng Saesneg a hefyd gyfrwng Cymraeg a'r opsiynau gofal plant oedd ar gael iddynt. Mae'r digwyddiadau hefyd yn sefydlu'r rhwystrau y mae rhieni'n tybio sydd ganddynt gyda gofal plant ac addysg cyfrwng Cymraeg. Datblygwyd holiadur ynghyd â dalenni sylwadau a chynhaliwyd dau ddigwyddiad yn Nhredegar/Sirhywi a chwm Ebwy Fawr. Cafodd holiadur ar-lein hefyd ei hyrwyddo gan y Gwasanaeth Gwybodaeth i Deuluoedd, Cymraeg i Blant a'r Mudiad Meithrin. Bu'r adborth yn gadarnhaol iawn gyda'r Mudiad Meithrin yn dweud fod Blaenau Gwent yn arwain y ffordd o ran ymgysylltu gyda theuluoedd a rhieni. Mae adborth gan rieni yn dangos y dilynol:

- Gostyngodd gofal plant cyfrwng Cymraeg o fewn ardal Tredegar/Cwm Sirhywi rhwng 2016 a 2017, a ddylanwadodd ar benderfyniad rhieni i ddewis gofal plant cyfrwng Cymraeg. Fodd bynnag, mae'r Mudiad Meithrin yn ddiweddar wedi cynyddu'r opsiynau gofal plant sydd ar gael fel y manylir uchod.
- Nid yw cysylltiadau trafnidiaeth gyhoeddus yn cefnogi mynediad ac ymgysylltu effeithlon rhwng rhieni a'r ysgol gynradd Gymraeg bresennol – yn neilltuol ar gyfer rhieni o ardaloedd Tredegar/Sirhywi ac Ebwy Fawr nad ydynt yn gyrru. Felly mynegodd rieni bryderon am gyrraedd eu plentyn mewn argyfwng.
- Roedd rhieni yn bryderus am ba mor hir y mae eu plant yn teithio i'r ysgol i Ysgol Gymraeg Bro Helyg o ardaloedd Tredegar/Sirhywi ac Ebwy Fawr, yn neilltuol yn y cyfnod meithrin a sylfaen.
- Roedd rhieni yn bryderus am i'w plentyn/plant fynychu ysgol gynradd Gymraeg tu allan i'r ardal y maent yn byw ynddi, o ran sut y gallai hyn ddylanwadu'n negyddol ar rwydwaith cymdeithasol a'u cysylltiad gyda ffrindiau/cyfoedion.
- Teimlai rhieni na fedrai'r Gymraeg eu bod angen mwy o wybodaeth ar sut i gefnogi eu plentyn mewn addysg Gymraeg.
- Teimlai rhieni fod lleoliad Ysgol Gymraeg Bro Helyg yn anfantais ac y dylai fod darpariaeth Gymraeg yn nes atynt.

Yn y digwyddiad yn ardal Tredegar/Sirhywi, dangosodd yr holiaduron a lenwyd y ddilynol:

- 70% (19) o ymatebwyr yn teimlo fod ganddynt ddigon o wybodaeth am ddarpariaeth addysgol.
- 67% (18) o ymatebwyr yn teimlo y byddai eu plentyn yn manteisio o fod yn ddwyieithog.
- 59% (16) o ymatebwyr yn dweud y byddent yn ystyried addysg neu ofal plant cyfrwng Cymraeg.
- 92% (25) o ymatebwyr ond yn siarad Saesneg yn y cartref, gyda dim ond 8% (2) yn siarad Cymraeg.
- 74% (20) o ymatebwyr o ardal Tredegar/Sirhywi yn dweud fod eu pellter o gartref yn dylanwadu ar eu dewis o ysgol.
- 67% (18) o ymatebwyr yn dweud fod opsiynau trafnidiaeth a hwylustod mynediad yn dylanwadu ar eu dewis o ysgol.
- 55% (15) o ymatebwyr yn dweud fod adborth ysgolion am eu dewis ysgol yn ffactor bwysig.
- 48% (13) ymatebwyr yn dweud fod eu penderfyniad ar addysg ar gyfer eu plentyn yn digwydd pan maent yn feichiog neu cyn dod yn feichiog

Mae Cyngor Blaenau Gwent wedi sicrhau cyllid cyfalaf sylweddol er mwyn cynyddu darpariaeth cyfrwng Cymraeg. Mae datblygiadau gofal plant yn y Gymraeg hefyd yn cynyddu, fydd yn creu galw ychwanegol am addysg yn yr hirdymor ac felly bydd angen i'r stad ysgolion ddatblygu er mwyn darparu ar gyfer hyn. Os nad yw Blaenau Gwent yn anelu i dyfu ein hopsiynau addysg Gymraeg, cwmpas cyfyngedig sydd ar gyfer twf a datblygu'r Gymraeg lleol yn unol â nod Llywodraeth Cymru ar gyfer 1 filiwn o siaradwyr Cymraeg erbyn 2050. Yn olaf, gyda'r ymgyrch genedlaethol i gynyddu nifer y siaradwyr Cymraeg, cyfleoedd cyflogaeth cysylltiedig ac yn y blaen, mae risg y bydd rhieni yn symud allan o'r fwrdeistref i gael mynediad i addysg Gymraeg os nad ydym yn creu datrysiad lleol cynaliadwy, addas.

Disgrifiad o'r Cynnig a'r Buddion

Y Cynnig

Mae Cyngor Bwrdeistref Sirol Blaenau Gwent yn cynnig datblygu Ysgol Gynradd Gymraeg newydd 210 lle yn Nhredegar/Cwm Sirhywi. Mae'r cynnig yn anelu i ddatblygu adeilad yr ysgol ar y safle a ffafrir yn Chartist Way (gweler islaw) fel model egin/twf, lle byddai'r cyfleuster gofal plant, meithrinfa a dosbarth derbyn yn dod i rym o fis Medi 2023, gyda thua 28 o leoedd gofal plant, 24 lle meithrin a 24 lle dosbarth derbyn. Byddai'r ysgol yn tyfu bob blwyddyn ar ôl hynny. Bydd yr ysgol wedi sefydlu'n llawn erbyn 2029, gyda phob grŵp blwyddyn o'r dosbarth Meithrini Flwyddyn 6 yn weithredol. Cynigir hefyd y bydd gan yr ysgol ddarpariaeth gofal plant ar yr un safle.

Byddai'r ysgol egin newydd yn cael ei chynllunio a'i hadeiladu'n bwrpasol yn unol â safonau Ysgolion yr 21ain Ganrif. Cynigir y byddai llywodraethiant a strwythur arweinyddiaeth yr ysgol yn estyniad o Ysgol Gymraeg Bro Helyg. Byddai hyn yn golygu y byddai un Corff Llywodraethu a newidiadau i'r strwythur staffio, h.y. creu Pennaeth Campws/Rôl Arweinyddiaeth a fyddai'n sicrhau arweinyddiaeth hirdymor o'r ysgol egin tra'i bod yn tyfu.

Mae 4 elfen greiddiol yn y cynnig fel sy'n dilyn:

I. Creu Ysgol Gynradd Gymraeg newydd gyda 210 lle yn Nhredegar/Cwm Sirhywi.
II. Datblygu Ysgol Gynradd Gymraeg newydd fel model egin/twf lle bydd y cyfleuster gofal plant a'r grwpiau meithrin a dosbarth derbyn yn dod i rym ym mis Medi 2023, gyda grwpiau blwyddyn ychwanegol yn agor ar gyfer cynnydd disgyblion bob blwyddyn wedyn. Byddai'r ysgol yn gweithredu'n llawn gyda phob grŵp blwyddyn erbyn mis Medi 2029.
III. Sicrhau lleoliad addas. Yn seiliedig ar adolygiad ac ymchwiliad dechreuol ar safle, yr opsiwn a ffafrir yw Chartist Way yn ardal Sirhywi.
IV. Datblygu strwythur arweinyddiaeth a rheolaeth wedi alinio gyda'r ysgol gynradd bresennol.

Mae cysylltiad anuniongyrchol gyda Rhaglen Ysgolion yr 21ain Ganrif Blaenau Gwent sy'n anelu i:

- Cyfarch twf yn y galw am addysg Gymraeg
- Gostwng nifer lleoedd gwag ac aneffeithlonrwydd y system
- Ehangu ysgolion a cholegau mewn ardaloedd o alw cynyddol
- Cyfarch cyflwr ac addasrwydd ysgolion
- Gwneud asedau addysg ar gael ar gyfer defnydd y gymuned lle mae galw yn bodoli, i optimeiddio seilwaith ac adnoddau ar gyfer gwasanaethau cyhoeddus.

Mae gan wasanaeth Trawsnewid Addysg y Cyngor hanes amlwg o lwyddiant mewn cyflwyno cynigion cymhleth ar drefniadaeth ysgolion, ynghyd â chyflenwi rhaglen Ysgolion Band A Ysgolion yr 21ain Ganrif, a ddaeth i ben ym mis Mawrth 2019 pan ddaeth Band B i rym.

Pe na fyddai dim yn newid, ni fydd y Cyngor yn medru diwallu'r galw cudd gan rieni ar gyfer addysg Gymraeg yn ardal Tredegar a Sirhywi.

Model Egin

Beth yw ysgol egin?
Mae ysgol egin yn fodel y gellir ei ddefnyddio wrth sefydlu ysgol newydd i alluogi defnyddio'r cyfleusterau a'r staff yn effeithiol tra bydd yr ysgol y tyfu i'w photensial llawn. Mae'r ysgol yn agor i ddechrau ar gyfer gofal plant, meithrinfa a dosbarth derbyn gyda grŵp blwyddyn wedyn yn cael ei ychwanegu bob blwyddyn academaidd nes bod y cohort derbyn cyntaf yn cyrraedd Blwyddyn 6.

Maint Dosbarthiadau yr Ysgol Gynradd Gymraeg
Yn ystod y flwyddyn gyntaf y byddai'r ysgol egin ar agor, bydd dau ddosbarth prif ffrwd yn weithredol fel sy'n dilyn:

- **Dosbarth meithrin** lle bydd hyd at **24 lle llawn-amser** ar gael
- **Dosbarth derbyn** gydag uchafswm o **24** lle.

Yn yr ail flwyddyn byddai'r ysgol egin yn cynnwys:

- **Dosbarth meithrin** lle cynigir hyd at **24 lle llawn-amser;**
- **Dosbarth derbyn** gydag uchafswm o **24** lle;
- Dosbarth **Blwyddyn 1** gydag uchafswm o **24** lle;

Yn y drydedd flwyddyn, bydd ysgol egin yn cynnwys:

- **Dosbarth meithrin** lle cynigir hyd at **24 lle rhan-amser;**
- **Dosbarth derbyn** gydag uchafswm o **24** lle;
- Dosbarth **Blwyddyn 1** gydag uchafswm o **24** lle;
- Dosbarth **Blwyddyn 2** gydag uchafswm o **24** lle;

Yn y blynyddoedd dilynol, bydd gan bob grŵp newydd dosbarth derbyn uchafswm o 24 lle. Cyrhaeddir capasiti llawn yr ysgol ym mis Medi 2028 pan fydd pob grŵp blwyddyn yn gweithredu dan drefniant mynediad dau-ddosbarth.

Mae'r tabl islaw yn dangos enghraifft o'r model egin ar gyfer twf o ysgol mynediad un dosbarth. Ystyrir mai'r model egin yw'r datrysiad mwyaf addas ar gyfer ysgolion Cymraeg newydd a chafodd ei dreialu a'i brofi ledled Cymru. Er bod y galw yn cynyddu am addysg Gymraeg, gallai agor ysgol newydd Gymraeg ar unwaith i bob grŵp blwyddyn effeithio a dadsefydlogi ysgolion eraill ar draws y Fwrdeistref Sirol. Fodd bynnag, byddai model egin i raddau helaeth yn lliniaru unrhyw effaith posibl.

	M	D	Bl 1	Bl 2	Bl 3	Bl 4	Bl 5	Bl 6
2023/24	24	24						
2024/25	24	24	24					
2025/26	24	24	24	24				
2026/27	24	24	24	24	24			
2027/28	24	24	24	24	24	24		
2028/29	24	24	24	24	24	24	24	
2029/30	30	30	24	24	24	24	24	24
2030/31	30	30	30	24	24	24	24	24

Manteision ac Anfanteision Model Egin

Beth yw manteision ysgol egin?	Beth yw anfanteision ysgol egin?
• Byddai capasiti'r ysgol yn tyfu wrth i'r galw gynyddu; • Twf sefydlog i gefnogi ysgolion presennol; • Gostwng y posibilrwydd o symud llawer iawn o ddisgyblion o ysgolion eraill; • Rheoli meintiau dosbarthiadau yn effeithlon i gefnogi staffio a chyllideb yr ysgol; a • Gall pobl sy'n byw tu allan i ddalgylch yr ysgol ddal wneud cais am le yn yr ysgol a gallant fod yn llwyddiannus.	• Mae'n cymryd nifer o flynyddoedd i gyflenwi twf; • Goblygiadau posibl ar gyfer brodyr a chwiorydd gyda newidiadau i ddalgylchoedd; a • Goblygiadau posibl ar gyfer teuluoedd yn symud i ardal Tredegar gyda phlant gwahanol oed.

Manteision ac anfanteision y cynnig o gymharu â'r sefyllfa bresennol

Bydd y cynnig yn rhoi cyfle cyfartal i ddisgyblion gael eu haddysgu drwy gyfrwng y Gymraeg. Mae eisoes ddewis mawr o ysgolion cynradd cyfrwng Saesneg ac ysgolion Ffydd ar gael i deuluoedd o fewn Blaenau Gwent. Byddai'r cynnig hefyd yn cefnogi'r Cyngor i drin y rhwystrau y mae rhieni yn

tybio sydd wrth gael mynediad i addysg Gymraeg a chefnogi teuluoedd i gydnabod manteision bod yn ddwyieithog.

Mae buddion disgwyliedig y cynnig o gymharu gyda'r sefyllfa bresennol (gwneud dim) fel sy'n dilyn:

- Cyfle cyfartal a dewis ar gyfer teuluoedd wrth gael mynediad i ac ystyried opsiwn addysg a gofal plant cyfrwng Cymraeg
- Twf y Gymraeg ac addysg Gymraeg, yn unol â gweledigaeth Llywodraeth Cymru ar gyfer un filiwn o siaradwyr Cymraeg erbyn 2050.
- Buddsoddiad cyfalaf o £6.2 miliwn i stad ysgolion Blaenau Gwent, gan wella cyflwr, addasrwydd a mynediad i opsiynau addysg yn lleol.
- Cynyddu darpariaeth gofal plant ar gyfer teuluoedd.
- Creu datrysiad lleol a all gyfarch y galw cudd am leoedd cynradd cyfrwng Cymraeg yn ardaloedd Tredegar/Sirhywi a gogledd Ebwy Fawr.
- Parhad a chynaliadwyedd yn nhermau'r opsiynau addysg ar gyfer disgyblion yn symud o osodiadau cyn-ysgol cyfrwng Cymraeg i addysg statudol.
- Creu cyfleuster addysg arloesol a hyblyg a all gyfrannu at wella llesiant cymdeithasol, economaidd, amgylcheddol a diwylliannol Blaenau Gwent a'r rhanbarth.
- Sicrhau amgylchedd dysgu 21ain Ganrif ychwanegol addas i'r diben ar gyfer disgyblion a staff cyfrwng Cymraeg.
- Gostwng maint dosbarthiadau a chodi safonau addysg, gan hwyluso gwell deilliannau ar gyfer disgyblion.
- Creu cyfleoedd i ddisgyblion cael eu haddysgu drwy gyfrwng y Gymraeg yn nes at eu cartrefi.
- Cynyddu nifer y lleoedd cynradd cyfrwng Cymraeg sydd ar gael yn yr ardal leol, gan gefnogi cynaliadwyedd addysg cyfrwng Cymraeg a'r Gymraeg.
- Byddai'r model egin/twf yn sicrhau nad oes fawr o amharu ar y stad ysgolion bresennol ac yn rhoi digon o amser i'r ysgol dyfu.

Anfanteision y cynnig hwn o gymharu â'r sefyllfa bresennol (gwneud dim) yw:

- Amcangyfrifir y gallai fod amrywiad o tua 2-5% o fewn y cyfanswm poblogaeth disgyblion cynradd ar gyfer ysgolion ac yn ei dro ar gyfer ysgolion uwchradd o fewn Tredegar/Cwm Sirhywi yn dibynnu ar y galw. Fodd bynnag, gydag amrywiadau sefydlog a chadarnhaol mewn cyfraddau genedigaeth, mewnfudo a datblygiadau tai disgwyliedig, mae'r amrywiad yn gyfyngedig ac mae'r effaith ar y stad ysgolion yn debyg o fod yn fach iawn.
- Caiff yr ysgol Gymraeg ei datblygu drwy fodel egin/twf, sy'n golygu mai dim ond i'r grwpiau blwyddyn sydd ar gael o'i chychwyn y caiff disgyblion eu derbyn. Felly bydd cyfleoedd trosglwyddo o fewn y flwyddyn yn gyfyngedig nes bydd yr ysgol wedi datblygu yn llawn.

Risgiau a lliniaru

Mae gan y Cyngor hanes amlwg o lwyddiant mewn rheoli prosiectau adeiladu ysgolion a hefyd drefniadaeth ysgolion. Gellir lliniaru'r risgiau hyn drwy i'r Cyngor ac ysgolion gydweithio.

Risg	Lliniaru
Dadsefydlogi'r stad ysgolion bresennol	Nod y cynnig yw datblygu'r ysgol drwy fodel egin/twf, lle byddai darpariaeth gofal plant a grwpiau meithrin a dosbarth yn dod i rym o fis Medi 2023, gyda tua 24 lle gofal plant, 24 lle meithrin a 24 lle dosbarth derbyn ar gael. Byddai'r ysgol yn tyfu wedyn flwyddyn ar flwyddyn. Byddai'r ysgol wedi sefydlu'n llawn erbyn 2029 gyda grwpiau pob blwyddyn o'r dosbarth Meithrin i Flwyddyn 6 yn weithredol. Byddai'r model twf yn sicrhau nad oes fawr ddim tarfu o ran nifer disgyblion ac yn galluogi'r ysgol a'r Cyngor i benderfynu ar a rheoli'r galw am leoedd.

	Cafodd cyfraddau genedigaeth, symud i fyw i Flaenau Gwent, amcanestyniadau disgyblion a datblygiadau tai i gyd eu hystyried yn unol â'r rhif derbyn a chapasiti'r ysgol newydd. Mae'r data yn dweud wrthym fod y stad ysgolion bresennol o ran nifer yr ysgolion, lleoedd disgyblion ac yn y blaen yn gynaliadwy yn y tymor canol – hirdymor, gyda chreu ysgol gynradd Gymraeg ychwanegol. Y cynnig yw alinio'r strwythur rheoli a llywodraethiant gydag Ysgol Gymraeg Bro Helyg. Byddai hyn yn sicrhau y caiff staffio, dyrannu lleoedd disgyblion ac yn y blaen ei reoli i sicrhau nad oes fawr ddim tarfu ar yr ysgol gynradd Gymraeg bresennol. Mae disgyblion ar hyn o bryd yn derbyn addysg uwchradd Gymraeg yn Ysgol Gyfun Gwynllyw. Sicrhawyd lleoedd ar gyfer disgyblion Blaenau Gwent tan o leiaf 2029. Mae cynghorau cyfagos, yn cynnwys Blaenau Gwent, yn cydweithio ar hyn o bryd yn unol â'r cynnig i ymestyn yr ystod oedran yn Ysgol Gyfun Gwynllyw i sicrhau lleoedd ysgol cyfrwng Cymraeg i 2019 a thu hwnt.
Nid yw'r broses ymgynghori yn trin safbwynt a dealltwriaeth rhanddeiliaid o'r prosiect. Felly ni chaiff y prosiect ei gefnogi ac nid yw'n mynd rhagddo.	Ysgrifennwyd y ddogfen ymgynghori gyda chrynodeb manwl o sut y bydd y cynnig yn gweithio a pham fod ei angen. Datblygwyd cynllun ymgysylltu i sicrhau ymgysylltu parhaus gyda disgyblion, rhieni, staff, rhanddeiliaid eraill a'r gymuned ehangach, ar hyd y broses ymgynghori.
Caiff y prosiect ei gyflenwi'n hwyr a/neu dros y gyllideb	Mae'r Cyngor yn brofiadol wrth gyflawni prosiectau adeiladu newydd. Os bydd y cynnig yn mynd rhagddo bydd y Cyngor yn datblygu: amserlen fanwl yn cynnwys cerrig milltir allweddol (sydd eisoes yn hysbys), grŵp prosiect arbennig yn cynnwys yr holl swyddogion perthnasol a phroffil ariannol manwl. Byddai'r datblygiad a chyflenwi'r prosiect yn cael ei fonitro'n wythnosol gydag adroddiadau i uwch arweinwyr.
Gwrthodir caniatâd cynllunio ac felly ni chaiff safle ei sicrhau	Cynhaliwyd gwerthusiad manwl o safle er mwyn dynodi lleoliadau addas ar gyfer yr ysgol newydd. Dynodwyd y lleoliad mwyaf addas a chynhelir ymchwiliad pellach o'r safle ynghyd â chynllunio. Bu ymgysylltu cynnar gyda Cynllunio a bydd yn parhau yn dilyn yr ymgynghoriad os cymeradwyir y cynnig.
Gwrthwynebiad i'r cynnig, gan olygu na chaiff y cynnig ei gyflenwi	Cafwyd ymgysylltu cadarnhaol eisoes gyda rhanddeiliaid allweddol h.y. yr ysgolion yr effeithir yn uniongyrchol arnynt a'r rhai yr effeithir yn anuniongyrchol arnynt yn ardal Tredegar/Sirhywi. Bydd y broses ymgynghori ffurfiol yn cynnig cyfle i ysgolion, rhieni, disgyblion a'r gymuned yn ehangach i gael gwerthfawrogiad llawn o'r cyfle cadarnhaol y mae'r cynnig hwn yn ei gyflwyno o fewn Blaenau Gwent. Cafodd nifer o opsiynau eu hystyried yn unol â'r cynnig ac mae'r ddogfen hon yn manylu pam fod angen newid a pham mai'r cynnig a gyflwynwyd ar gyfer ymgynghoriad yw'r opsiwn a ffefrir gan y Cyngor.

Cynigion eraill a ystyriwyd ac a wrthodwyd

Ar wahân i'r cynnig a fanylir uchod, cafodd yr opsiynau dilynol eu hystyried yn unol â datblygu darpariaeth gynradd cyfrwng Cymraeg newydd (wedi'u gwahanu yn ôl math o ddarpariaeth, modelau llywodraethiant a safle/lleoliad):

Mathau o ddarpariaeth a ystyriwyd

- Cyd-leoli'r egin ysgol Gymraeg mewn ysgol cyfrwng Saesneg presennol gyda chapasiti mewnol gwag ar gael i ddarparu ar gyfer ysgol egin a neu adeiladu ysgol
- Cyd-leoli'r egin ysgol cyfrwng Cymraeg mewn ysgol cyfrwng Saesneg bresennol gyda digon o gapasiti allanol i ddarparu ar gyfer yr ysgol egin a neu adeiladu ysgol.

Cafodd yr opsiynau uchod eu gwrthod gan y gallent o bosibl:

- Amharu ar y stad ysgolion bresennol h.y. datblygu ysgol egin ar safle byw, gan effeithio ar gapasiti a rhifau derbyn ysgolion.
- Peidio bod yn gynaliadwy wrth i'r ddarpariaeth dyfu.
- Cael effaith negyddol ar drochi o safbwynt y Gymraeg, gan y byddai opsiynau cyd-leoli yn yr ardal lle mae tystiolaeth o alw cudd ar safleoedd ysgol cyfrwng Saesneg presennol h.y. y Saesneg fyddai'r 'norm' amser chwarae a rhwng sesiynau ysgol
- Golygu costau adeiladu cyfalaf uwch yn yr hirdymor, gan y byddai angen dyblu'r gwaith i ailwampio rhannau mewnol neu allanol ysgol bresennol ac yna o bosib adeiladu ysgol newydd wrth i'r niferoedd/grwpiau blwyddyn dyfu.

Modelau llywodraethiant a ystyriwyd:

- Trin hon fel ysgol newydd gyda phennaeth a chorff llywodraethu newydd, yn amlwg dan adolygiad cyson o'r ystod cyflog wrth i nifer y disgyblion gynyddu.
- Trin hon fel ysgol newydd, ond ystyried ffederaleiddio gyda'r ysgol gynradd Gymraeg bresennol.

Gwrthodwyd yr opsiynau uchod gan y gallent o bosibl:

- Gael effaith negyddol ar Ysgol Gymraeg Bro Helyg, gydag aliniad cyfyngedig.
- Cael effaith ariannol negyddol o safbwynt refeniw.

Safleoedd/lleoliadau a gafodd eu hystyried:

Mae Addysg, Cynllunio, Gwasanaethau Technegol a Stadau wedi cynnal gwerthusiad o safleoedd y mae'r Cyngor yn berchen arnynt yn yr ardal er mwyn dynodi safleoedd a allai ddarparu ar gyfer ysgol mynediad un dosbarth yn seiliedig ar ganllawiau Bwletin Adeiladu. Arweiniodd hyn at ddynodi'r safle a ffefrir yn Chartist Way (tudalen 12). Mae'r astudiaeth dichonolrwydd yn dangos sut y gallai'r ysgol ffitio ar libart y llain hon o dir. Mae amlinelliad o'r cynllun ar y dudalen nesaf gan gylchu'r lleoliad arfaethedig. Dylid nodi y gall manylion hyn newid.

Mae'r Cyngor wedi ystyried nifer o safleoedd i ddarparu ar gyfer y datblygiad ac wedi culhau'r chwilio i'r safleoedd dilynol:

- Cae Chwarae Deighton – yr opsiwn a ffefrir leiaf gan y byddai'n tynnu bant o'r ysgol bresennol, mae'n ardal werdd a gallai achosi mwy o dagfeydd traffig.

- Tir ger adeilad Vitec yn Nhredegar - gwrthodwyd yr opsiwn hwn oherwydd bod y tir yn ardal gyda risg uchel o lifogydd a bod y tir hefyd wedi ei ddynodi fel caeau chwarae Ysgol Gyfun Tredegar.

Trefniadau teithio dysgwyr

Mae Polisi'r Cyngor ar Gludiant Rhwng y Cartref a'r Ysgol ac Ôl 16 yn dweud y caiff cludiant am ddim ei ddarparu rhwng y cartref a'r ysgol ar gyfer pob disgybl oedran ysgol statudol sy'n mynychu eu hysgol ddynodedig ac sy'n gymwys dan derfynau pellter y Cyngor. Mae'r terfynau pellter fel sy'n dilyn o fewn Blaenau Gwent:

- Dan 8 oed – yn byw mwy na 1.5 milltir o'r ysgol.
- 8 – 11 oed, yn byw fwy na 2 filltir o'r ysgol.
- 11 – 16 mlwydd oed, yn byw fwy na 2 filltir o'r ysgol..

Darpariaeth cludiant Ôl 16

Polisi presennol Blaenau Gwent yw rhoi grant teithio o £150 i bob disgybl/myfyriwr ôl-16 sy'n gymwys ar sail pellter. Ar gyfer myfyrwyr sy'n mynychu safle campws Coleg Gwent gallant naill ai dderbyn y £150 fel arian neu ei dalu'n uniongyrchol i Goleg Gwent er mwyn rhoi cymhorthdal at docyn tymor. Mae'r tocyn tymor yn galluogi myfyrwyr i deithio'n rhatach i Hafan Dysgu Blaenau Gwent neu unrhyw gampws Coleg arall, gyda'r gost ar hyn o bryd ar £1.00 ar gyfer taith sengl.

Gall myfyrwyr sy'n teithio i'r Uned Anghenion Dysgu Ychwanegol (ADY) yn yr Hafan Dysgu wneud hynny yn rhad ac am ddim drwy ddarparydd cludiant cymeradwy a gaiff gontract gan y Cyngor. Mae'n rhaid i adran ADY y Cyngor gymeradwyo defnydd cludiant. Mae'r polisi teithio hefyd yn galluogi disgyblion i fynd i addysg ôl-16 mewn naill ai ddarpariaeth uwchradd cyfrwng Cymraeg neu ffydd, drwy ganiatáu teithio am ddim ar drafnidiaeth bresennol yn lle'r grant teithio.

Adran 4: Manylion yr Ymgynghoriad

Canlyniad yr Ymgynghoriad a'r Cam Nesaf

Adroddiad yr Ymgynghoriad

Caiff adborth o'r ymgynghoriad ei gasglu, ei ddadansoddi a'i gyflwyno mewn Adroddiad All-dro ymgynghoriad i Bwyllgor Gweithredol y Cyngor ym mis Chwefror 2021. Bydd yr adroddiad ar gael am 2 wythnos ar wefan y Cyngor cyn y gwneir y penderfyniad i symud i gyhoeddi hysbysiad statudol ai peidio. Mae copïau caled ar gael ar gais o'r cyfeiriad e-bost a fanylir uchod.

Hysbysiad Statudol

Os caiff y cynnig hwn ei gymeradwyo gan y Pwyllgor Gweithredol, bydd y Cyngor wedyn yn mynd allan i hysbysiad statudol ym mis Mawrth 2021. Bydd hyn yn rhedeg am 28 diwrnod, yn ystod y cyfnod hwn gallwch wrthwynebu drwy'r cyfeiriad e-bost a roddir yn y llyfryn ymgynghori. Byddir wedyn yn crynhoi unrhyw faterion a godir gan rai â diddordeb a'i gyflwyno'n ôl i'r Pwyllgor Gweithredol i benderfyniad terfynol gael ei wneud.

Os yw'r cynnig yn symud ymlaen, caiff copi o'r Hysbysiad Statudol ei ddangos ar wefan y Cyngor ac yn Ysgol Gymraeg Bro Helyg. Bydd copïau caled o'r hysbysiad statudol ar gais.

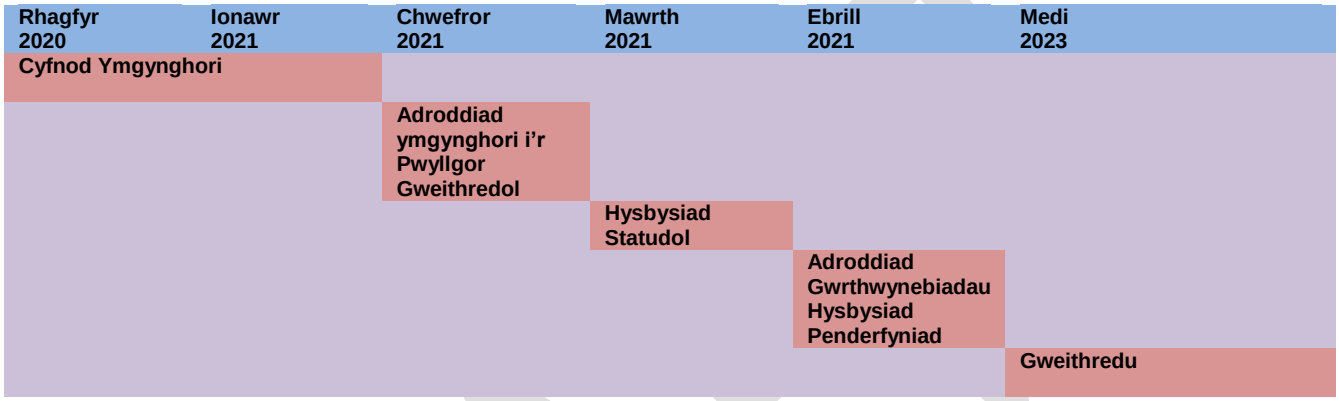
Penderfynu ar y cynnig

Bydd Cyngor Bwrdeistref Sirol Blaenau Gwent yn penderfynu ar y cynnig yn seiliedig ar y gwrthwynebiadau a gesglir ar ôl cyfnod yr Hysbysiad Statudol ym mis Ebrill 2021. Gall hyn arwain at gymeradwyo, gwrthod neu gymeradwyo'r cynnig gyda diwygiadau.

Hysbysiad am y penderfyniad

Unwaith y cymeradwywyd y penderfyniad, anfonir copi electronig o'r penderfyniad at bawb sydd â diddordeb a'i gyhoeddi ar wefan Cyngor Bwrdeistref Sirol Blaenau Gwent o fewn saith diwrnod o'r hysbysiad ym mis Ebrill 2021.

Amserlen y Broses Statudol



Adran 5: Manylion yr ysgolion yr effeithir arnynt

Niferoedd ysgolion ar y gofrestr ac amcanestyniadau disgyblion

Fel y nodwyd yn flaenorol, dim ond un ysgol gynradd Gymraeg sydd ym Mlaenau Gwent a chaiff yr holl ddisgyblion uwchradd eu haddysgu yn Nhorfaen, felly dim ond ar un ysgol ym Mlaenau Gwent y mae'r cynnig yn effeithio'n sylweddol arni sef Ysgol Gymraeg Bro Helyg. Mae gan yr ysgol sgôr cyflwr B a sgôr addasrwydd ac mae yn y categori Melyn. Mae'r ysgol uwchradd y maent yn bwydo iddi yn Nhorfaen. Mae'r tabl islaw'n rhoi manylion pellach am yr ysgolion cynradd ac uwchradd:

Enw a Lleoliad yr Ysgol	Categori	Iaith	Ystod Oed
Ysgol Gymraeg Bro Helyg, Stad Ddiwydiannol Rising Sun, Blaenau, Abertyleri, NP13 3DQ	A gynhelir	Cyfrwng Cymraeg	3-11
Ysgol Gyfun Gwynllyw, Heol Folly,Trefddyn Catwg, Pont-y-pŵl NP4 8JD	A gynhelir	Cyfrwng Cymraeg	11-18

Data lleoedd disgyblion ac amcanestyniadau ysgolion cynradd

Capasiti'r ysgol yw 258, ynghyd â chapasiti meithrin o 60. Mae'r niferoedd ar y gofrestr (gwir nifer fel ym mis Medi bob blwyddyn (fel sy'n dilyn)

Tabl 1: Ysgol (capasiti presennol)	Gwir Nifer ar y Gofrestr Medi 2016	Gwir Nifer ar y Gofrestr Medi 2017	Gwir Nifer ar y Gofrestr Medi 2018	Gwir Nifer ar y Gofrestr Medi 2019	Gwir Nifer ar y Gofrestr 2020
Ysgol Gymraeg Bro Helyg (258)	**232**	**225**	**231**	**209**	**215**

Mae'r tabl dilynol yn rhoi amcanestyniadau ar gyfer yr ysgol dros y pum mlynedd nesaf (amcanestyniadau ar gyfer mis Medi bob blwyddyn)

Tabl 2: Capasiti Ysgol	Amcan Medi 2021	Amcan Medi 2022	Amcan Medi 2023	Amcan Medi 2024	Amcan Medi 2025
Ysgol Gymraeg Bro Helyg	266	258	253	259	263
Ysgol egin Cyfrwng Cymraeg	-	-	48	72	94

Data lleoedd disgyblion ac amcanestyniadau ysgol uwchradd
Mae Cyngor Bwrdeistref Sirol Torfaen wedi ymgynghori ar gynnig i ymestyn ystod oedran Ysgol Gyfun Gwynllyw i 3-18, gweler y ddolen ddilynol i gael mwy o wybodaeth:

Mae'r nifer ar y gofrestr (gwir fel ym Medi bob blwyddyn) fel sy'n dilyn

Tabl 3: Ysgol (capasiti presennol)	Gwir Nifer ar y Gofrestr Medi 2016	Gwir Nifer ar y Gofrestr Medi 2017	Gwir Nifer ar y Gofrestr Medi 2018	Gwir Nifer ar y Gofrestr Medi 2019	Gwir Nifer ar y Gofrestr 2020
Ysgol Gyfun Gwynllyw (1107)	939	888	860	819	762

Mae'r tabl dilynol yn rhoi amcanestyniadau ar gyfer yr ysgol dros y pum mlynedd nesaf (amcanestyniadau ar gyfer mis Medi bob blwyddyn).

Tabl 4: Ysgol (capasiti presennol)	Amcan Medi 2021	Amcan Medi 2022	Amcan Medi 2023	Amcan Medi 2024	Amcan Medi 2025
Ysgol Gyfun Gwynllyw (1107)	778	820	862	875	912

Pe byddai'r cynnig yn cael ei sefydlu, mae hefyd dybiaeth yr effeithid yn uniongyrchol ar Ysgol Gymraeg Bro Helyg, gan y byddai disgyblion sy'n mynd i'r ysgol o ardal Tredegar/Sirhywi ar hyn o bryd yn dewis mynychu'r ysgol ategol yn ardal Tredegar/Sirhywi.

Ysgolion yr effeithir yn anuniongyrchol arnynt
Er na effeithir yn uniongyrchol arnynt, gallai fod effaith ar ysgolion cyfrwng Saesneg ac ysgolion ffydd o fewn ardal datblygu'r ysgol (a fanylir islaw) yn nhermau nifer disgyblion:

Tredegar/ Sirhywi
- Ysgol Gynradd Bryn Bach, Heol Merthyr, Tredegar NP22 3RX
- Ysgol Gynradd Deighton, Stockton Way, Tredegar NP22 3ES
- Ysgol Gynradd Georgetown, Heol Oakfield, Tredegar, NP22 4LP
- Ysgol Gynradd Glanhywi, Coach Bach, Tredegar, NP22 4RW
- Ysgol Gynradd Gatholig Sant Joseff, Ashvale, Dukestown, Tredegar, NP22 4AQ
- Ysgol Gyfun Tredegar, Lôn Stabl, Tredegar, NP22 4BH

Ebwy Fawr (Gogledd)
- Ysgol Gynradd Glyncoed, Badminton Grove, Glynebwy, NP23 5UL
- Ysgol Gynradd Rhos-y-Fedwen, Heol Honeyfield, Rasa, Glynebwy, NP23 5TA
- Ysgol Gynradd Trehelyg, Stryd Brynheulog, Glynebwy, NP23 6NJ
- Ysgol Gynradd yr Holl Seintiau, Heol yr Ysgol, Glynebwy, NP23 6QP

Adran 6: Ystyriaethau eraill

Effaith y cynnig ar y Gymraeg

Byddai'r cynnig hwn yn cynyddu nifer y lleoedd ysgol cyfrwng Cymraeg sydd ar gael i ddisgyblion yn yr ardal. Nid yw'r Cyngor yn disgwyl unrhyw effaith negyddol ar y Gymraeg o'r cynnig hwn. Caiff y Gymraeg ei haddysgu mewn ysgolion cyfrwng Saesneg ac ysgolion arbennig yn unol â'r Cwricwlwm Cenedlaethol. Mae'r Cyngor yn gweithio'n agos ac yn adeiladol gyda phartneriaid ar ei Fforwm Addysg Gymraeg.

Mae'r Cyngor yn monitro cyfraddau geni, y nifer o ddisgyblion ychwanegol a all ddod o dai newydd a phatrymau faint o ddisgyblion sydd mewn ysgolion cyfrwng Saesneg/Cymraeg. Mae hyn yn galluogi'r Cyngor i gyflwyno cynlluniau addas i ymdopi gydag unrhyw gynnydd mewn galw. Bydd hyn ar amser priodol i sicrhau fod digon o leoedd ar gael.

Mae Adran 84 Deddf Safonau a Threfniadaeth Ysgolion (Cymru) 2013 yn ei gwneud yn ofynnol i bob Cyngor baratoi Cynllun Strategol Cymraeg mewn Addysg (WESP). Mae Cynllun Strategol Cymraeg mewn Addysg 2017-20 Blaenau Gwent (gweler y **ddolen islaw** i gael mwy o wybodaeth) wedi alinio'n uniongyrchol â fframweithiau strategol Llywodraeth Cymru a hefyd y Cyngor. Gellir crynhoi'r blaenoriaethau strategol a amlygir yn y drafft ddogfen WESP am y tair blynedd nesaf fel sy'n dilyn:

- Codi proffil a lefelau cyfranogiad addysg Gymraeg ar draws y Fwrdeistref Sirol erbyn 2020, i gyfrannu at y weledigaeth o un filiwn o siaradwyr erbyn 2050.
- Cynyddu'r cynnig darpariaeth blynyddoedd cynnar i ysgogi galw gan rieni i alluogi twf ar draws y Fwrdeistref Sirol.
- Cynyddu cyfraddau trosglwyddo o ddarpariaeth feithrin Gymraeg i Ysgol Gymraeg Bro Helyg erbyn 50% yn 2020.
- Gweithio'n rhanbarthol gydag awdurdodau lleol De Ddwyrain Cymru i sicrhau lleoedd ar gyfer dysgwyr Blaenau Gwent mewn darpariaeth uwchradd Gymraeg rhwng 2017-2020 a thu hwnt.
- Gwella deiliannau dysgwyr cyfrwng Cymraeg erbyn 2020 fel y gall dysgwyr godi eu huchelgais a gwella eu cyfleoedd bywyd.

Mae'r cynnig cyfrwng Cymraeg yn amserol gan fod Llywodraeth Cymru wedi cymeradwyo Cynllun Strategol Cymraeg mewn Addysg Blaenau Gwent (WESP) 2017-20 ym mis Mawrth 2018 (gweler y ddolen ddilynol i gael mwy o wybodaeth): https://www.blaenau-gwent.gov.uk/fileadmin/documents/Council/Policies_Strategies_Plans/Blaenau_Gwent_WESP__2017-20_Nov_2017_24th_English.pdf). Mae'r cynllun yn annog cynyddu cyfleoedd addysg Gymraeg ar draws y Fwrdeistref Sirol. Bydd y cynnig hefyd yn cefnogi strategaeth Llywodraeth Cymru ar y Gymraeg 2050: https://gov.wales/docs/dcells/publications/170711-welsh-language-strategy-eng.pdf

Mae Llywodraeth Cymru yn bwriadu diwygio'r cwricwlwm, gan fuddsoddi'n sylweddol mewn datblygiadau yn ymwneud â'r Gymraeg a allai weld dileu Cymraeg ail iaith fel pwnc, gyda phob disgybl yng Nghymru yn astudio Cymraeg iaith gyntaf.

Cyllid

Mae Blaenau Gwent wedi sicrhau £6.2 miliwn o gyllid cyfalaf gan Lywodraeth Cymru i ddatblygu ysgol gynradd cyfrwng Cymraeg gyda 210 lle yn cynnwys darpariaeth feithrin a gofal plant drwy fodel egin/twf.

Fodd bynnag bydd costau refeniw yn gysylltiedig gyda'r cynnig hwn. Cafodd y ffigur islaw ei gyfrif yn seiliedig ar arwynebedd mewnol crynswth yr ysgol arfaethedig, uchafswm amcanestyniad poblogaeth disgyblion o 48 yn ei blwyddyn gyntaf. Amcangyfrifir y bydd gwariant refeniw o tua £232,000 yn 2023/24 (yn cynnwys cynnal a chadw adeilad, gwasanaeth gofalwr, glanhau, cynnal a chadw tiroedd, ynni ac ardrethi ac yn y blaen) ynghyd ag arweinyddiaeth a gweinyddu. Mae'r ffigurau hyn yn seiliedig ar sylfaen prisiau 2020/21. Byddai'r costau yn cael eu hariannu o'r Gyllideb Ysgolion Unigol.

Caiff costau cludiant eu hariannu drwy gyllideb Cludiant Rhwng y Cartref a'r Ysgol y Cyngor. Rhagwelir na fyddai costau cludiant yn cynyddu'n sylweddol, gyda gostyngiad mewn costau cludiant i Ysgol Gymraeg Bro Helyg yn gwrthbwyso unrhyw gostau ychwanegol a gaiff eu creu drwy ddatblygu'r ysgol newydd.

Trefniadau derbyn

Os yw'r cynnig yn mynd rhagddo, Cyngor Blaenau Gwent fydd yn gweithredu fel Awdurdod Derbyn ar gyfer yr ysgol newydd. Bwriedir i'r ysgol newydd gael 210 o leoedd ysgol gynradd ynghyd â darpariaeth feithrin ar gyfer 24 lle llawn-amser (cyfwerth â 48 rhan-amser). Cynigir y bydd yr ysgol yn dechrau fel "ysgol egin" gyda'r myfyrwyr yn cael eu derbyn i ddechrau i'r dosbarthiadau derbyn a meithrin a fydd yn gwneud cais fel rhan o'r cylch derbyn arferol. Bydd gan y grŵp nifer derbyn o 24 ar gyfer pob grŵp blwyddyn a all dyfu wrth i'r ysgol dyfu.

Fel yr awdurdod derbyn ni all Cyngor Blaenau Gwent gynnig polisi gwarantu lleoedd yn neilltuol o gofio am ofynion deddfwriaeth y Llywodraeth ar ddosbarthiadau babanod sy'n cyfyngu maint dosbarthiadau Cyfnod Sylfaen i ddim mwy na 30 disgybl ym mhob dosbarth. Er nad yw'n statudol, y maint "targed" ar gyfer dosbarthiadau Cyfnod Allweddol 2 yw 30 hefyd. Os yw ceisiadau am dderbyn i ysgol yn fwy na nifer y lleoedd sydd ar gael, bydd meini prawf a gyhoeddodd y cyngor ar gyfer pan mae mwy o geisiadau nag o leoedd yn weithredol.

Sgrinio'r Effaith ar Gydraddoldeb

Cynhaliwyd asesiad manwl o'r effaith ar Gydraddoldeb er mwyn asesu effaith y cynnig a phenderfyniadau ar y nodweddion gwarchodedig. Rhoddir crynodeb o'r effaith o fewn yr asesiad o sgrinio ar Gydraddoldeb sydd ar gael yn **Atodiad 1.**

Asesiadau Effaith ar y Gymuned a'r Gymraeg

Cynhaliwyd asesiad o'r effaith ar y gymuned er mwyn asesu effaith y cynnig ar randdeiliaid a'r gymuned ehangach. Gweler **Atodiad 2** ar gyfer y crynodeb.

