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PAPURAU ATODOL

Pwyllgor PWYLLGOR CRAFFU PLANT A PHOBL IFANC

Dyddiad ac amser y cyfarfod DYDD MAWRTH, 15 RHAGFYR 2020, 4.30 PM

Lleoliad YSTAFELL BWYLLGOR 4 - NEUADD Y SIR

Aelodaeth Cynghorydd Bridgeman (Cadeirydd)
YCynghorwyr Cunnah, Hopkins, Joyce, Melbourne, Molik, Phillips,
Mia Rees a/ac Singh

Patricia Arlotte (Cynrychiolydd Gatholig Rufeinig), Carol Cobert
(Cynrychiolydd yr Eglwys yng Nghymru), Karen Dell'Armi (Cynrychiolydd
Rhiant-Lywodraethwr) a/ac Matthew Richards (Cynrychiolydd
RhiantLywodraethwr) Mia John (Cynrychiolydd y Cyngor Ieuenctid)

Y papurau canlynol wedi'i farcio ' i ddilyn' ar yr agenda a ddsbarthwyd yn flaenorol

5 Cynigion Cynllun Trefniadaeth Ysgolion – Ysgol Uwchradd Cathays ac Ysgol Mynydd Bychan (Tudalennau 3 - 152)

Davina Fiore

Cyfarwyddwr Llywodraethu a Gwasanaethau Cyfreithiol

Dyddiad: Dydd Mercher, 9 Rhagfyr 2020

Cyswllt: Mandy Farnham, 02920 872618, Mandy.Farnham@caerdydd.gov.uk

Mae'r dudalen hon yn wag yn fwriadol

**CYNGOR CAERDYDD
CARDIFF COUNCIL****CHILDREN & YOUNG PEOPLE SCRUTINY COMMITTEE****15 DECEMBER 2020**

**21ST CENTURY SCHOOLS, BAND B: EXPANSION AND
REDEVELOPMENT OF CATHAYS HIGH SCHOOL**

Purpose of Report

1. To provide Members with the opportunity to carry out pre-decision scrutiny of proposals, attached at **Appendix A**, prior to its consideration by Cabinet at its meeting on the 17 December 2020. The purpose of the attached report is to enable the Cabinet to consider a recommendation to hold public consultation on proposals for the expansion and redevelopment of Cathays High School in line with Band B 21st Century Schools priority schemes.

Background

2. At its meeting on 14 December 2017, the Cabinet approved the prioritised scheme under Band B of the Cardiff's Band B 21st Century Schools Programme and a copy of the 14 December 2017 Cabinet Report is included at **Appendix 1**.

Key Proposals of the Cabinet Report

3. The Cabinet Report proposes the following:
 - Expand Cathays High School from 1,072 places (5.5 Forms of Entry with 247 sixth form places) to 1,450 places (8 Forms of Entry with 250 sixth form places), from September 2023;
 - Replace the Cathays High School buildings with new build accommodation on the Maindy Centre site adjacent to Crown Way and North Road;

- Expand the current Specialist Resource Base (SRB) for learners with Autism Spectrum Condition from 16 to 50 places in purpose-built accommodation in the new school