Mae'r cynnig yn ymwneud â datblygu darpariaeth addysg a gofal plant cyfrwng Cymraeg ychwanegol; felly disgwylir y bydd yn cael effaith gadarnhaol ar y Gymraeg, mynediad i a darpariaeth addysg a gofal plant cyfrwng Cymraeg, ynghyd â chyfleoedd ymgysylltu â rhieni a'r gymuned.

Confensiwn y Cenhedloedd Unedig ar Hawliau'r Plentyn (UNCRC):

Yn ei holl gyfrifoldebau corfforaethol mae'r Cyngor yn sicrhau y bydd bob amser yn ymgysylltu mewn modd cadarnhaol gyda phlant a phobl ifanc. Os gweithredir y cynnig hwn, cedwir saith nod greiddiol y Confensiwn:

Gan gyfeirio'n neilltuol at:

- **Erthygl 28** Mae gennych hawl i addysg.
- **Erthygl 29** Mae gennych hawl i addysg sy'n ceisio datblygu eich personoliaeth a'ch galluoedd i'r graddau mwyaf posibl ac sy'n eich annog i barchu hawliau a gwerthoedd pobl eraill ac i barchu'r amgylchedd.

Ymgysylltu â phlant a phobl ifanc yn yr Ymgynghoriad

Fel rhan o'r broses ymgynghori, bydd y tîm Trawsnewid Addysg mewn partneriaeth gydag ysgolion, y tîm Cynhwysiant a'r Gwasanaeth Ieuenctid yn ymgynghori gyda disgyblion y mae'r cynnig yn effeithio arnynt yn ogystal â gyda Fforwm Ieuenctid ac Uwch Gyngor Ysgolion Blaenau Gwent.

Yr angen am leoedd a'r effaith ar hygyrchedd ysgolion

Mae Cyngor Blaenau Gwent yn ystyried yn gyson ddigonolrwydd lleoedd i ateb y galw lleol ar hyn o bryd ac yn y dyfodol.

Lleoedd gwag/materion capasiti

Mae gan Ysgol Gymraeg Bro Helyg gapasiti ar gyfer 215 disgybl. I ateb y galw cyfredol a'r dyfodol mae angen cynyddu capasiti ar gyfer cynllun tymor canol i hirdymor y Cyngor. Os yw'r cynnig i adeiladu ysgol gynradd Gymraeg newydd yn symud ymlaen bydd hyn yn galluogi cynnig mwy o leoedd yn Ysgol Gymraeg Bro Helyg yn unol â datblygu'r cyfleusterau gofal plant a gynigir.

Yn y tymor byr cymharol ychydig o effaith fydd ar ddarpariaeth gynradd (mae tybiaeth y bydd tua 3 plentyn o bob un o ddalgylchoedd yr ysgol yn gwneud cais am fynychu) yn ardaloedd Tredegar/Sirhywi a gogledd Ebwy Fawr. Fodd bynnag, yn y tymor hir gyda'r nifer yn cynyddu flwyddyn ar flwyddyn i fynychu'r ddarpariaeth egin cyfrwng Cymraeg, bydd effaith yn seiliedig ar brosiectau cyfredol.

Tybir mai ar Ysgol Gyfun Tredegar fyddai'r effaith mwyaf os yw 24 disgybl yn dewis addysg uwchradd cyfrwng Cymraeg fel canlyniad i fynychu'r ysgol egin cyfrwng Cymraeg.

Costau cyfalaf/derbyniadau cyfalaf

Caiff amcangyfrif costau cyfalaf y prosiect eu hariannu'n llawn gan Lywodraeth Cymru ac maent tua £6.2m. Ni ddisgwylir bod unrhyw dderbyniadau cyfalaf yn gysylltiedig gyda'r cynllun, byddai'r cyngor yn ildio derbyniad cyfalaf yng nghyswllt y tir y bydd yn ei ddefnyddio ar gyfer yr adeilad.

Datblygiadau tai

Ar gyfartaledd, yn y 5 mlynedd ddiwethaf, cafodd 90 tŷ eu hadeiladu ym Mlaenau Gwent bob blwyddyn. Disgwylir y bydd y lefel yma o dwf yn parhau. Mae gan y darpar gartrefi hyn naill ai ganiatâd cynllunio yn barod, maent yn ceisio cytundeb cyfreithiol neu maent wedi eu cynnwys yn y Cynllun Datblygu Lleol Bydd mwy o blant yn byw mewn tai newydd yn ogystal â mwy o blant yn

byw mewn tai sydd eisoes yn bodoli. Felly bydd lleoedd ysgol ychwanegol yn gyffredinol mewn cynlluniau presennol yn tyfu. Mae **Ffigur 2** yn dangos y nifer o ddatblygiadau tai sydd yn y Cynllun Datblygu Lleol ar hyn o bryd.

	Dynodir y ffigurau dilynol ar gyfer **Cwm Tredegar** yn yr Astudiaeth Argaeledd Tir ar gyfer Tai sy'n edrych ar amserlen 5 mlynedd.					Dynodir y ffigurau dilynol ar gyfer **Cwm Ebwy Fawr** yn yr Astudiaeth Argaeledd Tir ar gyfer Tai sy'n edrych ar amserlen 5 mlynedd.					Dynodir y ffigurau dilynol ar gyfer **Cwm Ebwy Fach** yn yr Astudiaeth Argaeledd Tir ar gyfer Tai sy'n edrych ar amserlen 5 mlynedd.				
	2020	2021	2022	2023	2024	2020	2021	2022	2023	2024	2020	2021	2022	2023	2024
Cymdeithasau Tai:	23	18	0	0		13	13	33	0		0	16	20	0	0
Tai Sector Preifat	8	7	6	6		34	104	92	32		3	53	40	17	12
Cyfanswm	**31**	**25**	**6**	**6**		**47**	**117**	**125**	**32**		**3**	**69**	**60**	**17**	**12**

I gael mwy o wybodaeth edrychwch ar y dudalen ddilynol ar wefan Blaenau Gwent:
https://www.blaenau-gwent.gov.uk/en/resident/planning/local-development-plan/ldp-allocations/

Dengys y data uchod fod 472 o dai yn cael eu cynllunio rhwng 2020 – 2024 gan ddangos neu gynllunio cynnydd yn nifer y disgyblion ym mhob grŵp blwyddyn mewn tai presennol. Fodd bynnag, byddai darpariaeth ar gyfer y boblogaeth o fewn yr ysgolion cynradd ac uwchradd prif ffrwd presennol heb fawr neu ddim effaith ar yr ysgolion arbennig.

Adnoddau Dynol

Byddai agor darpariaeth newydd yn sicrhau cyfleoedd i gynyddu'r cohort staff ac yn rhoi cyfleoedd ar gyfer staff sy'n siarad Cymraeg. Mae cyfleoedd dysgu proffesiynol ar gyfer staff i gael hyfforddiant yn y Gymraeg drwy wahanol lwybrau. Os cytunir ar y cynnig, sefydlir grŵp i edrych ar y gofynion staffio a'r model llywodraethiant yn fwy manwl.

Partneriaethau

Mae rhaglen ymgysylltu 'Y Blaenau Gwent a Garem' yn ymwneud â phobl leol, busnesau a sefydliadau yn cael llais yn sut y gallwn wella Blaenau Gwent ar gyfer cenedlaethau'r dyfodol.

Yn ei flwyddyn gyntaf mae'r grŵp eisoes wedi cysylltu gyda dros 1,500 o bobl o bob rhan o Flaenau Gwent i ganfod sut hoffent i'r ardal fod yn y dyfodol. Defnyddiwyd eu hadborth i'n helpu i lunio nifer o flaenoriaethau y byddwn yn gweithio arnynt dros yr ychydig flynyddoedd nesaf i'n helpu i greu'r Blaenau Gwent a garem i gyd.

Mae ein Cynllun Llesiant yn amlinellu ein hamcanion ar gyfer gwella llesiant ym Mlaenau Gwent a chyflawni ein dyletswyddau dan Ddeddf Cenedlaethau'r Dyfodol (2015). Datblygwyd y 5 amcan yn y cynllun i adlewyrchu bod Blaenau Gwent eisiau

- **Y dechrau gorau mewn bywyd i bawb**
- **Cymunedau diogel a chyfeillgar**
- **Gofalu am a diogelu'r amgylchedd naturiol**
- **Llunio llwybrau newydd i ffyniant**
- **Annog ffyrdd iach o fyw**

Mae'r amcanion llesiant hyn yn rhai a ystyriwn y gallent yn wir sicrhau newid, y mae mwyaf o frys amdanynt ac y dengys y dystiolaeth eu bod angen grym cyfunol partneriaid y Bwrdd Gwasanaethau Cyhoeddus i gyflenwi a gwella llesiant.

Adran 7: Gwerthuso'r Trefniadau Presennol

Canlyniadau diweddaraf Estyn

Caiff ysgolion eu harolygu fel rhan o raglen genedlaethol. Diben arolwg yw dynodi nodweddion da a diffygion mewn ysgolion fel y gallant wella ansawdd yr addysg a gynigir a chodi'r safonau a gyflawnir gan eu disgyblion (Estyn).

Cynhaliwyd arolwg diweddaraf Estyn yn Ysgol Gymraeg Bro Helyg yn 2020, a dangosir y canlyniadau yn y tabl islaw:

Maes arolygu	Dyfarniad
Safonau	Da
Llesiant ac agweddau at ddysgu	Da
Profiadau addysgu a dysgu	Digonol ac angen gwella
Gofal, cymorth ac arweiniad	Da
Arweinyddiaeth a rheolaeth	Da

Os caiff ysgol ddyfarniad digonol neu anfoddhaol, bydd Estyn neu'r awdurdod lleol yn ei monitro nes y bernir fod yr ysgol wedi gwneud cynnydd digonol i gael ei thynnu o'r rhestr o ysgolion sydd angen gwelliant. Drwyddi draw, mae'r asesiad hwn yn ganlyniad da ar gyfer yr ysgol gyda dim ond 4 argymhelliad am welliannau:

- **A1** Sicrhau bod yr addysgu a'r profiadau dysgu yn datblygu annibyniaeth holl ddisgyblion y cyfnod sylfaen yn gyson
- **A2** Gwella'r ddarpariaeth ar gyfer datblygu medrau TGCh disgyblion ar draws yr ysgol
- **A3** Cryfhau gweithdrefnau hunanwerthuso a chynllunio ar gyfer gwelliant er mwyn blaenoriaethu a mynd i'r afael â'r meysydd pwysicaf

Rhoddir detholiad o sylwadau o'r arolwg diweddaraf islaw:

- Ychydig iawn ohonynt sy'n medru siarad Cymraeg cyn cychwyn. Fodd bynnag, mae rhan fwyaf y disgyblion, gan gynnwys y rhai sydd ag anghenion addysgol arbennig, yn gwneud cynnydd cadarn yn ystod eu cyfnod yn yr ysgol.
- Mae'r berthynas waith sy'n bodoli rhwng y disgyblion a'r staff yn gadarn yn yr ysgol ac yn sylfaen effeithiol ar gyfer cynnal ethos gofalgar a chefnogol. Mae bron bob disgybl yn siarad gyda balchder am eu hysgol.
- Mae'r disgyblion yn chwarae rôl flaenllaw yng ngwaith strategol yr ysgol. Mae aelodau'r ystod eang o bwyllgorau plant yn cael dylanwad pwrpasol ar wahanol agweddau o'r ysgol.
- Mae arweinwyr wedi sefydlu diwylliant cryf o hunanwerthuso parhaus.

Ansawdd a safonau mewn Addysg

Caiff ansawdd a safonau ysgolion Blaenau Gwent eu monitro gan y Cyngor, yn unol â'r system genedlaethol o gategoreiddio ysgolion a chanllawiau yng nghyswllt ysgolion sy'n achosi consyrn. Estyn yw Swyddfa Prif Arolygydd Addysg a Hyfforddiant Ei Mawrhydi yng Nghymru a chafodd ei sefydlu dan Ddeddf Addysg 1992. Caiff safonau ac ansawdd darpariaeth hefyd eu monitro'n gyfnodol drwy Fframwaith Arolygu Estyn ar gyfer arolygu ysgolion.

Ers 2012, mae'r Cyngor wedi comisiynu'r Gwasanaeth Cyflawni Addysg (EAS) i gefnogi gwella ysgolion Blaenau Gwent. Mae EAS yn darparu cymorth gwella ysgolion i'r cynghorau dilynol: Blaenau Gwent, Caerffili, Casnewydd, Sir Fynwy a Thorfaen. Fel rhan o'r cynnig hwn bydd y Cyngor yn gweithio mewn partneriaeth gyda EAS i sicrhau lefelau uwch o gymorth i'r ysgolion. Bydd hyn yn sicrhau fod cefnogaeth briodol yn ei lle yn ystod y cyfnod pontio.

Safonau: Ni fydd y cynnig yn effeithio ar y safonau yn yr ysgol Gymraeg yr effeithir arnynt. Bydd adeilad yr ysgol gynradd Gymraeg newydd yn derbyn y lefel briodol o her a chefnogaeth yn unol â'r trefniadau yn Ysgol Gymraeg Bro Helyg.

Llesiant ac agweddau at ddysgu: Disgwylir y bydd darparu lleoedd ychwanegol i ddisgyblion yn yr ysgol gynradd egin Gymraeg a gynigir yn galluogi mwy o blant i fynychu'r ysgol yn eu cymuned leol. Bydd creu ysgol gynradd Gymraeg newydd yn cynyddu dewis rhieni ac yn darparu addysg Gymraeg yn nes adref ar gyfer plant sy'n byw yn Nhredegar a chymoedd Sirhywi ac Ebwy Fawr (Gogledd). Mae llesiant disgyblion yn flaenoriaeth ar gyfer Ysgol Gymraeg Bro Helyg a chaiff hynny ei fonitro a'i adrodd. Ni fydd y cynnig yn effeithio ar lesiant ac agweddau at ddysgu yn yr ysgolion eraill yr effeithir arnynt.

Addysgu a phrofiadau dysgu: Bydd yr addysgu yn yr ysgol gynradd Gymraeg newydd yn dilyn y cwricwlwm cenedlaethol gyda'r Gymraeg yn iaith addysgu a dysgu. Ni fydd y cynnig yn effeithio ar brofiadau addysgu a dysgu yn yr ysgol eraill yr effeithir arni.

Gofal, cymorth ac arweiniad: Mae Ysgol Gymraeg Bro Helyg yn gymuned ofalgar a chymhwysol sy'n darparu gofal a chymorth ansawdd uchel i bob disgybl, bydd hyn yn parhau yn yr ysgol newydd. Mae'r holl staff yn ymroddedig i ddynodi anghenion disgyblion ar gam cynnar a rhoi cefnogaeth werthfawr iddynt. Caiff adeilad yr ysgol gynradd Gymraeg newydd yn Nhredegar/Cwm Sirhywi ei chefnogi gan Ysgol Gymraeg Bro Helyg, y Cyngor a'r Gwasanaeth Cyflawni Addysg i ddarparu gofal, cymorth ac arweiniad ansawdd uchel. Ni fydd unrhyw newid mewn gofal, cymorth ac arweiniad yn Ysgol Gymraeg Bro Helyg.

Arweinyddiaeth a rheolaeth: Mae gan bennaeth ac arweinwyr yr ysgol weledigaeth glir a chadarn i ddatblygu'r ysgol fel cymuned ddysgu lwyddiannus drwy ddarparu addysg a gofal ansawdd uchel i bob disgybl, bydd hyn yn parhau yn y gosodiad ysgol newydd. Mae'r weledigaeth hon wedi'i seilio'n gadarn ar godi safonau, datblygu balchder at y Gymraeg, a llesiant disgyblion. Mae tîm arweinyddiaeth effeithlon i gefnogi'r gwaith o osod cyfeiriad strategol penderfynol ar gyfer holl waith yr ysgol. Ni fydd unrhyw newid yn sut y bydd ansawdd ac effeithlonrwydd arweinwyr a rheolwyr yn perfformio. Ar safle'r ysgol egin Gymraeg arfaethedig, bydd tîm arweinyddiaeth yr ysgol yn derbyn cymorth ac arweiniad gan y Cyngor a'r Gwasanaeth Cyflawni Addysg i sicrhau bod arfer gorau mewn arweinyddiaeth a rheoli yn parhau ac yn cael eu defnyddio.

Effaith y cynnig

Os caiff y cynnig ei gymeradwyo, caiff yr effaith ar Ysgol Gymraeg Bro Helyg ei liniaru i raddau helaeth gan y bwriedir sefydlu model rhannu llywodraethiant ar draws y ddwy ysgol. Bydd yn parhau i ddarparu amgylchedd dysgu ansawdd uchel i gefnogi gwell canlyniadau ar gyfer pob dysgwr. Bydd y cynnig yn sicrhau y caiff y safonau, sydd eisoes yn rhagorol, eu trosglwyddo a'u datblygu ymhellach.

Fel y soniwyd yn flaenorol (Tudalen 13) mae gan dwf yr ysgol y potensial i effeithio ar ddarpariaeth gynradd ac uwchradd gymunedol cyfrwng Saesneg, ynghyd ag ysgolion cynradd ffydd. Bydd yr effaith mwyaf ar ysgolion cynradd yn 2029/30, gyda'r golled fwyaf o nifer disgyblion – os yn llwyr o fewn y boblogaeth disgyblion bresennol/disgwyliedig byddai hyn tua 24-30 disgybl ar draws yr ysgolion cynradd a fanylir ar dudalen 20. Mae hefyd effaith bosibl ar gyfer darpariaeth uwchradd o hynny ymlaen, gyda'r un uchafswm lefel o golled.

Adran 8: Trosolwg o'r Cynnig am Ysgol Newydd

Mae'r tabl islaw'n rhoi manylion categori, iaith ac ystod oedran Ysgol Gymraeg Bro Helyg

Trosolwg o'r Cynnig am Ysgol Newydd	
Nifer derbyn a threfniadau	Bydd Cyngor Bwrdeistref Sirol Blaenau Gwent yn gweithredu fel yr awdurdod derbyn ar gyfer derbyn disgyblion i'r ysgol newydd. Y niferoedd derbyn o 2023 fydd: • Meithrin:24 • Dosbarth Derbyn:24 Caiff derbyn ei reoli yn unol â Pholisi Derbyn Ysgolion Blaenau Gwent ar gyfer Addysg Feithrin ac Addysg Statudol (2022/23).
Ystod oedran	3-11 oed
Lleoedd disgyblion	Y rhifau a gaiff eu derbyn fydd • Rhifau Ysgol Gymraeg Bro Helyg Blaenau o fis Mehefin 2020 fydd: 150 • Rhifau Ysgol Gymraeg Bro Helyg Sirhywi o fis Medi 2023 fydd: 48
Capasiti'r ysgol newydd	Darpariaeth egin Tredegar 210 lle
Lleoliad	Opsiwn a ffefrir: Chartist Way, Sirhywi, Tredegar.
Categori ac iaith yr ysgol	Ysgol Gynradd Gymraeg a gynhelir
Rhestr llety	I'w benderfynu yn dilyn yr ymgynghoriad
Trefniadau a pholisi cludiant	Caiff cludiant ei gyflwyno yn unol â Pholisi Trafnidiaeth Rhwng y Cartref a'r Ysgol ac ÔI 16 2019 Blaenau Gwent. Gweler Adran 1 i gael mwy o wybodaeth.
Categori ysgol (2019)	Dim yn berthnasol
Canlyniadau Arolwg Estyn	https://www.estyn.gov.wales/provider/6772307 Chwefror 2020
Categori Cyflwr Adeilad	B
Categori Addasrwydd Adeilad	C

Rhestr cyfleusterau a ddarperir dan y cynnig hwn

- Meithrinfa ac ystafelloedd hylendid cysylltiedig ac ystafell tawelu
- 5 ystafell ddosbarth safonol Cyfnod Sylfaen
- 2 ystafell ddosbarth Cyfnod Allweddol 2

- Gofodau addysgu hyblyg
- Neuadd fwyta/gwasanaethau a chegin/man arlwyo
- Swyddfeydd y pennaeth a gweinyddol
- Ystafell staff
- Strydoedd addysgu
- Ystafell dawelu
- Ardaloedd chwarae/dysgu dan orchudd
- Maes chwarae ac ardal gymdeithasol feddal (glaswellt)

Darpariaeth gofal plant cyfrwng Cymraeg yn yr un lleoliad ar gyfer 28 o blant

Dalgylch ysgol

Bydd Ysgol Gymraeg Bro Helyg a'r ysgol egin a gynigir yn dal i wasanaethu Blaenau Gwent i gyd, gyda ffocws yr ysgol egin ar ddisgyblion o ardal Tredegar, Sirhywi a gogledd Ebwy Fawr.

Trefniadau trosglwyddo

Ni fydd unrhyw newid ar gyfer disgyblion sydd eisoes yn mynychu Ysgol Gymraeg Bro Helyg. Bydd y cynnig yn effeithio ar ddisgyblon sy'n gwneud cais am le ysgol yn sesiwn academaidd 2023/24. Bydd y Cyngor yn gweithio gydag Ysgol Gymraeg Bro Helyg a phartneriaid Blynyddoedd Cynnar a Gofal Plant i sicrhau fod prosesau cynllunio a throsglwyddo effeithlon yn eu lle.

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Adran 9: Ffurflen Ymgynghori

Holiadur Ymgynghori

Rhowch eich sylwadau os gwelwch yn dda ar y cynnig i sefydlu Ysgol Gynradd Gymraeg newydd yn ardal Tredegar/Cwm Sirhywi drwy fodel Egin/Twf.

Gallech hefyd ddymuno nodi pa un o'r dilynol sy'n adlewyrchu eich barn:

Rwy'n cefnogi'r cynnig yn llawn	
Rwy'n cefnogi peth o'r cynnig	
Nid wyf yn cefnogi'r cynnig	

Eich sylwadau:

Enw: _____ Dyddiad: _____

E-bost: _____

Cyfeiriad: _____ Cod Post: _____

Nodwch os gwelwch yn dda os ydych yn:

Cynradd: Athro neu Athrawes/Staff Ysgol heb fod yn Addysgu / Llywodraethwr / Rhiant / Disgybl /Preswylydd Lleol / Arall (noder) _____

Uwchradd: Athro neu Athrawes/Staff Ysgol heb fod yn Addysgu / Llywodraethwr / Rhiant / Disgybl /Preswylydd Lleol / Arall (noder) _____

Diolch am eich amser a'ch cyfraniad at yr ymgynghoriad. Caiff eich barn, sylwadau ac ymatebion eu cofnodi a'u hadrodd i Bwyllgor Gweithredol y Cyngor yn yr Adroddiad Canlyniad Ymgynghoriad.

Datodwch y ffurflen hon a'i dychwelyd drwy anfon E-bost: 21stcenturyschools@blaenau-gwent.gov.uk

Rhaid derbyn pob sylwadau erbyn 5:00pm ddydd Gwener 29 Ionawr 2021 fan bellaf

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Ffurflen Sgrinio

Gwybodaeth Gyswllt Maes Gwasanaeth: *(Llenwch bob maes os gwelwch yn dda)*			
Enw'r Person a Lenwodd y Ffurflen: *Sharon Northall*	**Adran/Maes Gwasanaeth:** *Cyfarwyddiaeth Addysg*	**Rheolwr Gwasanaeth:** *Claire Gardner*	**Dyddiad:** *30/11/2020*
Manylion Cyswllt: *sharon.northall@blaenau-gwent.gov.uk*		**Teitl y Polisi Arfaethedig:** *N/A*	
Gwybodaeth Polisi			
A ydych yn sgrinio am yr effaith ar Gydraddoldeb ar bolisi newydd neu bolisi presennol: N/A Dewiswch eitem.		**Sylwadau:** Mae'r sgrinio hwn mewn cysylltiad â datblygu Ysgol Gynradd newydd 210 lle yn Nhredegar/Cwm Sirhywi	
Beth yw nodau ac amcanion y polisi: *Nid oes unrhyw ddatblygiadau polisi cysylltiedig, fodd bynnag mae'r Cyngor yn ymgynghori ar gynnig i gynyddu darpariaeth Addysg a Gofal Plant cyfrwng Cymraeg o fewn y fwrdeistref.*			

Asesiad Effaith y Polisi/Ymarfer ar Nodweddion Gwarchodedig

Nodwedd Gwarchodedig	Effaith Gadarnhaol	Effaith Negyddol	Effaith Niwtral	Rhowch resymau ac unrhyw liniaru sydd ei angen
Oed (plant, pobl ifanc, yr henoed)	☒	☐	☐	Bydd y cynnig yn cael effaith gadarnhaol ar bob oed, drwy gynnig mwy o gyfleoedd iddynt gael eu haddysgu, dysgu a chael mynediad i ddarpariaeth drwy gyfrwng y Gymraeg
Anabledd	☐	☐	☒	
Rhywedd	☐	☐	☒	
Priodas a Phartneriaeth Sifil	☐	☐	☒	
Beichiogrwydd a Mamolaeth	☐	☐	☒	
Hil	☐	☐	☒	

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Crefydd a Chredo	☐	☐	☒	
Rhyw (gwryw/benyw)	☒	☐	☒	*Cliciwch yma i ychwanegu geiriad*
Cyfeiriadedd Rhywiol	☐	☐	☒	*Cliciwch yma i ychwanegu geiriad*

Dangosyddion Ychwanegol o Risg Cydraddoldeb		
Nodwch os cedwch fod gan y polisi/ymarfer hwn risg uchel, canolig neu isel fel sy'n dilyn (1 = Dim Effaith; 2 = Effaith Fach; 3 = Effaith Bosibl; 4 = Effaith Tebygol; 5 = Effaith Anghydraddoldeb)		
Plant a/neu bobl ifanc hyd at 18 oed	1	*Nodwch yma unrhyw ddulliau y bwriedir iddynt liniaru'r risgiau hyn* *Cliciwch yma i ychwanegu geiriad*
Deinameg cymuned benodol	1	*Nodwch unrhyw ddulliau y bwriedir iddynt liniaru'r risgiau hyn. Bydd mwy o opsiynau i rieni eu hystyried yn seiliedig ar ysgol eu plentyn: cyfrwng Saesneg, Ffydd a chyfrwng Cymraeg*

Cyflawni'r Amcanion Cydraddoldeb			
Nodwch islaw os/sut y bydd eich cynnig yn cyfrannu at yr Amcanion Cydraddoldeb.			
Amcan 1 – Gwneud cydraddoldeb yn hollbwysig wrth wneud penderfyniadau a darpariaeth gwasanaeth	Bydd ☒	Na ☐	
Amcan 2 – Bod yn gyflogwr cyfle cyfartal, gyda gweithlu sy'n ymwybodol o ac yn deall yr agenda cydraddoldeb	Bydd ☒	Na ☐	Cliciwch yma i ychwanegu geiriad
Amcan 3 – Gwneud ein gorau i ymgysylltu, diogelu a chefnogi'r bobl hynny yn ein cymuned sydd fwyaf ei angen	Bydd ☒	Na ☐	Cliciwch yma i ychwanegu geiriad
Amcan 4 – Hyrwyddo dealltwriaeth a derbyniad o amrywiaeth o fewn ein cymunedau	Bydd ☒	Na ☐	
Tystiolaeth ac Ymgynghoriad			
A ydych wedi cynnal unrhyw weithgareddau ymgynghori ac ymgysylltu gyda grwpiau gwarchodedig i liniaru unrhyw risgiau o wahaniaeth	Do ☐	Na ☐	*Disgrifiwch y gweithgareddau ymgysylltu a wnaed fel rhan o'r broses* Cynhelir ymgynghoriad gyda phob rhanddeiliad perthnasol er mwyn casglu eu sylwadau.
Nodwch unrhyw dystiolaeth ychwanegol a fedrai ddangos yr ystyriwyd yr anghenion i grwpiau gwarchodedig yng nghyswllt y cynnig neilltuol hwn			

Asesiad o'r Effaith ar y Gymuned a'r Iaith Gymraeg

Cynnig i sefydlu Ysgol Gynradd Gymraeg yn Nhredegar/Cwm Sirhywi

Tachwedd 2020

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1. Cyflwyniad

Mae Cyngor Bwrdeistref Sirol Blaenau Gwent yn cynnal ymgynghoriad ffurfiol ar gynnig i sefydlu ysgol gynradd Gymraeg yn Nhredegar/Cwm Sirhywi. Pe byddai'r Cyngor yn dymuno gweithredu'r cynnig ar ôl cwblhau'r ymgynghoriad ffurfiol, cynhelir Asesiadau o'r Effaith ar y Gymraeg a'r Gymuned.

2. Cyd-destun cenedlaethol

Mae Cod Trefniadaeth Ysgolion Llywodraeth Cymru Tachwedd 2018 (f2) yn ei gwneud yn ofynnol i awdurdodau lleol gynnal Asesiad Effaith ar y Gymuned ac Asesiad Effaith ar y Gymraeg wrth gynnig newidiadau i drefniadaeth ysgolion. Mae'r Cod Trefniadaeth Ysgolion yn nodi fod angen i awdurdodau lleol ystyried yr effaith y gall y cynigion ei gael ar deuluoedd lleol a'r gymuned leol drwy gynnal asesiad effaith ar y gymuned a'r effaith ar y Gymraeg drwy asesiad effaith iaith, os yw unrhyw ysgol yr effeithir arni yn darparu addysgu drwy gyfrwng y Gymraeg.

3. Cyd-destun lleol

Mae Blaenau Gwent yn ymroddedig i foderneiddio addysg, gan sicrhau fod plant a phobl ifanc yn derbyn addysg o'r radd flaenaf. Mae'r Cyngor hefyd yn cydnabod pwysigrwydd cael adeiladau modern ac addas i'r diben sy'n diwallu anghenion addysg fodern. Ym mis Ebrill 2017 cyhoeddodd y Gyfarwyddiaeth Addysg y 'Weledigaeth ar gyfer Addysg' i sicrhau cyflawniad a llesiant rhagorol i bob dysgwyr drwy system partneriaeth hunan-wella dan arweiniad yr ysgolion. Mae'r Cyngor yn anelu cyflenwi pum blaenoriaeth, gyda'r bumed blaenoriaeth yn cyfeirio at wella ansawdd ein stad ysgolion.

Effaith ar y gymuned

Fel rhan o ddatblygu'r ddogfen ymgynghori, mae'r tîm Trawsnewid Addysg wedi cynnal Asesiad Effaith ar y Gymuned a fanylir islaw, wrth ystyried y cynnig i adeiladu ysgol gynradd Gymraeg newydd 210 lle yn Nhredegar/Cwm Sirhywi.

a. Nifer disgyblion yn ardal Tredegar/Cwm Sirhywi

Mae 1,913 disgybl o oedran ysgol statudol yn mynychu ysgolion yn Nhredegar/Cwm Sirhywi, gyda 1,247 ohonynt yn ddisgyblion cynradd a 666 yn ddisgyblion uwchradd. Mae 58% (724) o'r boblogaeth oedran ysgolion cynradd yn mynychu eu hysgol dalgylch, mae'r canran ychydig yn uwch o fewn Ysgol Gyfun Tredegar gyda 94% (622) o'r dalgylch yn mynychu. Mae'r 6% arall (44) o ddisgyblion yn byw tu allan i ardal Tredegar/Cwm Sirhywi.

Gan fod y cynnig yn anelu i ddatblygu'r ysgol drwy fodel egin/twf, cafodd cyfrifiadau eu gwneud yn defnyddio data meithrin, dosbarth derbyn a Blwyddyn 1 presennol.

<u>Data Meithrin</u>

Allan o'r 148 o ddisgyblion oed meithrin, mae 62% (92) o ddisgyblion yn mynychu eu hysgol dalgylch, 32% (48) o ddisgyblion yn mynychu ysgol yn Nhredegar heb fod eu hysgol dalgylch gyda'r 6% arall yn byw y tu allan i ardal Tredegar/Cwm Sirhywi (yn bennaf yng Nglynebwy a/neu allan o'r fwrdeistref).

Data Dosbarth Derbyn
Allan o'r 166 o ddisgyblion oed dosbarth derbyn, mae 59% (99) o ddisgyblion yn mynychu eu hysgol dalgylch, mae 35% (57) o ddisgyblion yn mynychu ysgol yn Nhredegar nad yw eu hysgol dalgylch gyda'r 6% arall (10) o ddisgyblion yn byw tu allan i ardal Tredegar/Cwm Sirhywi (yn bennaf Glynebwy a/neu allan o'r fwrdeistref).

Data Blwyddyn 1
Allan o 176 disgybl Blwyddyn 1 mae 56.5% (101) disgybl yn mynychu eu hysgol dalgylch o fewn Tredegar/Sirhywi. Mae 38% (68) o ddisgyblion yn mynychu ysgol yn Nhredegar nad yw eu hysgol dalgylch ac mae gweddill y disgyblion, 5.5% (7) yn byw tu allan i Dredegar/Cwm Sirhywi (yn bennaf Glynebwy a/neu allan o'r fwrdeistref).

b. Pa ysgolion y mae'r cynnig hwn yn debygol o effeithio arnynt?
Cynhaliwyd gwerthusiad dechreuol i asesu pa ysgolion cynradd y byddai'r cynnig yn effeithio'n uniongyrchol arnynt a pha rai yr effeithid arnynt yn anuniongyrchol yn ardal Tredegar/Sirhywi a gogledd Ebwy Fawr, pe datblygid y cynnig am ysgol newydd. Mae tybiaeth mai'r ysgolion yr effeithid arnynt fyddai:

Effeithio yn uniongyrchol – gan mai dyma'r unig ysgol gynradd Gymraeg ar hyn o bryd:
Ebwy Fach (Gogledd))
- Ysgol Gymraeg Bro Helyg, Stad Ddiwydiannol Rising Sun, Blaenau NP13 1YL

Effeithio yn anuniongyrchol - gyda symud disgyblion posibl fel canlyniad i ddewis rhieni:
Ysgolion cyfrwng Saesneg a Ffydd yn ardal Tredegar/Cwm Sirhywi
- Ysgol Gynradd Bryn Bach, Heol Merthyr, Tredegar NP22 3RX
- Ysgol Gynradd Deighton, Stockton Way, Tredegar NP22 3ES
- Ysgol Gynradd Georgetown, Heol Oakfield, Tredegar, NP22 4LP
- Ysgol Gynradd Glanhywi, Coach Bach, Tredegar, NP22 4RW
- Ysgol Gynradd Gatholig Sant Joseff, Ashvale, Dukestown, Tredegar, NP22 4AQ

Ebwy Fawr (Gogledd)
- Ysgol Gynradd Glyncoed, Badminton Grove, Glynebwy, NP23 5UL
- Ysgol Gynradd Willowtown, Stryd Brynheulog, Glyn Ebwy NP23 6NJ
- Ysgol Gynradd Gatholig yr Holl Seintiau, Heol-yr-Ysgol, Glynebwy, NP23 6QP

Ysgol Uwchradd Gymraeg
- Ysgol Gyfun Gwynllyw, Heol Folly, Trefddyn Catwg, Pont-y-pŵl, Torfaen, NP4 8JD

Mae ystyriaethau eraill yn cynnwys:
- Disgyblion yn symud i'r ardal o awdurdodau cyfagos sy'n ffinio ar Dredegar/Cwm Sirhywi.
- Disgyblion newydd fel canlyniad i ddatblygiadau tai a throsglwyddo o fewn y flwyddyn.

c. Gwybodaeth am y pellter a'r amser teithio yn gysylltiedig â mynychu ysgol arall o'r un categori ieithyddol

Pe na byddai'r cynnig hwn yn symud ymlaen, ar gyfer rhieni plant y mae addysg Gymraeg yn ddewis cyntaf iddynt, mae'n debyg y byddai'r amser teithio i ddisgyblion ar gludiant rhwng y cartref a'r ysgol yn fwy na 50 munud.

Ar gyfer disgyblion sy'n dymuno cymryd rhan mewn gweithgaredd ar ôl ysgol, mae ystyriaethau cludiant a mynediad ychwanegol i rieni os nad oes gan rhieni fynediad i'w cerbyd eu hunain. Yn yr achos hwn byddai angen i rieni ddefnyddio naill ai drafnidiaeth gyhoeddus a/neu wasanaethau tacsi. Nid oes unrhyw gysylltiad trafnidiaeth gyhoeddus uniongyrchol i Ysgol Gymraeg Bro Helyg drwy naill ai Dredegar na Glynebwy. Felly, byddai'n rhaid i rieni wneud 3 newid fel sy'n dilyn o Dredegar a 2 o Lynebwy:

- Tredegar i Lynebwy
- Glynebwy i Frynmawr
- Brynmawr i Nantyglo

Byddai wedyn angen i rieni a disgyblion gerdded am o leiaf 15 munud i gael mynediad diogel i'r ysgol o'r safle bws agosaf. Mae'r ddwy daith yn debyg o gymryd mwy na 1 awr bob ffordd, gydag amserau teithio yn amrywiol ac yn anghyson.

Felly mae'n debyg y byddai mynediad a chymryd rhan mewn gweithgaredd yn yr ysgol tu allan i'r oriau yn anos pe na byddai'r cynnig yn mynd rhagddo. Mae llwybrau cerdded a seiclo o nifer o ardaloedd ledled y fwrdeistref yn gyfyngedig.

Mae'r safle a ffefrir, Chartist Way, ar lwybr bws sy'n bodoli eisoes a byddai'n ei wneud yn fwy hygyrch ar gyfer rhieni sy'n defnyddio trafnidiaeth gyhoeddus.

Effaith ar y Gymraeg

Cymraeg fyddai categori iaith yr ysgol gynradd egin a gynigir. Yr unig ysgol gynradd Gymraeg arall ym Mlaenau Gwent yw Ysgol Gymraeg Bro Helyg. Byddai'r cynnig yn cael effaith gadarnhaol ar y Gymraeg drwy greu darpariaeth gofal plant, addysg a chymunedol ychwanegol.

Ysgol	**Gweithgareddau ysgol sy'n rhoi cyfleoedd ychwanegol i ddefnyddio'r Gymraeg yn yr ysgol ac unrhyw ysgol amgen arall**	**A yw'r ysgol yn darparu cyfleusterau ar gyfer aelodau'r gymuned i ddysgu'r Gymraeg?**
Ysgol Gynradd Gymraeg Bro Helyg	• Ysgol: clybiau ar ôl ysgol ar gyfer disgyblion CA2 ar ddyddiau Mawrth, Mercher ac Iau – Celf, Chwaraeon, Drama, Cerddoriaeth, TGCh • Mae'r Urdd yn cynnal clwb ar ddyddiau Llun – gwahanol weithgareddau. • Mae'r Fenter Iaith yn cynnal clwb amser cinio ar ddyddiau Gwener – gwahanol weithgareddau gyda chystadlu yn Eisteddfod yr Urdd, Chwaraeon yr Urdd a mynd â phlant i Ganolfan Llangrannog ddwywaith y flwyddyn.	Mae'r ysgol yn cynnal gweithgareddau ymgysylltu â'r gymuned a sesiynau ar gyfer rhieni, teuluoedd a phreswylwyr y gellid eu hymestyn a'u datblygu

	• Mae'r ysgol yn cynnal clybiau cerddoriaeth pop Gymraeg a gwahanol ddigwyddiadau yn ystod y flwyddyn yn hyrwyddo'r iaith Gymraeg a diwylliant Cymru e.e. Diwrnod Cerddoriaeth Gymraeg ym mis Chwefror, Dydd Gŵyl Dewi ym mis Mawrth, Caffi Cymraeg bob tymor pan wahoddir rhieni a'r gymuned i fore coffi. Caiff sesiynau TED hefyd eu cynnal lle mae rhieni newydd yn dysgu caneuon a geirfa Gymraeg fydd yn eu helpu i gefnogi eu plant gyda'r iaith e.e. mae'r ysgol wedi cynnal sesiynau coginio, sesiynau darllen a sesiynau gyda themâu eraill yn ystod y flwyddyn. • Yn ystod y sesiynau Caffi Cymraeg a TED, caiff y dysgu ei arwain gan y Criw Cymraeg (disgyblion sy'n arwain ar y Siarter Iaith) • Mae gan yr ysgol gysylltiadau da gyda dysgwyr Cymraeg Tai Calon a hefyd orsaf radio BGfm • Y datblygiad diweddaraf yw bod yr ysgol wedi sefydlu cysylltiadau gyda'r Criw Cymraeg o ysgolion cynradd cyfrwng Saesneg lleol (Ystruth, Coed-y-Garn a Blaen-y-Cwm) sy'n ymweld i gynllunio gweithgareddau tebyg i ddisgo Diwrnod Cerddoriaeth Cymraeg a gweld sut mae ein Caffi Cymraeg yn gweithio. Mae ysgolion eraill tebyg i Ysgol Gynradd Deighton wedi ymweld ar gyfer cefnogaeth a gweithgareddau i wella dysgu'r iaith..	ymhellach os yw'r cynnig am yr ysgol yn mynd yn ei flaen. Mae Coleg Gwent yn gweithredu fel asiantaeth partner yn cyflwyno cyrsiau i bobl ifanc ac oedolion. Pe byddai'r cynnig yn symud yn ei flaen, byddai hyn yn rhoi cyfle i gynyddu darpariaeth gymunedol ac ymgysylltu drwy'r Coleg.

d. Cynllun Strategol Cymraeg mewn Addysg 2017-20 (WESP) a Fforwm Addysg Gymraeg Blaenau Gwent, ei asiant cyflenwi

Mae Blaenau Gwent drwy ei Gynllun Strategol Cymraeg mewn Addysg 2017-20 (WESP) ynghyd â Fforwm Addysg Gymraeg Blaenau Gwent yn ymroddedig i ehangu'r ddarpariaeth o addysg Gymraeg ledled y Fwrdeistref Sirol. Byddai'r cynnig hwn yn cynyddu cyfleoedd ar gyfer dysgu drwy gyfrwng y Gymraeg.

Mae pob ysgol ym Mlaenau Gwent yn addysgu ac yn hyrwyddo'r Gymraeg. Byddai'r cynnig yn cynyddu cyfleoedd i ddysgu a hybu'r iaith a'r diwylliant Cymraeg o fewn yr ardal.

Rhestr Wirio Ymgynghoriad o'r cod trefniadaeth ysgolion f2

Rhaid i'r rhai sy'n cyflwyno cynigion statudol gyhoeddi dogfen ymgynghori ar ffurf copi caled ac ar ffurf electronig ar eu gwefan neu wefan yr awdurdod lleol perthnasol. Rhaid i gopïau caled for ar gael ar gais. Dylid ystyried cyhoeddi mewn fformatau eraill os bydd hygyrchedd yn peri pryder.

Rhaid cyhoeddi'r ddogfen ymgynghori ar un o ddiwrnodau ysgol yr ysgol neu'r ysgolion y mae'r cynnig yn ymwneud â hi/nhw, a rhaid rhoi o leiaf 42 o ddiwrnodau i bobl ymateb i'r ddogfen, gydag o leiaf 20 o'r rhain yn ddiwrnodau ysgol. Ni ddylid cyhoeddi dogfennau ymgynghori ar ddiwrnod ysgol sy'n cynnwys sesiwn ysgol sydd wedi'i neilltuo (yn llwyr neu'n bennaf) i wella safonau addysgu neu arferion rheoli staff yr ysgol (diwrnodau hyfforddiant mewn swydd).

Rhaid anfon y llythyr neu e-bost i'r canlynol ynghylch y ddogfen ymgynghori, gan roi gwybod iddynt bod modd iddynt ofyn am gopi caled (ond gweler hefyd adran 3 ar Ymgynghori â Phlant a Phobl Ifanc):

- Rhieni (a darpar rieni, lle y bo'n bosibl), gofalwyr a gwarcheidwaid, a staff yr ysgolion y mae'r cynigion yn effeithio arnynt;
- yn achos cynigion sy'n effeithio ar ddarpariaeth uwchradd, rhieni disgyblion sy'n mynychu ysgolion cynradd y mae disgyblion fel arfer yn trosglwyddo ohonynt i'r ddarpariaeth uwchradd honno;
- awdurdod cynhaliol neu awdurdod cynhaliol arfaethedig unrhyw ysgol y mae'r cynigion yn debygol o effeithio arni;
- unrhyw awdurdod lleol (gan gynnwys y rheini yn Lloegr lle bo'n briodol) y mae'r cynigion yn debygol o effeithio arno – gan gynnwys, yn achos darpariaeth AAA dynodedig, unrhyw awdurdod sy'n gosod neu sy'n debygol o osod disgyblion ag AAA ynddi;
- Awdurdod Esgobaethol yr Eglwys yng Nghymru a'r Eglwys Gatholig ar gyfer yr ardal lle mae unrhyw ysgol y mae'r cynigion yn debygol o effeithio arni;
- unrhyw gorff crefyddol priodol arall ar gyfer unrhyw ysgol y mae'r cynigion yn debygol o effeithio arni;
- corff llywodraethu unrhyw ysgol sy'n destun cynigion;
- cyrff llywodraethu ysgolion eraill y mae'r cynigion, ym marn y cynigydd, yn debygol o effeithio arnynt;
- Gweinidogion Cymru Schoolsmanagementdivision3@llyw.cymru;
- Aelodau Etholaethol a Rhanbarthol y Cynulliad (ACau) ac Aelodau Seneddol (ASau) sy'n cynrychioli ardaloedd a wasanaethir neu y bwriedir eu gwasanaethu gan unrhyw ysgol sy'n destun cynigion;
- Estyn;
- undebau'r athrawon ac undebau staff sy'n cynrychioli athrawon a staff eraill mewn unrhyw ysgol sy'n destun cynigion;
- y Consortiwm Addysg Rhanbarthol perthnasol;
- Comisiynydd Heddlu a Throseddu yr ardal a wasanaethir, neu y bwriedir iddi gael ei gwasanaethu, gan unrhyw ysgol sy'n destun cynigion;
- unrhyw gyngor cymuned neu dref ar gyfer yr ardal a wasanaethir, neu y bwriedir iddi gael ei gwasanaethu, gan unrhyw ysgol sy'n destun cynigion;
- yn achos cynigion sy'n effeithio ar ddarpariaeth feithrin, neu unrhyw ddarparwyr annibynnol neu wirfoddol y gall y cynigion effeithio arnynt, gan gynnwys Mudiad Meithrin;
- yn achos cynigion sy'n effeithio ar ddarpariaeth feithrin, y Bartneriaeth Plant a Phobl Ifanc a/neu Bartneriaethau Datblygu'r Blynyddoedd Cynnar a Gofal Plant, lle bo'r rhain yn bodoli;
- yn achos cynigion sy'n effeithio ar ddarpariaeth AAA, unrhyw gorff iechyd neu gorff trydydd sector perthnasol â buddiant yn y cynigion;
- yn achos cynigion sy'n effeithio ar ddarpariaeth uwchradd, unrhyw sefydliadau addysg bellach sy'n gwasanaethu ardal yr ysgol; ac
- yn achos cynigion sy'n effeithio ar ddarpariaeth Gymraeg, Comisiynydd y Gymraeg..

Yn achos pob cynnig, rhaid i'r ddogfen ymgynghori gynnwys yr wybodaeth ganlynol:

Disgrifiad a manteision • disgrifiad manwl o'r sefyllfa bresennol, sy'n amlinellu cryfderau a gwendidau a'r rhesymau pam yr ystyrir bod angen newid; • disgrifiad manwl o'r cynnig neu gynigion (gall cynigydd ymgynghori ar fwy nag un cynnig posibl), yr amserlen arfaethedig ar gyfer gweithdrefnau statudol ac ar gyfer gweithredu'r cynigion ac unrhyw drefniadau interim arfaethedig y gellid bod angen eu gweithredu. Wrth ddisgrifio'r cynigion, fel arfer dylai cynigwyr gyfeirio atynt gan ddefnyddio'r termau a amlinellir yn y Cod hwn (e.e. 'cau ysgolion'), ond os bydd dwy ysgol bresennol neu fwy yn uno'n un ysgol sy'n gweithredu ar fwy nag un safle (ee os bydd hen ysgol babanod ac ysgol yn uno i greu ysgol gynradd), gellid defnyddio'r term 'uno'; • manteision disgwyliedig y cynigion ac anfanteision o gymharu â'r sefyllfa bresennol; • unrhyw risgiau sy'n gysylltiedig â'r cynigion ac unrhyw fesurau sy'n ofynnol i reoli'r rhain; • disgrifiad o unrhyw ddewisiadau amgen a ystyriwyd a'r rhesymau dros eu gwrthod (ond gweler para 1.8 i gael gwybod am y gofynion pellach o ran cau ysgol wledig); • gwybodaeth am unrhyw newidiadau i drefniadau teithio gan ddysgwyr, pe bai'r cynigion yn cael eu gweithredu a'r effaith ar hygyrchedd y ddarpariaeth..	
Manylion yr ysgolion yr effeithir arnynt • enwau, lleoliadau a chategorïau (h.y. cymunedol, gwirfoddol a reolir, gwirfoddol a gynorthwyir, sefydledig), pob ysgol bresennol y mae'r cynigion yn debygol o effeithio arni (er enghraifft, yn achos cynnig i gau ysgol, dylid rhoi gwybodaeth am yr holl ysgolion cyfagos y gellid ystyried yn rhesymol y bydd disgyblion yn dymuno trosglwyddo iddynt; • nifer y disgyblion ar y gofrestr ar hyn o bryd a'r ffigurau a gofnodwyd ar gyfer y pedwar cyfrifiad ysgolion blynyddol blaenorol ymhob un o'r ysgolion presennol y mae'r cynigion yn debygol o effeithio arnynt; • rhagolygon pum mlynedd o'r disgyblion ar y gofrestr ymhob un o'r ysgolion presennol y mae'r cynigion yn debygol o effeithio arnynt a hynny ar hyn o bryd (h.y. yn seiliedig ar y ffordd y mae'r ysgolion wedi'u trefnu ar hyn o bryd) a phe gweithredid y cynigion; • capasiti lleoedd disgyblion ymhob un o'r ysgolion presennol y mae'r cynigion yn debygol o effeithio arnynt; • nifer y lleoedd meithrin ymhob un o'r ysgolion y mae'r cynigion yn debygol o effeithio arnynt; • gwybodaeth am ansawdd adeiladau ac ystafelloedd ym mhob un o'r ysgolion presennol y mae'r cynigion yn debygol o effeithio arnynt, gan gynnwys cyfeiriad at arolwg diweddaraf yr awdurdod lleol o gyflwr yr ysgol, gan ddefnyddio categorïau'r Arolwg Ysgolion gwreiddiol ar gyfer yr 21ain ganrif; • cyfrwng iaith pob un o'r ysgolion presennol y mae'r cynigion yn debygol o effeithio arnynt (gan ddefnyddio Cylchlythyr Llywodraeth Cymru 23/2007 "Diffinio ysgolion yn ôl y ddarpariaeth cyfrwng Cymraeg").	

Ansawdd a safonau mewn addysg • dadansoddiad o effaith debygol y cynigion ar ansawdd y canlynol (cyfeirir at bum maes arolygu perthnasol Estyn mewn cromfachau): a) safonau (safonau a chynnydd cyffredinol grwpiau penodol ac o ran sgiliau); llesiant ac agweddau at ddysgu; b) profiadau addysgu a dysgu (ansawdd yr addysgu; ystod, cydbwysedd a phriodoldeb y cwricwlwm a'r ddarpariaeth sgiliau); c) arweiniad a chymorth gofal (tracio, monitro a darparu cymorth dysgu, datblygiad personol a gwarchod disgyblion); d) arweinyddiaeth a rheolaeth (ansawdd ac effeithiolrwydd arweinwyr a rheolwyr, prosesau hunanwerthuso a chynllunio gwelliant, dysgu proffesiynol a defnyddio adnoddau) yn yr ysgol neu'r ysgolion sy'n destun cynigion ac unrhyw ysgol neu sefydliad addysgol arall y mae'r cynigion yn debygol o effeithio arni/arno. • gwybodaeth o adroddiadau diweddaraf Estyn ar gyfer pob ysgol y mae'r cynigion yn debygol o effeithio arno; • effaith debygol y cynigion ar allu ysgol neu ysgolion sy'n destun cynigion neu unrhyw ysgol arall sy'n debygol o gael ei heffeithio i ddarparu'r cwricwlwm llawn yn y cyfnod sylfaen ac ym mhob cyfnod allweddol addysgol.	
Cynllun Strategol Cymraeg mewn Addysg (WESP) • i ba raddau y byddai'r cynnig yn cefnogi'r targedau yn y Cynllun Strategol Cymraeg mewn Addysg a gymeradwywyd. • sut y byddai'r cynnig yn ehangu neu'n lleihau'r ddarpariaeth Gymraeg. Os mai lleihau'r ddarpariaeth y bydd, nodwch pam y bydd y ddarpariaeth yn cael ei lleihau.	
Cyllid • costau ariannol ac arbedion y cynnig ac unrhyw arbedion posibl (gan gynnwys, lle bo'n briodol, y costau presennol yn ôl disgybl a'r costau a amcanestynnir unwaith y gweithredid y cynnig) – cyfalaf a rheolaidd (gan gynnwys costau cludiant a staff yr ysgol); • ffynonellau cyllid cyfalaf; • sut y caiff unrhyw dderbyniadau cyfalaf neu arbedion costau rheolaidd eu defnyddio.	
Tir ac adeiladau • manylion unrhyw dir neu adeiladau y gellid bod angen eu trosglwyddo neu eu gwaredu o ganlyniad i'r cynigion.	
Manylion ymgynghori • manylion o ran sut y gall pobl leisio eu barn gan gynnwys y cyfeiriad ar gyfer cyflwyno sylwadau ysgrifenedig a'r dyddiad cau ar gyfer derbyn y sylwadau hynny; • manylion o ran sut y gall pobl ofyn cwestiynau eraill am y cynigion neu awgrymu opsiynau eraill; • datganiad i'r perwyl na chaiff ymatebion i'r ymgynghoriad eu cyfrif yn wrthwynebiadau i'r cynnig ac mai dim ond ar ôl cyhoeddi'r hysbysiad y gall gwrthwynebiadau gael eu cofrestru; • esboniad o'r broses gyhoeddi, sut i gyflwyno gwrthwynebiadau a sut y penderfynir ar gynigion cyhoeddedig; • gofod i ymateb i'r ymgynghoriad; • cyfle i'r rheini yr ymgynghorir â nhw i nodi eu dymuniad i gael eu hysbysu pan gaiff yr adroddiad r yr ymgynghoriad ei gyhoeddi. Pan fydd cynigion yn cynnwys sefydlu ysgol newydd, rhaid cynnwys yr wybodaeth ganlynol yn y ddogfen ymgynghori hefyd: Ar gyfer yr ysgol newydd: a. y nifer derbyn a'r trefniadau derbyn arfaethedig; b. ystod oedran; c. capasiti lleoedd disgyblion a/neu nifer y lleoedd meithrin; d. lleoliad; e. categori (h.y. cymunedol, gwirfoddol a gynorthwyir neu wirfoddol a reolir)); f. categori iaith (yn ôl y diffiniad yn Nogfen Wybodaeth Rhif 023/2007); g. manylion yr adeiladau a'r ystafelloedd arfaethedig, gan gynnwys rhestr o'r cyfleusterau arfaethedig;	

h. yn achos uned adnoddau anghenion addysgol arbennig mewn ysgol brif ffrwd neu ysgol arbennig, gwybodaeth am anghenion arbennig y disgyblion y cynigir eu derbyn;
i. trefniadau cludiant rhwng y cartref a'r ysgol (gan gynnwys unrhyw drefniadau pontio a pholisi cludiant yr awdurdod lleol.

Pan fydd cynigion yn cynnwys cau ysgol, rhaid cynnwys yr wybodaeth ganlynol yn y ddogfen ymgynghori:

- manylion unrhyw opsiynau amgen sydd wedi'u hystyried yn lle cau'r ysgol a'r rhesymau dros beidio â bwrw ati â'r rhain (ond gweler para 1.8 i gael gofynion pellach mewn perthynas â chau ysgol wledig);
- effaith y cynigion ar y gymuned leol, yr effaith debygol ar staff yr ysgolion a enwir mewn cynigion;

yn achos darpariaeth amgen:
a. enw a lleoliad y ddarpariaeth amgen arfaethedig;
b. cymhariaeth o ansawdd a safon yr addysg a ddarperir yn yr ysgol y byddai'r disgyblion yn trosglwyddo ohoni a'r ysgol neu ysgolion amgen arfaethedig ac amlinelliad o unrhyw gamau y mae angen eu cymryd i sicrhau yr eir i'r afael ag unrhyw ddiffygion yn yr opsiwn amgen;
c. trefniadau derbyn yn yr ysgol amgen arfaethedig;
d. a cymhariaeth o ansawdd yr adeiladau a'r ystafelloedd yn yr ysgol y byddai'r disgyblion yn trosglwyddo ohoni a'r dewis arfaethedig ac amlinelliad o unrhyw gamau y mae angen eu cymryd i sicrhau yr ymdrinnir ag unrhyw ddiffygion yn y dewis amgen;
e. gwybodaeth am unrhyw waith adeiladu sydd ei angen i sicrhau y gall plant sy'n trosglwyddo gael lle yn y ddarpariaeth amgen;
f. yr effaith ar amseroedd teithio disgyblion i'r ysgol ac ar gostau cludiant i'r ysgol;
g. gwybodaeth am lwybrau cerdded sydd ar gael i'r ddarpariaeth amgen;
h. cyfrwng iaith yr ysgol amgen arfaethedig..

Pan fo cynigion yn ymwneud â chau ysgol wledig a phenderfyniad wedi'i wneud i ymgynghori ar y cynnid, rhaid cynnwys yr wybodaeth ganlynol yn y ddogfen ymgynghori ynghyd â'r wybodaeth y mae'n rhaid ei chynnwys ar gyfer pob cynnig:

- Y rheswm dros y cynnig i gau'r ysgol (h.y. disgrifiad o'r rif heriau sy'n wynebu'r ysgol ac y mae'r cynigydd am geisio ymateb iddynt);
- Yr opsiynau eraill a nodwyd ac asesiad o'r opsiynau hyn, gan gynnwys:
    - yr effaith debygol ar ansawdd a safonau addysg,
    - yr effaith debygol ar y gymuned;
    - yr effaith debygol ar wahanol drefniadau teithio.

Hefyd, rhaid rhoi gwybod i'r rheini yr ymgynghorir â nhw y gallant:

- wneud sylwadau ynghylch yr opsiynau eraill a nodwyd gan y cynigydd yn ogystal ag ynghylch y prif gynnig;
- awgrymu opsiynau eraill a fyddai'n goresgyn y problemau sydd y tu ôl i'r cynnig i gau'r ysgol (h.y. y prif heriau sy'n wynebu'r ysgol y mae'r cynigydd am geisio ymateb iddynt).

Pan fydd y cynnig yn ymwneud ag ychwanegu neu gael gwared ar ddarpariaeth feithrin, rhaid cynnwys yr wybodaeth ganlynol yn y ddogfen ymgynghori:

- digonolrwydd yr adeiladau a'r ystafelloedd a gynigir, yn y dosbarth ac yn yr awyr agored, a hyfywedd unrhyw ysgol sydd am ychwanegu lleoedd meithrin;
- a oes angen lleoedd meithrin ychwanegol yn yr ardal;
- lefel y galw am fathau penodol o addysg feithrin, ee darpariaeth Gymraeg neu ddarpariaeth â chymeriad crefyddol;
- effaith y cynigion ar sefydliadau eraill, gan gynnwys darparwyr preifat a thrydydd sector;
- i ba raddau y bydd y cynigion yn integreiddio addysg y blynyddoedd cynnar â gwasanaethau gofal plant neu i ba raddau y maent yn gyson â dull gweithredu integredig.

Pan fydd y cynnig yn ymwneud ag ychwanegu neu gael gwared ar ddarpariaeth chweched dosbarth, rhaid cynnwys yr wybodaeth ganlynol yn y ddogfen ymgynghori:

- a fydd cynigion yn arwain at wella cyflawniadau addysgol neu hyfforddiant unigolion sy'n hŷn na'r oedran ysgol gorfodol ond sy'n iau na 19 oed yn yr ardal;
- a fydd cynigion yn cyfrannu at amrywiaeth briodol o gyrsiau a chymwysterau perthnasol a llwybrau dysgu galwedigaethol o ansawdd uchel, sy'n seiliedig ar anghenion cyflogwyr ac sydd wedi'u hanelu at ddisgyblion o bob gallu, a hefyd yn cynnal cyrsiau TGAU, Lefel UG/Lefel Uwch a chyrsiau sefydledig eraill yn ôl y gofyn o dan Fesur Dysgu a Sgiliau (Cymru) 2009 ar gyfer dysgwyr 14-19 oed);
- a yw'r cynigion yn debygol o gynyddu nifer y dysgwyr sy'n parhau i ddysgu ar ôl oedran ysgol gorfodol, gan ystyried materion a chostau cludiant i'r dysgwr ac eraill, fforddiadwyedd costau o'r fath a'r tebygolrwydd y bydd dysgwyr yn barod i deithio;
- i ba raddau y mae cynigion yn cyfrannu at yr agenda 14-19 gan ystyried barn rhwydweithiau 14-19 a phartneriaethau dysgu lleol;
- effaith cynigion ar ddarpariaeth 11-16 mewn ysgolion;
- sut y byddai cynigion yn effeithio ar hyfywedd sefydliadau sydd eisoes yn darparu addysg ôl-16 safonol, gan gynnwys chweched dosbarth mewn ysgolion, Sefydliadau Addysg Bellach a sefydliadau hyfforddi preifat;
- sut y gallai'r cynigion effeithio ar gynaliadwyedd y ddarpariaeth cyfrwng Cymraeg yn y rhwydwaith 14-19 lleol a'r ardal ehangach neu'r gwaith i'w gwella, a hyrwyddo mynediad i'r cyrsiau cyfrwng Cymraeg sydd ar gael mewn addysg ôl-16;
- i ba raddau y bydd y cynigion yn rhoi manteision ychwanegol i ddysgwyr o gymharu â chadw'r sefyllfa bresennol a dewisiadau posibl eraill ar gyfer trefniadaeth ôl-16;
- sut y gall cynigion effeithio ar y ddarpariaeth cludiant ddewisol y gall awdurdod lleol ei darparu i ddysgwyr sy'n hŷn na'r oedran ysgol gorfodol.

Pan fydd cynigion yn ymwneud ag ysgol arbennig neu'n cynnwys unedau adnoddau arbenigol sydd wedi'u hatodi i ysgolion prif ffrwd, rhaid cynnwys yr wybodaeth ganlynol yn y ddogfen ymgynghori:

- yr effaith ar ddarpariaeth AAA;
- sut y bydd cynigion yn cyfrannu'n fwy cyffredinol at wella ansawdd yr addysg a'r cymorth i blant ag AAA.

Pan fydd y cynnig yn ymwneud â newid cyfrwng iaith, rhaid cynnwys yr wybodaeth ganlynol yn y ddogfen ymgynghori:

- y galw a ragwelir ymhlith rhieni am y math o ddarpariaeth a gynigir; ac
- i ba raddau y mae'r ddarpariaeth bresennol, o'r math a gynigir, yn cynnig mwy neu lai na'r hyn y mae galw amdani neu'r galw a ragwelir. Pan fydd unrhyw ysgol sy'n rhan o gynnig neu y mae cynnig yn effeithio arni yn addysgu drwy gyfrwng y Gymraeg, rhaid cynnwys yr wybodaeth ganlynol yn y ddogfen ymgynghori:
- asesiad o effaith y cynnig ar y Gymraeg (rhaid cynnwys asesiad o'r effaith ar y Gymraeg, naill ai ym mhrif ran y ddogfen ymgynghori neu fel atodiad);
- esboniad o sut mae'r cynnig yn ffurfio rhan o'r Cynllun Strategol Cymraeg mewn Addysg.

Pan fydd y cynnig yn ymwneud ag ysgol a chymeriad crefyddol dynodedig, rhaid cynnwys yr wybodaeth ganlynol yn y ddogfen ymgynghori:

- yr effaith ar argaeledd a mynediad i leoedd mewn ysgol â'r un cymeriad crefyddol dynodedig.

Pan fydd y cynnig yn ymwneud â newid categori, rhaid cynnwys yr wybodaeth ganlynol yn y ddogfen ymgynghori:

- effaith y newid categori ar drefniadau llywodraethu a phwerau'r corff llywodraethu mewn perthynas â pholisïau a threfniadau derbyn, cyflogaeth a chwricwlwm;
- unrhyw newidiadau arfaethedig i bolisïau a threfniadau derbyn, cyflogaeth a chwricwlwm.

O dan rai amgylchiadau, efallai y bydd cynigwyr o'r farn ei bod yn briodol ymgynghori ar amrywiaeth o opsiynau yn hytrach nag un cynnig penodol, ond, ym mhob achos, rhaid i'r holl wybodaeth uchod gael ei darparu mewn perthynas â phob un o'r opsiynau a nodwyd.

Ymgynghori â phlant a phobl ifanc

Rhaid i gynigwyr wneud trefniadau addas hefyd i ymgynghori â disgyblion unrhyw ysgol y bydd y cynigion yn effeithio arni (neu ran o ysgol yn achos darpariaeth sy'n unswydd ar gyfer plant ag AAA) a, lle y bo'n bosibl, blant a phobl ifanc sy'n debygol o fynychu'r ysgolion hynny. Rhaid i hyn gynnwys, man lleiaf, ymgynghoriad â chynghorau ysgol yr ygolion y mae'r cynigion yn effeithio arnynt, a dylai hefyd gynnwys ymgynghoriad â dysgwyr unigol pan fydd hyn ynn briodol ac yn ymarferol. Rhaid i gyrff llywodraethu helpu i hwyluso'r agwedd hon ar yr ymgynghoriad.

Rhaid i'r wybodaeth a roddir i blant a phobl ifanc gael ei chyflwyno mewn ffordd sy'n berthnasol i'w hoedran a'u lefel dealltwriaeth debygol ac yn eu galluogi i lunio barn ddeallus. Mae'r safonau cenedlaethol y cytunwyd arnynt ar gyfer cyfranogiad plant a phobl ifanc yng Nghymru ar gael ar wefan Llywodraeth Cymru, dylai cynigwyr gyfeirio at y rhain a gweithredu'n unol â nhw.

https://gov.wales/topics/people-and-communities/people/children-and-youngpeople/rights/ParticipationforChildrenandYoungPeople/?lang=cy

Os ymgynghorir â dysgwyr unigol, dylai cynigwyr gynhyrchu a dosbarthu fersiwn neu fersiynau o'r ddogfen ymgynghori sy'n briodol i oed/oedrannau'r plant a phobl ifanc yr effeithir arnynt. Dylai'r ddogfen ymgynghori esbonio'n glir i blant a phobl ifanc y gwahaniaeth rhwng y cyfnod ymgynghori a'r cyfnod gwrthwynebu ynghyd â sut a phryd y gallant wrthwynebu cynigion. Os bydd angen, dylai cynigwyr helpu plant a phobl ifanc sydd am gyflwyno ymateb i'r ymgynghoriad.

Adroddiadau ymgynghori

Rhaid i'r cynigydd gyhoeddi adroddiad ar yr ymgynghoriad ar ei wefan neu wefan yr awdurdod lleol perthnasol. Rhaid cyhoeddi'r adroddiad o leiaf ddwy wythnos cyn cyhoeddi hysbysiad statudol. Dylai:

- grynhoi pob un o'r materion a godwyd gan ymgyngoreion;
- ymateb i'r rhain ar ffurf esboniad, diwygiad i'r cynnig neu wrthod y pryderon, gan nodi'r rhesymau i gefnogi hynny;
- nodyn ymateb Estyn i'r ymgynghoriad yn llawn;
- ymateb i ymateb Estyn ar ffurf esboniad, diwygiad i'r cynnig neu wrthod y pryderon, gan nodi rhesymau i gefnogi hynny.

Gallai'r adroddiad ar yr ymgynghoriad hefyd wneud argymhellion – er enghraifft, i weithrediaeth yr awdurdod lleol neu'r corff llywodraethu – ynghylch sut i fwrw ymlaen, h.y. cyhoeddi'r cynigion yr ymgynghorwyd arnynt gydag unrhyw addasiadau priodol, rhoi'r gorau i'r cynigion a chadw'r sefyllfa bresennol neu ailwampio'r cynigion ac ailymgynghori arnynt.

Rhaid i gynigwyr sicrhau y tynnir sylw yn yr adroddiad at yr ymgynghoriad at unrhyw safbwyntiau a fynegir gan blant a phobl ifanc y mae'r cynigion yn effeithio arnynt, a sicrhau bod yr adroddiad ar gael i'r plant a'r bobl ifanc hynny.

Pan fydd y cynnig yn ymwneud â chau ysgol wledig, yn ogystal â'r camau i'w cymryd o ran yr adroddiad ymgynghori i bob ysgol, mae'r gofynion arbennig canlynol yn gymwys:

Yn dilyn y cyfnod ymgynghori, pan fydd y cynigydd yn adolygu'r cynnig cyn ei gyhoeddi, bydd yn ofynnol i'r cynigydd gynnal asesiad pellach o'r cynnig ac o bob un o'r opsiynau eraill a nodwyd yn y papur cynnig. Bydd hyn yn cwmpasu'r un materion â'r rheini yr oedd yn ofynnol i'r cynigydd eu hasesu wrth lunio'r cynnig:

- yr effaith debygol ar ansawdd a safonau addysg
- yr effaith debygol ar y gymuned
- yr effaith debygol ar wahanol drefniadau teithio.

Diben yr asesiad pellach hwn yw ystyried unrhyw wybodaeth bellach a ddaeth i law yn sgil yr ymgynghoriad neu fel arall.

Yn ei adroddiad ymgynghori, bydd gofyn i'r cynigydd esbonio ei asesiad o'r cynnig a'r opsiynau rhesymol eraill a nodwyd, sut mae'r asesiad hwn yn wahanol i'w asesiad cynharach (os o gwbl) a'i asesiad o unrhyw opsiynau rhesymol pellach. Yn olaf, bydd gofyn i'r cynigydd gadarnhau a yw o'r farn mai gweithredu'r cynnig (yn llawn neu'n rhannol) yw'r ymateb mwyaf priodol i'r rhesymau a nodwyd dros y cynnig a rhoi rhesymau dros ei gasgliad.

Er nad yw Deddf 2013 yn ei gwneud yn ofynnol ymgynghori ar gynigion i gau ysgolion bach oedd â llai na 10 o ddisgyblion pan gynhaliwyd cyfrifiad y mis Ionawr cynt, dylai awdurdodau lleol a chyrff llywodraethu sy'n dwyn ymlaen gynigion o'r fath ystyried y ffactorau a nodir ym Mhennod 1 y Cod hwn wrth ddatblygu ac ystyried cynigion. Os yw'r ysgol ar restr yr "ysgolion gwledig", mae hyn yn cynnwys bodloni'r gofynion yn 1.8, sef "Rhagdybiaeth yn erbyn cau ysgolion gwledig".

Rhaid i'r adroddiad ar yr ymgynghoriad gael ei gyhoeddi'n electronig, naill ai ar wefan y cynigydd neu ar wefan yr awdurdod lleol perthnasol. Yn ogystal â hyn, rhaid i gopïau caled fod ar gael ar gais. Rhaid i hyn ddigwydd cyn cyhoeddi unrhyw gynnig.

Rhaid i'r canlynol gael gwybod, drwy lythyr neu e-bost, bod yr adroddiad ar yr ymgynghoriad ar gael:

- rhieni (a darpar rieni, lle y bo'n bosibl), gofalwyr a gwarcheidwaid, a staff ysgolion sy'n destun cynigion;
- yn achos cynigion sy'n effeithio ar ddarpariaeth uwchradd, rhieni disgyblion sy'n mynychu ysgolion cynradd y mae disgyblion fel arfer yn trosglwyddo ohonynt i'r ddarpariaeth uwchradd honno;
- ymgyngoreion a oedd wedi gofyn am gael eu hysbysu;
- awdurdod cynhaliol neu awdurdod cynhaliol arfaethedig unrhyw ysgol y mae'r cynigion yn debygol o effeithio arni;
- unrhyw awdurdod lleol arall (gan gynnwys y rheini yn Lloegr, lle bo'n briodol) y mae'r cynigion yn debygol o effeithio arno – gan gynnwys, yn achos darpariaeth AAA ddynodedig, unrhyw awdurdod sy'n gosod neu sy'n debygol o osod disgyblion â datganiad ynddi;
- Awdurdod Esgobaethol yr Eglwys yng Nghymru a'r Eglwys Gatholig ar gyfer yr ardal lle mae unrhyw ysgol y mae'r cynigion yn debygol o effeithio arni;
- unrhyw gorff crefyddol priodol arall ar gyfer unrhyw ysgol y mae'r cynigion yn debygol o effeithio arni;
- corff llywodraethu unrhyw ysgol sy'n destun cynigion;
- cyrff llywodraethu ysgolion eraill y mae'r cynigion, ym marn y cynigydd, yn debygol o effeithio arnynt;
- Gweinidogion Cymru Schoolsmanagementdivision3@llyw.cymru;
- Aelodau Etholaethol a Rhanbarthol y Cynulliad (ACau) ac Aelodau Seneddol (ASau) sy'n cynrychioli ardaloedd a wasanaethir neu y bwriedir eu gwasanaethu gan unrhyw ysgol sy'n destun cynigion;
- Estyn;
- undebau'r athrawon ac undebau staff sy'n cynrychioli athrawon a staff eraill mewn unrhyw ysgol sy'n destun cynigion;
- y Consortiwm Addysg Rhanbarthol perthnasol;
- Comisiynydd Heddlu a Throseddu yr ardal a wasanaethir, neu y bwriedir iddi gael ei gwasanaethu, gan unrhyw ysgol sy'n destun cynigion;
- yn achos cynigion sy'n effeithio ar ddarpariaeth feithrin, unrhyw ddarparwyr annibynnol neu wirfoddol y gall y cynigion effeithio arnynt, gan gynnwys Mudiad Meithrin;
- yn achos cynigion sy'n effeithio ar ddarpariaeth feithrin, y Bartneriaeth Plant a Phobl Ifanc a/neu Bartneriaethau Datblygu'r Blynyddoedd Cynnar a Gofal Plant, lle bo'r rhain yn bodoli;
- yn achos cynigion sy'n effeithio ar ddarpariaeth AAA, unrhyw gorff iechyd neu gorff trydydd sector perthnasol â buddiant yn y cynigion;
- yn achos cynigion sy'n effeithio ar ddarpariaeth uwchradd, unrhyw sefydliadau addysg bellach sy'n gwasanaethu ardal yr ysgol; ac
- yn achos cynigion sy'n effeithio ar ddarpariaeth Gymraeg, Comisiynydd y Gymraeg.

Oni bai bod cynigwyr wedi gwneud cais am estyniad amser a'i fod wedi'i roi gan Weinidogion Cymru, rhaid cyhoeddi cynigion cyn pen 26 wythnos o ddiwedd y cyfnod a ganiateir ar gyfer ymatebion i'r ymgynghoriad, fel arall bydd y cynigion yn methu a rhaid cyhoeddi dogfen ymgynghori newydd er mwyn eu hatgyfodi.

Rhaid gwneud cais ysgrifenedig i Weinidogion Cymru am estyniad amser cyn i'r cyfnod 26 wythnos ddod i ben a rhaid iddo nodi'r rhesymau pam yr ystyrir bod angen estyniad. Wrth benderfynu a ddylent gymeradwyo estyniad, bydd Gweinidogion Cymru yn ystyried y rhesymau a roddir dros y cais, natur y cynigion ac unrhyw ffactorau eraill perthnasol. Byddai Gweinidogion Cymru yn annhebygol o gymeradwyo unrhyw gais a fyddai'n arwain at fwy na blwyddyn rhwng diwedd y cyfnod a ganiateir ar gyfer ymatebion i'r ymgynghoriad a chyhoeddi hysbysiad statudol.

Weithiau, cyflwynir cynigion statudol o ganlyniad i adolygiadau strategol o'r ddarpariaeth ysgolion gan awdurdodau lleol. Er ei bod hi'n arfer da ymgynghori ar adolygiadau o'r fath, rhaid i ymgynghoriad o'r fath beidio â chymryd lle'r ymgynghoriad ffurfiol sydd ei angen ar gynigion unigol yn unol â'r Cod.

Pan nad awdurdod lleol yw'r darpar gynigydd, dylai'r cynigydd fynd ati'n gynnar, h.y. cyn i'r ymgynghoriad ffurfiol ddechrau, i drafod ei fwriadau â'r awdurdod lleol a fyddai'n cynnal unrhyw ddarpariaeth newydd neu ddarpariaeth ddiwygiedig arfaethedig.

Ni ddylai cynigwyr gyfeirio at y cyfnod a ganiateir ar gyfer gwrthwynebiadau fel y cyfnod ymgynghori. Dim ond i'r cyfnod cyn y gwneir penderfyniadau terfynol i fwrw ati i gyhoeddi cynnig y mae'r term 'ymgynghori' yn gymwys.

Gall ymgyngoreion gyflwyno barn o blaid neu yn erbyn cynnig. Dylid hysbysu ymgyngoreion na chaiff sylwadau anffafriol a wneir yn ystod y cyfnod ymgynghori eu trin fel gwrthwynebiadau ac, os dymunant wrthwynebu, fod angen iddynt wneud hynny'n ysgrifenedig yn ystod y cyfnod gwrthwynebu statudol. Os bydd ymgyngoreion yn cyflwyno cais yn ystod y cyfnod gwrthwynebu yn gofyn i ymateb a gyflwynir yn ystod y cam ymgynghori gael ei ystyried yn wrthwynebiad, fel arfer dylai hyn gael ei dderbyn. Dylai'r rhai sy'n gyfrifol am gyhoeddi cynigion wneud pob ymdrech i sicrhau y bydd y rhai sydd wedi gwrthwynebu neu wedi mynegi pryder yn ystod y cyfnod ymgynghori yn ymwybodol bod hysbysiadau statudol wedi'u cyhoeddi.

Cyhoeddi cynigion statudol

Sut y cyhoeddir cynigion: Os bydd y cynigydd yn penderfynu bwrw ymlaen â chynnig, rhaid iddo gyhoeddi'r cynnig ar ffurf hysbysiad (y cyfeirir ato yn y Coed hwn fel "hysbysiad statudol"). Rhaid i'r hysbysiad statudol gael ei gyhoeddi ar ddiwrnod ysgol, ond nid ar ddiwrnod ysgol sy'n cynnwys sesiwn sydd wedi'i neilltuo (yn llwyr neu'n bennaf) i wella safonau addysgu neu arferion rheoli staff yn yr ysgol (diwrnodau hyfforddiant mewn swydd). Rhaid i'r cyfnod gwrthwynebu (gweler 4.2) gynnwys 15 diwrnod ysgol (yn ychwanegol at y diwrnod y cyhoeddir yr hysbysiad).

Rhaid i'r hysbysiad statudol gael ei gyhoeddi:

- ar wefan y cynigydd (os oes un ganddo);
- ar wefan yr awdurdod lleol cynhaliol presennol/arfaethedig, os nad yr awdurdod lleol yw'r cynigydd;
- drwy gael ei osod wrth neu ger y brif fynedfa i unrhyw ysgol sy'n destun cynnig, neu, os oes mwy nag un brif fynedfa, bob un ohonynt;
- lle mae ysgol newydd yn cael ei sefydlu, mewn man amlwg yn yr ardal a wasanaethir gan yr ysgol;
- drwy roi copïau o'r hysbysiad i unrhyw ysgol sy'n destun cynigion i'w dosbarthu i ddisgyblion, rhieni, gofalwyr a gwarcheidwaid, a staff yr ysgol (gall yr ysgolion ddosbarthu'r hysbysiad drwy e-bost);
- yn achos cynigion sy'n effeithio ar ddarpariaeth uwchradd, rhieni disgyblion sy'n mynychu ysgolion cynradd y mae disgyblion fel arfer yn trosglwyddo ohonynt i'r ddarpariaeth uwchradd honno.

Yn ogystal â hyn, ar y diwrnod y caiff yr hysbysiad statudol ei gyhoeddi, rhaid anfon naill ai gopi caled o'r hysbysiad, neu e-bost yn cynnwys dolen i'r wefan berthnasol i:

- awdurdod cynhaliol neu awdurdod cynhaliol arfaethedig unrhyw ysgol y mae'r cynigion yn debygol o effeithio arni;
- unrhyw awdurdod lleol arall (gan gynnwys, lle bo'n briodol, awdurdod lleol yn Lloegr) y mae'r cynigion yn debygol o effeithio arno – gan gynnwys, yn achos darpariaeth AAA ddynodedig, unrhyw awdurdod sy'n gosod neu sy'n debygol o osod disgyblion ag AAA ynddi;
- Awdurdod Esgobaethol yr Eglwys yng Nghymru a'r Eglwys Gatholig ar gyfer yr ardal lle mae unrhyw ysgol y mae'r cynigion yn debygol o effeithio arni;
- unrhyw gorff crefyddol priodol arall ar gyfer unrhyw ysgol y mae'r cynigion yn debygol o effeithio arni;
- corff llywodraethu unrhyw ysgol sy'n destun cynigion;
- cyrff llywodraethu ysgolion eraill y mae'r cynnig, ym marn y cynigydd, yn debygol o effeithio arnynt;
- Gweinidogion Cymru Schoolsmanagementdivision3@gov.wales ;
- Aelodau Etholaethol a Rhanbarthol y Cynulliad (ACau) ac Aelodau Seneddol (ASau) sy'n cynrychioli ardaloedd a wasanaethir neu y bwriedir eu gwasanaethu gan unrhyw ysgol sy'n destun cynigion;
- Estyn;
- undebau'r athrawon ac undebau staff sy'n cynrychioli athrawon a staff eraill mewn unrhyw ysgol sy'n destun cynigion;
- y Consortiwm Addysg Rhanbarthol perthnasol;
- Comisiynydd Heddlu a Throseddu yr ardal a wasanaethir, neu y bwriedir iddi gael ei gwasanaethu, gan unrhyw ysgol sy'n destun cynigion;
- unrhyw gyngor cymuned neu dref ar gyfer yr ardal a wasanaethir neu y bwriedir iddi gael ei gwasanaethu, gan unrhyw ysgol sy'n destun cynigion;
- yn achos cynigion sy'n effeithio ar ddarpariaeth feithrin, unrhyw ddarparwyr annibynnol neu wirfoddol y gall y cynigion effeithio arnynt, gan gynnwys Mudiad Meithrin;
- yn achos cynigion sy'n effeithio ar ddarpariaeth feithrin, y Bartneriaeth Plant a Phobl Ifanc a/neu Bartneriaethau Datblygu'r Blynyddoedd Cynnar a Gofal Plant, lle bo'r rhain yn bodoli;
- yn achos cynigion sy'n effeithio ar ddarpariaeth AAA, unrhyw gyrff iechyd neu gyrff trydydd sector perthnasol â buddiant yn y cynigion;
- yn achos cynigion sy'n effeithio ar ddarpariaeth uwchradd, unrhyw sefydliadau addysg bellach sy'n gwasanaethu ardal yr ysgol; ac
- yn achos cynigion sy'n effeithio ar ddarpariaeth Gymraeg, Comisiynydd y Gymraeg.

Nid yw'n ofynnol cyhoeddi'r cynnig mewn papur lleol mwyach.

Hyd y cyfnod gwrthwynebu

Mae Deddf 2013 yn darparu y caiff unrhyw un arall sydd am gyflwyno gwrthwynebiadau i gynnig trefniadaeth ysgolion y cyfle i wneud hynny. Er mwyn eu hystyried yn wrthwynebiadau statudol, rhaid cyflwyno gwrthwynebiadau'n ysgrifenedig neu mewn e-bost, a'u hanfon at y cynigydd cyn pen 28 diwrnod o'r dyddiad y cyhoeddwyd yr hysbysiad ("y cyfnod gwrthwynebu").

Cynnwys hysbysiad statudol cyhoeddedig

Rhaid i'r hysbysiad statudol cyhoeddedig gynnwys yr wybodaeth ganlynol:

- enw'r personau neu'r corff sy'n cyhoeddi'r cynnig;
- dyddiad arfaethedig gweithredu'r cynnig (neu'r dyddiadau, os bwriedir gweithredu'r cynnig fesul cam);
- manylion sut i gael copi o'r adroddiad ar yr ymgynghoriad
- y dyddiad olaf ar gyfer anfon gwrthwynebiadau a'r cyfeiriad y dylid eu hanfon iddo, gan gynnwys cyfeiriadau e-bost perthnasol).

Yn ogystal â hyn

- rhaid i hysbysiad statudol am gynigion i sefydlu'r ysgol newydd nodi

– categori iaith arfaethedig yr ysgol yn ôl y diffiniad yn Nogfen Wybodaeth Rhif 023/2007;
– enw'r awdurdod lleol cynhaliol arfaethedig;
– lleoliad safle'r ysgol (a'r cyfeiriad post lle y bo'n briodol);
– a fydd yr ysgol yn ysgol un rhyw neu'n ysgol gymysg;
– ystod oedran yr ysgol;
– categori'r ysgol – cymunedol, gwirfoddol a gynorthwyir, gwirfoddol a reolir, arbennig cymunedol;
– ai'r corff llywodraethu neu'r awdurdod lleol fydd yr awdurdod derbyn;
– y trefniadau arfaethedig ar gyfer cludo'r disgyblion;
– nifer y disgyblion i'w derbyn ar gyfer pob grŵp oedran perthnasol yn y flwyddyn gyntaf o weithredu'r cynigion ar bob cam o'r broses weithredu – pennir nifer y disgyblion i'w derbyn, sef y 'nifer derbyn', yn unol â'r cyfrifiad a nodir o bryd i'w gilydd gan Weinidogion Cymru (sef ar hyn o bryd, Cylchlythyr Llywodraeth Cymru Rhif: 21/2011;
– capasiti arfaethedig yr ysgol – pennir "capasiti" yn unol â'r fformiwlâu a nodir o bryd i'w gilydd gan Weinidogion Cymru (sef, ar hyn o bryd, Cylchlythyr Llywodraeth Cymru Rhif 21/2011);
– ar gyfer ysgol arbennig, gwybodaeth am y math o AAA y gwneir darpariaeth ar ei gyfer;
– a fydd gan yr ysgol gymeriad crefyddol, ac os felly, natur y cymeriad hwnnw a'r corff crefyddol priodol arfaethedig;
_ os bydd trefniadau derbyn yr ysgol yn gwneud unrhyw ddarpariaeth ar gyfer detholiad drwy allu a ganiateir gan adran 101 Deddf Safonau a Fframwaith Ysgolio 1998 (bandio disgyblion);
– yn achos ysgol wirfoddol newydd, a fydd y cynigion yn cael eu gweithredu gan yr awdurdod lleol neu'r hyrwyddwyr ac, os caiff y cynigion eu gweithredu gan y ddau, i ba raddau y cânt eu gweithredu gan y ddau gorff.

- Rhaid i hysbysiad statudol am gynigion i newid ysgol neu newid ei chategori nodi::

– enw a chyfeiriad yr ysgol sy'n destun cynnig;
– enw'r awdurdod lleol cynhaliol;
– disgrifiad o'r newid arfaethedig neu'r newid categori;
– pan fydd y newid yn cynnwys ehangu'r ysgol, neu leihau capasiti, nifer presennol y disgyblion, capasiti'r ysgol a'r capasiti arfaethedig – pennir "capasiti" yn unol â'r fformiwlâu a nodir o bryd i'w gilydd gan Weinidogion Cymru (sef, ar hyn o bryd, Cylchlythyr Llywodraeth Cymru Rhif: 21/2011);
– nifer y disgyblion i'w derbyn ym mhob grŵp oedran perthnasol yn y flwyddyn gyntaf o weithredu'r cynigion neu ar bob cam o'r broses weithredu;
– yn achos newid y math o ddarpariaeth AAA, y ddarpariaeth amgen i'r disgyblion a'r effaith ar gludiant i'r ysgol;
– goblygiadau posibl y newid ar ddarpariaeth cludiant rhwng y cartref a'r ysgol.

- Rhaid i hysbysiad statudol am gynigion i gau ysgol nodi:

– enw a chyfeiriad yr ysgol i'w chau;
– enw'r awdurdod lleol cynhaliol;
– cymeriad crefyddol yr ysgol os oes ganddi un ac, os felly, y corff crefyddol priodol;
– manylion yr ysgol/ysgolion amgen y gall disgyblion ei/eu mynychu, gan gynnwys unrhyw drefniadau interim a chategori iaith yr ysgol/ysgolion amgen fel y'i diffinnir gan Ddogfen Wybodaeth Rhif: 023/2007;
– manylion unrhyw fesurau a gymerir i gynyddu nifer y lleoedd sydd ar gael mewn ysgolion amgen;
– y trefniadau ar gyfer cludo'r disgyblion i ysgolion amgen.

Noder: Weithiau bydd angen i gynnig gynnwys dwy elfen ar wahân, e.e. gallai ysgol gael ei throsglwyddo i safle newydd a chael ei hehangu hefyd. Yn yr achos hwn, efallai y bydd angen dau gynnig, a gellir eu cynnwys mewn un hysbysiad statudol.

Mae Atodiad B yn cynnwys sawl templed enghreifftiol ar gyfer hysbysiadau statudol a all fod o ddefnydd i gynigwyr wrth iddynt lunio hysbysiad statudol.

Adroddiadau gwrthwynebu :	

O dan adran 49 o Ddeddf 2013, pan fydd gwrthwynebiadau wedi dod i law, rhaid i gynigwyr gyhoeddi crynodeb o'r gwrthwynebiadau statudol ac ymateb y cynigydd i'r gwrthwynebiadau hynny (" yr Adroddiad Gwrthwynebu"). Rhaid gwneud hyn:

(a) yn achos awdurdod lleol y mae'n rhaid iddo bennu ei gynigion ei hun o dan adran 53 o'r Ddeddf (gweler 5.4 isod), cyn pen 7 diwrnod o ddyddiad y penderfyniad; ac

(b) ym mhob achos arall, cyn pen 28 diwrnod o ddiwedd y cyfnod gwrthwynebu.

Rhaid cyhoeddi'r adroddiad gwrthwynebu drwy ei roi:

i. ar wefan y cynigydd (os oes un ganddo);

ii. ar wefan yr awdurdod lleol cynhaliol presennol/arfaethedig, os yw'n wahanol i (i). uchod).

Yn ogystal â hyn, rhaid i gopïau caled fod ar gael ar gais.

Rhaid i'r canlynol gael gwybod, drwy lythyr neu e-bost, bod yr Adroddiad Gwrthwynebu ar gael:

- Rhieni (a darpar rieni, lle y bo'n bosibl), gofalwyr a gwarcheidwaid, a staff ysgolion sy'n destun cynigion;
- yn achos cynigion sy'n effeithio ar ddarpariaeth uwchradd, rhieni disgyblion sy'n mynychu ysgolion cynradd y mae disgyblion fel arfer yn trosglwyddo ohonynt i'r ddarpariaeth uwchradd honno;
- awdurdod cynhaliol neu awdurdod cynhaliol arfaethedig unrhyw ysgol y mae'r cynigion yn debygol o effeithio arni;
- unrhyw awdurdod lleol arall (gan gynnwys, lle bo'n bosibl, awdurdod lleol yn Lloegr) y mae'r cynigion yn debygol o effeithio arno – gan gynnwys, yn achos darpariaeth AAA ddynodedig, unrhyw awdurdod sy'n gosod neu sy'n debygol o osod disgyblion ag AAA ynddi;
- Awdurdod Esgobaethol yr Eglwys yng Nghymru a'r Eglwys Gatholig ar gyfer yr ardal lle mae unrhyw ysgol y mae'r cynigion yn debygol o effeithio arni;
- unrhyw gorff crefyddol priodol arall ar gyfer unrhyw ysgol y mae'r cynigion yn debygol o effeithio arni;
- corff llywodraethu unrhyw ysgol sy'n destun cynigion;
- cyrff llywodraethu ysgolion eraill y mae'r cynigion, ym marn y cynigydd, yn debygol o effeithio arnynt;
- Gweinidogion Cymru (schoolmanagementdivision3@llyw.cymru);
- Aelodau Etholaethol a Rhanbarthol y Cynulliad (ACau) ac Aelodau Seneddol (ASau) sy'n cynrychioli ardaloedd a wasanaethir neu y bwriedir eu gwasanaethau gan unrhyw ysgol sy'n destun cynigion;
- Estyn;
- undebau'r athrawon ac undebau staff sy'n cynrychioli athrawon a staff eraill mewn unrhyw ysgol sy'n destun cynigion;
- y Consortiwm Addysg Rhanbarthol presennol;
- Comisiynydd Heddlu a Throseddu yr ardal a wasanaethir, neu y bwriedir iddi gael ei gwasanaethu, gan unrhyw ysgol sy'n destun cynigion;
- unrhyw gyngor cymuned neu dref ar gyfer yr ardal a wasanaethir neu y bwriedir iddi gael ei gwasanaethu, gan unrhyw ysgol sy'n destun cynigion;
- yn achos cynigion sy'n effeithio ar ddarpariaeth feithrin, unrhyw ddarparwyr annibynnol neu wirfoddol y gall y cynigion effeithio arnynt, gan gynnwys Mudiad Meithrin;
- yn achos cynigion sy'n effeithio ar ddarpariaeth feithrin, y Bartneriaeth Plant a Phobl Ifanc a/neu Bartneriaethau Datblygu'r Blynyddoedd Cynnar a Gofal Plant, lle bo'r rhain yn bodoli;
- yn achos cynigion sy'n effeithio ar ddarpariaeth AAA, unrhyw gorff iechyd neu gorff trydydd sector perthnasol â buddiant ac, yn achos cynigion sy'n effeithio ar ddarpariaeth uwchradd, unrhyw sefydliadau addysg bellach sy'n gwasanaethu ardal yr ysgol;
- yn achos cynigion sy'n effeithio ar ddarpariaeth uwchradd, unrhyw sefydliadau addysg bellach sy'n gwasanaethu ardal yr ysgol; ac
- yn achos cynigion sy'n effeithio ar ddarpariaeth Gymraeg, Comisiynydd y Gymraeg.

Cymeradwyaeth gan Weinidogion Cymru (adran 50 o Ddeddf 2013)

Bydd yn ofynnol cael cymeradwyaeth gan Weinidogion Cymru ar gyfer cynigion, o dan adran 50 o Ddeddf 2013:
(a) os ydynt yn effeithio ar addysg chweched dosbarth, neu
(b) os ydynt wedi'u gwneud gan rywun heblaw'r awdurdod lleol perthnasol a bod yr awdurdod hwnnw wedi cyflwyno gwrthwynebiad nad yw wedi'i dynnu'n ôl yn ysgrifenedig cyn pen 28 diwrnod o ddiwedd y cyfnod gwrthwynebu.

Mae cynigion yn effeithio ar addysg chweched dosbarth:
(a) os ydynt yn gynigion i sefydlu neu gau ysgol sy'n darparu addysg sy'n addas yn unig i ofynion unigolion hŷn na'r oedran ysgol gorfodol; neu
(b) os ydynt yn gynigion i wneud newid a reoleiddir i ysgol a fyddai'n cynyddu neu'n lleihau'r ddarpariaeth addysg sy'n addas i ofynion unigolion hŷn na'r oedran ysgol gorfodol.

Pan fydd yn ofynnol i Weinidogion Cymru gymeradwyo cynnig, rhaid i'r cynigwyr hysbysu Gweinidogion Cymru cyn pen 35 diwrnod o ddiwedd y cyfnod gwrthwynebu ac anfon atynt gopïau o'r gwrthwynebiadau statudol yn ogystal â'r adroddiad gwrthwynebu a nodir ym mharagraff 5.1. Rhaid i'r cynigydd hefyd anfon at Weinidogion Cymru unrhyw gynigion sydd, yn ei dyb ef, yn gysylltiedig â'r cynigion y mae angen gwneud penderfyniad arnynt. Yna, bydd Gweinidogion Cymru'n penderfynu a fydd angen iddynt wneud penderfyniad ynglŷn â'r cynigion eraill hyn hefyd.

Ystyrir bod cynnig yn "gysylltiedig" os byddai ei weithredu (neu os byddai peidio â'i weithredu) yn atal neu'n tanseilio gweithredu cynnig arall yn effeithol. Lle bydd cynigion yn "gysylltiedig", dylai'r penderfyniadau fod yn gydnaws.

Gall Gweinidogion Cymru benderfynu cymeradwyo'r cynigion, eu gwrthod neu eu cymeradwyo ag addasiadau.

Fel arfer, dim ond i newidiadau i faterion fel amseriad gweithredu'r cynigion neu niferoedd derbyn y byddai addasiadau yn ymwneud â hwy. Rhaid i Weinidogion Cymru beidio â gwneud addasiadau a fyddai i bob diben yn cyflwyno cynnig newydd yn lle'r cynnig a gyhoeddwyd. Cyn gwneud unrhyw addasiad, rhaid i Weinidogion Cymru ymgynghori'n gyntaf â'r cynigydd a'r corff/cyrff llywodraethu perthnasol a'r awdurdod lleol (pan nad hwy yw'r cynigwyr) a sicrhau bod y cynigydd yn cydsynio â'r addasiad.

Gall cymeradwyaeth fod yn amodol ar rywbeth penodol a fydd yn digwydd erbyn dyddiad penodol.

Cymeradwyaeth gan yr awdurdod lleol (adran 51 o Ddeddf 2013)
Mae angen cymeradwyo cynigion a gyhoeddir o dan adran 48, a hynny o dan adran 51 o Ddeddf 2013:
(a) os nad ydynt yn gofyn am gymeradwyaeth gan Weinidogion Cymru;
(b) os ydynt wedi'u gwneud gan gynigydd heblaw'r awdurdod lleol perthnasol; ac
(c) os oes gwrthwynebiad wedi'i wneud i'r cynigion ac nad yw wedi'i dynnu'n ôl yn ysgrifenedig cyn pen 28 diwrnod o ddiwedd y cyfnod gwrthwynebu.

Gweithdrefnau
Os bydd angen i'r awdurdod lleol gymeradwyo cynigion, rhaid i'r cynigydd hysbysu'r awdurdod lleol am gynnig y mae angen ei gymeradwyo ac anfon y dogfennau a restrir isod ato cyn pen 35 diwrnod o ddiwedd y cyfnod gwrthwynebu:

- copi o'r ddogfen ymgynghori;
- copi o'r adroddiad ar yr ymgynghoriad;
- copi o'r hysbysiad a gyhoeddwyd;
- copi o'r adroddiad gwrthwynebu;
- copi o'r gwrthwynebiadau statudol;

- copïau o'r uchod mewn perthynas ag unrhyw gynigion sy'n gysylltiedig â'r cynigion y mae angen eu cymeradwyo.

Rhaid i awdurdodau lleol benderfynu a oes angen iddynt gymeradwyo unrhyw gynigion cysylltiedig a anfonir atynt. Rhaid iddynt drafod cynigion y mae angen eu cymeradwyo yn ddi-oed, cyn belled â bod hynny'n gydnaws â rhoi ystyriaeth briodol i'r materion. Ym mhob achos, rhaid i'r awdurdod lleol gyhoeddi ei benderfyniad cyn pen 16 wythnos (112 diwrnod o ddiwedd y cyfnod gwrthwynebu). Fodd bynnag, ni fydd methu â chydymffurfio â'r amserlen honno'n effeithio ar ddilysrwydd unrhyw benderfyniad a wneir.

Rhaid i awdurdodau lleol benderfynu a oes angen iddynt gymeradwyo unrhyw gynigion cysylltiedig a anfonir atynt.

Dim ond newidiadau fel amseriad gweithredu'r cynigion neu niferoedd derbyn y gall addasiadau ymwneud â hwy. Rhaid i'r awdurdod lleol beidio â gwneud addasiadau a fyddai i bob diben yn cyflwyno cynnig newydd yn lle'r cynnig a gyhoeddwyd. Cyn gwneud unrhyw addasiad, rhaid i'r awdurdod lleol ymgynghori'n gyntaf â'r cynigydd a sicrhau bod y cynigydd yn cydsynio â'r addasiad. Rhaid iddynt hefyd gael cydsyniad Gweinidogion Cymru. Os na ellir cael cydsyniad, ac os bydd yr awdurdod lleol o'r farn nad yw'r cynigion yn dderbyniol ar y ffurf y cyhoeddwyd hwy, rhaid iddo wrthod y cynigion. Rhaid i'r awdurdod lleol hefyd ymgynghori â chorff llywodraethu unrhyw ysgol y mae'r cynigion yn berthnasol iddi (os nad y corff llywodraethu yw'r cynigydd).

Gall cymeradwyaeth fod yn amodol ar rywbeth penodol a fydd yn digwydd erbyn dyddiad penodol.

Penderfyniad gan gynigwyr (adran 53 o Ddeddf 2013)

Os nad oes angen cymeradwyo cynigion o dan adrannau 50 a 51 o Ddeddf 2013, y cynigydd fydd yn penderfynu arnynt.

O dan adran 53 o Ddeddf 2013, rhaid i'r cynigydd wneud penderfyniad cyn pen 16 wythnos (112 diwrnod) o ddiwedd y cyfnod gwrthwynebu. Os bydd y cynigydd yn methu â phenderfynu ar y cynnig cyn pen 16 wythnos, ystyrir ei fod wedi tynnu'r cynnig yn ôl a bydd angen iddo ailgyhoeddi'r cynigion os hoffai barhau.

Os bydd gwrthwynebiadau wedi dod i law i gynigion awdurdod lleol, a bod angen penderfyniad o dan adran 53 o Ddeddf 2013, rhaid i'r awdurdod lleol beidio ag ystyried y cynigion hynny gyda meddwl caeedig. Rhaid i'r gwrthwynebiadau gael eu hystyried yn gydwybodol ochr yn ochr â'r dadleuon mewn perthynas â'r cynigion ac yng ngoleuni'r ffactorau a amlinellir yn adran 1.3 – 1.14 o'r Cod hwn. Yn yr achosion hyn, rhaid cyhoeddi'r adroddiad gwrthwynebu ar yr un pryd â'r penderfyniad, yn hytrach na chyn pen 28 diwrnod o ddiwedd y cyfnod gwrthwynebu.

Gwneud penderfyniadau ar lefel awdurdod lleol

Os bydd angen i awdurdodau lleol gymeradwyo neu benderfynu ar gynigion y daeth gwrthwynebiad i law yn eu cylch, bydd diwygiad i Atodlen 2 Rheoliadau Awdurdodau Lleol (Trefniadau Gweithrediaeth) (Swyddogaethau a Chyfrifoldebau) (Cymru) 2007 (fel y'u diwygiwyd) yn caniatáu i weithrediaeth yr awdurdod lleol gyflawni'r swyddogaeth hon. Mae'r weithrediaeth a/neu'r Cabinet eisoes yn gyfrifol am oruchwylio cynlluniau trefniadaeth ysgolion, gan gynnwys penderfyniadau i ymgynghori ar gynigion trefniadaeth ysgolion a'u cyhoeddi. Felly, bydd ganddynt ddealltwriaeth dda o faterion trefniadaeth ysgolion. Bydd y ddealltwriaeth hon, ynghyd â'u profiad mwy cyffredinol o wneud penderfyniadau a'r ffaith eu bod yn atebol yn ddemocrataidd i'r etholaeth leol, yn golygu bod y weithrediaeth yn y sefyllfa ddelfrydol i benderfynu a ddylid cymeradwyo cynigion trefniadaeth ysgolion ai peidio.

Fodd bynnag, os byddant yn dewis gwneud hynny, ni fydd Atodlen 2 y rheoliadau perthnasol yn atal awdurdodau lleol rhag mabwysiadu prosesau amgen y cytunwyd arnynt yn lleol i wneud penderfyniadau o'r fath. Gall y rhain gynnwys creu pwyllgor penderfynu lleol mewn cydweithrediad ag awdurdodau lleol eraill yn eu rhanbarth.

Os bydd awdurdodau lleol yn dewis dilyn y trywydd hwn, bydd angen iddynt ystyried yn ofalus sut y byddant yn sicrhau bod cyrff o'r fath yn gwneud penderfyniadau teg a chadarn.

Mae Atodiad D yn rhoi manylion model posibl ar gyfer pwyllgor gwneud penderfyniadau lleol.

Hysbysiad o benderfyniad

Rhaid gwneud a chyflwyno penderfyniadau (mewn perthynas â chynigion sy'n gofyn am gymeradwyaeth neu benderfyniad) ar ffurf llythyr penderfyniad. Rhaid i'r llythyr penderfyniad nodi'r rhesymau dros y penderfyniad yn glir, gan gyfeirio at adrannau 1.3 i 1.6 y Cod hwn, a'r ffactorau penodol yn adrannau 1.7 i 1.14 (sy'n cynnwys y ffactorau ychwanegol i'w hystyried a'r gofynion mewn perthynas â chau ysgolion gwledig.

Yn ogystal, rhaid i lythyr penderfyniad ynghylch cynnig i gau ysgol a ddynodwyd yn ysgol wledig nodi pam mae'r cynigydd yn fodlon mai gweithredu'r cynnig yw'r ymateb mwyaf priodol i'r rhesymau a nodwyd dros lunio'r cynnig.

Rhaid cyhoeddi llythyrau penderfyniad yn electronig ar wefan y cynigydd (os oes ganddo un) ac ar wefan yr awdurdod lleol perthnasol (os yw'n wahanol).

Rhaid i'r canlynol gael gwybod, drwy lythyr neu e-bost, bod y llythyr penderfyniad ar gael:

- Rhieni (a darpar rieni, lle y bo'n bosibl), gofalwyr a gwarcheidwaid, a staff ysgolion sy'n destun cynigion;
- yn achos cynigion sy'n effeithio ar ddarpariaeth uwchradd, rhieni disgyblion sy'n mynychu ysgolion cynradd y mae disgyblion fel arfer yn trosglwyddo ohonynt i'r ddarpariaeth uwchradd honno;
- awdurdod cynhaliol neu awdurdod cynhaliol arfaethedig unrhyw ysgol y mae'r cynigion yn debygol o effeithio arni;
- unrhyw awdurdod lleol arall (gan gynnwys, lle bo'n bosibl, awdurdod lleol yn Lloegr) y mae'r cynigion yn debygol o effeithio arno – gan gynnwys, yn achos darpariaeth AAA ddynodedig, unrhyw awdurdod sy'n gosod neu sy'n debygol o osod disgyblion ag AAA ynddi;
- Awdurdod Esgobaethol yr Eglwys yng Nghymru a'r Eglwys Gatholig ar gyfer yr ardal lle mae unrhyw ysgol y mae'r cynigion yn debygol o effeithio arni;
- unrhyw gorff crefyddol priodol arall ar gyfer unrhyw ysgol y mae'r cynigion yn debygol o effeithio arni;
- corff llywodraethu unrhyw ysgol sy'n destun cynigion;
- cyrff llywodraethu ysgolion eraill y mae'r cynigion, ym marn y cynigydd, yn debygol o effeithio arnynt;
- Gweinidogion Cymru (schoolmanagementdivision3@llyw.cymru);
- Aelodau Etholaethol a Rhanbarthol y Cynulliad (ACau) ac Aelodau Seneddl (ASau) sy'n cynrychioli ardaloedd a wasanaethir neu y bwriedir eu gwasanaethau gan unrhyw ysgol sy'n destun cynigion;
- Estyn;
- undebau'r athrawon ac undebau staff sy'n cynrychioli athrawon a staff eraill mewn unrhyw ysgol sy'n destun cynigion;
- y Consortiwm Addysg Rhanbarthol presennol;
- Comisiynydd Heddlu a Throseddu yr ardal a wasanaethir, neu y bwriedir iddi gael ei gwasanaethu, gan unrhyw ysgol sy'n destun cynigion;
- unrhyw gyngor cymuned neu dref ar gyfer yr ardal a wasanaethir neu y bwriedir iddi gael ei gwasanaethu, gan unrhyw ysgol sy'n destun cynigion;
- yn achos cynigion sy'n effeithio ar ddarpariaeth feithrin, unrhyw ddarparwyr annibynnol neu wirfoddol y gall y cynigion effeithio arnynt, gan gynnwys Mudiad Meithrin;
- yn achos cynigion sy'n effeithio ar ddarpariaeth feithrin, y Bartneriaeth Plant a Phobl Ifanc a/neu Bartneriaethau Datblygu'r Blynyddoedd Cynnar a Gofal Plant, lle bo'r rhain yn bodoli;

• yn achos cynigion sy'n effeithio ar ddarpariaeth AAA, unrhyw gorff iechyd neu gorff trydydd sector perthnasol â buddiant ac, yn achos cynigion sy'n effeithio ar ddarpariaeth uwchradd, unrhyw sefydliadau addysg bellach sy'n gwasanaethu ardal yr ysgol; • yn achos cynigion sy'n effeithio ar ddarpariaeth uwchradd, unrhyw sefydliadau addysg bellach sy'n gwasanaethu ardal yr ysgol; ac • yn achos cynigion sy'n effeithio ar ddarpariaeth Gymraeg, Comisiynydd y Gymraeg.	

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Opsiynau Cynradd Cyfrwng Cymraeg a Goblygiadau Refeniw

Gwerthusiad o Opsiynau

Cynhaliwyd gwerthusiad o opsiynau cyfrwng Cymraeg yn unol â'r achos busnes a gofynion cyn yr ymgynghoriad, gan asesu sut mae pob opsiwn yn cyfrannu at gyflawni amcanion y buddsoddiad, ffactorau hanfodol ar gyfer llwyddiant a meini prawf trawsnewid. Mae Ffigur 1 islaw yn rhoi trosolwg o'r opsiynau ynghyd â'r cryfderau a gwendidau yn gysylltiedig gyda phob opsiwn.

Ffigur 1			
Opsiwn i	**Opsiwn ii**	**Opsiwn iii**	**Opsiwn iv**
Cadw'r sefyllfa fel y mae	Gwneud y lleiafswm – lleoli ar safle ysgol cyfrwng Saesneg bresennol gyda chapasiti ar gyfer darpariaeth egin Gymraeg (yn cynnwys gofal plant, grwpiau meithrin a dosbarth derbyn, gyda grwpiau blwyddyn ychwanegol yn agor ar gyfer cynnydd disgyblion bob blwyddyn wedi hynny)	Lleoli'r ysgol Gymraeg ar safle ysgol gynradd bresennol gyda chapasiti allanol ar gyfer yr adeiladau a dosbarthiadau dros dro (yn cynnwys gofal plant, grwpiau meithrin a dosbarth derbyn, gyda grwpiau blwyddyn ychwanegol yn agor ar gyfer cynnydd disgyblion bob blwyddyn wedyn)	Sicrhau safle newydd ar gyfer ysgol gynradd Gymraeg a sefydlu darpariaeth egin mewn adeiladau dros dro ynghyd â thir i adeiladu ysgol gynradd 210 lle gyda meithrinfa. (Daw'r cyfleusterau gofal plant a'r grwpiau meithrin a dosbarth derbyn yn weithredol ym mis Medi 2021, gyda grwpiau blwyddyn ychwanegol yn agor ar gyfer cynnydd disgyblion bob blwyddyn wedyn)
Cryfderau a Gwendidau	**Cryfderau a Gwendidau**	**Cryfderau a Gwendidau**	**Cryfderau a gwendidau**
Nid oes unrhyw gryfderau yn gysylltiedig â'r cynnig hwn. Ni fyddai'r cynnig yn sicrhau ychwanegedd yn nhermau darpariaeth addysg Gymraeg ac ni fyddai'n cefnogi cynyddu'r nifer o siaradwyr Cymraeg yn unol â nod Llywodraeth Cymru o 1 filiwn o siaradwyr Cymraeg erbyn 2050.	Byddai'r cynnig hwn yn gostwng goblygiadau refeniw yn y tymor byr – er nid yn sylweddol felly. Gallai'r opsiwn hwn arwain at gostau cyfalaf uwch yn y tymor canol i'r hirdymor, oherwydd costau ailwampio, costau estyniadau a/neu adeiladu newydd.	Byddai'r cynnig hwn yn gostwng goblygiadau refeniw yn y tymor byr – er nid yn sylweddol felly. Gallai'r cynnig hwn roi cyfle i sicrhau integreiddio a gwaith partneriaeth gydag ysgol bresennol. Mae angen ymchwiliadau safle manwl i gadarnhau os yw'r datblygiad yn hyfyw ond gallai	Y cynnig hwn – heb gynhyrchu incwm ac adferiad costau gofal plant – sydd â'r goblygiadau uchaf o ran refeniw. Byddai'r cynnig hwn yn trochi'n llwyr ac yn cyflawni telerau ac amodau y Grant Cyfrwng Cymraeg; gan hefyd greu ychwanegedd a sicrhau cyflenwi deilliannau'n gysylltiedig â Chynllun Strategol Cymraeg

Ni fyddai'n ymdrin â'r galw cudd a ddynodwyd ar gyfer addysg cyfrwng Cymraeg yn Nhredegar/ Cwm Sirhywi. ***Ni ystyrir fod hwn yn opsiwn hyfyw**	Nid yw'r opsiwn yn gynaliadwy yn y tymor canol i'r hirdymor, efallai na fyddai'n addas ar gyfer estyniad ac ni fyddai'n trochi'n llwyr. Gallai'r gwaith i greu cyfleusterau addas ar gyfer model twf egin arwain at gynnydd mewn lleoedd gwag yn y tymor canol i'r hirdymor. Mae goblygiadau rhaglenni a phroffilio ariannol yn gysylltiedig gyda gweithio ar safleoedd ysgol byw, a allai arwain at oedi a/neu gostau cynyddol. Mewn awdurdodau eraill e.e. Caerdydd lle defnyddiwyd modelau cyd-leoli, cawsant effaith negyddol yn arbennig ar ddisgyblion Cymraeg gyda'r datblygiad egin yn eilaidd i'r ysgol cyfrwng Saesneg. Roedd y model wedi effeithio ar staff a disgyblion yn nhermau ysbryd, hunaniaeth ac ymdeimlad o berthyn. ***Ni ystyrir fod hwn yn opsiwn hyfyw**	ddangos nad yw'r tir yn addas ar gyfer ei ddatblygu. Mae goblygiadau rhaglenni ac ariannol yn gysylltiedig gyda gweithio ar safleoedd ysgol byw, a allai arwain at oedi a/neu gostau uwch. Gallai'r opsiwn beidio trochi'n llwyr, pe byddai gofodau hamdden, adnoddau a gofodau eraill yn cael eu rhannu drwy'r ysgol. ***Mae angen ymchwiliad manwl pellach er mwyn asesu manteision a hyfywedd**	mewn Addysg y Cyngor (2017-20). Gellid datblygu'r ysgol fesul cam a/neu ei datblygu yn unol gydag amcanestyniadau a galw disgyblion. Mae cyfleoedd cynhyrchu incwm ar gael e.e. trwyddedu, cyd-leoli ac yn y blaen, a allai ostwng goblygiadau refeniw a gwarged. ***Mae'r opsiwn hwn yn hyfyw, fodd bynnag, ef sydd â'r goblygiadau ariannol refeniw uchaf.**

Cyllid ar gyfer Ysgol Gynradd Gymraeg newydd

Cefndir

1. Mae cyfrifiadau dechreuol yn dangos bod goblygiadau cyllideb refeniw ar gyfer ysgol gynradd adeilad newydd (yn seiliedig ar ddisgyblion ychwanegol, yn hytrach na throsglwyddo disgyblion presennol o ysgolion presennol). Fodd bynnag, mae'n debygol y bydd dadleoli dysgwyr presennol fydd yn gostwng gofyniad cyllid y cynnig, ond mae ganddo ganlyniadau ar gyfer cyllidebau ysgolion presennol.
2. Yn seiliedig ar dderbyn disgyblion fesul cam, erbyn blwyddyn 7 (pan fydd yr ysgol yn gweithredu'n llawn ac yn seiliedig ar dybiaeth o ddysgwyr newydd yn ymuno â'r ysgol), mae'r gofyniad cyllid ychwanegol yn £941,000 y flwyddyn (yn seiliedig ar Fformiwla Cyllid Teg 2020/2021).
3. Mae tri opsiwn arall yn cael eu hystyried:
    - **Opsiwn 1** – gwneud dim
    - **Opsiwn 2** – lleoli'r ysgol newydd o fewn adeilad ysgol presennol
    - **Opsiwn 3** – lleoli ysgol newydd ar safle ysgol bresennol heb gapasiti allanol.
4. Mae'r nodyn hwn yn cymharu goblygiadau opsiynau 2 a 3 ar y gyllideb refeniw, o gymharu â'r opsiwn sylfaen (a elwir nawr yn opsiwn 4 – opsiwn adeilad newydd).
5. Cynhaliwyd asesiad safle manwl wrth ymchwilio'r safle mwyaf addas ar gyfer ysgol newydd, a gellir ei ddarparu os oes angen – rhoddir manylion y crynodeb islaw**:**

    Cynhaliodd Addysg, Cynllunio, Gwasanaethau Technegol a Stadau werthusiad o safleoedd y mae'r Cyngor yn berchen arnynt yn Nhredegar/Cwm Sirhywi, er mwyn dynodi safleoedd a allai ddarparu ar gyfer datblygu ysgol newydd. Ystyriodd y Cyngor nifer o safleoedd i ddarparu ar gyfer y datblygiad yn cynnwys:

    - **Chartist Way** – Safle gyda photensial cryf, gyda rhai cyfyngiadau y gellid eu goresgyn.
    - **Cae Deighton Stockton Way** – Rhai cyfyngiadau i'w goresgyn a gofod gwyrdd a warchodir. Mae'r safle hefyd yn agos iawn at ysgol cyfrwng Saesneg bresennol, a allai greu dadsefydlogi.
    - **Parc Busnes Tredegar** – Anaddas a gyda chyfyngiadau sylweddol i'w goresgyn.
    - **Caeau Chwarae yn Ysgol Gyfun Tredegar** – Anaddas a gyda chyfyngiadau sylweddol i'w goresgyn.

    Wrth ystyried mynediad, ecoleg, archaeoleg, risg llifogydd, seilwaith, cyflenwadau a gwasanaethau, penderfynwyd mai'r safle fwyaf addas ar gyfer yr ysgol – yn aros ymchwiliad pellach - fyddai Chartist Way. Pe byddai'r cynnig yn mynd rhagddo, byddid yn dechrau ar ymchwiliadau manwl o'r safle; fodd bynnag, mae gan y Cyngor wybodaeth dda o'r hyn fyddai ei angen i sicrhau y gellir datblygu'r safle.

Goblygiadau i'r gyllideb refeniw

6. Gallwn dybio y bydd:
    - cyllid APWU yr un fath ar gyfer opsiynau 2, 3 a 4.
    - Cyllid "**ffactorau eraill**" fydd yr unig amrywiad mewn cyllid rhwng yr opsiynau.

- Bydd Opsiwn 2 yn seiliedig mewn ysgol bresennol, gydag arwynebedd yn addas ar gyfer ysgol gynradd 210 lle ac ni chaiff cyllid ei weithredu ar gyfer eitemau tebyg i gynnal a chadw adeilad, gwasanaeth gofalwr, glanhau, ynni a threthi (gan y bydd yr ysgol bresennol yn derbyn cyllid ar gyfer y meysydd hyn)
- Ar gyfer opsiwn 3, yn absenoldeb arwynebedd hysbys, mae'r costau yn seiliedig ar yr ysgol o fewn ardal Tredegar gyda thir allanol y gellid ei ddatblygu.
- Mae'r tîm Trawsnewid Addysg wrthi'n cynnal ymchwiliadau i drwyddedu ac opsiynau defnydd, a allai wrthbwyso pwysau refeniw ar gyfer yr ysgol h.y. cydlynu gyda Chyngor Dinas Casnewydd ar gynnig tebyg sy'n mynd rhagddo yn eu hardal.
- Byddai Opsiynau 3 a 4 angen targed cynhyrchu incwm o tua £100,000, na fyddai'n cael ei gynnwys yn y gofynion cyllid refeniw ar gyfer y Cyngor ond a fedrai fod ag effaith gadarnhaol ar y gwarged/diffyg ar gyfer yr ysgol newydd. Mae'r opsiynau trwyddedu safle a allai gyflawni'r targed hwn fel sy'n dilyn:
    - Sefydlu gosodiad gofal plant gyda'r Cyngor i dalu am y costau rhedeg a'r rhent – tua £20,000 y flwyddyn (mae'r ffigur hwn yn seiliedig ar ystafell 100 metr sgwâr yn cynnwys ystafell gweithgareddau a thoiledau, ynghyd â chostau rhentu)
    - Mae gan y Cyngor brotocol trwyddedu yn ei le i gefnogi a sicrhau defnydd trydydd parti o adeiladau ysgol, ac mae'r galw am hynny'n cael ei ymchwilio ar hyn o bryd. Fodd bynnag, mewn trafodaeth ddechreuol gyda chydweithwyr yn yr adran Adfywio cafodd y cyfleoedd dilynol eu dynodi ar gyfer eu hymchwilio ymhellach:
        - Mae Canolfan Eden yn edrych am ofod ar gyfer canolfan addysg ychwanegol o fewn ardal Glynebwy a/neu Dredegar.
        - Mae gan Goleg Gwent ddiffyg capasiti o fewn eu hadeilad presennol a defnyddiant y Swyddfeydd Cyffredinol ac yn y blaen ar gyfer gweithgareddau ac arholiadau myfiwyr.
        - Gofod swyddfa Hamdden Aneurin.
        - Mewn ymgynghoriad gyda busnesau, dynodwyd fod diffyg gofod ar gyfer darparwyr hyfforddiant.

7. I grynhoi, ar gyfer blynyddoedd 1-7 (gyda blwyddyn 1 yn rhan o flwyddyn), mae'r gyllideb refeniw ychwanegol sydd ei hangen ar gyfer opsiynau 2-4 fel sy'n dilyn:

- **Opsiwn 2** - £237,000 yn codi i £780,000 y flwyddyn
- **Opsiwn 3** - £261,000 yn codi i £823,000 y flwyddyn
- **Opsiwn 4** - £327,000 yn codi i £941,000 y flwyddyn

8. Erbyn blwyddyn 7, felly, bydd opsiwn 2 angen £161,000 yn llai o gyllid bob blwyddyn, o gymharu ag opsiwn 4.

9. Erbyn blwyddyn 7, felly, bydd opsiwn 3 angen £118,0900 yn llai o gyllid bob blwyddyn, o gymharu ag opsiwn 4.

I gloi, nid yw'r gofynion cyllid ar gyfer y 3 opsiwn yn sylweddol wahanol, yn bennaf oherwydd trefniadau fformiwla cyllid AWPU.

7B. Os tybiwn y daw holl boblogaeth yrr ysgol ysgolion presennol Cyngor Bwrdeistref Sirol Blaenau Gwent, bydd sefyllfa cyllid Cyllideb Ysgolion Unigol yn:

Bydd rhai ysgolion unigol presennol yn derbyn llai o gyllid, oherwydd gostyngiad mewn nifer disgyblion.

Bydd y ddarpariaeth cyfrwng Cymraeg newydd yn derbyn mwy o gyllid, oherwydd cynnydd mewn nifer disgyblion.

Os tybiwn, felly, na fydd unrhyw ofyniad am gyllid ychwanegol ar gyfer elfen AWPU, bydd gofyniad cyllid cynyddol ar gyfer yr elfen 'ffactorau eraill'.

8. I grynhoi, ar gyfer blynyddoedd 1-7 (gyda blwyddyn 1 yn rhan o flwyddyn) y gyllideb refeniw ychwanegol sydd ei hangen ar gyfer opsiynau 2-4 yw:
   - **Opsiwn 2** - £176,000 yn codi i £317,000 y flwyddyn
   - **Opsiwn 3** - £200,000 yn codi i £360,000 y flwyddyn
   - **Opsiwn 4** - £265,000 yn codi i £478,000 y flwyddyn
9. Erbyn blwyddyn 7, felly, bydd opsiwn 2 angen £161,000 yn llai o gyllid fesul blwyddyn o gymharu ag opsiwn 4.
10. Erbyn blwyddyn 7 felly, bydd opsiwn 3 angen £118,000 yn llai o gyllid fesul blwyddyn, o gymharu ag opsiwn 4.
11. Ni chafodd cyfrifiad ei wneud ar yr effaith ar y gyllideb PRC ar gyfer yr ysgolion hynny y mae gostyngiad mewn nifer disgyblion yn effeithio arnynt.

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DARPARIAETH CYFRWNG CYMRAEG - ANGEN CYLLID YCHWANEGOL
YN SEILIEDIG AR FFORMIWLA ARIANNU TEG 2020/2021

Model gwreiddiol

100% o ddisgyblion newydd yn derbyn

	blwyddyn 1 (7/12)	**blwyddyn 2**	**blwyddyn 3**	**blwyddyn 4**	**blwyddyn 5**	**blwyddyn 6**	**blwyddyn 7**
	£k	**£k**	**£k**	**£k**	**£k**	**£k**	**£k**
opsiwn 1							
opsiwn 2	237	469	534	596	656	718	780
opsiwn 3	261	510	575	637	698	761	823
opsiwn 4	327	622	688	752	814	878	941

Model diwygiedig

100% o ddisgyblion presennol

opsiwn 1							
opsiwn 2	176	301	304	307	311	314	317
opsiwn 3	200	342	346	349	353	356	360
opsiwn 4	265	454	459	464	468	473	478

dadansoddiad sensitifrwydd

50% o ddisgyblion presennol
50% o ddisgyblion newydd yn derbyn

opsiwn 2	207	385	419	452	483	516	549

opsiwn 3	230	426	460	493	526	559	592
opsiwn 4	296	538	574	608	641	675	710

30% o ddisgyblion presennol
70% o ddisgyblion newydd yn derbyn

opsiwn 2	219	418	465	509	553	597	641
opsiwn 3	243	459	506	551	595	639	684
opsiwn 4	308	571	619	665	710	756	802

70% o ddisgyblion presennol
30% o ddisgyblion newydd yn derbyn

opsiwn 2	194	351	373	394	414	435	456
opsiwn 3	218	392	414	436	457	478	499
opsiwn 4	283	504	528	550	572	595	617

Executive Committee and Council only
Date signed off by the Monitoring Officer: N/A
Date signed off by the Section 151 Officer: N/A

Committee: **Education and Learning Scrutiny Committee**

Date of meeting: **15th December 2020**

Report Subject: **Blaenau Gwent Welsh in Education Strategic Plan 2019/20 and Welsh Medium Grant Proposal Progress Report**

Portfolio Holder: **Education and Learning Portfolio – Cllr. Joanne Collins**

Report Submitted by: **Lynn Phillips, Corporate Director of Education**

Reporting Pathway								
Directorate Management Team	**Corporate Leadership Team**	**Portfolio Holder / Chair**	**Audit Committee**	**Democratic Services Committee**	**Scrutiny Committee**	**Executive Committee**	**Council**	**Other (please state)**
25.11.20	25.11.20	27.11.20			15.12.20	15.12.20		

1. **Purpose of the Report**

1.1 The purpose of the report is to provide Education and Learning Scrutiny Committee with the opportunity to scrutinise progress in relation to the Blaenau Gwent Welsh in Education Strategic Plan (WESP) 2017-2020 and the associated Welsh medium grant proposal.

2. **Scope and Background**

2.1 Section 84 of the Schools Standards and Organisation (Wales) Act 2013, requires each Council to prepare a Welsh in Education Strategic Plan (WESP).

2.2 The purpose of the WESP is to set out the Council's strategic approach and direction in the development and delivery of Welsh-medium provision and Welsh education. The plan was approved by the Executive Committee and signed by the Corporate Director in 2016. The WESP is underpinned and informed by Welsh Government's current Welsh-medium Education Strategy (April 2010), along with the policy statement for 2015-16.

2.3 The Welsh Government vision is to secure one million Welsh speakers by 2050. To achieve this, they believe that the following key areas require address:

- more children in Welsh-medium education;
- better planning in relation to how people learn the language;
- easier-to-access opportunities for people to use the language;
- a stronger infrastructure and a revolution to improve digital provision in Welsh; and,
- a change in the way we speak about the language.

2.4 According to the most recent census (2011), there are approximately 562,000 Welsh speakers in Wales. The aim of the national strategy is to almost double the number of Welsh speakers by the middle of the century.

2.5 The Blaenau Gwent Welsh in Education Strategic Plan 2017-20 (please refer to **Appendix 1** for more information), is directly aligned to both the Welsh Government's and the Council's Welsh Language frameworks and strategies. The strategic priorities highlighted within the BG WESP document can be summarised as follows:

- Raise the profile and levels of participation for Welsh-medium education across the County Borough by 2020, to contribute to the vision for one million speakers by 2050.
- Increase the early year's provision offer to stimulate parental demand to enable growth across the County Borough.
- Increase transition rates from Welsh-medium nursery provision to Ysgol Gymraeg Bro Helyg by 50% in 2020.
- Work regionally with South East Wales Local Authorities to secure places for Blaenau Gwent learners in Welsh-medium secondary provision between 2017-2020 and beyond.
- Improving Welsh medium learner outcomes by 2020 so that learners raise aspirations and improve their life chances.

2.6 The Blaenau Gwent WESP was formally approved by Welsh Government in March 2018. Blaenau Gwent was the first and only Council within the SEWC region at the time to have the plan approved with no further amendments.

2.7 Alongside a review of the WESP, the Blaenau Gwent Welsh Education Forum (WEF) structure, membership and associated documentation are reviewed and strengthened annually. (please refer to **Appendix 2** – WEF Terms of Reference for more information).

2.8 Due to the global COVID-19 pandemic, 3 out of 4 WEF meetings took place throughout the course of the academic year 2019/20 with membership, attendance and engagement sustained to a high standard throughout. Partners have commented on the effectiveness of the Forum, which has in turn had a positive impact upon membership, attendance and outcomes.

2.9 In addition, the Education Transformation Manager is the chair of the Regional Planning of School Places and Demand Sub-group of the WEF Strategic Forum. The group met twice out of a possible 4 meetings throughout the course of the 2019/20 academic year. The focus of the group is as follows:

- Co-ordination of Welsh-medium demand survey arrangements
- Consultation outcome and analysis
- Promotion and communication
- Regional review of secondary provision, Welsh medium grant and Band B proposals
- Consultation and promotion strategy/plan

2.10 The Council has worked with neighbouring authorities via the aforementioned forum, to develop a booklet promoting the benefits of being bilingual. The document is reviewed annually and shared with the families of prospective pupils. The booklet is also linked to the admissions process and

is shared via health professionals, early year's settings, schools and other relevant partners/professionals, in order to promote Welsh language opportunities and education locally. A copy of the booklet is also available via the Council's website.

2.11 It has been a difficult year to sustain the strong progress made in relation to the delivery of the Welsh in Education Strategic Plan throughout 2018/19. However, the LA and its partners have remained committed to the delivery of the WESP, whilst also supporting the development of resources and engagement throughout the LA during the emergency response period and subsequent reopening of schools.

2.12 Blaenau Gwent 2019/20 self-assessment is based upon key progress in line with each priority area. The self-assessment has been sustained at an Amber, with the rate of completion against the 2019/20 action plan as follows:

- 84% (or 49 actions) are complete;
- 7% (or 4 actions) ongoing; and,
- 9% (5 actions) actions in development.

2.13 Please refer to the attached Annual Report for a more detailed appraisal of the outcomes (**Appendix 3**).

2.14 **Blaenau Gwent 10 Year Plan**

In 2017, Welsh Government carried out a rapid review of the proposed local authority Plans. The review acknowledged the need for change, not only in terms of individual plans' ambitions, but also in terms of the legislative framework set out by Welsh Government. The review highlighted a need to change the regulations and guidelines, along with a significant change in the Welsh Government and local authority approach to planning. Consequently, Welsh Government reviewed the legislative framework associated with the WESP, with the key focus being the creation of a framework which enables local authorities to develop long-term strategic plans.

2.15 Prior to the COVID-19 pandemic, Welsh Government required Local Authorities to submit their first draft 10-year plan to the Welsh Ministers by 31 January 2021; however, in light of the pandemic and associated emergency response requirements, the submission timeline has been updated. Following the drafting and subsequent consultation period, the Welsh in Education Strategic Plans (Wales) Regulations 2019 (please refer to **Appendix 4** for more information), along with the draft guidance were laid on 5 December 2019 and came into effect on 1st January 2020, with revised guidance now expected in January 2021. Local Authorities must submit their first draft 10-year Plan to the Welsh Ministers on 31st January 2022, with the plan operational from September 2022. The current BG WESP will remain in force until that date.

2.16 The Welsh Government expects local authority plans to encompass the following:

- A clear and concise vision based on the target agreed

- Local education profile (numbers of school age learners, the number of each school under each category, and the number of learners within each school category)
- Key data for each outcome (current baseline and projections)
- Any high level plans or factors which impact education in the county
- Clear aims and objectives under the 7 outcomes
- A clear link between how each aspect of the plan contributes to the vision and the overarching target
- A clear link between the plan and other Local Authorities strategies and relevant policy areas.

2.17 Education has already begun working with the BG WEF in order to establish a draft 10-year plan for consultation and approval by 31st January 2022. Following ministerial approval, the plan will come into effect on 1 September 2022. A workshop has been programmed with relevant services and partners in December 2020, to begin working on the priorities and associated consultation process.

3. **Options for Recommendation**

3.1 **Option 1:** Education and Learning Scrutiny Committee considers and accepts the report and associated course of action.

3.2 **Option 2:** Education and Learning Scrutiny Committee provides comments relating to improvements that can be made, in line with implementation of the existing WESP and development of the BG 10-year WESP.

4. **Evidence of how does this topic supports the achievement of the Corporate Plan / Statutory Responsibilities / Blaenau Gwent Well-being Plan**

4.1 The Council has a statutory obligation to produce a WESP document in line with Section 84 of the Schools Standards and Organisation (Wales) Act 2013. Education is a priority in the Council's Corporate Plan, of which the planning of school places and access to Welsh-medium education in line with parental preference are essential components.

4.2 The WESP is instrumental in securing continued access to and development of the Welsh language in line with Welsh Government's aim of one million Welsh speakers by 2050. Education is also a major contributor to the Blaenau Gwent Wellbeing Plan in that the Well-being of Future Generations (Wales) Act 2015, which requires public bodies to work towards seven well-being goals, one of which is 'A Wales of Vibrant Culture and Thriving Welsh Language'. The Council has a duty to promote and facilitate the use of Welsh and work towards the well-being goals. The process for planning Welsh-medium education also has a statutory basis under Section 84 of the 2013 Act.

5. **Implications Against Each Option**

5.1 **Impact on Budget (short and long term impact)**

There are no direct budgetary implications associated with this report; however, there are revenue implications associated with the Welsh medium grant proposal. These implications will be outlined in a separate report and within the consultation document.

5.2 **Risk including Mitigating Actions**

The following implications are relevant to the Welsh in Education Strategic Plan 2017-20:

- Failure to achieve the outcomes and targets established within the plan – this is mitigated by the extensive monitoring arrangements that are in place. The ET team review progress on a monthly basis, which is then reported to the WEF on a termly basis, taken via the Council's political processes and reported to Welsh Government annually.
- Compliance with statutory duty and legislative obligations - this is managed in line with policy and guidance review and development; along with renewal of the WESP and annual reporting.
- Sustainability issues within the school estate in relation to Welsh-medium education – this is managed and mitigated against by annual promotion drives, demand-based assessments, school capacity and projection calculations. The proposed seedling model also provides the opportunity to address latent demand, whilst eliciting further growth.

5.3 **Legal**

The Council are legally required to prepare, implement and update the Welsh in Education Strategic Plan.

5.4 **Human Resources**

The Welsh in Education Strategic Plan 2017/20 has been developed by the Education Transformation team, who oversee implementation and reviews of the plan within Blaenau Gwent.

The Corporate Director, supported by Wider Corporate Leadership Team, has a key role in ensuring the key staff-related actions are effectively delivered.

6. **Supporting Evidence**

6.1 **Performance Information and Data**

The ET team have recently undertaken a review of the associated action plan (please refer to **Appendix 3** for more information), which serves the purpose of monitoring progress against outcomes.

6.2 **Expected outcome for the public**

The WESP aims to secure, facilitate, develop and improve Welsh medium education, along with access to associated provision locally.

6.3 **Involvement (consultation, engagement, participation)**
Stakeholder and end user needs and engagement are of paramount importance, and a key focus of the WESP, its implementation and monitoring. The Plan is subject to consultation during the production phase, and reviewed on an annual basis. In addition, public and partner consultation processes are used to inform development, progression and learning relating to delivery of the plan.

6.4 **Thinking for the Long term (forward planning)**
The WESP is aligned to the Corporate Plan and presently covers the period 2017 to 2022, with a further review programmed during 2021/22, followed by implementation and publication of a new 10-year Plan in 2022. The WESP serves to provide a strategic approach and underpins the direction and delivery of Welsh-medium provision and education in Blaenau Gwent.

6.5 **Preventative focus**
The WESP aims to establish clear targets, shape, inform and improve the delivery of Welsh-medium provision and education. The plan also serves to address issues and gaps that exist, improving delivery, engagement and cohesion.

6.6 **Collaboration / partnership working**
The BG Welsh in Education Strategic Plan requires a collaborative approach in terms development, implementation, monitoring and progression. This is carried out via the Welsh in Education Forum, which has wide ranging representation from partner organisations and stakeholder groups; and is assured via the Council's political processes and reporting to Welsh Government.

6.7 **Integration (across service areas)**
The Blaenau Gwent Welsh in Education Strategic Plan is aligned to early year's childcare, education and play; pupil place planning, school organisation, 21st Century Schools, the work of Social Services and the Environment and Regeneration Directorates. Service integration is essential to ensure effective implementation, whilst also securing appropriate access to Welsh medium education and associated provision. The plan is monitored by the Welsh in Education Forum, whilst also feeding into other key forums i.e. School Admissions, 21st Century Schools Programme Board etc.

6.8 **EqIA (screening and identifying if full impact assessment is needed)**
An Equality Impact Screening Assessment (EQIA) has been completed in line with the WESP, which determined that there is no negative impact upon the protected characteristics, with a positive impact upon Welsh language. The policy promotes equality of opportunity for all, with regards to accessing Welsh medium education and associated provision.

7. **Monitoring Arrangements**

7.1 The Welsh Government expects an annual update on the progress made against the WESP. Consequently, the ET team review and monitor the WESP monthly; providing termly reports to the WEF and annual reports to

Welsh Government. In addition, WEF development and progress reports are taken via the Council's political processes annually. The Welsh in Education Strategic Plan is also a key focus of the 21st Century Schools Programme Board and Admissions Forum.

- **Appendix 1 – Blaenau Gwent Welsh in Education Strategic Plan 2017-20**
  https://www.blaenau-gwent.gov.uk/en/council/policies-plans-strategies/blaenau-gwent-welsh-in-education-strategic-plan-20172020/

- **Appendix 2 – WEF Terms of Reference**

- **Appendix 3 – WESP Annual Report 2019**

- **Appendix 4 –Welsh in Education Strategic Plans (Wales) Regulations 2019**
  http://www.legislation.gov.uk/wsi/2019/1489/made

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Blaenau Gwent Welsh Education Forum

Terms of Reference

Purpose

The Forum will contribute to, strategically plan, monitor and evaluate Blaenau Gwent Councils Welsh in Education Strategic Plan (WESP), in support of the Welsh Government's targets within the 'Welsh-medium Education Strategy(2010)' (WMES).

Remit

The Forum shall provide a formal channel of communication between Blaenau Gwent Council, its maintained Welsh Medium schools and other partner organisations; that are able to work collectively towards localised and strategic priorities.

The Forum shall:

- act as a consultative group, contributing towards the development, monitoring and implementation of the WESP;
- develop and monitor a localised action plan;
- monitor Welsh medium demand;
- monitor the provision of Welsh-medium education and determine as a group work towards future developments; and,
- provide an annual report to the Welsh Government describing progress in terms of implementing the WESP's targets against the approved timetable.

Membership

Membership of the Forum shall be the following 'core' members appointed by Blaenau Gwent Education Directorate Officers:

- Head of Education Transformation and Performance
- Education Transformation Team Leader
- 21st Century Schools Officer
- Organisational Development
- Inclusion Manager
- Transport Manager
- Equalities Officer
- Participation Officer
- Early Years Childcare and Play Manager
- Youth Service Manager

School representation:

- 1 Welsh-medium primary school Headteacher representative
- 1 Ysgol Gyfun Gwynllyw secondary representative
- 1 English medium school representative

Partner organisations:

- Mudiad Meithrin
- RhAG
- Urdd Gobaith Cymru
- Menter Iaith Blaenau Gwent
- Education Achievement Service – Systems Leader for Welsh
- Coleg Gwent
- Health

Removal of Members

Forum members shall cease to be members when they cease to hold the office by virtue of which they became eligible for appointment. In which instance an alternative representative shall be sought.

Meetings of the Forum

The Forum will meet at least three times each year, once each academic term. Additional meetings may be called in consultation with the Chair. At least seven working days' notice of a Forum meeting will be given in writing to members, except in the case of an emergency.

The Education Transformation team will provide a supportive function to the forum, in developing, collating and circulating relevant documentation to members at least seven days prior to each meeting in electronic format, with paper copies available upon request.

Chairperson and Vice Chairperson

The chairperson shall preside over meetings of the Forum. The chair person and vice chairperson will be elected at the first meeting held at the start of each academic year. Pre-planning meetings will be held with the chairperson prior to each WEF.

Sub-Committees

The Forum may establish sub-committees where necessary to consider particular issues via a task and finish approach. The Forum shall consider the work of such sub-committees and make recommendations as appropriate.

Confidentiality

On occasions, information of a confidential nature may be shared with members of the Forum to assist their understanding of the matter under discussion. Members of the Forum must observe the confidentiality of such information.

Version Control Ref: 1.0	WESPS ANNUAL REVIEW REPORT DECEMBER 2019	Author: Claire Gardner Approver: Lynn Phillips

KEY ACHIEVEMENTS/HIGHLIGHTS

You should highlight no more than 5 of your main achievements/highlights in this section.

1. Blaenau Gwent has successfully gained 21st Century Schools WG funding approval for the Band B remodelling works at Ysgol Gymraeg Bro Helyg. Education are taking a report via the Council's political processes which seeks to progress statutory consultation processes in line with the proposal to create a 210 place WM primary school in Tredegar/Sirhowy valley.

2. Numbers of pupils on roll, along with those applying for a place at Ysgol Gymraeg Bro Helyg continues to increase, with a positive trend noted over the last 3 years in relation to both nursery and reception. In addition, transition rates between primary and secondary for 2019/20 were 100%.

3. Blaenau Gwent Council has developed a strong marketing and communication plan, targeting and promoting the benefits of being bilingual, whilst also establishing appropriate methods of engagement and consultation with stakeholders, in order to inform key strategic priorities.

4. Representation, attendance and frequency continue to be strong in BG WEF meetings, with partners firmly committed to and recognising the effectiveness of the Blaenau Gwent Forum. Partners have hailed the work of BG WEF as an example of good practice. Also the WESP POSP subgroup continues to meet regularly to support proposals for growth and development on a regional basis and again, to inform strategic planning.

5. Sabatical Welsh in a year figures are increasing year on year, in 2019/20 there were 8 signed up and in 2020/21 there are 13. The EAS have14 places available to each region annually (Welsh in a Year) and they received more expressions of interest. School, governors and individual involved need to be committed to the course prior to interview and acceptance. There is a distance and blended approach to the delivery of training this year.

OVERALL PLAN SUMMARY

Green/Amber/Red. You should note your current target, your achievement this year and a self -assessment of red, amber or green.

Blaenau Gwent 2019/20 self-assessment = **Amber**, with the rate of completion against the 2019/20 action plan at 84% (or 49 actions) with 7% (4) actions in progress and 9% (5) not started. This is lower this year due to the restrictions of Covid 19, which was out of our control.

KEY ANNUAL DATA

Sept 2020, 28 Year 2 pupils (cohort 785) representing 3.56% of the cohort. Sept 2020, 27 Year 3 pupils (cohort 743) 3.63% of the cohort. There were 44 enrolled for Nursery in September 2020 and 37 Reception with another 11 due to start in January 2021. Early Years -Gwdihw Brynithel transfer rate to WM primary 1 out of 25 (4.76%) and Helyg Bychan transfer rate to WM primary 13 out of 20 (68.9%).

ALIGNMENT WITH KEY POLICY AREAS

E.g.; Childcare Sufficiency Assessments, 21st Century Schools and Colleges programme. Childcare Sufficiency Assessment data and subsequent updates are used to inform the WESP and associated actions on both a strategic and operational level. The Blaenau Gwent 21st Century Schools Programme seeks to enhance and develop Welsh-medium education provision locally, with the first proposed Band B project in development, being a remodelling project to enhance the teaching and learning environment at Ysgol Gymraeg Bro Helyg. The Child Care Offer and Childcare Grant within BG are also closely aligned to the WESP and aim to enhance and develop Welsh-medium early years and childcare provision, options and opportunities.

You should outline specific LA level risks which are or could in future effect your objective achievement.

1. There is a risk in relation to implementation of the BG Welsh Medium Grant proposal, which will be subject to the statutory consultation process.
2. Due to the COVID-19 pandemic there is a risk associated with transition between early years and foundation phase, meaning that numbers could decline.
3. There is a risk that the LA fails to engage partners within the development of the 10 year plan, due to COIVD-19.

IMPLEMENTATION AND MONITORING

You should outline your mechanisms and internal processes for monitoring progress, as well as the monitoring work through the Welsh Education Forum.

The WEF meets on a termly basis with outcome leads for each area identified. The outcome leads support the Education Transformation team to track, monitor and collate data relating to their respective outcome areas and monitor progression against the associated targets.

The Council has an action planning process in place, in order to monitor and collate progression data and information relating to achievements against the WESP each year. Termly updates are sought, with the autumn-term updates and WEF meeting then focusing in on annual progression against the associated outcomes and targets.

A reported is collated in the autumn-term each year and taken via the Council's political processes and is both the Scrutiny and Executive Committee forward work programmes as part of the annual cycle, to inform learning and plans for the preceding year.

A Task and Finish group has been established for the new 10-year plan, they are due to meet in December 2020 to formalise a co-ordinated approach.

ASSURANCE / MITIGATION ACTION

1. Education are scheduled to take a report via the Council's political processes to initiate statutory consultation in December 2020.
2. Alternative engagement methods and plans are in place between the school and providers. The BG WEF and associated Communications Sub-group are closely monitoring this.
3. A detailed plan and timeline are in development and partners have committed to the first planning workshop in December 2020.

FORWARD LOOK MILESTONES

You should highlight any significant developments/milestones planned for the next year.

- Delivery of Ysgol Gymraeg Bro Helyg Remodelling Project under the Council's 21st Century Schools Band B Programme.
- Education aim to initiate the statutory consultation process in line with the proposal to develop a 210 place WM primary school in Tredegar/Sirhowy valley.
- The Council aims to undertake consultation/market testing in early 2021, to inform the development of the Councils marketing and promotion strategy including: web-based developments and resources.
- The Council aims to develop a plan via the SEWC POSP and Demand Sub-group, to secure a regional solution to Welsh Medium secondary provision by 2027.
- A new Cylch Meithrin at Tredegar is registered with Care Inspectorate Wales. Staff recruit processes are underway for opening in 2021.
- A pilot is being established through Mudiad Meithrin's SAS (Setup and Succeed) with Buds to Blossom in Beaufort, to provide cylch meithrin sessions for children in their care.
- Cylch Meithrin Gwdihŵ (Brynithel) are extending their services to provide full-day sessions 9am -3pm becoming an Education provider, this has the potential to increase the uptake in Bro Helyg from (Brynithel) upon entry to reception.
- The Council aims to develop and consult upon the draft 10 year WESP Plan.

You should include a short summary of your progress under each objective.

Outcome 1: Good progress has been made against this outcome; however, due to the restrictions associated with the COVID-19 pandemic, progress associated with face to face engagement has been stunted. The benefits of being bi-lingual booklets and the use of social media outlets to promote WM childcare and Education, along with virtual engagement, have been reviewed and further developed throughout this period. The team continues to monitor the delivery of this outcome and explore alternative engagement and promotion methods. Demand, marketing and promotion are being driven by the local WEF Communications Sub-group, along with key developments undertaken by the Regional WEF POSP and Demand Group. Further web-based and marketing plans are in development for implementation throughout 2021. Promotion has been carried out virtually, with individuals signposted to the being bilingual booklet online. Pupil numbers within the primary school continue to increase.

Outcome 2: Good progress has been made overall; however, transition and promotional engagement has been restricted on a face to face basis, with alternative communication and engagement methods being established. Ysgol Gymraeg Bro Helyg continue to have positive working relations with childcare, early years and secondary sectors. Uptake of Welsh-medium nursery and reception places continues to increase (in line with live birth data). Secondary transition continues to be strong with 100% of primary pupils from Ysgol Gymraeg Bro Helyg transferring to Ysgol Gyfun Gwynllyw. Discussions are taking place regionally with regards to securing long-term secondary provision for Blaenau Gwent learners, along with those in neighbouring authorities, in line with Torfaen CBC proposal to extend the age range of Ysgol Gyfun Gwynllyw. In addition, one of the key aims of the Band B Remodelling Project will be to enhance and develop the teaching and learning environment at Ysgol Gymraeg Bro Helyg to strengthen and enhance provision and transition – both at early years and secondary. Cylch Meithrin Gwdihŵ (Brynithel) are in the process of extending their services to full-day sessions 9am -3pm, and going through the process to become an Education provider, this has the potential to increase the uptake in Bro Helyg from (Brynithel) upon entry to reception.

Outcome 3 and 4: Due to the impact of the COVID-19 pandemic, youth club and other associated wider engagement opportunities and provision have been put on hold, with detached/online engagement being established as an alternative. The situation has also been exacerbated by staff from both services being placed on furlough. The Youth Service and the Urdd are exploring the development of an online welsh-medium provision for young people. Progress against the 2019/20 the target to increase use Welsh in/out of the classroom by 15% (as in the previous 2 years) has been stunted; however, opportunities have been made available remotely since September 2020. There will be an increased focus in this area in 2021.

Outcome 5: Good progress has been made, however, the pandemic has had a negative impact upon progress, due to the need to establish nee and alternative resources and tools to promote Welsh language skill development. Distance and blended learning resources have been created in support of the teaching of Welsh and Welsh Second Language.

Outcome 6: Good progress has been made both locally and regionally informing both policy and practice. Welsh-medium resource development is underway and has strengthened over the last year. Work in this area is ongoing in line with emergent policy and legislative developments.

Outcome 7: Excellent progress has been made in this outcome area, with a number BG schools actively engaging in Welsh-medium CPD initiatives and development opportunities. During the 2019/20 academic session 8 staff signed up to the Welsh in a year sabbatical, with a further 13 signed up during the 2020/21 academic session.

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Pwyllgor:	**Pwyllgor Craffu Addysg a Dysgu**
Dyddiad y Cyfarfod:	**15 Rhagfyr 2020**
Pwnc yr Adroddiad:	**Cynllun Strategol Cymraeg mewn Addysg 2019/20 Blaenau Gwent ac Adroddiad Cynnydd ar y Cynnig Grant Cyfrwng Cymraeg**
Deiliad y Portffolio:	**Portffolio Addysg a Dysgu – Cyng. Joanne Collins**
Cyflwynir yr Adroddiad gan:	**Lynn Phillips, Cyfarwyddwr Corfforaethol Addysg**

Llwybr Adrodd								
Tîm Rheoli Cyfarwyddiaeth	**Tîm Arweinyddiaeth Gorfforaethol**	**Deiliad Portffolio/ Cadeirydd**	**Pwyllgor Archwilio**	**Pwyllgor Gwasanaethau Democrataidd**	**Pwyllgor Craffu**	**Pwyllgor Gweithredol**	**Cyngor**	**Arall (nodwch)**
25.11.20	25.11.20	03.12.20			15.12.20	15.12.20		

1. **Diben yr Adroddiad**

1.1 Diben yr adroddiad yw rhoi cyfle i'r Pwyllgor Craffu Addysg a Dysgu edrych yn fanwl ar gynnydd ar Gynllun Strategol Cymraeg mewn Addysg (WESP) 2017-2020 Blaenau Gwent a'r cynnig grant cyfrwng Cymraeg cysylltiedig.

2. **Cwmpas a Chefndir**

2.1 Mae Adran 84 Deddf Safonau a Threfniadaeth Ysgolion (Cymru) 2013 yn ei gwneud yn ofynnol i bob Cyngor baratoi Cynllun Strategol Cymraeg mewn Addysg (WESP).

2.2 Diben y WESP yw cyflwyno dull gweithredu a chyfeiriad strategol y Cyngor wrth ddatblygu a chyflenwi darpariaeth cyfrwng Cymraeg ac addysg Gymraeg. Cafodd y cynllun ei gymeradwyo gan y Pwyllgor Gweithredol a'i lofnodi gan y Cyfarwyddwr Corfforaethol yn 2016. Mae'r WESP wedi'i seilio a'i lywio gan Strategaeth Addysg Cyfrwng Cymraeg gyfredol Llywodraeth Cymru (Ebrill 2010) ynghyd â datganiad polisi ar gyfer 2015-16.

2.3 Gweledigaeth Llywodraeth Cymru yw gweld un filiwn o siaradwyr Cymraeg erbyn 2050. I gyflawni hynny mae Llywodraeth Cymru yn credu fod angen cyfarch y meysydd allweddol dilynol:

- mwy o blant mewn addysg cyfrwng Cymraeg;
- gwell cynllunio yng nghyswllt sut mae pobl yn dysgu'r iaith;
- cyfleoedd mwy hygyrch i bobl ddefnyddio'r iaith;
- seilwaith cryfach a chwyldro i wella darpariaeth ddigidol yn y Gymraeg; a
- newid yn y ffordd y siaradwn am yr iaith.

2.4 Yn ôl y cyfrifiad diweddaraf (2011), roedd 562,000 o siaradwyr Cymraeg yng Nghymru. Nod y strategaeth genedlaethol yw bron ddyblu nifer y siaradwyr Cymraeg erbyn canol y ganrif.

2.5 Mae Cynllun Strategol Cymraeg mewn Addysg 2017-20 Blaenau Gwent (gweler **Atodiad 1** am fwy o wybodaeth) yn alinio'n uniongyrchol gyda fframweithiau strategol Llywodraeth Cymru a hefyd y Cyngor ar y Gymraeg. Gellir crynhoi'r blaenoriaethau strategol a amlygwyd yn y ddrafft ddogfen WESP ar gyfer y tair blynedd nesaf fel sy'n dilyn:

- Codi proffil a lefelau cyfranogiad ar gyfer addysg cyfrwng Cymraeg ar draws y Fwrdeistref Sirol erbyn 2020, i gyfrannu at y weledigaeth o filiwn o siaradwyr erbyn 2050.
- Cynyddu'r cynnig darpariaeth blynyddoedd cynnar i ysgogi galw gan rieni i alluogi twf ar draws y Fwrdeistref Sirol.
- Cynyddu cyfraddau pontio o ddarpariaeth feithrin cyfrwng Cymraeg i Ysgol Gymraeg Bro Helyg gan 50% yn 2020.
- Gweithio'n rhanbarthol gydag awdurdodau lleol De Ddwyrain Cymru i sicrhau lleoedd ar gyfer disgyblion Blaenau Gwent mewn darpariaeth uwchradd cyfrwng Cymraeg rhwng 2017-2020 a thu hwnt.
- Gwella deilliannau disgyblion cyfrwng Cymraeg erbyn 2020 fel bod disgyblion yn codi eu huchelgais ac yn gwella eu cyfleoedd bywyd.

2.6 Cafodd cynllun WESP ei gymeradwyo'n ffurfiol gan Lywodraeth Cymru ym mis Mawrth 2018. Blaenau Gwent oedd y Cyngor cyntaf a'r unig Gyngor o fewn rhanbarth Consortiwm De Ddwyrain Cymru ar y pryd i gael cymeradwyaeth i'r cynllun heb unrhyw ddiwygiadau pellach.

2.7 Ynghyd ag adolygiad o'r WESP, caiff strwythur, aelodaeth a dogfennau cysylltiedig Fforwm Addysg Gymraeg Blaenau Gwent eu hadolygu a'u cryfhau'n flynyddol (gweler **Atodiad 2 –** Cylch Gorchwyl y Fforwm Addysg Gymraeg i gael mwy o wybodaeth).

2.8 Oherwydd pandemig COVID-19, 3 o bedwar cyfarfod y Fforwm Addysg Gymraeg a gynhaliwyd yn ystod blwyddyn academaidd 2019/20 gydag aelodaeth, presenoldeb ac ymgysylltu ar lefel uchel drwy'r cyfan. Mae partneriaid wedi sôn am effeithlonrwydd y Fforwm, sydd yn ei dro wedi cael argraff gadarnhaol ar aelodau, presenoldeb a deilliannau.

2.9 Yn ogystal, mae'r Rheolwr Trawsnewid Addysg yn gadeirydd Is-grŵp Cynllunio Rhanbarthol ar Leoedd a'r Galw am Ysgolion y Fforwm . Cyfarfu'r grŵp ddwywaith allan o 4 cyfarfod yn ystod blwyddyn academaidd 2019/20. Mae ffocws y grŵp fel sy'n dilyn:

- Cydlynu trefniadau arolwg ar y galw am addysg cyfrwng Cymraeg
- Canlyniad a dadansoddiad yr ymgynghoriad
- Hyrwyddo a chyfathrebu
- Adolygiad rhanbarthol o ddarpariaeth uwchradd, grant cyfrwng Cymraeg a chynigion Band B
- Ymgynghori a strategaeth/cynllun hyrwyddo.

2.10 Mae'r Cyngor wedi gweithio gydag awdurdodau cyfagos drwy'r Fforwm i ddatblygu llyfryn yn hyrwyddo manteision bod yn ddwyieithog. Caiff y ddogfen ei hadolygu'n flynyddol a'i rhannu gyda theuluoedd darpar ddisgyblion. Caiff

hefyd ei gysylltu gyda'r broses dderbyn a'i rhannu gyda gweithwyr iechyd proffesiynol, gosodiadau blynyddoedd cynnar, ysgolion a phartneriaid/gweithwyr proffesiynol eraill. Mae copi o'r llyfryn hefyd ar gael ar wefan y Cyngor.

2.11 Bu'n flwyddyn anodd i gynnal y cynnydd cryf a wnaed yn gysylltiedig â chyflenwi'r Cynllun Strategol Cymraeg mewn Addysg drwy gydol 2018/19. Fodd bynnag, mae'r awdurdod lleol a'i bartneriaid wedi parhau'n ymroddedig i gyflenwi WESP, gan hefyd gefnogi datblygu adnoddau ac ymgysylltu ledled yr awdurdod lleol yn ystod y cyfnod ymateb argyfwng ac ail-agor ysgolion yn ddilynol.

2.12 Mae hunanasesiad 2019/20 Blaenau Gwent yn seiliedig ar gynnydd allweddol yn unol â phob maes blaenoriaeth. Cafodd yr hunan-asesiad ei gynnal ar Oren, gyda chyfradd cwblhau o gymharu â chynllun gweithredu 2019/20 fel sy'n dilyn:

- 84% (neu 49 cam gweithredu) wedi eu cwblhau;
- 7% (neu 4 cam gweithredu) yn mynd rhagddynt; a
- 9% (5 cam gweithredu) yn cael eu datblygu.

Gweler yr Adroddiad Blynyddol a atodir i gael gwerthusiad mwy manwl o'r deilliannau **(Atodiad 3).**

Cynllun 10 Mlynedd Blaenau Gwent

2.13 Yn 2017 cynhaliodd Llywodraeth Cymru adolygiad cyflym o'r Cynlluniau a gynigiwyd gan awdurdodau lleol. Mae'r adolygiad yn cydnabod yr angen am newid, nid yn unig yn nhermau uchelgeisiau cynlluniau unigol, ond hefyd o ran y fframwaith deddfwriaethol a nodwyd gan Lywodraeth Cymru. Dangosodd yr adolygiad angen i newid y rheoliadau a'r canllawiau, ynghyd â newid sylweddol yn null cynllunio Llywodraeth Cymru ac awdurdodau lleol. Yn ddilynol, adolygodd Llywodraeth Cymru y fframwaith deddfwriaethol yn gysylltiedig gyda'r WESP, gyda'r ffocws allweddol ar greu fframwaith sy'n galluogi awdurdodau lleol i ddatblygu cynlluniau strategol hirdymor.

2.14 Cyn pandemig COVID-19, fe wnaeth Llywodraeth Cymru hi'n ofynnol i awdurdodau lleol gyflwyno eu drafft gynllun 10-mlynedd cyntaf i Weinidogion Cymru erbyn 31 Ionawr 2021; fodd bynnag, oherwydd y pandemig a gofynion ymateb argyfwng cysylltiedig, cafodd yr amserlen ar gyfer cyflwyno ei diweddaru. Yn dilyn y cyfnod drafftio ac ymgynghori dilynol, cafodd Rheoliadau Cynlluniau Strategol Cymraeg mewn Addysg (Cymru) 2019 (gweler **Atodiad 4** i gael mwy o wybodaeth), ynghyd â'r canllawiau drafft eu gosod ar 5 Rhagfyr 2019 a daethant i rym ar 1 Ionawr 2020 gyda disgwyl canllawiau diwygiedig ym mis Ionawr 2021. Mae'n rhaid i awdurdodau lleol gyflwyno eu drafft gynllun 1-mlynedd cyntaf i Weinidogion Cymru ar 31 Ionawr 2022, gyda'r cynllun yn dod i rym o fis Medi 2022. Bydd WESP presennol Blaenau Gwent yn parhau'n weithredol tan y dyddiad hwnnw.

2.15 Mae Llywodraeth Cymru yn disgwyl i gynlluniau awdurdodau lleol gynnwys y dilynol:

- Gweledigaeth glir a chryno yn seiliedig ar y targed a gytunwyd

- Proffil addysg lleol (nifer dysgwyr oedran ysgol, nifer pob ysgol dan bob categori, a'r nifer dysgwyr o fewn pob categori ysgol)
- Data allweddol ar gyfer pob deilliant (sylfaen uchel ac amcanestyniadau)
- Unrhyw gynlluniau lefel uchel neu ffactorau sy'n effeithio ar addysg yn y sir
- Nodau ac amcanion clir dan y 7 deilliant
- Cysylltiad clir rhwng sut mae pob agwedd o'r cynllun yn cyfrannu at y weledigaeth a'r targed cynhwysfawr
- Cysylltiad clir rhwng y cynllun a strategaethau eraill a meysydd polisi perthnasol awdurdodau lleol.

2.16 Mae Addysg eisoes wedi dechrau gweithio gyda Fforwm Addysg Gymraeg Blaenau Gwent i sefydlu drafft gynllun 10 mlynedd ar gyfer ymgynghori a chymeradwyaeth erbyn 31 Ionawr 2022. Daw'r cynllun i rym ar 1 Medi 2022 ar ôl derbyn cymeradwyaeth y Gweinidog. Trefnwyd gweithdy gyda gwasanaethau a phartneriaid perthnasol ym mis Rhagfyr 2020 i ddechrau gweithio ar y blaenoriaethau a'r broses ymgynghori gysylltiedig.

3. Opsiynau ar gyfer Argymhelliad

3.1 **Opsiwn 1:** Y Pwyllgor Craffu Addysg a Dysgu yn ystyried ac yn derbyn yr adroddiad a'r llwybr gweithredu cysylltiedig.

3.2 **Opsiwn 2:** Y Pwyllgor Craffu Addysg a Dysgu yn rhoi sylwadau'n gysylltiedig â gwelliannau y gellir eu gwneud, yn unol â gweithredu'r WESP presennol a datblygu WESP 10-mlynedd Blaenau Gwent.

4. Tystiolaeth o sut mae'r pwnc hwn yn cefnogi cyflawni'r Cynllun Corfforaethol / Cyfrifoldebau Statudol / Cynllun Llesiant Blaenau Gwent

4.1 Mae'n ofyniad statudol ar y Cyngor i baratoi dogfen WESP yn unol ag Adran 84 Deddf Safonau a Threfniadaeth Ysgolion (Cymru) 2014. Mae addysg yn flaenoriaeth yng Nghynllun Corfforaethol y Cyngor, gyda chynllunio lleoedd ysgol a mynediad i addysg cyfrwng Cymraeg yn unol â dewisiadau rhieni yn elfennau hanfodol yn hynny.

4.2 Mae'r WESP yn ganolog wrth sicrhau mynediad parhaus i a datblygu'r Gymraeg yn unol â nod Llywodraeth Cymru o filiwn o siaradwyr Cymraeg erbyn 2050. Mae addysg hefyd yn cyfrannu'n sylweddol at Gynllun Llesiant Blaenau Gwent yn Neddf Llesiant Cenedlaethau'r Dyfodol (Cymru), sy'n ei gwneud yn ofynnol i gyrff cyhoeddus weithio tuag at saith nod llesiant, un ohonynt yn 'Cymru â diwylliant bywiog lle mae'r Gymraeg yn ffynnu'. Mae gan y Cyngor ddyletswydd i hyrwyddo a hwyluso'r defnydd o'r Gymraeg a gweithio at y nodau llesiant. Mae gan y broses ar gyfer cynllunio addysg cyfrwng Cymraeg hefyd sail statudol dan Adran 48 Deddf 2013.

5. Goblygiadau pob Opsiwn

5.1 **Effaith ar y Gyllideb (effaith tymor byr a hirdymor)**

Nid oes unrhyw oblygiadau cyllidebol yn gysylltiedig gyda'r adroddiad hwn; fodd bynnag mae goblygiadau refeniw yn gysylltiedig gyda'r cynnig grant cyfrwng Cymraeg. Caiff y goblygiadau hyn eu hamlinellu mewn adroddiad ar wahân ac o fewn y ddogfen ymgynghori.

5.2 **Risg yn cynnwys Camau Lliniaru**

Mae'r goblygiadau dilynol yn berthnasol i Gynllun Strategol Cymraeg mewn Addysg 2017-20:

- Methiant i gyflawni'r deilliannau a'r targedau a sefydlwyd o fewn y cynllun - caiff hyn ei liniaru gan y trefniadau monitro helaeth sydd yn eu lle. Mae'r tîm Trawsnewid Addysg yn adolygu cynnydd yn fisol, ac wedyn rhoddir adroddiad bob tymor i'r Fforwm Addysg Gymraeg, eir ag ef drwy brosesau gwleidyddol y Cyngor a rhoddir adroddiad i Lywodraeth Cymru bob blwyddyn.
- Cydymffurfiaeth gyda dyletswydd statudol a gofynion deddfwriaethol – caiff hyn ei reoli yn unol ag adolygu a datblygu polisi a chanllawiau, ynghyd ag adnewyddu WESP ac adroddiadau blynyddol.
- Materion cynaliadwyedd o fewn y stad ysgol yn gysylltiedig ag addysg cyfrwng Cymraeg – caiff hyn ei reoli a'i liniaru gan ymgyrchoedd hyrwyddo blynyddol, asesiadau seiliedig ar alw, capasiti ysgolion ac amcanestyniadau. Mae'r model egin a gynigiwyd hefyd yn rhoi cyfle i gyfarch galw cudd, tra'n annog twf pellach.

5.3 **Cyfreithiol**

Mae'n ofyniad cyfreithiol ar y Cyngor i baratoi, gweithredu a diweddaru'r Cynllun Strategol Cymraeg mewn Addysg

5.4 **Adnoddau Dynol**

Datblygwyd y Cynllun Strategol Cymraeg mewn Addysg 2017/20 gan y tîm Trawsnewid Addysg, sy'n goruchwylio gweithredu ac adolygu'r cynllun o fewn Blaenau Gwent. Mae gan y Cyfarwyddwr Corfforaethol, gyda chefnogaeth y Tîm Arweinyddiaeth Gorfforaethol ehangach, rôl allweddol wrth sicrhau y caiff camau gweithredu allweddol cysylltiedig â staff eu cyflenwi'n effeithlon.

6. **Tystiolaeth Gefnogi**

6.1 **Gwybodaeth Perfformiad a Data**

Mae'r tîm Trawsnewid Addysg wedi cynnal adolygiad o'r cynllun gweithredu cysylltiedig yn ddiweddar (mae mwy o wybodaeth yn **Atodiad 3),** sy'n cyflawni'r diben o fonitro cynnydd o gymharu â deilliannau.

6.2 **Deilliant disgwyliedig i'r cyhoedd**

Mae'r WESP yn anelu i sicrhau, hwyluso, datblygu a gwella addysg cyfrwng Cymraeg, ynghyd â mynediad i ddarpariaeth gysylltiedig yn lleol.

6.3 **Ymgyfraniad (ymgynghoriad, ymgysylltiad, cyfranogiad)**

Mae anghenion ac ymgysylltiad rhanddeiliaid a defnyddwyr yn hollbwysig ac yn ffocws allweddol o WESP, ei weithrediad a'i fonitro. Cynhelir ymgynghoriad ar y Cynllun yn ystod y cyfnod cynhyrchu a chaiff ei adolygu'n flynyddol. Yn ychwanegol, caiff prosesau ymgynghori â'r cyhoedd a phartneriaid eu defnyddio i lywio datblygu, cynnydd a dysgu yn gysylltiedig â chyflenwi'r cynllun.

6.4 **Meddwl am yr Hirdymor (blaengynllunio)**

Mae'r WESP yn gydnaws â'r Cynllun Corfforaethol ac ar hyn o bryd yn cwmpasu'r cyfnod 2017 i 2022, gydag adolygiad pellach ar y gweill yn ystod 2021/22, a ddilynir gan gweithredu a chyhoeddi Cynllun 10-mlynedd newydd

yn 2022. Mae'r WESP yn rhoi dull gweithredu strategol ac mae'n sylfaen i gyfeiriad a chyflenwi darpariaeth ac addysg cyfrwng Cymraeg ym Mlaenau Gwent.

6.5 **Ffocws ataliol**

Mae'r WESP yn anelu i sefydlu targedau clir, siapio, llywio a gwella cyflenwi darpariaeth ac addysg cyfrwng Cymraeg. Mae'r cynllun hefyd yn ceisio mynd i'r afael â phroblemau a bylchau sy'n bodoli, gan wella cyflenwi, ymgysylltu a chydlyniaeth.

6.6 **Cydweithio/gweithio partneriaeth**

Mae Cynllun Strategol Cymraeg mewn Addysg Blaenau Gwent angen dull cydweithio yn nhermau datblygiad, gweithredu, monitro a dilyniant. Caiff hyn ei gynnal drwy'r Fforwm Cymraeg mewn Addysg, sydd â chynrychiolaeth eang o blith sefydliadau partner a grwpiau rhanddeiliaid; ac a gafodd ei sicrhau drwy brosesau gwleidyddol y Cyngor ac adroddiadau i Lywodraeth Cymru.

6.7 **Integreiddio (ar draws meysydd gwasanaeth)**

Mae Cynllun Strategol Cymraeg mewn Addysg Blaenau Gwent wedi'i alinio gyda gofal plant, addysg a chwarae blynyddoedd cynnar; cynllunio lleoedd disgyblion, trefniadaeth ysgolion, Ysgolion 21ain Ganrif a gwaith y Cyfarwyddiaeth Gwasanaethau Cymdeithasol ac Amgylchedd ac Adfywio. Mae'n hanfodol integreiddio gwasanaethau i sicrhau gweithredu effeithlon, tra hefyd yn sicrhau mynediad addas i addysg cyfrwng Cymraeg a darpariaeth gysylltiedig. Caiff y cynllun ei fonitro gan y Fforwm Cymraeg mewn Addysg, ac mae hefyd yn bwydo i fforymau allweddol arall h.y. Derbyn i Ysgolion, Bwrdd Rhaglen Ysgolion y 21ain Ganrif ac yn y blaen.

5.8 **Asesiad Sgrinio Effaith ar Gydraddoldeb a dynodi os oes angen asesiad effaith llawn**

Cafodd Asesiad llawn ei gwblhau yn unol â'r WESP, a benderfynodd nad oes unrhyw effaith negyddol ar y nodweddion gwarchodedig, gydag effaith gadarnhaol ar y Gymraeg. Mae'r polisi yn hyrwyddo cyfle cyfartal i bawb, yng nghyswllt cael mynediad i addysg cyfrwng Cymraeg a darpariaeth gysylltiedig.

7. **Trefniadau Monitro**

7.1 Mae Llywodraeth Cymru yn disgwyl diweddariad blynyddol ar y cynnydd a wnaed ar y WESP. Fel canlyniad, mae'r tîm Trawsnewid Addysg yn adolygu ac yn monitro'r WESP yn fisol, gan roi adroddiadau bob tymor i'r Fforwm Addysg Gymraeg ac adroddiadau blynyddol i Lywodraeth Cymru. Yn ychwanegol, eir ag adroddiadau datblygu a chynnydd y Fforwm drwy brosesau gwleidyddol y Cyngor yn flynyddol. Mae'r Cynllun Strategol Cymraeg mewn Addysg hefyd yn ffocws allweddol ar gyfer Bwrdd Rhaglen Ysgolion 21ain Ganrif a'r Fforwm Derbyn.

- **Atodiad 1 – Cynllun Strategol Cymraeg mewn Addysg 2017-20 Blaenau Gwent**

https://www.blaenau-gwent.gov.uk/en/council/policies-plans-strategies/blaenau-gwent-welsh-in-education-strategic-plan-20172020/

- **Atodiad 2 – Cylch Gorchwyl y Fforwm Addysg Gymraeg**

- **Atodiad 3 – Adroddiad Blynyddol WESP 2019**

- **Atodiad 4 – Rheoliadau Cynlluniau Strategol Cymraeg mewn Addysg (Cymru) 2019**
  http://www.legislation.gov.uk/wsi/2019/1489/made

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Fforwm Addysg Gymraeg Blaenau Gwent

Cylch Gorchwyl

Diben

Bydd y Fforwm yn cyfrannu at, yn cynllunio'n strategol, yn monitro ac yn gwerthuso Cynllun Cymraeg mewn Addysg (WESP) Cyngor Blaenau Gwent, i gefnogi targedau Llywodraeth Cymru o fewn Strategaeth Addysg Cyfrwng Cymraeg (2010) Llywodraeth Cymru.

Cylch Gwaith

Bydd y Fforwm yn rhoi sianel ffurfiol ar gyfer cyfathrebu rhwng Cyngor Blaenau Gwent, yr ysgolion cyfrwng Cymraeg a gynhelir a sefydliadau partner eraill a all gydweithio tuag at flaenoriaethau lleol a strategol.

Bydd y Fforwm yn:

- gweithredu fel grŵp ymgynghori, gan gyfrannu at ddatblygu, monitro a gweithredu'r WESP;
- datblygu a monitro cynllun gweithredu lleol;
- monitro'r galw am addysg cyfrwng Cymraeg;
- monitro darpariaeth addysg cyfrwng Cymraeg a phenderfynu fel grŵp ar waith tuag at ddatblygiadau yn y dyfodol; a
- darparu adroddiad blynyddol i Lywodraeth Cymru yn disgrifio cynnydd o ran gweithredu targedau WESP o gymharu â'r amserlen a gymeradwywyd.

Aelodaeth

Aelodau'r Fforwm fydd yr aelodau 'craidd' dilynol a benodir gan Swyddogion Cyfarwyddiaeth Addysg Blaenau Gwent:

- Pennaeth Trawsnewid Addysg a Pherfformiad
- Arweinydd Tîm Trawsnewid Addysg
- Swyddog Ysgolion 21ain Ganrif
- Datblygu Sefydliadol
- Rheolwr Cynhwysiant
- Rheolwr Trafnidiaeth
- Swyddog Cydraddoldeb
- Swyddog Cyfranogiad
- Rheolwr Gofal Plant a Chwarae Blynyddoedd Cynnar
- Rheolwr Gwasanaeth Ieuenctid

Cynrychiolwyr ysgolion:

- 1 cynrychiolydd Pennaeth ysgol gynradd Gymraeg
- 1 cynrychiolydd Ysgol Gyfun Gwynllyw
- 1 cynrychiolydd ysgol cyfrwng Saesneg

Sefydliadau partner:

- Mudiad Meithrin
- RhAG
- Urdd Gobaith Cymru
- Menter Iaith Blaenau Gwent
- Gwasanaeth Cyflawni Addysg – Arweinydd Systemau ar gyfer y Gymraeg
- Coleg Gwent
- Iechyd

Symud Aelodau

Bydd aelodau'r Fforwm yn peidio bod yn aelodau pan maent yn peidio dal y swydd y daethant yn gymwys drwyddi ar gyfer eu penodi. Ceisir cynrychiolydd arall mewn achosion o'r fath.

Cyfarfodydd o'r Fforwm

Bydd y Fforwm yn cwrdd o leiaf deirgwaith bob blwyddyn, unwaith bob tymor academaidd. Gellir galw cyfarfodydd ychwanegol mewn ymgynghoriad gyda'r Cadeirydd. Rhoddir o leiaf saith diwrnod gwaith o rybudd ysgrifenedig i aelodau o gyfarfodydd o'r Fforwm, heblaw os bydd argyfwng.

Bydd y tîm Trawsnewid Addysg yn darparu swyddogaeth gefnogi i'r Fforwm gan ddatblygu, casglu a chylchredeg dogfennau perthnasol i aelodau o leiaf saith diwrnod cyn pob cyfarfod ar ffurf electronig, gyda chopïau papur ar gael ar gais.

Cadeirydd ac Is-gadeirydd

Bydd y cadeirydd yn llywyddu dros gyfarfodydd y Fforwm. Caiff y cadeirydd a'r is-gadeirydd eu hethol yn y cyfarfod cyntaf a gynhaliwyd ar ddechrau'r flwyddyn academaidd. Cynhelir cyfarfodydd cyn-cynllunio gyda'r cadeirydd cyn pob cyfarfod o'r Fforwm.

Is-bwyllgorau

Gall y Fforwm sefydlu is-bwyllgorau lle mae angen i ystyried materion neilltuol drwy ddull gweithredu gorchwyl a gorffen. Bydd y Fforwm yn ystyried gwaith is-bwyllgorau o'r fath a byddwn yn gwneud argymhellion fel sy'n briodol.

Cyfrinachedd

Ar achlysuron, gellir rhannu gwybodaeth o natur gyfrinachol gydag aelodau'r Fforwm i gynorthwyo dealltwriaeth o'r mater dan drafodaeth. Mae'n rhaid i Aelodau'r Fforwm arsylwi cyfrinachedd gwybodaeth o'r fath.

Cyf Rheoli Fersiwn: 1.0	ADRODDIAD ADOLYGIAD BLYNYDDOL CYNLLUN STRATEGOL Y GYMRAEG MEWN ADDYSG (WESP) RHAGFYR 2019	Awdur: Claire Gardner Cymeradwywyd: Lynn Phillips

CYFLAWNIADAU ALLWEDDOL/UCHAFBWYNTIAU

Nodwch ddim mwy na 5 o'ch prif gyflawniadau/uchafbwyntiau yn yr adran yma.

1. Bu Blaenau Gwent yn llwyddiannus wrth sicrhau cymeradwyaeth cyllid Ysgolion 21ain Ganrif gan Lywodraeth Cymru ar gyfer gwaith ailfodelu Band B yn Ysgol Gymraeg Bro Helyg. Mae Addysg yn mynd ag adroddiad drwy brosesau gwleidyddol y Cyngor sy'n anelu i fynd â phrosesau ymgynghori statudol ymlaen yn unol â'r cynnig i greu ysgol gynradd cyfrwng Cymraeg gyda 210 lle yn ardal Tredegar/ Cwm Sirhywi.
2. Mae nifer y disgyblion ar y gofrestr, ynghyd â'r rhai sy'n gwneud cais am le yn Ysgol Gymraeg Bro Helyg, yn parhau i gynyddu gyda thueddiad cadarnhaol i'w weld dros y 3 blynedd ddiwethaf yng nghyswllt y dosbarthiadau meithrin a derbyn. Yn ychwanegol, roedd y cyfraddau trosglwyddo rhwng cynradd ac uwchradd yn parhau yn 100% ar gyfer 2019/20.
3. Mae Cyngor Blaenau Gwent wedi datblygu cynllun marchnata a chyfathrebu cryf, sy'n targedu a hyrwyddo manteision bod yn ddwyieithog, tra hefyd yn sefydlu dulliau priodol ar gyfer ymgysylltu ac ymgynghori gyda rhanddeiliaid, er mwyn llywio blaenoriaethau strategol allweddol.
4. Mae cynrychiolaeth, presenoldeb ac amlder cyfarfodydd y Fforwm Addysg Gymraeg yn parhau'n gryf, gyda phartneriaid wedi ymrwymo'n gadarn i ac yn cydnabod effeithlonrwydd Fforwm Blaenau Gwent. Canmolodd partneriaid waith y Fforwm fel enghraifft o arfer da. Hefyd mae is-grŵp POSP y Fforwm yn parhau i gwrdd yn rheolaidd i gefnogi cynigion ar gyfer twf a datblygu ar sail ranbarthol ac eto, i lywio cynllunio strategol.
5. Mae ffigurau Sabothol Cymraeg mewn Blwyddyn yn cynyddu flwyddyn ar flwyddyn, roedd 8 wedi cofrestru yn 2019/20 ac mae 13 yn 2020/21. Mae gan EAS 14 lle ar gael i bob ardal yn flynyddol ac yn derbyn mwy o ddatganiadau diddordeb. Mae angen i ysgolion, llywodraethwyr ac unigolion sy'n cymryd rhan fod ag ymroddiad i'r cwrs cyn iddynt gael cyfweliad a chael eu derbyn. Caiff yr hyfforddiant ei gyflenwi o bell a drwy ddulliau cyfunol eleni.

CRYNODEB O'R CYNLLUN YN GYFFREDINOL

Gwyrdd/Oren/Coch. Nodwch eich targed cyfredol, eich cyflawniad eleni a hunan-asesiad o goch, oren neu wyrdd. Hunanasesiad Blaenau Gwent 2018/19 = **Oren**, gyda chyfradd cwblhau cynllun gweithredu 2019/20 yn 84% (neu 49 cam gweithredu) gyda 7% (4) cam gweithredu yn mynd rhagddynt a 9% (5) heb ddechrau. Mae hyn yn is eleni oherwydd cyfyngiadau Covid 19, oedd tu allan i'n rheolaeth.

DATA BLYNYDDOL ALLWEDDOL

Medi 2020, 28 disgybl Bl. 2 (cohort 785) yn cynrychioli 3.56% o'r cohort. Medi 2020, 27 disgybl Bl. 3 (cohort 743), 3.63% o'r cohort. Roedd 44 wedi ymrestru ar gyfer Meithrin ym mis Medi 2020 a 37 Dosbarth Derbyn gyda 11 arall i ddechrau ym mis Ionawr 2021. Blynyddoedd Cynnar – cyfradd trosglwyddo Gwdihŵ Brynithel i ysgol gynradd cyfrwng Cymraeg 1 allan o 25 (4.76%) a Helyg Bychan i ysgol gynradd cyfrwng Cymraeg 13 allan o 20 (68.9%).

ALINIAD GYDA'R MEYSYDD POLISI ALLWEDDOL

E.e.; Asesiadau Digonolrwydd Gofal Plant, Rhaglen Ysgolion a Cholegau y 21ain Ganrif. Defnyddir data Asesiad Digonolrwydd Gofal Plant a diweddariadau dilynol i lywio'r Cynllun a chamau gweithredu cysylltiedig ar lefel strategol a gweithredol. Aiff Rhaglen Ysgolion y 21ain Ganrif Blaenau Gwent ati i wella a datblygu darpariaeth addysg cyfrwng Cymraeg yn lleol, gyda'r prosiect Band B arfaethedig cyntaf yn cael ei ddatblygu, sef prosiect ailfodelu i wella'r amgylchedd addysgu a dysgu yn Ysgol Gymraeg Bro Helyg. Mae'r Cynnig Gofal Plant a'r Grant Gofal Plant o fewn Blaenau Gwent hefyd wedi alinio'n agos gyda'r WESP ac yn anelu i wella a datblygu darpariaeth blynyddoedd cynnar a gofal plant yn y Gymraeg, opsiynau a chyfleoedd.

Dylech amlinellu risgiau penodol ar lefel yr Awdurdod Lleol sydd neu a fedrai yn y dyfodol effeithio ar gyflawni eich amcan.

1. Mae risg yng nghyswllt gweithredu cynnig Grant Cyfrwng Cymraeg Blaenau Gwent y cynhelir broses ymgynghori statudol arno .
2. Yn sgil pandemig COVID-1 mae risg gyda throsglwyddo rhwng y blynyddoedd cynnar a'r cyfnod sylfaen, gan olygu y gallai niferoedd ostwng.
3. Mae risg y bydd yr awdurdod lleol yn methu ymrwymo partneriaid yn natblygiad y cynllun 10 mlynedd, oherwydd COVID-19.

1. Bydd Addysg yn mynd ag adroddiad drwy brosesau gwleidyddol y Cyngor i ddechrau ymgynghoriad statudol ym mis Rhagfyr 2020.
2. Mae dulliau ymgysylltu a chynlluniau eraill yn eu lle rhwng yr ysgol a darparwyr. Mae'r Fforwm Addysg Gymru a'r Is-grŵp Cyfathrebu cysylltiedig yn monitro'n agos ar hyn.
3. Mae cynllun manwl ac amserlen yn cael eu datblygu ac mae partneriaid wedi ymrwymo i'r gweithdy cynllunio cyntaf ym mis Rhagfyr 2020.

GWEITHREDU A MONITRO

Nodwch eich dulliau a phrosesau mewnol ar gyfer monitro cynnydd, yn ogystal â'r gwaith monitro drwy'r Fforwm Addysg Gymraeg.

Mae'r Fforwm yn cwrdd bob tymor gan ddynodi arweinwyr deilliannau ar gyfer pob maes. Mae'r arweinwyr deilliannau'n cefnogi'r tîm Trawsnewid Addysg i olrhain, monitro a chasglu data yn gysylltiedig â'u meysydd deilliannau eu hunain a monitro cynnydd ar y targedau cysylltiedig.

Mae gan y Cyngor broses yn ei lle ar gyfer cynllunio camau gweithredu, er mwyn monitro a chasglu data ar gynnydd a gwybodaeth am yr hyn a gyflawnir o gymharu â'r WESP bob blwyddyn. Ceisir diweddaru hyn bob tymor gyda diweddariad yn nhymor yr hydref a chyfarfod y Fforwm wedyn yn canolbwyntio ar gynnydd blynyddol o gymharu â'r deilliannau a thargedau cysylltiedig.

Caiff adroddiad ei lunio yn nhymor yr hydref bob blwyddyn ac eir ag ef drwy brosesau gwleidyddol y Cyngor ac mae ym mlaenraglennni gwaith y Pwyllgor Craffu a hefyd y Pwyllgor Gweithredol fel rhan o'r cylch blynyddol er mwyn llywio dysgu a chynlluniau ar gyfer y flwyddyn olynol.

Sefydlwyd grŵp Gorchwyl a Gorffen ar gyfer y cynllun 10-mlynedd newydd fydd yn cwrdd yn Rhagfyr 2020 i gytuno ar ddull gweithredu cydlynus.

CERRIG MILLTIR EDRYCH I'R DYFODOL

Nodwch unrhyw ddatblygiadau/cerrig milltir sylweddol sydd ar y gweill ar gyfer y flwyddyn nesaf.

- Cyflawni Prosiect Ailfodelu Blaenau Gwent dan Raglen Band B Ysgolion 21ain Ganrif y Cyngor.
- Bydd Addysg yn anelu i ddechrau'r broses ymgynghori statudol yn unol â'r cynnig i greu ysgol gynradd cyfrwng Cymraeg 210 lle yn ardal Tredegar/cwm Sirhywi.
- Mae'r Cyngor yn anelu cynnal ymgynghoriad/profion marchnad ddechrau 2012 i fod yn sail i ddatblygiad strategaeth farchnata a hyrwyddo y Cyngor yn cynnwys: datblygiadau ac adnoddau seiliedig ar y we.
- Mae'r Cyngor yn anelu i ddatblygu cynllun drwy Is-grŵp POSP a Galw Consortiwm De Ddwyrain Cymru i sicrhau datrysiad rhanbarthol i ddarpariaeth uwchradd cyfrwng Cymraeg erbyn 2027.
- Mae Cylch Meithrin newydd yn Nhredegar wedi cofrestru gydag Arolygiaeth Gofal Cymru. Bydd y prosesau recriwtio staff yn agor yn 2021.
- Caiff cynllun peilot ei sefydlu drwy Sefydlu a Llwyddo Mudiad Meithrin gyda Buds to Blossom yn Beaufort i ddarparu sesiynau cylch meithrin ar gyfer y plant yn eu gofal.
- Mae Cylch Meithrin Gwdihŵ (Brynithel) yn ymestyn eu gwasanaethau i ddarparu sesiynau diwrnod llawn 9am-3pm gan ddod yn ddarparydd Addysg. Gallai hyn gynyddu'r galw am leoedd yn y dosbarth derbyn ym Mro Helyg o Frynithel.
- Mae'r Cyngor yn anelu i ddatblygu ac ymgynghori ar ddrafft Gynllun WESP 10-mlynedd.

Dylech gynnwys crynodeb byr o'ch cynnydd dan bob amcan.

Deilliant 1: Sicrhawyd cynnydd cryf o fewn y maes deilliant hwn, fodd bynnag oherwydd y cyfyngiadau yn gysylltiedig gyda phandemig COVID-19, cafodd cynnydd yn ymwneud ag ymgysylltu wyneb yn wyneb ei atal. Adolygwyd llyfrynnau manteision bod yn ddwyieithog a defnyddio cyfryngau cymdeithasol i hyrwyddo gofal plant ac addysg Gymraeg ynghyd ag ymgysylltu rhithiol a'u datblygu ymhellach ystod y cyfnod hwn. Mae'r tîm yn parhau i fonitro cyflenwi'r deilliant hwn ac yn ymchwilio dulliau eraill o ymgysylltu a hyrwyddo. Caiff y galw, marchnata a hyrwyddo eu gyrru gan is-grŵp Cyfathrebu y Fforwm Addysg Gymraeg lleol, ynghyd â datblygiadau allweddol gan Grŵp POSP a Galw am Leoedd rhanbarthol. Mae cynlluniau pellach ar gyfer y we a marchnata yn cael eu datblygu i'w gweithredu drwy gydol 2021. Gwnaed hyrwyddo yn rhithiol gydag unigolion yn cael eu cyfeirio ar-lein at y llyfryn dwyieithog. Mae nifer disgyblion yn yr ysgol gynradd yn parhau i gynyddu.

Deilliant 2: Gwnaed cynnydd da yn gyffredinol, fodd bynnag cafodd trosglwyddo a hyrwyddo eu cyfyngu ar sail wyneb i wyneb, gan sefydlu dulliau eraill o gyfathrebu ac ymgysylltu. Mae Ysgol Gymraeg Bro Helyg yn parhau i fod â pherthynas waith gadarnhaol gyda'r sectorau gofal plant, blynyddoedd cynnar ac uwchradd. Mae'r galw am leoedd meithrin a dosbarth derbyn Cymraeg yn parhau i gynyddu (yn unol â data genedigaethau byw). Mae trosglwyddo uwchradd yn parhau i fod yn gryf gyda 100% o ddisgyblion cynradd Ysgol Gymraeg Bro Helyg yn trosglwyddo i Ysgol Gyfun Gwynllyw. Mae trafodaethau'n cael eu cynnal yn rhanbarthol gyda sicrhau darpariaeth uwchradd hirdymor i ddysgwyr Blaenau Gwent, ynghyd â rhai mewn awdurdodau cyfagos, yn unol â chynnig CBS Torfaen i ymestyn ystod oedran Ysgol Gyfun Gwynllyw. Yn ychwanegol, un o nodau allweddol Prosiect Ailfodelu Band B fydd gwella a datblygu amgylchedd addysgu a dysgu Ysgol Gymraeg Bro Helyg i gryfhau a gwella darpariaeth a throsglwyddo – yn y blynyddoedd cynnar a hefyd uwchradd. Mae Cylch Meithrin Gwdihŵ (Brynithel) yn y broses o ymestyn eu gwasanaethau i sesiynau diwrnod llawn 9am - 3pm ac yn mynd drwy'r broses o ddod yn ddarparydd Addysg, gallai hyn gynyddu'r galw yn nosbarth derbyn Bro Helyg o Frynithel.

Deilliant 3 a 4: Oherwydd effaith pandemig COVID-19, cafodd clybiau ieuenctid a chyfleoedd a darpariaeth ymgysylltu helaethach cysylltiedig eu hoedi, gydag ymgysylltu o bell/ar-lein yn cael ei sefydlu yn lle. Cafodd y sefyllfa ei gwaethygu oherwydd i staff o'r ddau wasanaeth gael eu rhoi ar ffyrlo. Mae'r Gwasanaeth Ieuenctid a'r Urdd yn ymchwilio datblygu darpariaeth Gymraeg ar-lein ar gyfer pobl ifanc. Cafodd cynnydd ar darged 2019/20 i godi defnydd y Gymraeg tu mewn/allan yr ystafell ddosbarth gan 15% (fel yn y 2 flynedd flaenorol) ei atal, fodd bynnag bu cyfleoedd ar gael ar-lein ers mis Medi 2020. Bydd ffocws cynyddol yn y maes hwn yn 2021.

Deilliant 5: Gwnaed cynnydd da, fodd bynnag cafodd y pandemig effaith negyddol ar gynnydd oherwydd yr angen i sefydlu angen ac adnoddau a dulliau eraill i hyrwyddo datblygu sgiliau yn y Gymraeg ac adnoddau dysgu cyfunol i gefnogi addysgu'r Gymraeg a'r Gymraeg fel Ail Iaith.

Deilliant 6: Gwnaed cynnydd da yn lleol a rhanbarthol wrth lywio polisi ac ymarfer. Mae'r gwaith o ddatblygu adnoddau Cymraeg yn mynd rhagddo ac wedi cryfhau dros y flwyddyn ddiwethaf. Mae gwaith yn y maes hwn yn mynd rhagddo yn unol â'r datblygiadau polisi a deddfwriaethol diweddaraf.

Deilliant 7: Gwnaed cynnydd da yn y maes deilliant hwn, gyda nifer o ysgolion ym Mlaenau Gwent eisoes yn cymryd rhan yng nghynlluniau a chyfleoedd datblygu proffesiynol parhaus cyfrwng Cymraeg. Yn ystod sesiwn academaidd 2019/20 ymrestrodd 8 o staff ar gyfer cyfle sabothol Cymraeg mewn blwyddyn gyda 13 arall wedi ymrestru yn ystod sesiwn academaidd 2020/21.

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Executive Committee and Council only

Date signed off by the Monitoring Officer: N/A

Date signed off by the Section 151 Officer: N/A

Committee: **Education and Learning Scrutiny Committee**

Date of meeting: **15th December 2020**

Report Subject: **Improving Schools Programme 2020**

Portfolio Holder: **Cllr J Collins, Executive Member for Education**

Report Submitted by: **Lynn Philips, Corporate Director of Education**

Reporting Pathway								
Directorate Management Team	**Corporate Leadership Team**	**Portfolio Holder / Chair**	**Audit Committee**	**Democratic Services Committee**	**Scrutiny Committee**	**Executive Committee**	**Council**	**Other (please state)**
26.11.20	26.11.20	27.11.20			15.12.20	13.01.21		

1. Purpose of the Report

1.1 The purpose of the report is to provide Scrutiny Committee with an overview of those schools over the last 3 years that have presented as a cause for concern, their progress and the work delivered or currently underway to continue to support improvement.

NB. Members will be aware that the presentation of this report has been delayed as a result of the suspension of business as usual activities, but is now presented to ensure that members are made aware of the improvement journey of some schools.

2. Scope and Background

2.1 The report covers all schools and settings within the County Borough identified by the Education Directorate, supported by the EAS and/or Estyn as needing to improve.

2.2 The Blaenau Gwent Improving Schools Programme operates within the regional arrangements for supporting schools across South East Wales and aligns with the regional policies and processes for school monitoring, evaluation, support and intervention. The regional arrangements build on the national frameworks and guidance and in particular the National Framework for Categorising Schools and the School Standards and Organisation (Wales) Act 2013. The background to categorisation is explained further in Appendix 1.

2.3 The Blaenau Gwent Improving Schools Programme focuses particularly on those schools which need to secure improvement in schools categorised as Amber and Red.

3. **Options for Recommendation**

3.1 **Option 1**
Members are asked to scrutinise the information detailed within the report and contribute to the continuous assessment of effectiveness by making appropriate recommendations to the Executive Committee.

3.2 **Option 2**
Accept the report as provided.

4. **Evidence of how does this topic supports the achievement of the Corporate Plan / Statutory Responsibilities / Blaenau Gwent Well-being Plan**

4.1 **Corporate Improvement Plan**

Outcome Statement 2020/22	Corporate Plan activity
Support a fairer sustainable economy and community	• Support all learners to achieve improved outcomes • To improve pupil outcomes, progress and wellbeing

4.2 **Statutory Responsibility**
The School Standards and Organisation (Wales) Act 2013 consolidates, clarifies and reforms the law in relation to intervention in schools causing concern. The Welsh Government's statutory guidance for schools causing concern (February 2014) details the local authority powers of intervention in schools causing concern, the grounds on which those powers can be invoked and the procedures governing the intervention process. A further explanation of this is explained further in Appendix 1, which includes the LA powers of intervention.

4.3 **Blaenau Gwent Wellbeing Plan Objectives**
This report is in line with the following objectives as set out in the Blaenau Gwent Wellbeing Plan:

- Blaenau Gwent wants everyone to have the best start in life.
- Blaenau Gwent wants safe and friendly communities.

5. **Implications Against Each Option**

5.1 **Impact on Budget**
There are no direct financial implications for this report. However, the Council allocates approximately £42.8m to schools via the Individual Schools Budget (ISB) to provide high quality education and to improve pupil outcomes.

Blaenau Gwent continues to make a financial contribution to the regional EAS arrangements of approximately £364,000 from the core Education Directorate revenue budget. The EAS is the Council's commissioned school improvement service who work directly with schools to provide professional challenge and

support to improve. The Education Directorate holds the EAS to account for the impact and effectiveness of their work in schools in Blaenau Gwent.

5.2 **Risk including Mitigating Actions**

The strategic risk is associated with underperformance and ineffective processes to improve performance and progress in identified schools. Failure to raise standards is identified as a key risk to the Council, both in terms of reputation and pupil life chances. This is reflected in the Corporate Risk Register, Education Directorate and EAS risk registers.

Mitigating actions include the routine monitoring of quantitative and qualitative information, regular quality assurance meetings between the Council and the EAS, regular quality assurance meetings within the Education Directorate and across teams, school inspection findings and school categorisation results.

The progress schools make in their School Development Plans is monitored on a half-termly basis. School attendance and exclusion figures are monitored on a fortnightly basis. School's safeguarding processes are also closely monitored.

Holistic support packages are devised via regular internal Council services meetings between OD, finance, health and safety, education and school governor support services. Through ongoing robust self-evaluation processes school level performance data is regularly analysed and evaluated to identify emerging trends or possible underperformance.

The quality of provision i.e. the quality teaching and learning in classrooms is monitored and supported via the EAS. The quality of school leadership is also supported extensively by the EAS via a range of programmes and school-to-school networks.

5.3 **Legal**

The improving schools programme operates within the legal framework of the School Standards and Organisation (Wales) Act 2013

5.4 **Human Resources**

There are no direct staffing or workforce implications arising from this report.

6. **Supporting Evidence**

6.1 **Performance Information and Data**

6.1.1 **School Categorisation**

All schools are categorised on an annual basis in accordance with the National Model for Categorisation. The process has taken place at a regional level and for the last 3 years' national moderation has confirmed that the regional process is robust. Appendix 1 shows the significant reduction in the level of support that Blaenau Gwent schools require for the period 2017 to

2019. Members will be aware that there is no national categorisation process planned for the end of this year as a result of the COVID-19 pandemic.

6.1.2 **Schools in the Red and Amber Categories that have made positive progress (2018 to 2020)**

Appendix 1 details the progress of the following schools;-

- Ebbw Fawr Learning Community (Red to Yellow),
- St Joseph's RC Primary (Amber to Yellow)
- St Mary's RC Primary (Yellow (in year) to Amber to Yellow),
- Rhos-y-Fedwen (Yellow to Amber (in year) to Yellow)
- Brynbach Primary School (Yellow to Amber to Yellow)
- Glyncoed Primary School (Yellow to Amber (in year)

6.1.3 **Schools Causing Concern**

6.1.4 **Schools - Support 2019 to 2020**

Appendix 1 details the additional support that is now provided to Sofrydd Primary School (Yellow to Amber). It is pleasing to report, however, that Glyncoed Primary School has been removed from the schools causing concern protocols in 2020.

6.1.5 **Schools in Receipt of a Statutory Warning Notice (Red)**

Appendix 1 details the arrangement and progress for the two schools, Abertillery Learning Community and Brynmawr Foundation School that are in receipt of a Statutory Warning Notice.

6.2 **Expected outcome for the public**

6.2.1 **Involvement (consultation, engagement, participation)**

The regional policy for monitoring, evaluation and intervention in schools through the categorisation process is derived from the National Categorisation Framework, but has been evolved through the engagement of a variety of stakeholders including schools and members of governing bodies.

A range of Council departments and external partners are involved in delivering programmes to support schools requiring improvement. Monitoring progress towards targets enables effective targeting of support.

6.2.2 **Thinking for the Long term (forward planning)**

Analysis of aggregate school performance data is a key element in ensuring that schools are known well by the Council so that appropriate support and intervention can be directed towards areas of greatest need.

Robust monitoring of school performance facilitates support for schools to ensure that schools maintain high quality outcomes in the longer term.

6.2.3 **Preventative focus**

Through effective monitoring and evaluation of school performance, early identification of emerging areas for improvement can be achieved with consequent early intervention to secure improvement.

The effectiveness of the Council's monitoring, evaluation and intervention programmes ensure that preventative action is taken early in order to minimise the escalation of concerns.

6.2.4 **Collaboration / partnership working**

The Council collaborates with neighbouring local authorities through the South East Wales Consortium for the provision of school improvement services through the Education Achievement Service (EAS).

The Council also secures a range of pupil support services such as Hearing Impaired, Visually Impaired, Speech and Language and Ethnic Minority support services through regional collaboration.

Within the Council, the school improvement, transformation and inclusion leadership teams ensure that there is a coordinated approach to supporting schools in the Education Directorate and across the Council as a whole.

6.2.5 **Integration (across service areas)**
The Council commissions its school improvement function on regional basis.

6.3 **EqIA**
There is no requirement for EQIA assessment since this is not a change of policy or practice. However, implementation of the council's monitoring, evaluation and intervention practice in schools has a positive impact on children and young people and on staff within a particular school. By improving the quality of education, standards are improved for all children and young people. Through the Council's school improvement strategy, particular focus is given to vulnerable learners and those who are at risk of underachievement.

7. **Monitoring Arrangements**

7.1 Monitoring of school improvement is an important mechanism for ensuring that members of the Education Scrutiny Committee and the Executive are sufficiently informed to enable them to hold the Education Directorate and EAS to account effectively for the quality of education provision and most importantly pupil outcomes.

Background Documents /Electronic Links

Appendix 1 – Improving Schools Programme

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Appendix 1

Improving Schools Programme

1.0 School Categorisation

The national framework for the categorisation of schools is based on a staged process. For the 2020 academic year, this process has been suspended and further guidance from Welsh Government is awaited. In the interim the regional identification support level is now classified as high, medium, low and self-improving. However, in terms of the judgements shown in this report on the overall category of support are based on a four-colour model, green, yellow, amber, and red, with 'green' denoting the category where least support is needed.

The Blaenau Gwent Improving Schools Programme focuses particularly on those schools which need to secure improvement in schools categorised as Amber and Red.

In the case of schools categorised as Amber, the school's Challenge Adviser works with the school to create a single plan i.e. the school development /improvement plan, which defines the support available through the Local Authority and the Education Achievement Service (EAS).
In the case of schools categorised as Red, the school's Challenge Adviser works with the school to create a single plan i.e. the school development plan, which defines the support available through the Local Authority and the Education Achievement Service (EAS). Unlike with schools categorised as Amber, this could include interventions made under the Local Authority's formal powers as detailed in School Standards and Organisation (Wales) Act 2013. In cases where such schools have been placed, by Estyn in the categories of either requiring significant improvement or special measures then the School Development Plan will form a part of the Post Inspection Action Plan (PIAP) and are categorised as Red. The Local Authority will draft a plan of support for the school, in partnership with the EAS, and this is known as the Local Authority Statement of Action. This LA plan supports the school to realise its PIAP.

In the schools requiring such improvement regular half-termly Schools Causing Concern meetings (SCC) are held, which in the case of Blaenau Gwent Schools are chaired by the Executive Member for Education and are attended by the Headteacher, Chair of Governors, Director of Education, Strategic Education Improvement Manager, Principal Challenge Adviser and EAS representatives. During these meetings the school presents and evidences the progress it has made against its agreed action points, and the panel also considers the appropriateness and impact of the support and intervention provided. The panel considers and evaluates the extent of progress the school is making against the action points set out in the School Development Plan or Post Inspection Action Plan, (if the school is in an Estyn Category). Following each meeting, the Schools Causing Concern Panel evaluates the progress that the school has made and determines the

next steps which should be taken in relation to supporting the school. This can include the invocation of formal powers of intervention should that be considered appropriate.

2.0 Statutory Responsibility

The School Standards and Organisation (Wales) Act 2013 consolidates, clarifies and reforms the law in relation to intervention in schools causing concern. The Welsh Government's statutory guidance for schools causing concern (February 2014) details the local authority powers of intervention in schools causing concern, the grounds on which those powers can be invoked and the procedures governing the intervention process. The guidance also summarises the powers of Welsh Minister to intervene in schools where the local authority has failed to do so or has done so inadequately. This includes the Welsh Ministers' powers to direct the local authority to close a school.

The statutory guidance defines a "school causing concern" as one which is:

- Subject to a Warning Notice issued under the 2013 Act.
- Not subject to Warning Notice but meets one or more of the six grounds for intervention and there is a related risk to the health and safety on any person that calls for urgent intervention
- Deemed by Estyn to require significant improvement.
- Deemed by Estyn to require special measures.

Under the terms of the Act, a school will be "eligible for intervention" where one of the following six grounds for intervention exist:

- Ground 1: The standards of performance of pupils at the school are unacceptably low.
- Ground 2: There has been a breakdown in the way the school is managed or governed.
- Ground 3: The behaviour of pupils at the school or any action taken by those pupils or their parents is severely prejudicing, or is likely to severely prejudice, the education of any pupils at the school.
- Ground 4: The safety of pupils or staff at the school is threatened (whether by a breakdown of discipline or otherwise).
- Ground 5: The governing body or head teacher has failed, or is likely to fail, to comply with a duty under the Education Acts.
- Ground 6: The governing body or head teacher has acted, or is proposing to act unreasonably in the exercise of any of its or his or her functions under the Education Acts.

Should the LA determine that grounds for intervention exist, the LA must issue a warning notice to the school governing body setting out:

- the grounds for intervention,
- the reasons why the LA is satisfied that the grounds for intervention exist,
- the action which the governing body is required to take
- the period in which the action is to be taken by the governing body

- the action the LA is minded to take should the governing body not take the required action or make sufficient progress.

In the case of a foundation, voluntary aided or voluntary controlled school the LA will work in partnership with the relevant bodies.

A school is also eligible for intervention where:

- the school has been deemed by Estyn to require significant improvement or special measures. (In both these cases there is no requirement to issue a warning notice prior to intervention.)

and/or,

- one or more of the grounds 1- 6 exist and/or there is a related risk to the health or safety of any person that calls for urgent intervention.

Local Authority powers of intervention

Under Section 5 of the Act, the LA is able to intervene in schools causing concern in the following ways:

1. Direct the governing body to secure advice or collaborate with another school
2. Appoint additional governors and nominating a new Chair
3. Appoint an Interim Executive Board
4. Suspend the delegated authority for the governing body to manage the school's budget
5. Direct the governing body to take certain action or to desist from taking certain action.

A school remains eligible for intervention by the LA until one of the following events takes place:

- the authority gives notice that it is satisfied that the grounds for interventions that have been dealt with or that using its powers of intervention would not be appropriate for any other reason; and/or,
- the Welsh Ministers determine that the power to intervene is no longer in effect and give notice in writing to the local authority and the governing body of their determination.

3.0 Performance Information and Data

All schools are categorised on an annual basis in accordance with the National Model for Categorisation. The process takes place at a regional level and for the last 3 years' national moderation has confirmed that the regional process is robust.

3.1 School Categorisation January 2018

Overall, in January 2018 the National School Categorisation performance indicated an improvement when compared with the previous year in terms of the number of green schools:

- The number of Red schools remained the same. One school remains categorised as Red (Abertillery Learning Community), one school (Ebbw Fawr Learning Community) moved to Amber, but one school (Brynmawr Foundation) moved from Yellow to Red.
- 4 schools were categorised as Amber (The River Centre, Ebbw Fawr Learning Community, Rhos-y-Fedwen Primary and St Illtyd's Primary)
- 11 schools were categorised as yellow
- 8 schools were categorised as green (All Saints RC Primary, Beaufort Hill Primary, Deighton Primary, Georgetown Primary, Glanhowy Primary, Pen-y-Cwm Special, St Mary's CiW Primary and Tredegar Comprehensive School). This is again an improvement on the previous year.

3.2 **School Categorisation January 2019**

Overall, in January 2019 the National School Categorisation performance indicated further continued improvement when compared with the previous year in terms of the number of green and yellow schools:

- The number of Red schools remains the same **(2).** Two schools remained categorised as Red (Abertillery Learning Community and Brynmawr Foundation School).

- **2** schools were categorised as Amber (One school Rhos-y-Fedwen Primary remained as Amber with Brynbach Primary School being categorised from yellow to amber due to the need to provide additional support. Overall, this represented a reduction of 2 schools compared to the previous year.

- **10** schools were categorised as yellow (Coed- y Garn Primary, Glyncoed Primary, St Joseph's Primary, St Mary's RC Primary, Sofrydd Primary Ysgol Gymraeg Bro Helyg, Ystruth Primary with a further 3 schools moving from Amber to Yellow, including the River Centre, EFLC and St Illtyd's Primary)

- **11** schools were categorised as Green (All Saints RC Primary, Beaufort Hill Primary, Deighton Primary, Georgetown Primary, Glanhowy Primary, Pen-y-Cwm Special, St Mary's CiW Primary and Tredegar Comprehensive School with a further 3 schools moving from Yellow to Green, including Blaen-y Cwm Primary, Cwm Primary and Willowtown Primary). This is again an improvement on the previous year and over a three-year period represents a significant improvement in the percentage of schools categorised as either Yellow or Green and demonstrates the improved capacity and leadership within our schools.

3.3 **School Categorisation January 2020**

Overall, in January 2020 National School Categorisation performance indicated further sustained improvement over the period.

- The number of Red schools remained the same **(2).** Two schools remain categorised as Red (Abertillery Learning Community and Brynmawr Foundation School), as both schools are in an Estyn category.

- **2** schools were categorised as Amber (Glyncoed Primary School and Sofrydd Primary School.)

- **10** schools were categorised as Yellow (Coed-y Garn Primary, Ebbw Fawr Learning Community, St Illtyd's Primary, St Joseph's Primary, St Marys RC Primary , Ysgol Gymraeg Brohelyg, River Centre with a further 2 schools moving from Amber to Yellow (Brynbach Primary and Rhos-y-Fedwen Primary) and one Deighton Primary School moving from Green to yellow)

- **11** schools were categorised as Green (All Saints RC Primary, Blaen-y-Cwm Primary, Beaufort Hill Primary, Cwm Primary, Georgetown Primary, Glanhowy Primary, Pen-y-Cwm Special, St Mary's CiW Primary, Willowtown Primary, Ystruth Primary and Tredegar Comprehensive School. This is again an improvement over a three-year period represents a significant improvement in the percentage of schools categorised as either Yellow or Green and demonstrates the improved capacity and leadership within our schools.

3.4 Schools in the Red and Amber Categories - Positive Progress (2018 to 2020)

Ebbw Fawr Learning Community (Red to Yellow)

In September 2015, the school was issued with a pre-warning notice on the grounds of insufficient improvement in standards and concerns regarding the quality of teacher assessment. Following the Estyn inspection in February 2016, and the school being placed in the statutory category of significant improvement, the Local Authority issued the school with a warning notice to improve. In April 2016, the Local Authority invoked its powers of intervention by appointing additional Governors to the Governing Body and securing a new Chair of Governors. A new Headteacher was appointed to the school in the summer term 2016 and took up his appointment in September 2016. A Local Authority Intervention Panel was established to monitor progress. An Estyn monitoring visit in Spring 2017 recognised the positive progress that had been made, particularly in relation to pupil well-being. The Warning Notice was removed in July 2018 prior to the notification of a revisit from Estyn. The school was revisited by Estyn in July 2018 and removed from the statutory category of requiring significant improvement due to the sustained and strong progress secured by the school. The school continues to be categorised as yellow in recognition of the level of support that they require.

St Joseph's RC Primary (Amber to Yellow)

In 2014 St Joseph's primary school was categorised as an Amber school, with particular concerns about the capacity for leadership and quality of governance. In the Autumn 2015, the school categorisation remained as Amber. The school had an acting Headteacher, having failed to secure the appointment of a substantive Headteacher on a number of occasions. Under the national categorisation process 2016-17, the school remained in the Amber support category, reflecting the continuing temporary leadership arrangements. The acting Headteacher was appointed to the substantive post in September 2017 and a new Chair of Governors also established. The school was categorised as Yellow in the 2017-18 national categorisation process. The school was inspected by Estyn in January 2018 and was judged to be good in all 5 inspection areas.

St Mary's RC Primary Yellow (in year) to Amber to Yellow)

In 2015 and 2016, St Mary's RC Primary school was categorised as a Yellow school. The school was inspected by Estyn in June 2016 and was placed into Estyn monitoring because of the need to improve standards in skills and in teacher assessment and tracking. Due to the adequate judgements performance and prospects for improvement, the school was re-classified in year to Amber. Following very strong progress against the recommendations the school was categorised as Yellow in the 2017-18 national categorisation process. The school was revisited by Estyn in December 2017 and removed from Estyn monitoring.

Rhos-y-Fedwen (Yellow Amber (in year) to Amber to Yellow)

The school was placed in Estyn Review in March 2017, and was subsequently re-categorised in year as Amber. Formal acting Headteacher arrangements were put in place shortly before the inspection. There are effective working relationships across the senior leadership team. The governing body has recently been strengthened although the recruitment of governors remains a key challenge for the school. The main issues during inspection were inaccuracy of teacher assessment at end of KS2 in reading and writing which have since been addressed. This had an impact on the quality of self-evaluation judgement. A new Headteacher was appointed and the then regional Education Improvement Board processes reported that good progress was being made against all recommendations. The school was revisited by Estyn in June 2018 and was removed from Estyn monitoring.

3.5 Schools who are in receipt of additional support. 2018 to 2019

Brynbach Primary School (Yellow to Amber to Yellow)

In January 2019, the school was categorised as Amber in recognition of the additional support required by the recently appointed Headteacher.

Throughout the year EIB processes have reported that there has been good progress against the school development plan priorities.

4.0 Schools Causing Concern - Update

The regional approach to School Causing Concern was amended in preparation for the 2019/20 academic year and the protocol is embedded at the end of this document. As such, these meetings form part of a wider drive by LAs and the EAS to improve educational outcomes for all children and young people. The LA and EAS roles will be principally:

- To review and evaluate pace and progress in relation to identified School Development Plan priorities.
- To challenge the Headteacher and Governing Body on the rates of progress in their school.
- To recommend and monitor actions aimed at accelerating improvement.
- To consider the extent to which the school has been successful in achieving required improvement. This will determine future actions by the LA and EAS.

4.1 Schools Causing Concern Progress - Judgements:

1. The school has made strong progress and will not be required to attend Schools Causing Concern meetings. *The support level of the school will be reduced.

2. The school has made *satisfactory/ *strong progress but will need to continue to attend Schools Causing Concern meetings to enable the impact of improvements to become consistent and embedded.

3. The school demonstrates limited progress. *It is advised that the local authority determine appropriate next steps of action agreed with the agreed Schools Causing Concern policy.

Scrutiny Members should note that during Wave 1 (March – August 20) of the pandemic the routine SCC meetings were suspended and replaced with check in and catch-up meetings with the formal SCC meetings restarting at the commencement of the autumn term 2020. To date, in line with the protocol there has been 1 meeting for each school held with a further meeting at which the impact of evidence presented will be quality assured by the EAS through their attendance at schools during the latter part of the autumn term. These meetings are due to take place in early December.

At the commencement of the 2019/20 academic year there were 4 schools identified as a cause for concern and below is a summary of their progress made to date:-

4.1.1 Glyncoed Primary School (Yellow to Amber)

Glyncoed Primary School was classified as Amber in January 2020 as a result of concerns in relation to leadership capacity at the school due to a number of leadership changes over a period of time. Progress was evaluated and assessed as strong and during the current autumn term the school was removed from this process, noting the evident progress that had taken place at pace.

4.1.2 Sofrydd Primary School (Yellow to Amber)

Sofrydd Primary School was categorised as Amber in January 2020 as the school development plan was identified as unsatisfactory and became part of the regional schools causing concern arrangements. During early 2020, a Leadership and Management review was commissioned which reported to the governing body of the school just prior to the initial wave of the pandemic.

The purpose of the review was to evaluate and review the current leadership standards in the school, the quality of provision and standards achieved by pupils to provide an evidence base, to support the school to identify its key priorities for improvement and enable the local authority and the EAS to provide the appropriate level of support.

The review identified 12 key recommendations for securing improvement and now informs the work programme that is being progressed. Key to this improvement agenda has been the need to improve governance arrangements, which are being strengthened through the successful recruitment of a new Chair of Governors who is working actively alongside the Acting Executive Headteacher, which in turn has begun to secure satisfactory progress against the recommendations.

4.1.3 Schools in Receipt of a Statutory Warning Notice

4.1.3.1 Abertillery Learning Community (Red)

Standards of performance in Key Stage 4 have been sustained from 2018 performance, but are still in need to improvement. Whilst at primary level performance has declined. The school is currently subject to a LA warning notice to improve and a programme of intervention. However, it is important to note that for 2019 as a result of the pandemic there are no comparative performance measurements that can be relied upon.

A school leadership review was undertaken in the Autumn term of 2017, which resulted in LA intervention and when the school was inspected in February 2018 it was then placed in the statutory category of requiring significant improvement. A follow up visit was held in July 2019 and Inspectors noted the progress that had been made in respect of many of the recommendations for action from the inspection, although noted that many of the improvements are at an early stage of development and as such confirmed that the school will remain within an Estyn category. Following a

successful period of leadership by two established Headteachers the Governing Body have successfully recruited a suitably experienced Headteacher to the permanent position of Headteacher and earlier the Governing Body has appointed a new Chair of Governors. Additional LA governors remain in place to provide additional capacity to the governing body for progressing key personnel matters.

Schools Causing Concern meetings were halted during the initial wave of the pandemic but have recommenced at the start of this academic year. Progress against the school improvement priorities as identified in the Statutory Warning Notice was confirmed as satisfactory, however, during the second half of the autumn term there is a need for the commissioned school improvement service to validate the first hand evidence presented by the school's leadership team. At the time of writing this report an Estyn Improvement Conference is in the process of being arranged and this is likely to be held during the second half of the autumn term and the LA is finalising the LA statement of action, which identifies the bespoke support that is being provided to the school.

4.1.3.2 Brynmawr Foundation (Amber to Yellow, to Red)

In December 2013, Brynmawr Foundation School was inspected by Estyn and placed in Estyn monitoring; with an adequate judgement for its performance and prospects for improvement. Recommendations included improving the school's performance and improving quality in teaching and learning. The school was categorised as Amber in 2014 and 2015. The school was issued with a statutory Warning Notice in 2015 to improve standards, particularly in Maths. Support was put in place and Key Stage 4 outcomes improved significantly in 2016. The Warning Notice was subsequently lifted.

Due to the improvement secured, in 2016 the school was classified as Yellow, having made strong progress against Estyn's recommendations and with improved performance at the end of KS4.

However, following an unexpected decline in KS4 performance in 2017, particularly in Maths and the outcome of an EAS review of the effectiveness of leadership and management at the school, the school was categorised as Red in the 2017-18 in the national school's categorisation process and invoked the LA powers of intervention. Today, the school continues to be subject to a LA statutory warning notice to improve and after a period of support, intervention is now in place. Governance has significantly improved and the additional Governors that had been appointed have been removed evidencing the cultural growth that is now demonstrable within the Governing Body. The Governing Body have appointed both a new Headteacher, Deputy Headteacher and now two Assistant Headteachers, who will continue to set the direction of leadership and management across all areas of the school. Performance in Key Stage 3 improved, which bodes well for future performance. Performance at Key Stage 4 in the Capped 9 in 2019 also improved, but not in line with predictions. Although again, it should be noted

that there are no comparative performance measures that can be relied upon.

In the autumn term 2019, the school was inspected by Estyn and was placed in a category of Special Measures and Members will already be aware from a previous report to this committee that the inspectors awarded a judgement against all four inspection areas of “unsatisfactory and needs urgent improvement” and against the inspection area of care support and guidance a judgement of “adequate and needs improvement” were recorded

Estyn made four recommendations for improvement and these are summarised below:

- R1 Improve pupils’ standards across the school, including their literacy and numeracy skills
- R2 Improve pupils’ behaviour and their attitudes to learning
- R3 Improve the effectiveness of teaching to motivate, engage and challenge pupils to make good progress in lessons
- R4 Strengthen leadership at all levels to improve leaders’ ability to identify areas for development and to plan effectively for improvement

The report recognises that “Since 2018, the Headteacher has worked positively with staff and pupils to create stability following a period of uncertainty and change. He has instigated a programme of change across the school that focuses appropriately on strengthening leadership at all levels and developing teaching. Staff are engaging enthusiastically in professional learning. However, these changes have not had a sufficient impact on important areas of the school’s work such as teaching and pupils’ standards. Although pupils make strong progress in a few lessons, in a majority of lessons, many pupils do not make enough progress.

The school has a supportive and inclusive ethos. Many pupils are confident in their social interactions. However, many pupils are not suitably resilient or motivated in their lessons, and this hinders their learning. “

In accordance with the Education Act 2005, Estyn were of the opinion that, that special measures were required in relation to this school. Subsequently, the school has drawn up a Post Inspection Action plan that details how it is going to address the recommendations and the Local Authority and EAS has drafted a statement of Action as to how it will support the school. In line with agreed procedures for schools in an Estyn Category a meeting took place on 27th February 2020 at which the Post Inspection Action Plan (PIAP) was reviewed and feedback provided by Estyn as to how the action plan may be furthered strengthened. Moving forward, Estyn will monitor the school’s progress on a termly basis. However, given the present pandemic the approach to a return to business as usual activities is planned to recommence at the start of the spring term and as such this will be the first monitoring visit that the school will have received, which will be in excess of a year since being placed in Special Measures, although routine Estyn contact with the school are being made.

Progress against the school improvement priorities as identified in the Statutory Warning Notice was confirmed as satisfactory, however, during the second half of the autumn term, (Covid restrictions allowing), there is a need for the commissioned school improvement service to validate the first hand evidence presented by the school's leadership team.

Appendix 1a - Operational Appendix for Meetings for Schools Causing Concern

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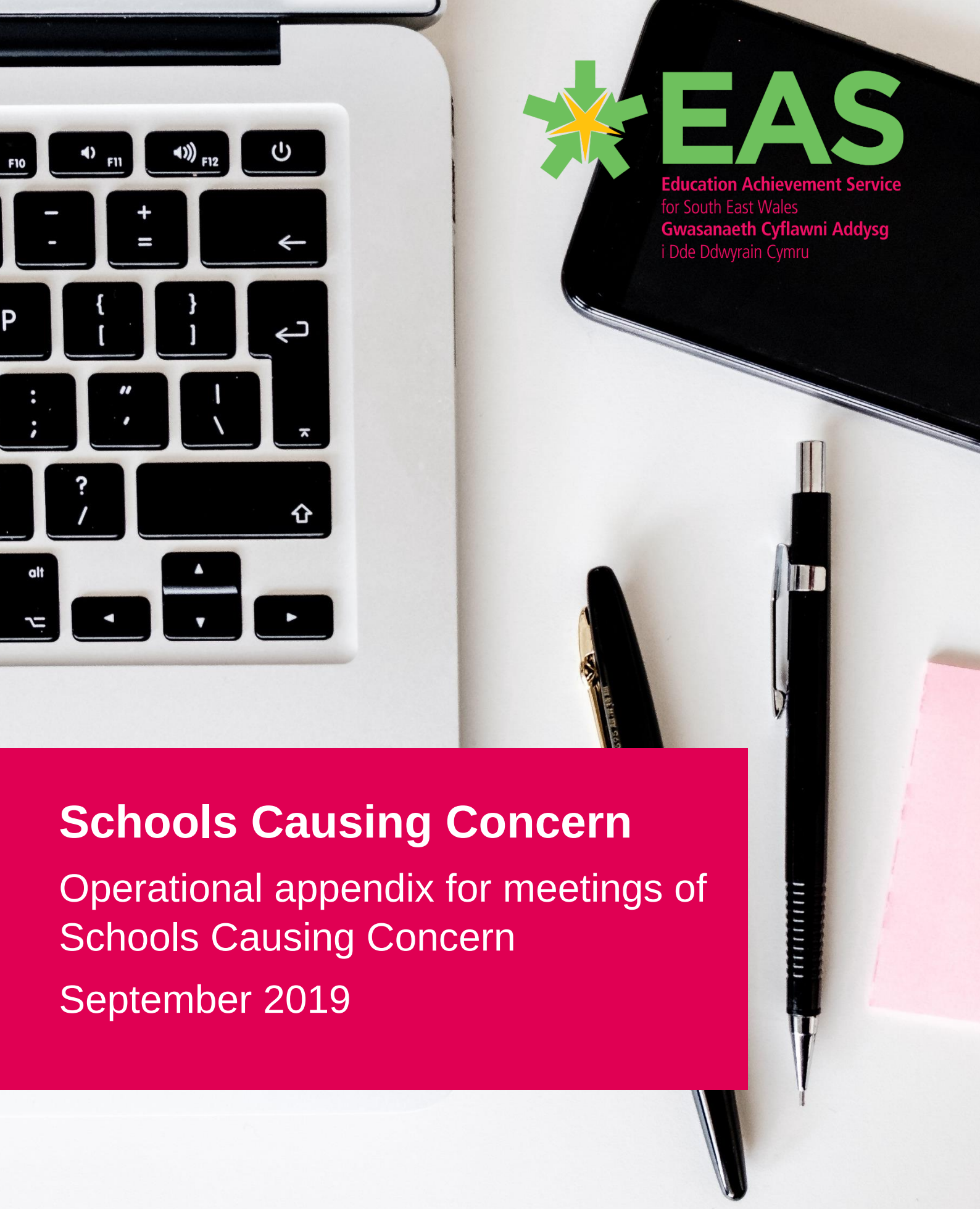

EAS
Education Achievement Service
for South East Wales
Gwasanaeth Cyflawni Addysg
i Dde Ddwyrain Cymru

Schools Causing Concern

Operational appendix for meetings of Schools Causing Concern

September 2019

Cyngor Bwrdeistref Sirol Blaenau Gwent County Borough Council

Caerphilly County Borough Council / Cyngor Bwrdeistref Sirol Caerffili

monmouthshire sir fynwy

Newport City Council / Cyngor Dinas Casnewydd

Torfaen County Borough / Bwrdeistref Sirol Torfaen

Schools Causing Concern Meetings:

A Schools Causing Concern meeting can be requested by the local authority when a school is considered to be a 'school which causes concern' or is at risk of 'becoming a school which causes concern'. A School Causing Concern meeting will be arranged when a school:

- Is placed in a red or amber category;
- Has received a local authority warning notice;
- Is placed in an Estyn statutory category of requiring Significant Improvement or Special Measures;
- Evidences that enhanced support and challenge is required linked to grounds 1-6 of the Schools Standards and Organisation (Wales) Act 2013 for Schools Causing Concern.

Meetings may be arranged when a school;

- Is placed in a yellow or green category but its capacity to improve is not secure and / or the pace of improvement is too slow.
- Is in an Estyn review category.
- Is identified as a risk in relation to a review or audit, which has been conducted by the LA or EAS. This may include for example; Finance, Health & Safety and Safeguarding Audits or Leadership and ALN Reviews.
- Demonstrates evidences that enhanced support and challenge is required linked to grounds 1-6 of the Schools Standards and Organisation (Wales) Act 2013.

Within the Welsh Government guidance on Schools Causing Concern, the six grounds for intervention are:

Ground 1	The standards of performance of pupils at the school are unacceptably low.
Ground 2	There has been a breakdown in the way the school is managed or governed.
Ground 3	The behaviour of pupils at the school or any action taken by those pupils or their parents is severely prejudicing, or is likely to severely prejudice, the education of any pupils at the school.
Ground 4	The safety of pupils or staff at the school is threatened (whether by a breakdown of discipline or otherwise).
Ground 5	The governing body or head teacher has failed, or is likely to fail, to comply with a duty under the Education Acts.
Ground 6	The governing body or head teacher has acted or is proposing to act unreasonably in the exercise of any of its, his, or her functions under the Education Acts.

Terms of Reference

Membership of a Schools Causing Concern Meeting

A Schools Causing Concern meeting is a collaborative meeting between a school, the local authority and the EAS. Key individuals are essential to the meeting. Essential members are listed below:

Director of Education / Chief Education Officer (or representative of)
Head of School Standards (LA)
Head Teacher
Chair of Governing Body or Vice Chair (in exceptional circumstances)
EAS Representative

The following members will attend at the request of the Executive Member / Cabinet Member for Education, Chief Education Officer or Managing Director of the EAS:

Executive / Cabinet Member for Education
Managing Director / Director / Assistant Director EAS

On occasions, additional school, LA or EAS staff will be required to attend. Additional members may include:

Additional Senior Leaders or Heads of Department from schools
Additional EAS Representatives
Additional Senior Leaders, HR, Finance or Health and Safety Offices from the local authority.

Aims of a Schools Causing Concern Meeting

School Causing Concern meetings form part of a wider drive by SEWC LAs and EAS to improve educational outcomes for all children and young people. The local authority and EAS roles will be principally:

- To review and evaluate pace and progress in relation to identified School Development Plan priorities.
- To challenge the Headteacher and Governing Body on the rates of progress in their school.
- To recommend and monitor actions aimed at accelerating improvement.
- To consider the extent to which the school has been successful in achieving required improvement. This will determine future actions by the LA and EAS. This may encompass:

Schools Causing Concern Progress Judgements:

1. The school has made strong progress and will not be required to attend Schools Causing Concern meetings. *The support level of the school will be reduced.

2. The school has made *satisfactory/ *strong progress but will need to continue to attend Schools Causing Concern meetings to enable the impact of improvements to become consistent and embedded.

3. The school demonstrates limited progress. *It is advised that the local authority determine appropriate next steps of action agreed with the agreed Schools Causing Concern policy.

*delete as appropriate

Process

- The local authority will determine the venue for meetings. Generally, meetings will be held in local authority offices unless there is a specific reason for holding the meeting at the school.
- The Director of Education or Cabinet Member / Executive Member for Education will chair the meeting.
- The local authority will facilitate the meetings. The local authority or EAS will take minutes of the meeting.
- The agenda will be agreed at least 2 weeks in advance of the meeting. The local authority should ensure that further notice is given whenever possible, enabling the school to fully prepare for the meeting. Ideally, the next agenda should be discussed at the end of a Schools Causing Concern meeting. This discussion will include details of specific areas the local authority and EAS wish to focus upon and those persons required to attend.
- Schools will be requested to present evidence to demonstrate progress linked to their School Development Plan / PIAP. Therefore, all reports presented at Schools Causing Concern meetings must practically align to the school's self-evaluation and improvement planning processes. Local authorities reserve the right to request first hand evidence linked to specific reports. This may include pupil data, pupil books, minutes of departmental meetings, SLT meetings and reports to Governing Bodies. (This list is not intended to be exhaustive).
- Schools will prepare and submit progress reports or updates of their School Development Plan to the local authority 5 working days prior to the meetings. All documents to be distributed to all attendees at least 3 working days in advance of the meeting.
- School may use the meetings to discuss brokered support, their on-going challenges / barriers to improvement and any additional support requirements.
- The school will be expected to discuss its progress, obstacles to improvement, and any further planned actions.
- The LA and EAS will provide a view on a range of aspects relating to the school's key successes and barriers. These aspects may include the school's level of engagement, its pace and progress, its capacity to improve and required future support from the LA and EAS.
- Where a school is requested to attend a Schools Causing Concern meeting, the local authority may choose to discuss and focus on a range of issues, which can contribute to successful school performance and pupil outcomes. This should include a focus on pupil exclusions, attendance, wellbeing, vulnerable group data, performance management arrangement, parent engagement etc. (This list is not intended to be exhaustive).
- Confidential items will not be recorded within minutes. The nature of confidential discussion will be agreed between the school, local authority and the EAS. The local authority reserves the right to see either the Headteacher or Chair of Governors individually by request.
- The LA will provide a view of the schools' improvement and its need for further support using Schools Causing Progress Judgements 1-4 (indicated on page 3).
- Local authority and EAS staff will participate in a pre-briefing and debriefing session before and after a Schools Causing Concern meeting.

Schedule /Timings of Meetings

For schools requiring the highest levels of support, monthly meetings will be established. All Schools Causing Concern will be requested to attend a meeting every half term.

It is expected that a School Causing Concern meeting will last no longer than 1.5 hours.

The local authority will aim to agree and issue meeting dates at least 6 weeks in advance. The local authority will invite EAS representatives, the Head Teacher and Chair of Governors. The Head Teacher will invite any additional staff or Senior Leaders whose attendance has been requested.

The local authority and EAS will establish which organisation will record and circulate minutes of meetings. All minutes should be circulated to the school, LA and EAS within 10 working days.

Agenda

The standing agenda for all Schools Causing Concern meetings is:

1. Welcome and apologies.
2. Specific actions or matters arising from the previous meeting.
3. Head teacher led discussion based around the school's progress against the School Development Plan priorities (agreed prior to the meeting), including any reports verifying evidence of progress. Other Senior Leaders or Heads of Department may lead specific / appropriate reports by request.
4. School led discussion linked to the progress of all learners, including vulnerable groups.
5. EAS overview of support provided and commentary of progress made by the school.
6. Conclusions / next steps.
7. A.O.B / Future agenda items.
8. Confidential matters to be discussed in the presence of the local authority, EAS, the Head and/ or the Chair of Governors.
9. Meeting close.

A 15-minute LA and EAS pre-brief / debrief will take place before and after each meeting. The school will not be invited to participate.

Improvement Conferences:

It is recognised that a Schools Causing Concern meeting is time limited which can restrict the length of the agenda. On occasions an extended meeting will be required to consider:

- The pace of progress linked to School Development Plan priorities and the identified support required.
- Why a school is not improving and has become 'stuck'.
- The level and range of support a school has received and its impact.
- The use of local authority statutory powers.

An improvement Conference will act as an extended and focussed meeting. This could be considered as an escalation of concern. The meeting will be scheduled over at least half a day and will be chaired and by either:

- The Executive/ Cabinet Member for Education
- The Chief Education Officer
- A Chief Education Officer from within the region but not from within the LA
- The Managing Director / Director of the EAS

At this stage the local authority will determine the agenda in conjunction with the school with at least 3 weeks' notice. Minutes will be kept as a record of the meeting and shared with all in attendance.

Education Achievement Service
For South East Wales
Record of Schools Causing Concern Meeting

Persons Present:
Apologies:
Date of meeting:

School Development Priorities
•
Local Targets
•

Actions completed since last Schools Causing Concern Meeting (School / LA / EAS)
•
Main issues arising from Meeting
•
Schools Causing Concern Progress Judgement (1-3):

Actions for the school (to include timescales):

	Actions	Timescales
1.		
2.		

Actions for the LA (to include timescales):

	Actions	Timescales
1.		
2.		

Actions for the EAS (to include timescales):

	Actions	Timescales
1.		
2.		

Next Meeting: (Date)

Next Agenda Items: (Draft)

Executive and Council Only

Date signed off by the Monitoring Officer: N/A

Date signed off by the Section 151 Officer: N/A

Committee: **Education and Learning Scrutiny Committee**

Date of meeting: **15th December 2020**

Report Subject: **Management of Pupil Places and the School Estate 2019/2020**

Portfolio Holder: **Cllr. Joanne Collins, Executive Member Education**

Report Submitted by: **Education Transformation Manager – Claire Gardner**

Directorate Management Team	Corporate Leadership Team	Portfolio Holder / Chair	Audit Committee	Democratic Services Committee	Scrutiny Committee	Executive Committee	Council	Other (please state)
26.11.20	26.11.20	27.11.20			15.12.20	13.01.21		

1. Purpose of the Report

1.1 The purpose of the report is to provide Scrutiny Committee with the opportunity to scrutinise the management of pupil places and the school estate, throughout the 2019/2020 academic session. The report serves to provide a detailed overview of both the processes and outcomes associated with pupil place and facilities management.

2. Scope and Background

2.1 Councils have a duty to manage, monitor, review and plan pupil places on an annual basis, in line with the following Welsh Government Guidance and Legislation.

2.2 Capacity calculations were determined for each of the schools in November 2019, which informed the final admission numbers published within the Blaenau Gwent School Admissions Policy 2021/2022.

2.3 The Education Transformation team review pupil projections including surplus and sufficiency issues throughout the school estate twice per/annum. Projections are undertaken for primary schools for a 5-year period and a 7-year period for secondary schools.

2.4 Pupil projection accuracy remains consistently high with 99% of secondary and 97% of primary projections in January 2020, confirmed to be accurate in September 2020.

2.5 Surplus places within the primary sector has increased to 13% in January 2020, when compared to 11% in Jan 2019, however, we remain within our target, which is 15%. The increase is attributable to more pupils leaving primary school (Year 6) at the end of the 2018/19 academic year than pupils starting primary school (R) in 2019/20. This is consistent with pupil progressions expected in line with Aneurin Bevan University Health Board live birth data.

2.6 There was however, an increase in year 6 transition to secondary, which has resulted in a decrease in surplus places across the secondary sector with the % going from 19% in Jan 2019 to 16% in Jan 2020 (i.e. more pupils started in Year 7 than pupils leaving in Year 11). The table/graph in

Appendix 1, demonstrates a positive position throughout the school estate, which for secondary is the lowest it has been throughout the last 9 years, and primary still within target. It is important to maintain a level of surplus to accommodate potential growth and reconfiguration of the learning environment in line with strategic and education developments such as the new curriculum.

2.7 Surplus places in both the primary and secondary sector are projected to decrease further over the next 2 years, taking the primary percentage to 9% and secondary to 12%, by the 2023/24 academic year – with the overall combined projected status falling from 14% in Jan 2020 to 10% in 2024.

2.8 The School Organisation Policy (2017) sets a target of reducing surplus places to 15% across the County Borough; by the primary sector is projected to remain under 15% over the next 5 years and the secondary sector is set to reduce to under 15% over the 5 years. For 2019/20 the Education Transformation team targeted the following schools whereby the percentage was 15% or over, in line with the delivery of surplus place reduction action plans during the 2018/19 academic session:

- Ysgol Gymraeg Bro Helyg – Admission number reduced from 258 to 241 resulting in the surplus % reducing from 17% in 18/19 to 13% in 19/20.
- Ebbw Fawr Learning Community Primary Phase – school capacity reduced from 360 to 324 for 2019/20, however, this did not improve the surplus place %, which is presently at 25%, as pupil numbers have fallen due to the decrease in live births within the school's catchment area. The decrease was as follows from 81 births in 2014/15 to 59 births 2016/17, which would equate to a loss of 22 pupils, affecting the number and size of the classes within the school.

2.9 The Education Transformation team's strategy for the 2020/21 academic session is to work on the development of surplus places reduction action plans with the following schools who are projected (as at January 2019) to have over 15% surplus between 2020/21 and 2023:

- Coed y Garn Primary School reduced admission number from 246, (which equates to 21% surplus places) to 210 (7% surplus places)
- Ysgol Gymraeg Bro Helyg reduced from 241 (13% surplus places) to 215 (-3% insufficient places)
- Ebbw Fawr Primary Campus reduced from 324 (25% surplus places) to 284 (12% surplus places)

2.10 Live birth rates have fluctuated over the last ten years, with a downward trend noted between 2012 and 2019 (Please refer to **Appendix 2** for more information). 2017/2018 academic session was the start of an upward trend, with Births increasing from 688 in 2016/17, to 714 in 2017/18, rising further to 730 in 2018/19. However, 2019/20 data demonstrates a decrease to 689. Migration into Blaenau Gwent between September 2019 and August 2020 increases with approximately 200 pupils – approx. 150 of which were

primary pupils and approx.50 secondary pupils, moving into Blaenau Gwent between September 2019 and August 2020.

2.11 There are a relatively small number of schools which are projected to have sufficiency issues between 2021 and 2025 as follows:

- Glyncoed Primary School
- Coed y Garn Primary School
- Abertillery Learning Community Secondary Campus

2.12 All of which can and will be addressed via the annual capacity assessment.

2.13 **All Wales Position**

The latest dataset available is the January 2018/19 surplus place overview for Wales (please refer to **Appendix 3** for more information). Blaenau Gwent's position was as follows:

- 13th (out of 22 Local Authorities) for primary;
- 10th (out of 22) for secondary; and,
- 11th (out of 22 Local Authorities) in terms of the combined primary and secondary position.

2.14 The Council are presently awaiting the Family of Local Authority and All Wales comparative data sets for the 2019/20 academic sessions, which are scheduled for release in early 2021

2.15 **Management of the School Estate Maintenance, Repair and Planned Works**

The Division of Responsibilities Guidance and associated procedure (Please refer to **Appendix 4**), were successfully implemented during the 2019/20 academic sessions. 465 TE100's were received between September 2019 and August 2020, 100% of which were acknowledged and received a response within 48 hours of receipt. 311 (67%) have been reported as being completed to date

2.16 All unresolved works are programmed for delivery and will be resolved by the end of the spring-term 2021. Delays in resolving this issues are attributable to the following:

- School closures and contractor availability throughout the emergency response period.
- Access to school buildings in line with the schools individual COVID Secure Risk Assessments.
- Programming and time constraints due to the size/scale of works and in order to minimise the potential for disruption.
- Budgetary constraints faced by schools.
- Securing contractors to undertake the required work.
- The capacity of Technical Services to assess the extent of repair/ maintenance work and associated costs during the emergency response.

2.17 Each school has a facilities review action plan in place, which is monitored on a monthly basis.

2.18 **Health and Safety and Fire Risk Assessment**
In line with the Health and Safety at Work Act 1974 and in the Regulatory Reform (Fire Safety) Order 2005; the Council has a duty to monitor compliance and manage health and safety and fire risk assessment related matters in school's/ education buildings.

2.19 The data below details Health & Safety and Fire Risk Assessment developments and actions undertaken throughout the 2019/20 academic session the following inspections were carried out:

- 3 Health & Safety Inspections were carried out during the Autumn Term, 29 actions were identified,13 (45%) of which have now yet been completed
- 5 Health & Safety Inspections were carried out during the Spring Term, 44 actions were identified,22 (50%) of which have not yet been completed
- 6 Fire Risk Assessment Inspections were carried out during the Autumn Term, 117 actions were identified,59 (50%) of which have now yet been completed
- 4 Fire Risk Assessment Inspections were carried out during the Spring Term, 54 actions were identified,34 (67%) of which have not yet been completed

2.20 Those outstanding actions from the 2019/20 academic session are being prioritised and programmed for resolution by the end of the summer-term 2021. All schools have been supported throughout the pandemic with reopening/operational plans, risk assessment development and review, and urgent/priority facilities works aligned to health and safety.

2.21 **Condition and Suitability**
The 2019/20 position for school building condition and suitability continues to improve, in line with:

- The TE100 process
- Health and Safety and FRA action monitoring and implementation
- Planned Works and Structural Maintenance Programmes
- The Minor Works Programme
- 21st Century Schools Programme Delivery (along with wider education projects i.e. the ICT Infrastructure and Connectivity Project)

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2.22 Condition and suitability assessment criteria range from A (good) - D (bad). Blaenau Gwent has only 1 school categorised as 'D' for condition. **Appendix 5** highlights the latest position in respect of the Blaenau Gwent school estate. The condition and suitability programme for the 2019/20 academic session, was planned for implementation from January 2020; however, this was not able to be taken forward due to the COVID-19 pandemic, and has been reprogrammed for completion by the end of the Spring-term 2021. There is only one school building categorised as a 'D'

(Glyncoed Primary School) within the school estate, which is being address and replaced with a new building under Band B of the 21st Century Schools Programme.

3. **Options for Recommendation**

3.1 **Option 1:** Education and Learning Scrutiny Committee considers and accepts the report.

Option 2: Education and Learning Scrutiny Committee considers the report and provides comments relating to improvements that can be made to the current monitoring processes.

4. **Evidence of how this topic supports the achievement of the Corporate Plan / Statutory Responsibilities / Blaenau Gwent Well-being Plan**

4.1 Education is a priority in the Council's Corporate Plan of which the planning of school places and management of the school estate are essential components. In addition, facilities management contributes to the Council's Medium Term Financial Strategy (MTFS). The Council has a statutory duty and responsibilities in line with the planning of school places and the management school Estate in line with:

- Welsh Government's Measuring the Capacity of Schools in Wales Guidance (2011)
- Welsh Government School Admission and Admission Appeals Code's (2013)
- Welsh Government School Organisation Code (2013)
- The School Standards and Framework Act 1998
- The Local Authority Financial Scheme Regulations 1998
- Health and Safety at Work Act 1974
- Regulatory Reform (Fire Safety) Order 2005

The planning of school places and management of the school estate seeks to respond to the Council's wellbeing goals for all learners.

5. **Implications Against Each Option**

5.1 ***Impact on Budget*** - Welsh Government have indicated that there will be a further Schools Capital Maintenance Grant allocated to Local Authorities in 2020/21 financial year. The Council received a Welsh Government Schools Capital Maintenance Grant of £825,673 for the 2019/20 financial year, which alongside the minor works budget, will result in a capital investment of approximately £902,000 into the school estate, once all programmed works have been completed. In response to the COVID-19 pandemic, £55,255 was secured via the Welsh Government Hardship Fund, to address required facilities adaptations and works to facilitate the repurposing and reopening of schools. Minor, structural and planned works are reviewed and programmed each academic session for the preceding year.

5.2 ***Risk*** - The Council have a statutory duty to comply with Welsh Government legislation and policy as detailed above. The primary risks and mitigating actions are as follows:

- Sustainability issues within the school estate– this is managed and mitigated against in line with capacity assessments, projections, condition and suitability reviews, along with the delivery of minor and planned works programmes and school organisation.
- Ineffective distribution of pupil places and/ or insufficient places to meet demand – this managed, mitigated and informed by the capacity assessment process and pupil projections, in conjunction with the admissions process.

Compliance with statutory duty and legislative obligations - this is managed in line with policy and guidance review and development on an annual basis; along with facilities (including minor works and maintenance), health and safety and FRA monitoring and review, which is undertaken on a monthly basis

5.3 ***Legal*** - There are no direct legal implications associated with this report.

5.4 ***Human Resources*** - There are no direct legal implications associated with this report.

6. **Supporting Evidence**

6.1 ***Performance Information and Data*** - Surplus places are set to decrease further to within and below target over the next 5 years (Please refer to **Appendix 6** for pupil projection data as at January 2019).

6.2 ***Expected outcome for the public*** - The management of pupil places aims to secure continued access to education places in Blaenau Gwent for current and future pupil populations. The management of the school estate seeks to secure improved condition and suitability of education facilities in line with the creation and management of sustainable education system in Blaenau Gwent

6.3 ***Involvement*** -Stakeholders and end user needs and engagement are of paramount importance to the planning of school places and management of the school estate.

6.4 ***Thinking for the Long-term -*** The planning of pupil places and management of the school estate takes account of short, medium and long-term planning arrangements informing:

- Minor works and maintenance priorities
- 21st Century Schools and School Organisation Priorities
- Capacity plans in line with school admissions.

6.5 ***Preventative focus*** - Management of pupil places and the school estate is focused on early identification and planning, in order to secure a school estate that is fit for purpose that contributes to raising educational standards, which is a Council priority

6.6 ***Collaboration / partnership working*** - Key management and operational staff across the Council and school estate, are involved in detailed annual reviews of facilities and pupil places i.e. Education, headteachers, Health and Safety, Social Services, Community Services, Planning and Building Control, Environmental Health, Highways and Development etc.

6.7 The pupil place and school estate management process seeks to secure appropriate levels of provision, whilst monitoring and addressing the condition and suitability of education facilities. Education works closely with partners to ensure compliance with Welsh Government legislation, and that key local, regional, and national policy developments are accounted for, whilst also taking on board learning from the previous academic year.

6.9 ***Integration*** - The process is cross-cutting in the sense that it impacts upon Education, Schools, Estates, Planning and Building Control, Community Services, and Social Services etc.; therefore, service area involvement is key to effective implementation.

6.9 ***EqIA*** - Equality impact assessments are continuously carried out in line with both the management of pupil places and the school estate.

6.10 **Monitoring Arrangements -** Education review and monitor both the planning of school places and management of school estate processes and outcomes consistently throughout each academic year, incorporating learning from the previous year.

Background Documents / Electronic Links

Appendix 1a and 1b – Surplus Place % and Graph
Appendix 2 – Live Birth Data and Graph
Appendix 3 – All Wales Graph
Appendix 4 – DoR Guidance
Appendix 5 – Condition and Suitability Assessment
Appendix 6 – January 2020 Projections

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Appendix 1 Surplus Place % between 2011 and 2019

Year	% Surplus Places –Primary Sector	% Surplus Places Secondary Sector
2011/12	28.7	19
2012/13	28.1	19.7
2013/14	25.9	20.2
2014/15	17.5	18.3
2015/16	18	20
2016/17	16	17
2017/18	14	19
2018/19	11	19
2019/20	13	16

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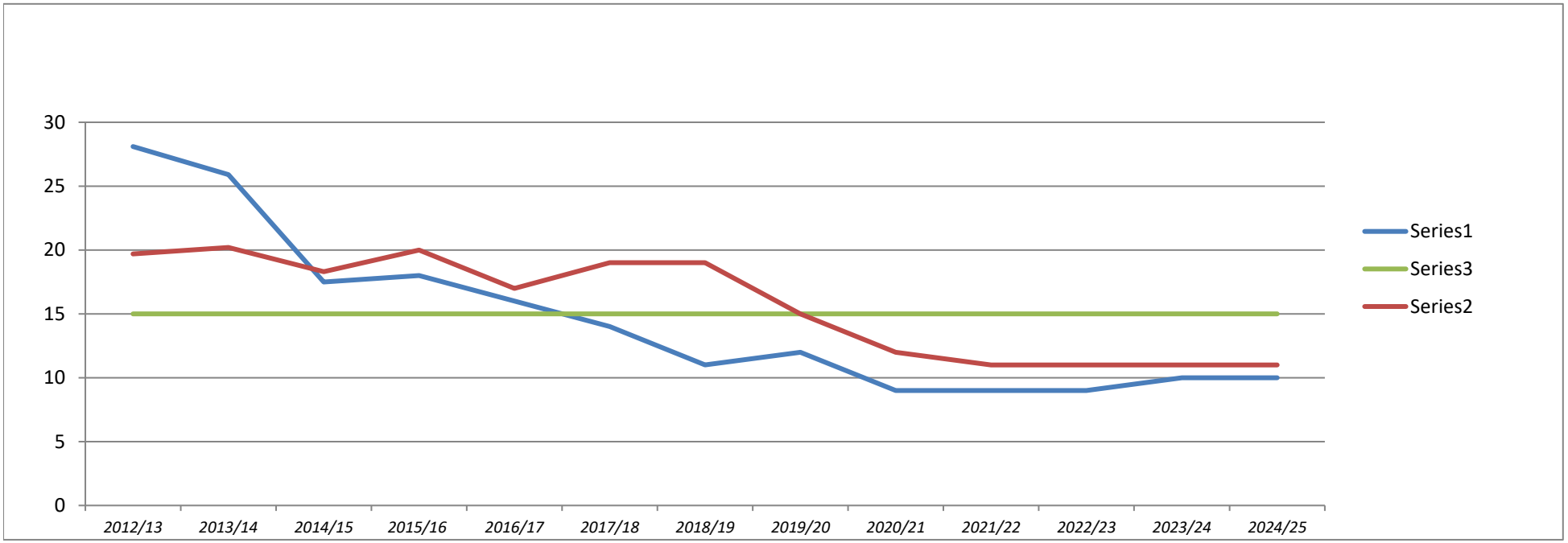
Annual Surplus Places Summary



Year	Primary %	Secondary %	Target %
2012/13	28.1	19.7	15
2013/14	25.9	20.2	15
2014/15	17.5	18.3	15
2015/16	18	20	15
2016/17	16	17	15
2017/18	14	19	15
2018/19	11	19	15
2019/20	12	15	15
2020/21	9	12	15
2021/22	9	11	15
2022/23	9	11	15
2023/24	10	11	15
2024/25	10	11	15

2012 - 2024 projected figures

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Appendix 1 Live Birth Data

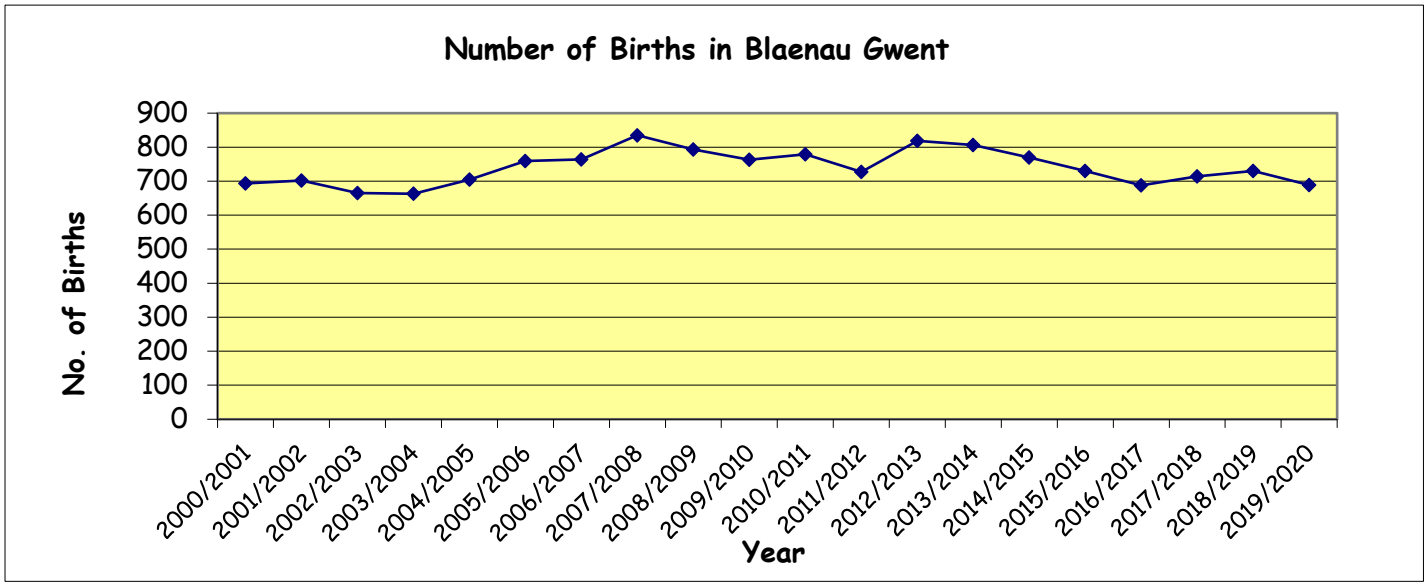

Figure 3(b): Live Birth Data

Year	No of Births	Year	No. of Births
2000/2001	693	2011/2012	727
2001/2002	702	2012/2013	819
2002/2003	665	2013/2014	806
2003/2004	663	2014/2015	770
2004/2005	705	2015/2016	730
2005/2006	759	2016/2017	688
2006/2007	764	2017/2018	714
2007/2008	835	2018/2019	730
2008/2009	793	2019/2020	689
2009/2010	763		
2010/2011	779		

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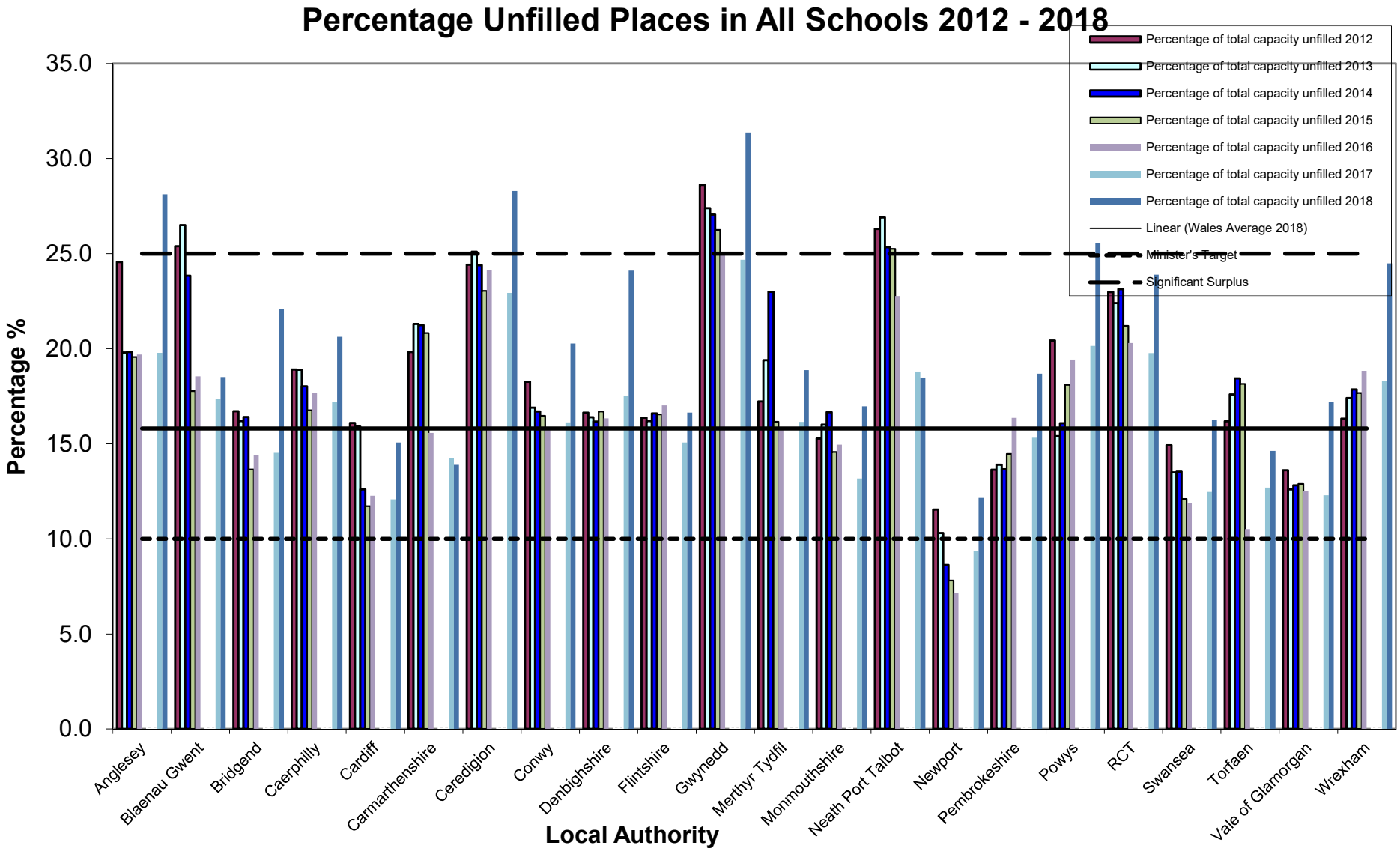
Percentage Unfilled Places in All Schools 2012 - 2018
Percentage of total capacity unfilled 2012
Percentage of total capacity unfilled 2013
Percentage of total capacity unfilled 2014
Percentage of total capacity unfilled 2015
Percentage of total capacity unfilled 2016
Percentage of total capacity unfilled 2017
Percentage of total capacity unfilled 2018
Linear (Wales Average 2018)
Minister's Target
Significant Surplus
35.0
30.0
25.0
20.0
15.0
10.0
5.0
0.0
Percentage %
Anglesey
Blaenau Gwent
Bridgend
Caerphilly
Cardiff
Carmarthenshire
Ceredigion
Conwy
Denbighshire
Flintshire
Gwynedd
Merthyr Tydfil
Monmouthshire
Neath Port Talbot
Newport
Pembrokeshire
Powys
RCT
Swansea
Torfaen
Vale of Glamorgan
Wrexham
Local Authority

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Appendix 4

Division of Responsibilities Guidance: Between Blaenau Gwent Community/Faith and Foundation Schools and Council

Cyngor Bwrdeisdref Sirol
Blaenau Gwent
County Borough Council

Version 2.0
Date of Issue: July 2019
Date of Implementation: Sept 2019

Building and Engineering Repairs and Maintenance

The purpose of the following guidance and procedure is to ensure the effective instigation, monitoring and completion of maintenance and repair works to schools by both Education and Technical Services; also, to inform quality monitoring processes.

Maintenance and repair refers to, the action necessary to retain an element of a building in, or to restore it to a state in which it can perform the required function.

The requirement for maintenance shall be not less than that necessary to meet statutory health and safety and current legal requirements. Maintenance shall mean 'maintaining an element in an effective state, safe, in efficient working order and in good repair.'

In carrying out the function of maintenance it is understood that only materials of an equivalent quality and standard will be provided and the work undertaken by competent and suitably qualified persons with all the accompanied qualifications, insurances and Risk and Method statements.

***Self-help approaches** - this involves the use of external parties approached directly via the school to address minor works identified by the headteacher and/or a member of school staff. In instances where this is deemed to be the best approach by the school, Technical Services/Health and Safety and Education approval **must be** sought prior to work being carried out in order to ensure compliance with the Council's policies such as Health and Safety, FRA, Asbestos Management etc. This does not preclude schools from carrying out works that are cost efficient to the school, they do however ensure that Headteachers, Governing Bodies comply with necessary technical and health and safety precautions/requirements prior to the works being undertaken.

Schools must complete an application form in relation to any self-help schemes they want to carry out.

On receipt of the form a decision will be taken by officers within Education/Tech Services and Health and Safety re the nature of the project, its requirements and risks involved and either:

- Agree to the school proceeding with the works themselves providing a risk assessment and the technical specification for the work has been approved by the Health and Safety and Technical Officers of the Council.
- Arrange to meet with the school and for the scheme to be project managed via the Council to ensure that it is undertaken in a legal and safe manner.

It is therefore essential that projects are planned and approval sought well in advance of implementation to avoid delay. The Council must ensure regulatory compliance with the law and that the works are undertaken by a competent person(s)/company.

Substantial - Within this document 'substantial' shall mean where the work/repair/component represents 75% or more of the whole system and/or structure concerned.

Glazing - this item of work is paid through the Glazing programme which schools contribute to annually. If schools do not contribute into the programme any works that fall under the Glazing heading will be the responsibility of the school.

School (SIMS) - this item of work is the responsibility of the individual school to fund.

SIMS* - this item of work is paid through SIMS* which schools contribute to annually. If schools do not contribute into SIMS* any works that fall under the SIMS* heading will be the responsibility of the school.

Corporate Landlord - The cost of this item of work is the responsibility of the Corporate Landlord/Council to meet.

Statutory Testing - please see page 17.

For further information and/or enquires relating to the guidance document please contact:

Education
Emma Jones: 01495 355412/ 07969336066
Claire Gardner: 01495 357704/ 07815005333

Property Services
Rob Jenkins: 01495 355389/ 07816936715 or
Paul Colston: 01495 355532/ 07964 119858

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Section	Description of Works	Community Schools			Faith/Foundation Schools		
		Corporate Landlord	Sims *	School	Corporate Landlord	Sims *	School
1	**STRUCTURE**						
1.1	Foundations (below top of ground floor slab)	✓			✓		
1.2	Ducts and duct covers (internal)		✓			✓	
1.3	Foundations including foundation walls up to d.p.c level – repairs including underpinning work	✓					✓
1.4	Ground Floors i.e. floor slabs, d.p.m's, hard-core filling (**under** 10m2 in any one area or room)		✓			✓	
1.5	Ground Floors, floor slabs, d.p.m's hard-core filling (**over** 10m2 in any one area or room)	✓			✓		
1.6	1 Retaining wall and d.p.c (supporting buildings) repair or replacement		✓			✓	
1.7	All Retaining walls and d.p.c's (supporting buildings) repair or replacement	✓					✓
2	**EXTERNAL WALLS AND STRUCTURE**						
2.1	Structural frame (steel frames, portal frames, reinforced concrete, precast concrete)	✓					✓
2.2	Access ramps and steps to external doorways		✓			✓	
2.3	Chimney stacks including flashings – repairs including repointing		✓			✓	
2.4	External rendering – repair or re-render		✓			✓	
2.5	External rendering – re-render to substantially all of an existing building	✓					✓
2.6	External walls (including cavity ties, cavity walls insulation, wall cladding, copings) repair or rebuild/re-clad		✓			✓	
2.7	External walls (including cavity ties, cavity walls insulation, wall cladding, copings) replacement of all or substantially all to a building	✓					✓
2.8	Internal walls (including cavity ties, cavity walls insulation, wall cladding, copings) repair or rebuild/re-clad		✓			✓	
2.9	Internal walls (including cavity ties, cavity walls insulation, wall cladding, copings) replacement of all or substantially all to a building	✓					✓
2.10	External walls – Demountable – repair and replacement		✓			✓	
2.11	D.P.C's cavity trays – repair or replacement		✓			✓	
2.12	D.P.C's cavity trays – replacement of all or substantially all to building	✓					✓
2.13	Cills and lintels – repairs and individual replacement		✓			✓	
2.14	Cills and lintels – replacement of all or substantially all to a building	✓					✓
2.15	Graffiti/ Moss removal			✓			✓
2.16	Repointing of brickwork		✓			✓	

Section	Description of Works	Community Schools			Faith/Foundation Schools		
		Corporate Landlord	Sims *	School	Corporate Landlord	Sims *	School
2.17	Repointing of brickwork affecting substantial part of a building	✓					✓
3	**EXTERNAL WINDOWS AND DOORS**						
3.1	Single glaze, double glazing, seals, putties solar film			✓			✓
3.2	Draught proofing to windows and doors			✓			✓
3.3	Emergency exit and fire escape doors - repairs			✓			✓
3.4	Emergency exit and fire escape doors – replacement	✓					✓
3.5	Automatic roller shutter door servicing including fire shutters	✓					✓
3.6	Automatic doors – service	✓					✓
3.7	Glass upgrading and safety film	✓					✓
3.8	Linings, beads			✓			✓
3.9	Ironmongery i.e. locks, bolts, hinges, door closers, floor springs, panic bolts, handles casement stays, door safety devices etc.			✓			✓
3.10	Replacement Roller shutters to window and external doors		✓			✓	
3.11	Repair Roller shutters to window and external doors			✓			✓
3.12	Secondary glazing		✓			✓	
3.13	Window guard, steel sheet coverings to doors			✓			✓
3.14	Windows, doors and frames including mastic joints – repairs			✓			✓
3.14	Windows, doors, and frames including mastic joints – individual replacement		✓			✓	
3.15	Windows, doors, and frames including mastic joints – replacement of all or substantially all to a building	✓					✓
3.16	Window winding gear (manually or electrically operated)			✓			✓
4	**INTERNAL DOORS, PARTITIONS AND WALLS**						
4.1	Repair brick, block, studded, chimney breasts and flues (excluding finishes)		✓			✓	
4.2	Replace brick, block, studded, chimney breasts and flues (excluding finishes)		✓			✓	
4.3	Demolition of brick, block, studded, chimney breasts and flues (excluding finishes)		✓			✓	
4.4	Dry rot treatment including irrigation treatment to internal and external walls, re-plastering	✓			✓		
4.5	Repairs frames, architraves, skirting, dados, picture rails etc.			✓			✓
4.6	Substantial repairs frames, architraves, skirting, dados, picture rails etc.		✓			✓	

Section	Description of Works	Community Schools			Faith/Foundation Schools		
		Corporate Landlord	Sims *	School	Corporate Landlord	Sims *	School
4.7	Replacement of frames, architraves, skirting, dados, picture rails etc.		✓			✓	
4.8	Fire screens, glazed partitions, internal windows			✓			✓
4.9	Fire screens etc. – upgrading to meet statutory notices		✓			✓	
4.10	Repair of Fire shutters (apart from kitchens)	✓			✓		
4.11	Replace of Fire shutters (apart from kitchens)	✓			✓		
4.12	Repair of Fire stops, cavity barriers and fire curtains	✓			✓		
4.13	Replace of Fire stops, cavity barriers and fire curtains	✓			✓		
4.14	Glazing see above*			✓			✓
4.15	Glass upgrading and safety film		✓			✓	
4.16	Internal doors, hinges, floor springs, door closures, locks, bolts, handles, door safety			✓			✓
4.17	Sliding/folding screens			✓		✓	
4.18	Steel sheet coverings to doors (secure stores		✓			✓	
4.19	Toilet cubicles, shower cubicles, screens		✓			✓	
4.20	Minor alterations to partitions			✓			✓
5	**ROOFS**						
5.1	Asbestos cement roof cladding – repairs (without removing asbestos sheets)	✓			✓		
5.1.1	Removal of Asbestos sheets	✓			✓		
5.2	Asbestos cement roof cladding – replacement	✓			✓		
5.3	Covered links, veranda's, porches etc. if school have paid for them - rebuild or substantial repair	✓					✓
5.4	Covered links, veranda's, porches etc. if school have paid for them – repairs			✓			✓
5.5	Covered links, veranda's, porches etc. if built as part of the school - rebuild or substantial repair		✓			✓	
5.6	Covered links, veranda's, porches etc. if built as part of the school - rebuild or substantial repair		✓			✓	
5.7	Eaves, fascia's, soffit and barge boarding – repair or replacements		✓			✓	
5.8	Eaves, fascia's, soffit and barge boarding – replacement of all or substantially all to an existing roof/building	✓			✓		
5.9	Repair or replace of flashing, valley gutters or verge fillets			✓			✓
5.10	Flat roof finishes – repair leaks			✓			✓

Section	Description of Works	Community Schools			Faith/Foundation Schools		
		Corporate Landlord	Sims *	School	Corporate Landlord	Sims *	School
5.11	Flat roof finishes – replacement (to include improving insulation standards)		✓				✓
5.12	Flat roof structure, metal deck and trusses – treat areas of rusted metal deck		✓				✓
5.13	Flat roof structure, reinforced concrete deck, beams – make good areas of spalling concrete where reinforcement exposed	✓					✓
5.14	Flat roof structure, reinforced concrete deck, metal deck and trusses, beams – replacement of all substantially all to an existing roof/building	✓					✓
5.15	Flat roof structure, timber joists and deck (e.g. plywood, wood-wool slab or composite board) repair		✓				✓
5.16	Flat roof structure, timber joists and deck (e.g. plywood, wood-wool slab or composite board) replacement		✓				✓
5.17	Asbestos insulation boards – specialist removal/ replacement of damaged/ disturbed asbestos based materials, planned or emergency	✓			✓		
5.18	Fire stops and barriers	✓				✓	
5.19	Rainwater gutters and downpipes cleaning out and repairs			✓			✓
5.20	Rainwater gutters and down pipes– replacement		✓			✓	
5.21	Rainwater gutters and down pipes replacement of all or substantially all to a building	✓				✓	
5.22	Pitched roof finishes (e.g. slate, tile etc.) repair missing or broken slates/tiles			✓			✓
5.23	Pitched roof finishes (e.g. slate, tile etc..) replacement of all or substantially all to a roof/building	✓					✓
5.24	Pitched roof structure, rafters, trussed rafters, purlins (but not trusses) – repair or replacement of parts of an existing structure		✓				✓
5.25	Pitched roof structure, rafters, trussed rafters, purlins (but not trusses) – replacement of all or substantial part of an existing structure	✓					✓
5.26	Pitched roof structure, steel portal frame, purlins	✓					✓
5.27	Rainwater outlets set in flat roofs, clean out and repair			✓			✓
5.28	Rainwater outlets set in flat roofs – individual replacement		✓			✓	
5.29	Rainwater outlets set in flat roofs – replacement of all or substantially all	✓				✓	

Section	Description of Works	Community Schools			Faith/Foundation Schools		
		Corporate Landlord	Sims *	School	Corporate Landlord	Sims *	School
5.30	Reflective paint, white stone chippings (i.e. on roof) replacement of all or substantially all		✓				✓
5.31	Ridges, ridge ventilators, soffit ventilators, verges, slate or tile ventilators – repair or replace		✓				✓
5.32	Ridges, ridge ventilators, soffit ventilators, verges, slate or tile ventilators – replacement of all or substantially all to roof	✓					✓
5.33	Roof cladding (e.g. profiled steel sheets, fibre cement sheets, composite roof sheets) – repair or replacement of sheets		✓				✓
5.35	Roof cladding (e.g. profiled steel sheets, fibre cement sheets, composite roof sheets) – replacement of all substantially all to a roof/building	✓					✓
5.36	Roof edge trim, fascia's – repair or replacement of individual lengths		✓				✓
5.37	Roof edge trim, fascia's – replacement of all or substantially all to a roof/building	✓					✓
5.38	Roof screeds, insulation (to flat or pitched roofs) – repair or part replacement on an existing roof		✓				✓
5.39	Roof screeds, insulation (to flat or pitched roofs) – replacement of all or substantially all to a roof/building	✓					✓
5.40	Roof lights – glazing only			✓			✓
5.41	Roof lights (excluding glazing) – repair or replacement of individual roof lights		✓				✓
5.42	Roof lights – replacement of all/substantially all on existing roof	✓					✓
5.43	Snow and gutter boards		✓			✓	
5.44	Tank housings (including kitchen)		✓				✓
5.45	Trusses (not trussed rafters)	✓					✓
6	**FLOORS AND STAIRCASES**						
6.1	Fire escapes staircases (external not enclosed) – repair	✓				✓	
6.2	Fire escapes staircases (external not enclosed) - replacement	✓				✓	
6.3	Staircases, handrails and balustrades – repair change to school			✓			✓
6.4	Staircases, handrails and balustrades - replacement	✓					✓
6.5	Suspended floors (structure) – repair or replacement of (i.e. joists and floor boards or individual beams)		✓			✓	
6.6	Suspended floors (structure) – replacement of all or substantially all of structure	✓			✓		
6.7	Floor Screeds - repair		✓			✓	
6.8	Floor screeds – substantial replacement to floors	✓			✓		

Section	Description of Works	Community Schools			Faith/Foundation Schools		
		Corporate Landlord	Sims *	School	Corporate Landlord	Sims *	School
7	**SUSPENDED CEILINGS**						
7.1	Asbestos insulating boards – Inspection/air testing, applying sealant coats to asbestos surfaces for protection	✓			✓		
7.2	Insulation		✓			✓	
7.3	Structure (i.e. grid, suspension system and tiles etc..) repairs		✓				✓
7.4	Structure (i.e. grid, suspension system and tiles etc..) substantial renewal	✓				✓	
8	**INTERNAL FINISHES FLOORS**						
8.1	Flooring bonded to screed including tiles/carpets (non asbestos)			✓		✓	
8.2	Removal of asbestos tile and bonding	✓			✓		
8.3	Door mats, loose and fitted carpets, carpet tiles			✓		✓	
8.4	Mat wells, nosings, cover and expansion strips			✓		✓	
8.5	Woodstrip, wood block, Granwood block, quarry or ceramic tiles including screed bed, grano/terrazzo – repair floors		✓			✓	
8.6	Woodstrip, wood block, Granwood block, quarry or ceramic tiles including screed bed, grano/terrazzo – substantial replacement	✓			✓		
9	**INTERNAL FINISHES – WALLS**						
9.1	Plaster, dry lining, artex, covings etc.			✓		✓	
9.2	Skirting's, dado rails			✓		✓	
9.3	Wall tiles, terrazzo etc.			✓		✓	
9.4	Wood strip panelling		✓			✓	
10	**INTERNAL FINISHES – NON SUSPENDED CEILINGS**						
10.1	Asbestolux	✓			✓		
10.2	Fibreboard, supalux etc.			✓		✓	
10.3	Hardwood or softwood strip panelling			✓		✓	
10.4	Plaster or plasterboard			✓		✓	
10.5	Upgrading of fire rating	✓			✓		
10.6	removal of artex ceilings	✓			✓		
10.7	Finish to ceilings (e.g. acoustic tile, plasterboard) including access panel	✓			✓		
11	**ELECTRICAL INSTALLATIONS**						
11.1	Enabling work for cabling for IT networking (Council funded)	✓			✓		
11.2	Class change systems repair			✓			✓

Section	Description of Works	Community Schools			Faith/Foundation Schools		
		Corporate Landlord	Sims *	School	Corporate Landlord	Sims *	School
11.3	Substantial Repair of Class change systems (if installed through CL)		✓			✓	
11.4	Drama and stage lighting (for school purposes)			✓			✓
	Installation of Drama and stage lighting		✓			✓	
11.5	Drama and stage lighting (for school purposes only) - inspection and testing (statutory)	✓			✓		
11.6	Earth bonding to meet regulations following repair or inspection		✓			✓	
11.7	Earth bonding to meet regulations following repair or inspection – substantial repairs (other than work not done in accordance with guidelines)	✓			✓		
11.8	Minor electrical work to mobile classroom (LA owned)		✓			✓	
11.9	Electrical installation – replacement of substantial element of obsolete or dangerous installation	✓			✓		
11.10	Emergency lighting repair/replace			✓			✓
11.11	Emergency lighting - substantial replacement	✓			✓		
11.12	External lighting fixed to external walls (limited installation up to 5 lights)			✓			✓
11.13	Extractor fans, in external walls or on roof (excluding kitchen)		✓			✓	
11.14	Extractor fans – internal			✓			✓
11.15	Fire alarms system (including panels, break glass, smoke detectors etc..) –repairs and replacement of parts (excluding main panel)			✓			✓
11.16	Fire alarm systems – monitoring (excluding service provider charges), inspection and service		✓	✓		✓	✓
11.17	Fire alarm systems – total replacement of system or replacement of main panel	✓			✓		
11.18	Fuses, M.C.B's, R.C.D's final distribution of power and lighting circuits including switches – , repairs and replacement			✓			✓
11.19	Internal lighting, light fittings – repairs and maintenance, replacement			✓			✓
11.20	Internal lighting, light fittings – substantial replacement	✓			✓		
11.21	Light fittings – cleaning, replacement of starters, diffusers, lamps and shades			✓			✓
11.22	Lightning conductors – repairs/replacement		✓			✓	
11.23	Lightning conductors – inspection and testing	✓			✓		
11.24	Main switchgear including distribution boards – replacement	✓			✓		
11.25	Main switchgear including distribution boards – repair		✓			✓	
11.26	Portable electrical appliances – annual testing and repairs/replacement of			✓			✓

Section	Description of Works	Community Schools			Faith/Foundation Schools		
		Corporate Landlord	Sims *	School	Corporate Landlord	Sims *	School
11.25	Repair/replacement of Portable fans			✓			✓
11.26	Power points and sockets including low voltage – repairs and replacement			✓			✓
11.27	Power sockets on wall benches and computer worktops			✓			✓
11.28	Public address and sound amplification systems repair			✓			✓
11.29	Public address and sound amplification systems if installed by CL substantial replacement		✓			✓	
11.30	Radio/TV aerials cabling and sockets			✓			✓
11.31	Remedial works – repair/replacement following electrical inspections/testing			✓			✓
11.32	Sub-mains, sections boards, three phase switch gear including distribution boards – repair/replacement	✓			✓		
11.33	Switchgear from incoming substation to electrical switchgear – repair/replace/maintain	✓			✓		
11.34	Telephone installation and associated trunking			✓			✓
11.35	Water heaters (electrical) – repairs			✓			✓
11.36	Water heaters (electrical) – replacement		✓			✓	
12	**PHOTO VOLTAIC (PV)**						
12.1	**Renewable Energy/systems**						
12.2	Photo Voltaic(PV) system Maintenance			✓			✓
12.3	Photo Voltaic(PV) system Repair			✓			✓
12.4	Photo Voltaic(PV) system inverter Replacement	50%		50%	50%		50%
12.5	Photo Voltaic(PV) system panel replacement up to 6			✓			✓
12.6	Photo Voltaic(PV) system panel replacement over 6		✓			✓	
12.7	Photo Voltaic(PV) system Substantial Replacement	✓			✓		
12.8	Solar Hot water system maintenance			✓			✓
12.9	Solar Hot water system Substantial Replacement	✓			✓		
12.10	Biomass Boiler repair/maintenance			✓			✓
12.11	Biomass Boiler new installation	✓			✓		
12.12	Biomass Boiler substantial replacement/repair		✓			✓	
12.13	Ground/Air source heat pump new installation	✓			✓		
12.14	Ground/Air source heat pump Repair/Maintenance			✓			✓
12.15	Ground/Air source heat pump substantial replacement/repair		✓			✓	

Section	Description of Works	Community Schools			Faith/Foundation Schools		
		Corporate Landlord	Sims *	School	Corporate Landlord	Sims *	School
13	**MECHANICAL SERVICES INCLUDING HEATING**						
13.1	Asbestos based heating and D.H.W installation lagging – replacement, testing or monitoring	✓			✓		
13.2	Monthly domestic hot water statutory testing (legionella's)	✓			✓		
13.3	Fixed electric or gas heaters – replacement		✓			✓	
13.4	Freestanding flues non asbestos – repairs		✓			✓	
13.5	Freestanding flues asbestos – removal	✓			✓		
13.6	Freestanding flues – inspection and substantial replacement non asbestos		✓			✓	
13.7	Freestanding flues – inspection and substantial replacement asbestos	✓				✓	
13.8	Heat emitters (radiators, natural and fan convectors etc..) filters of single thermostats, controls and motors – cleaning, repairs and replacement			✓			✓
13.9	Heat emitters – substantial replacement	✓			✓		
13.10	Combined heat and power units – replacement	✓			✓		
13.11	Combined heat and power units maintenance/repairs			✓			✓
13.12	Heating boilers, direct gas fired hot water boilers, burners, plate heat exchangers, pumps and flues – repairs and maintenance including replacing pumps		✓			✓	
13.13	Heating pipework including valves, isolation valves, insulation and automatic air vents – repair/replacement of single units			✓			✓
13.14	Heating pipework including valves, isolation valves, insulation and automatic air vents – substantial replacement	✓			✓		
13.15	Laboratory equipment taps, valves, heat treatment equipment – repairs/replacement			✓			✓
13.16	Gas pipework, distribution valves – repairs and maintenance		✓			✓	
13.17	Pressure vessels – testing and repair statutory			✓			✓
13.18	Pressure vessels – renewal	✓			✓		
13.19	Protective guards to controls and flue outlets – repair and maintenance			✓			✓
13.20	Repairs following statutory inspection and servicing of all mechanical and Electrical services			✓			✓
13.21	Automatic gas isolation and gas detection equipment servicing	✓			✓		
13.22	Repairs following statutory gas safety tests			✓			✓
13.23	Thermostatic radiator vales, motorised valves – repairs/replacement			✓			✓
13.24	Hydrotherapy pools – service and inspection	✓			✓		
13.25	Hydrotherapy pools – equipment repair and renewal		✓			✓	

Section	Description of Works	Community Schools			Faith/Foundation Schools		
		Corporate Landlord	Sims *	School	Corporate Landlord	Sims *	School
14	**VENTILATION**						
14.1	Air handling units – replacement	✓			✓		
14.2	Air handling units (mechanical, electrical services and controls) repairs and maintenance		✓			✓	
14.3	Fan speed controllers – repair and replacement		✓			✓	
14.4	Induced draft and extract fans – repair/replacement and cleaning		✓			✓	
14.5	Ventilation grilles, ductwork and canopies (excluding kitchens) cleaning		✓			✓	
14.6	Ventilation grilles, ductwork and canopies (excluding kitchens) – repair/replacement	✓			✓		
14.7	Ventilation fans and ducting for dust and fume extraction – repairs, replacement and cleaning			✓			✓
14.8	Dust and extract systems – inspection statutory	✓			✓		
14.9	Air conditioning – repairs and maintenance			✓ x			✓
14.10	Air conditioning – replacement if installed by CL	✓			✓		
14.11	Air conditioning – service and inspection Statutory			✓			✓
15	**HEATING AND VENTILATION – CONTROLS**						
15.1	Building energy management systems – remote monitoring and remote adjustments (where they exist)	✓			✓		
15.2	Heating controls/Sensors/Actuator etc.. – repair/replacement and calibration			✓			✓
15.3	Heating control systems – full replacement	✓			✓		
15.4	Energy saving measures/projects assessed on an individual basis			✓			✓
15.5	Monitoring of energy use – oil fuel, water, electric and gas consumptions excluding on site readings	✓			✓		
15.6	Time controllers, optimisers and weather compensators – repair/replacement and adjustment of individual items			✓			✓
16	**BUILDING FITTINGS AND EQUIPMENT**						
16.1	Fire extinguishers, blankets etc.. – repair, recharge and replacement		✓			✓	
16.2	Fire extinguishers, blankets etc.. – annual servicing and inspection statutory	✓			✓		
16.3	Hose reels – repair and replacement	✓			✓		
16.4	Hose reels – annual servicing and inspection	✓			✓		

Section	Description of Works	Community Schools			Faith/Foundation Schools		
		Corporate Landlord	Sims *	School	Corporate Landlord	Sims *	School
16.5	Fixed fume cupboards and associated extract flues – statutory inspection and repair			✓			✓
16.6	Fixed fume cupboards and associated flues – initial inspection complete replacement	✓			✓		
16.7	Fixed and portable stages – repair and replacement			✓			✓
17	**SANITARY FITTINGS, APPLIANCES, LABORATORY FITTINGS (including connections to services and wastes together with all above ground drainage)**						
17.1	All sanitary appliances, wc pans and cisterns, urinals, sinks, basins, shower trays, inc cubicles, cleaning, caretaker's sink and sink units			✓			✓
17.2	Drinking fountain Repairs/Renewal			✓			✓
17.3	Incinerators		✓			✓	
17.4	Laboratory and classroom/workshop sinks repairs and replacement			✓			✓
18	**GAS AND WATER SERVICES**						
18.1	Gas services and connections to equipment – repair or replacement (to include repairing gas leaks		✓			✓	
18.2	Hot and cold water services and connections to sanitary fittings (from incoming stop valve including services between buildings)			✓			✓
18.3	Isolating valves, regulating valves etc..			✓			✓
18.4	Thermostatic mixing valves – repairs/renewals			✓			✓
18.5	Thermostatic mixing valves – servicing/cleaning	✓			✓		
18.6	Water risk assessments (control of legionella)	✓			✓		
18.7	Repair following legionella inspection			✓			✓
18.8	Water sprinkler system Repairs (i.e. fire)	✓		✓	✓		✓
18.9	Water storage tanks – cleaning and disinfection	✓			✓		
18.10	Water storage tanks and calorifiers – repairs including replacement of ball valves		✓			✓	
18.11	Water storage tanks and calorifiers - replacement	✓			✓		
19	**EXTERNAL REPAINTING/INTERNAL REDECORATION**						
19.1	External repainting complete including fences and outbuildings Should not be here			✓			✓
19.2	Internal repainting including varnishing, sprayed finishes, fire retardant coatings Should not be here			✓			✓
19.3	Murals painted insignia and other art work, playground markings Should not be here			✓			✓

Section	Description of Works	Community Schools			Faith/Foundation Schools		
		Corporate Landlord	Sims *	School	Corporate Landlord	Sims *	School
19.4	Wallpapering or other applied finishes Should not be here			✓			✓
20	**DRAINAGE FROM SCHOOL BUILDINGS**						
20.1	Clearing blockages, cleaning channels and grease traps, emptying and cleansing septic tanks			✓			✓
20.2	Drainage pipes – clearing blockages, cleaning or jetting			✓			✓
20.3	Drainage pipes – repairs including replacement of collapsed or fractured		✓			✓	
20.4	Drainage pipes – substantial replacement	✓			✓		
20.5	Manhole covers and frames, gulley's and grids, grease traps, internal floor gratings, channels, rodding eyes - repair		✓			✓	
20.6	Manhole covers and frames, gulley's and grids, grease traps, internal floor gratings, channels, rodding eyes – replacement		✓			✓	
20.7	Manholes and inspection chambers – repair including repointing works and renewing benching	✓			✓		
20.8	Manholes and inspection chambers – replacement	✓			✓		
20.9	Sewage pumps – cleaning blockage or repair due to blockage			✓			✓
20.10	Sewage pumps – replacement	✓			✓		
21	**ENGINEERING SERVICES – MAINS SUPPLY (from point of entry into School Buildings and between buildings)**						
21.1	Electric	✓			✓		
21.2	Gas	✓			✓		
21.3	Water	✓			✓		
22	**OTHER BUILDINGS**						
22.1	Demountable classrooms, fuel stores, external toilets		✓			✓	
22.2	School house	✓			✓		
22.3	Greenhouses, potting sheds, garages, buildings erected by the school			✓			✓
22.4	Swimming pool (LA provided) – hygiene, cleansing, cleaning, maintenance and repairs (internal and external)	✓			✓		
23	**SCHOOL MEALS KITCHENS AND DINING HALLS**						

Section	Description of Works	Community Schools			Faith/Foundation Schools		
		Corporate Landlord	Sims *	School	Corporate Landlord	Sims *	School
23.1	Kitchen (including stores, toilet accommodation) maintaining kitchen to LA requirements including cleaning and drainage systems, internal redecoration, repairs to internal finishes, repairs or replacement of sanitary fittings	✓			✓		
23.2	Kitchen cleaning of grease traps and associated drainage	✓			✓		
23.3	Kitchens (including stores, toilet accommodation) – external repairs and repainting	✓			✓		
23.4	Kitchen refurbishment/enhancement works to meet legislation and food safety requirements (e.g. provision of additional ventilation, formation of ante-spaces and changing areas, decoration)	✓			✓		
23.5	Extract ventilation and ductwork, filters, canopies fans, motors etc. repairs and maintenance	✓			✓		
23.6	Extract ventilation and ductwork, filters, canopies fans, motors etc. – substantial replacement	✓			✓		
23.7	Dining halls – internal and external repairs including redecoration	✓			✓		
24	**SCHOOL SITES**						
24.1	Access roads, bus parking and turning areas, car parks, paths and paved areas including kerbs, sleeping policemen and retaining walls there to repairs within school buildings			✓			✓
24.2	Access roads, bus parking an turning areas, car parks, paths and paved areas including kerbs, sleeping policemen and retaining walls thereto – substantial repairs/replacement within school boundary	✓			✓		
24.3	Boundary walls, perimeter fencing and gates and retaining walls – there to – repairs			✓			✓
24.4	Boundary walls, perimeter fencing and gates and retaining walls thereto – substantial repairs/replacement	✓			✓		
24.5	Demolition and site clearance of large structures (removal of mobile classrooms) including making good of ground finish	✓			✓		
24.6	Demolition and site clearance of small structures (small outbuildings, sheds, incinerators etc..) including making good of ground finish		✓			✓	
24.7	Fire hydrants – maintenance and servicing statutory	✓			✓		
24.8	Free standing/ fixed safety railings		✓			✓	
24.9	Gas meter chambers and utility housings		✓			✓	
24.10	Kitchen yards, bin areas, screen walls and fences		✓			✓	

Section	Description of Works	Community Schools			Faith/Foundation Schools		
		Corporate Landlord	Sims *	School	Corporate Landlord	Sims *	School
24.11	Nursery play area fencing and gates – repairs/replacement		✓			✓	
24.12	Nursery play area fencing and gates – substantial replacement	✓			✓		
24.13	Playground and play court fencing – repairs and replacement		✓			✓	
24.14	Playground and play court fencing – substantial replacement	✓			✓		
24.15	Playground and play court markings for games			✓			✓
24.16	Playgrounds – complete resurfacing	✓			✓		
24.17	Playgrounds and play courts – repairs			✓			✓
24.18	Playgrounds and play courts –sweeping of surface to removal gravel			✓			✓
24.19	Pointing to boundary walls, retaining walls etc.			✓			✓
24.20	Pointing to boundary walls, retaining walls etc. substantial areas	✓			✓		
24.21	Steps and ramps to access buildings – maintenance		✓			✓	
24.22	Steps and ramps within site – replacement		✓			✓	
24.23	Site lighting columns and lanterns – access roads, car parks – inspection and substantial renewal		✓			✓	
24.24	Site lighting columns and lanterns – access roads, car parks – re-lamping and repairs		✓			✓	
24.25	Sports field floodlighting – inspection only	✓			✓		
24.26	Sports field floodlighting – repair and renewal		✓			✓	
24.27	Underground ducts and duct covers for services between school buildings – repair/maintenance/replacement	✓			✓		
25	**SITE FITMENTS**						
25.1	Cycle sheds, racks and blocks			✓			✓
25.2	Free standing drinking fountains			✓			✓
25.3	Free-standing flag poles			✓			✓
25.4	Free standing lighting standards – statutory inspection	✓			✓		
25.5	Free-standing lighting standards – repair and replacement		✓			✓	
25.6	Free standing school name board and directional signing			✓			✓
25.7	Sculptures, fountains and other site features			✓			✓
26	**DRAINAGE SCHOOL SITE**						
26.1	Ground and surface water pumps and chambers – cleaning, emptying and repairs			✓			✓
26.2	Ground and surface water pumps and chambers – replacement and servicing		✓			✓	

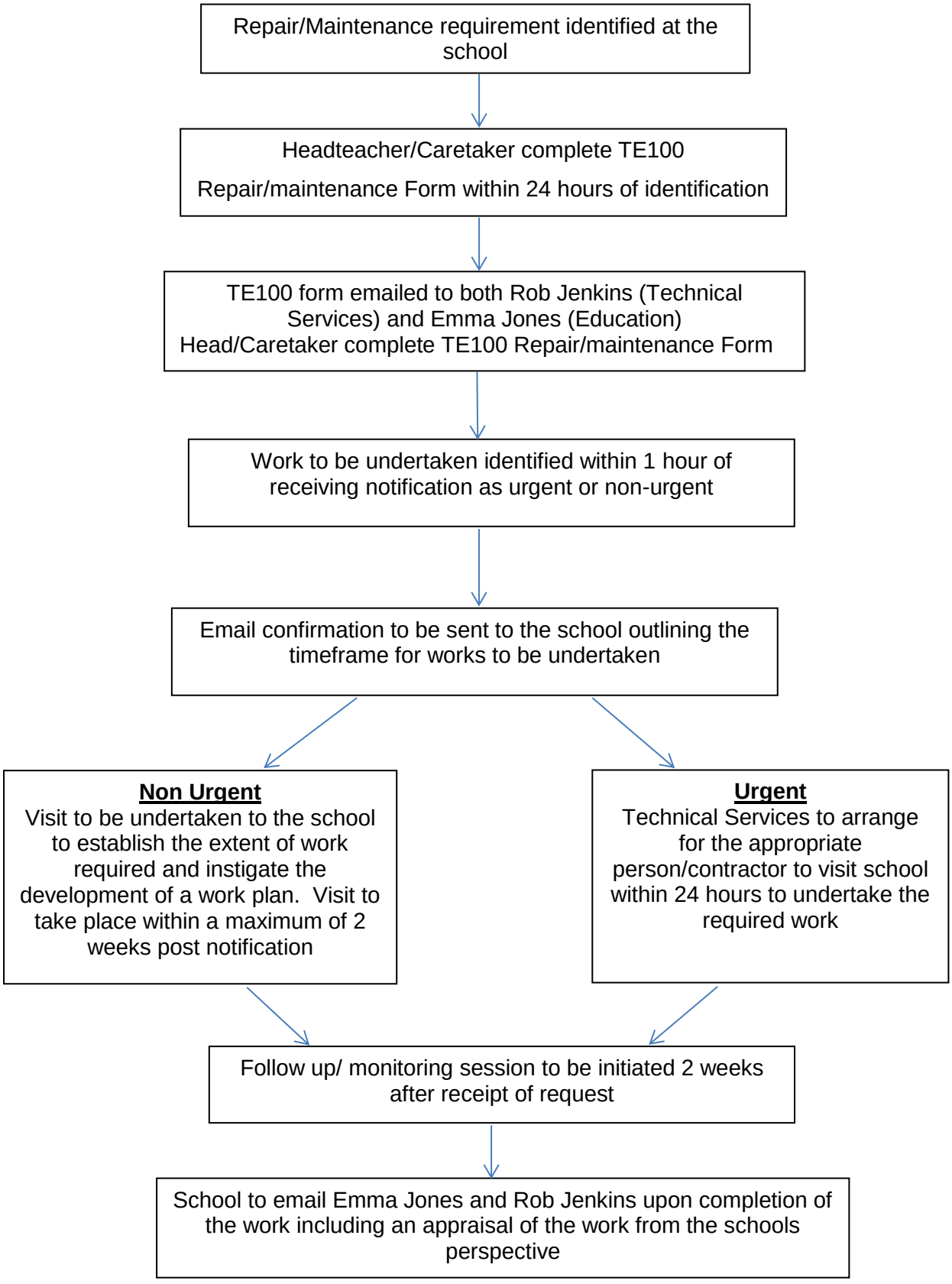
Section	Description of Works	Community Schools			Faith/Foundation Schools		
		Corporate Landlord	Sims *	School	Corporate Landlord	Sims *	School
26.3	Sewage pumps and pump chambers – cleaning emptying and repairs and servicing			✓			✓
26.4	Sewage pumps and pump chambers – replacement	✓			✓		
26.5	Surface water drains – cleaning blockages minor repairs			✓			✓
26.6	Surface water manhole covers and frames, gulley's and grids, rodding eyes		✓			✓	
26.7	Surface water manhole and inspection chambers – repair including repointing works and renewing benching		✓			✓	
26.8	Surface water manholes and inspection chambers – replacement	✓			✓		
26.9	Surface water drainage pipes – clearing blockages, cleansing or jetting			✓			✓
26.10	Surface water drainage pipes – including replacement of collapsed or fractured pipes			✓			✓
26.11	Surface water drainage pipes – substantial replacement	✓			✓		
27	**SECURITY MEASURES**						
27.1	Entry phones, door access systems			✓			✓
27.2	Intruder alarm systems – repairs, servicing and monitoring			✓			✓
27.3	Intruder alarm systems (LA provided)servicing and monitoring			✓			✓
27.4	Security fencing (around school buildings not site)repair			✓			✓
27.5	Security gates and grills to entrances and exits attached to school buildings including windows			✓			✓
27.6	Intruder alarm replacement		✓			✓	
27.7	Security lighting – free-standing			✓			✓
27.8	Security fencing substantial replacement	✓			✓		
27.9	Security lighting – fixed to buildings			✓			✓
27.10	Security locks (internal and external windows and doors)			✓			✓
27.11	Video surveillance system/CCTV repair and maintenance			✓			✓
28	**MISCELLANEOUS**						
28.1	Asbestos removal – inspection/air testing, applying sealant coats to asbestos surfaces for protection	✓			✓		
28.2	Asbestos removal – specialist removal/replacement of damaged/disturbed asbestos based materials, planned or emergency	✓			✓		
28.3	Lift, stair lifts, passenger lifts and hoists – inspection and renewal	✓			✓		

Section	Description of Works	Community Schools			Faith/Foundation Schools		
		Corporate Landlord	Sims *	School	Corporate Landlord	Sims *	School
28.4	Lifts, stair lifts, passenger lifts and hoists – repairs		✓			✓	
28.5	Bell/clock towers		✓			✓	
28.6	Rodent and insect infestation measures			✓			✓
28.7	Works arising as a result of changes in legislation	✓			✓		

Statutory Test	Corporate Landlord	School
Water Hygiene/Legionella	**X**	
Fire Alarms		**X**
Emergency Lighting		**X**
Lifts	**X**	
Evacuation Chairs	**X**	
Portable Fire Fighting Equipment	**X**	
Gas Boilers		**X**
Mansafe Systems	**X**	
Rollershutter Doors	**X**	
Portable Appliance Testing (PAT)		**X**
Automatic Doors	**X**	
Intruder Alarms		**X**
F Gas Testing		**X**
Lighting Protection	**X**	
Safety Glazing	**X**	
Thermostatic Mixing Valves	**X**	
Pool Sampling	**X**	
Sprinkler Systems	**X**	
Gas Fired Appliances		**X**
Dry Riser Systems	**X**	
Asbestos Management costs	**X**	
Drama/Stage Lighting	**X**	
Chimney Inspections	**X**	
Fume Cupboards		**X**
Gas Suppression Systems	**X**	
Pressurisation Units		**X**
Fire Dampers	**X**	
Periodic Electrical Inspection (not Annual)	**25%**	**75%**

Catering Responsibilities	Signed into Catering SLA		Not signed into Catering SLA	
	Corporate Landlord	School	Corporate Landlord	School
For replacement or repair of all catering equipment and Elec, Mechanical and Waste Services up to £750		X		x
For replacement or repair of all catering equipment and Electrical, Mechanical and Waste Services Between £751 and £1500	50%	50%		x
For replacement of all catering equipment and Electrical, Mechanical and Waste Services over £1500	X			x
Gas statutory safety testing for kitchen	X			x
Statutory Canopy cleans for kitchen		X		x
For all repairs after or during Statutory Testing		X		x
For reactive repairs to Catering Equipment or kitchen envelope		X		x
Repairs to electricity supply within kitchen up to kitchen equipment	X			x
Repairs to Gas supply within kitchen up to kitchen equipment	X			x
Full kitchen refurbishment	X			x
Decoration to any part of kitchen including toilet area	X			x
Full Redecoration to kitchen	X			x
Repairs to kitchen canopy including new filters	X			x
Renewal or installation of Kitchen Canopy	X			x
Repairs to cashless system	X			x
Renewal of Cashless System	X			x

Process Chart for Schools for notifying Technical Services and Education Department of repairs/maintenance required at school



Cyngor Bwrdeisdref Sirol
Blaenau Gwent
County Borough Council

TE100 REPAIR/MAINTENANCE REPORT FORM

Section A: To be completed by the Head or Caretaker

Name of School:	
Name:	
Position held:	
Date Reported:	
Description of repair/maintenance required:	
Location or repair/maintenance:	

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Blaenau Gwent
County Borough Council

TE100 REPAIR/MAINTENANCE REPORT FORM

Section B: To be completed by Technical Services

Urgent:	Non Urgent:
Action:	Action:
Proceed: Yes/No	Proceed: Yes/No
Contractor/Maintenance Officer contacted:	Contractor/Maintenance Officer contacted:
Estimate of Costs:	Estimate of Costs:
Costs to be paid from CL / S / S*	Costs to be paid from CL / S / S*
Timeframe for works to be completed:	Timeframe for works to be completed:
Date of Completion: Signed Off by:	Date of Completion: Signed Off by:

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Appendix 5 – Overall Building Condition and Suitability Ratings

	A	B	B/C	C	D
Primary (19 Schools – 19 buildings)					
Condition	0	11	0	7	1
Suitability	3	7	9	0	0
Secondary (2 schools – 2 buildings)					
Condition	0	1	0	1	0
Suitability		1	0	1	0
Middle (2 schools - 6 buildings)					
Condition	4	1	0	1	0
Suitability	4	1	0	1	0
Special (2 schools- 4 buildings)					
Condition	1	1	0	2	0
Suitability	1	2	0	1	0

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	Jan-20				Jan-21		Jan-22			Jan-23		Jan-24		Jan-25	
	Capacity 2019/20	actual No on Roll	Overall Proj No	capacity 2020/21	Proj No	Overall Proj No	capacity 2021/22	Proj No	Overall Proj No	Proj No	Overall Proj No	Proj No	Overall Proj No	Proj No	Overall Proj No
Primary	5925	5227	12	5845	5296	9	5813	5305	9	5302	9	5251	10	5207	10
Secondary	3463	2907	16	3463	2928	15	3463	3062	12	3072	11	3095	11	3073	11
Total	9388	8134	13	9308	8224	12	9276	8367	10	8374	10	8346	10	8280	11

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Executive and Council Only

Date signed off by the Monitoring Officer: N/A

Date signed off by the Section 151 Officer: N/A

Committee: **Education and Learning Scrutiny Committee**

Date of meeting: **15th December 2020**

Report Subject: **Education ICT - Infrastructure Connectivity Project**

Portfolio Holder: **Cllr. Joanne Collins, Executive Member Education**

Report Submitted by: **Lyn Phillips, Corporate Director of Education**

Directorate Management Team	Corporate Leadership Team	Portfolio Holder / Chair	Audit Committee	Democratic Services Committee	Scrutiny Committee	Executive Committee	Council	Other (please state)
25.11.20	25.11.20	27.11.20			15.12.20	13.01.21		

1. Purpose of the Report

1.1 The purpose of the report is to provide Education and Learning Scrutiny Committee with the opportunity to scrutinise progress in relation to the ICT - Infrastructure Connectivity Project (ICP). In addition, the report will provide an overview of the Welsh Government's Hwb EdTech Programme and its alignment with the Blaenau Gwent ICP.

2. Scope and Background

2.1 Blaenau Gwent Infrastructure and Connectivity Project

In 2017, Education and the Shared Resource Service (SRS) worked in partnership with schools to review the status of and develop a project proposal, to enhance ICT infrastructure and connectivity throughout the school estate, whilst also addressing gaps and consistency issues. The proposal aimed to improve the delivery of teaching and learning, whilst also facilitating delivery in line with the Digital Competency Framework, and effectively contributing to the overall curriculum aspirations for Wales. The proposal also sought to build upon the outcomes realised as a result of the Living in Digital Wales (LiDW) Grant initiated in 2014, which focused on improving standards of connectivity.

2.2 In order to develop an Infrastructure and Connectivity Project (ICP) business case, Education worked closely with SRS and schools via the development of an ICT Strategy Group (comprised of Headteacher, Council, SRS, Education Achievement Service, Welsh Government and other relevant representatives). The business case was based upon a detailed audit of infrastructure and connectively, along with an appreciation of school-based ICT operation issues. The proposal was developed, consulted upon and taken via the Council's political processes and approved in 2018.

2.3 In addition to the proposal, the SRS schools Service Level Agreement (SLA) was re-developed to account for the changes throughout the school estate, whilst also seeking to secure improved standards in relation to service delivery. All schools signed up for a 3-year period to the newly established SLA arrangements in 2018.

2.4 The project was initiated in November 2018, with relevant staff recruited to undertake the physical works; project management processes were agreed and a project group established. Implementation began in March 2019, to allow SRS, British Telecom, third party contractor Stoneleigh, and relevant Council services to undertake preparatory works including: school network equipment audits, identification and management of facilities implications, programming and delivery of the initial pilot phase. The projected project end date was summer 2020.

2.5 The capital investment of £560,000 will achieve the following throughout the school estate:

- **Migration to the Schools EDU Network**, improving the network infrastructure within schools throughout BG.
- **Improved internet connectivity and use** – Prior to project inception, school usage on the connection peaked at just over 50%. Internet usage in schools is expected to increase following these improvements. Should the capacity for schools have remained the same this would create a bottle neck, which despite faster connection, would mean that schools experience slowness.
- **School connectivity** – Connection between the school and the central infrastructure. Achieving LiDW 2020 aspirations for all schools; i.e. 100MB for primary schools and 1GB for secondary schools, for middle schools on separate sites the primary and secondary requirements will apply.
- In- school infrastructure to ensure **effective internet access to meet current and future** requirements and aspirations (switches and wireless).
- **Internal connectivity** - the BG standard is defined as infrastructure and connectivity for every person in the school (student, teacher, adult) to have a maximum **1.5 internet connected devices simultaneously in appropriate areas**.
- Provision of **secure remote access for teachers, pupils, parents and governors**.
- **Centralised infrastructure including** school file storage, infrastructure licensing, software deployment servers (SCCM).
- **Secure e-safety** infrastructure arrangements – to include web filtering, anti-virus protection, and Bring Your Own Device (BYOD).
- **Centralised SIMS –** SIMS will be hosted centrally ensuring consistency and continuity of access.

2.6 The objectives of the ICP include:

- Connectivity will be enhanced across the school estate by improving line speed;
- Creation of opportunities for consistency in the provision of education and learning via the medium of technology;
- To address cabling issues, resulting in improved wireless coverage through the installation of additional Wi-Fi access points;
- Creation of an ICT infrastructure that underpins, supports and facilitates effective school to school working;

- All primary schools will have 100MB connectivity and all secondary schools will have 1GB of connectivity;
- To provide a centralised file storage and backup solution to all schools; and,
- To provide a web filtering solution that supports safeguarding for both staff and pupils in schools.

2.7 **Welsh Government Hwb EdTech Initiative**
During 2019, the Welsh Government launched the Hwb EdTech (HET) initiative, which over a 3-year period, will realise an investment of over £2 million (£900,000 over waves 1 and 2) throughout the school estate. The programme is divided into Waves as follows:

- **Wave 1 – 2019/20**
  Broadband Connectivity
  Data Network Cabinets
  Core Switches
  Routers
  Associated Cabling
  UPS
- **Wave 2 – 2019/20**
  In-school Cabling
  Edge Switches
  Wireless Access Points
  Wired Access Points
- **Wave 3 – 2020/21**
  Whole-school Meraki Device Management
  Caching solutions supporting classroom learning
  Servers
- **Wave 4 – 2021/22**
  Replace unsupported devices
  Acquire additional devices
  Charging trolleys

2.8 The status of the ICP placed Blaenau Gwent in a strong position to further enhance infrastructure in line with the first 3 waves of Hwb EdTech funding. This meant that we were able to incorporate the additional work programme into the ICP, and realise efficiencies in terms of both time and resources. Welsh Government stipulate that the waves need to be signed off sequentially. Blaenau Gwent are due to successfully sign off the first 3 waves in January 2021. The Hwb EdTech funding has permitted additional infrastructure priorities to be reviewed and addressed.

2.9 **Figure 1** below outlines the investment priorities for both the Blaenau Gwent ICP and Hwb EdTech Programme:

Blaenau Gwent Project Investment	**Hwb EdTech Programme Investment (Waves 1 and 2)**
SchoolsEdu Migration	Core Fibre Infrastructure
Obsolete Wi-Fi Replacement	Nearing End of Life Wi-Fi Replacement

ICT Infrastructure Replacement	Switch/Router Replacement
Onsite Cache Server	Main Cabinet Replacement
Licensing Meraki	UPS Battery/Power Surge Protection
PinSafe Remote Access	Associated Cabling/Wired Connections
Internet Connection Upgrades	-
Migration – Schools Standardisation	-
Migration – Issue Management and Mitigation	-

2.10 During the Spring-term 2020, Welsh Government announced funding to address the needs of digitally disadvantaged learners and associated device replacement in schools, including a Hwb In-schools Infrastructure Grant Scheme (HISIG). This aspect of the device-based funding wave was initiated earlier than planned, to address issues resulting from the COVID-19 pandemic. As a result, the funding allocation for Blaenau Gwent was confirmed as £605,254. The criteria for the funding included: device replacement costs, servers, licensing to support re-build and programming of end of life (EOL) devices to meet the needs of digitally excluded learners; along with Mi-Fi units to support home-based connectivity. Education established a delivery plan in partnership with SRS and schools, to reduce and replace the number of end of life devices, whilst also successfully meeting the needs of staff, pupils, and those experiencing digital exclusion throughout the school closure period and beyond.

2.11 **Progress to Date**

Despite the impact of COVID-19 which has resulted in both school access and resourcing issues, along with extensive additional planning and risk assessment requirements; excellent progress has been made in line with delivery of the ICP. As a result, there is only one ICP migration remaining at Pen Y Cwm Special School, which is programmed for delivery in December 2020. The project has faced a series of challenges along the way, including: facilities, technical and resourcing issues, service disruption associated with external factors etc. However, issue management has been strong, and addressed by SRS via detailed action plans, which are effectively monitored in partnership with the Council and schools.

2.12 Waves 1-3 of the HET are programmed for completion by January 31st 2021, with works across the following 6 sites remaining: Rhos y Fedwen, St Joseph's Glanhowy and Ystruth Primary Schools, along with ALC Roseheyworth and Tillery Street Campuses.

2.13 Additional benefits have been realised in line with project delivery, including:

- Full rebuild/reconfiguration of school-based devices.
- Development of a hardware inventory across school estate
- End user device security and management enhancements

In addition to the above, sustainability planning is underway to address the associated long-term strategic priorities throughout the school estate. Schools and relevant partners have already been consulted upon and agreed key underlying principles. A detailed plan will be developed in January 2021, for implementation from September 2021.

3. **Options for Recommendation**

Option 1: Education and Learning Scrutiny Committee considers and accepts the report.

Option 2: Education and Learning Scrutiny Committee considers the report and provides comments relating to improvements that can be made prior to reporting to the Executive Committee.

4. **Evidence of how this topic supports the achievement of the Corporate Plan / Statutory Responsibilities / Blaenau Gwent Well-being Plan**

4.1 Education is a Strategic priority within the Council's Corporate Plan, of which the development and sustainability of school-based ICT provision is an essential component in relation to teaching, learning and pupil outcomes.

4.2 Welsh Government determined their curriculum aspirations within 'A Curriculum for Wales – a Curriculum for Life' (2015). The plan in delivering these aspirations is directly aligned to key recommendations emerging from Professor Donaldson's 'Successful Futures' report, which places the issue of technology at the heart of new curriculum arrangements.

4.3 Welsh Government subsequently developed the Digital Competency Framework (in line with the Donaldson report, and 'A Curriculum for Wales – a Curriculum for Life', 2015). The DCF establishes a framework for the delivery of ICT across the curriculum that will enable the development of a digitally skilled pupil population in the use of technologies, whilst preparing them for future progression routes and career pathways. It is recognised that supporting digital skill building will potentially stimulate the local economy and economic activity. The DCF provides the basis for the strategic approach to the delivery of ICT across the school estate within Blaenau Gwent. Education's ambition in line with DCF and Successful Futures, is to maximise the use of new technologies in delivering the curriculum, in order to increase the digital competency and capabilities of learners.

5.1 ***Impact on Budget***

There are no new or additional budgetary implications for the Council. Both projects are currently on profile, with a favourable variance at present. The capital budgets and grants are as follows, with future allocations aligned to the Hwb EdTech Programme pending confirmation, further information for which is anticipated in 2021:

- ICP £250,000
- HET £900,000 (Waves 1 and 2)

- Welsh Government Hwb EdTech funding to address digital disadvantage and associated device requirements (inclusive of the HISIG) £605,524

5.2 ***Risk*** - The primary risk associated with project delivery is the impact of the COVID-19 pandemic and associated implications. In addition, minimising disruption is vital to ensure that schools continue to operate effectively to support increased digital requirements, including virtual and distance learning. The latter has the potential to increase the timescales for completion, and minimise the opportunity for error. There is a detailed implementation plan, which encompasses learning to date, along with an in-depth appreciation of facilities and associated requirements. Staff and budgetary contingencies have been built in, and the project delivery timeline extended to address time constraints and accommodate increased work programming.

5.3 ***Legal*** – There are no direct legal implications associated with this report.

5.4 ***Human Resources*** – There are no direct human resource implications associated with the report, sufficient staffing and other resources have been secured and contingencies built-in.

6. **Supporting Evidence**

6.1 ***Performance Information and Data***

To date the following outcomes have been achieved:

- 1,214 devices and 141 Mi-Fi units have been distributed to digitally disadvantaged learners.
- 2,247 devices have been ordered to replace end of life devices throughout the school estate. Set-up and distribution is programmed throughout the autumn-term 2020 and spring-term 2021 in line with Welsh Government procurement timelines.
- 29 out of 30 school sites have been fully migrated and their connectivity addressed under the ICP
- Infrastructure upgrades have been completed in 24 out of 30 school sites, with the remaining schools programmed for completion over the next 6-8 weeks.
- Device and infrastructure audits have been completed and updated for all schools.

Post project delivery, an impact assessment will be completed, along with a full scale project evaluation.

6.2 ***Expected outcome for the public (This section is mandatory)*** - The primary outcomes associated with projects are driven by two key education objectives:

- Improved quality of teaching and learning via the development of a fit for purpose ICT infrastructure; and,
- Improved standards of education, pupil attainment and outcomes.

Both of which aim to secure the development of a digitally skilled pupil population in the use of technologies, whilst preparing them for future progression routes and career pathways. It is recognised that supporting digital skill building will potentially stimulate the local economy and economic activity in the future.

6.3 ***Involvement*** - Stakeholder and end user needs and engagement are of paramount importance, and a key focus of both projects. The projects have and continue to be subject to consultation, which has been used to inform development, delivery, progression and learning.

6.4 ***Thinking for the Long term***
All of the research undertaken during the project development and delivery phase, has and will be used to underpin and inform the development of a Blaenau Gwent Education ICT Strategy. The projects and strategy will form part of a 10-year plan in addressing delivery, infrastructure, connectivity and device-based sustainability throughout the school estate.

6.4.1 Shared Resource Service Wales SLA, will be reviewed with schools on a 3-yearly basis – in line with the economic life of the assets. The SLA will ensure that SRS are able to provide the required level of support in managing the infrastructure and connectivity requirements of Blaenau Gwent's schools. This in turn will ensure effective management, maintenance and use of the investment.

6.5 ***Preventative focus*** – The ICP and Hwb EdTech Projects aim to address existing ICT issues and enhance provision, whilst ensuring parity across the school estate.

6.6 ***Collaboration / partnership working*** – Both projects require a collaborative approach in terms development, implementation and monitoring. This is carried out via the ICT Strategy Group, Project Group, Welsh Government and SRS delivery team meetings. The Project Group has wide ranging representation from partner organisations and services throughout the Council.

6.7 ***Integration*** – The Council, SRS and Schools work in an integrated way to ensure effective project implementation, and secure appropriate skills, knowledge etc. to support a strategic approach in the medium to long-term.

6.8 ***EqIA*** – There is no adverse impact upon the protected characteristics.

7. **Monitoring Arrangements -** Both projects are managed in accordance with the Corporate Project Management Framework and the PRINCE 2 methodology. Project monitoring is carried out via the Project Group, ICT Strategy Group, along with regular reporting to Welsh Government. It is assured via the 21st Schools Programme Management arrangements and reported via the Councils political processes.

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Executive Committee and Council only

Date signed off by the Monitoring Officer: N/A

Date signed off by the Section 151 Officer: N/A

Committee:	**Education and Learning Scrutiny Committee**
Date of meeting:	**15th December 2020**
Report Subject:	**Forward Work Programme: 26th January 2021**
Portfolio Holder:	**Cllr Joanne Collins, Executive Member Education**
Report Submitted by:	**Cllr Haydn Trollope, Chair of the Education and Learning Scrutiny Committee**

Reporting Pathway								
Directorate Management Team	**Corporate Leadership Team**	**Portfolio Holder / Chair**	**Audit Committee**	**Democratic Services Committee**	**Scrutiny Committee**	**Executive Committee**	**Council**	**Other (please state)**
x	x	27.11.20			15.12.20			

1. **Purpose of the Report**

1.1 To present to Members the Education and Learning Scrutiny Committee Forward Work Programme for the Meeting on 26th January 2021 for discussion and agreement.

2. **Scope and Background**

2.1 The Scrutiny Work Programmes are key aspects of the Council's planning and governance arrangements and support the requirements of the Constitution.

2.2 The topics set out in the Forward Work Programme link to the strategic work of the Council as identified by the Council's revised Corporate Plan, corporate documents and supporting business plans.

2.3 Effective work programmes are essential to ensure that the work of scrutiny makes a positive impact upon the Council's delivery of services.

2.4 The Committee's Forward Work Programme was agreed in September 2020, recognising the fluidity of the document to enable the Committee to respond to urgent and emerging issues, and included timescales when reports will be considered by the Committee. The work programme is managed and implemented by the Scrutiny and Democratic Officer under the direction of the Chair and Committee.

2.5 The forward work programme for the forthcoming meeting will be presented to Committee on a 6 weekly cycle in order that Members can consider the programme of work; request information is included within the reports, as appropriate and / or make amendments to the work programme.

3. **Options for Recommendation**

3.1 **Option 1:** The Scrutiny Committee consider the Forward Work Programme for the meeting 26th January 2021, and

- Make any amendments to the topics scheduled for the meetings;

- Suggest any additional invitees that the committee requires to fully consider the reports; and
- Request any additional information to be included with regards to the topics to be discussed.

3.2 **Option 2:** The Scrutiny Committee agree the Forward Programme for the meeting 26th January 2021, as presented.

Background Documents /Electronic Links

- Appendix 1 – Forward Work Programme – Meeting on 26th January 2021

Education and Learning Scrutiny Committee Forward Work Programme

Date / Deadlines	Scrutiny Topic	Purpose	Lead Officer	Executive / Council
Tuesday 26th January 2021 Deadline: 8th January 2021	1. Youth Service Performance	**Performance Monitoring** To provide Members with the opportunity to scrutinise and monitor the performance and impact of the Youth Service comparing with the latest Welsh Government benchmarking data.	Joanne Sims	Executive
	2. Additional Learning Needs (ALN) Act Readiness	**Performance Monitoring** To provide Members with an update on the Additional Learning Needs (ALN) and Tribunal (Wales) Act (2018), the implications and the progress we are making in terms of readiness for September 2021.	Gavin Metheringham	Executive
	3. 21st Century Schools Programme Bands A / B Gateway Review Outcome	**Performance Monitoring** To provide Members with an update on the closure of the 21st Century Schools Band A programme and the progress made on the Band B programme.	Claire Gardner	Executive
	4. Welsh Public Library Standards (WPLS) Annual Return 2018/19	**Performance Monitoring** Members to consider the Annual Assessment from Welsh Government which highlights Blaenau Gwent's performance against the Welsh Public Library Standards.	Joanne Sims	Executive

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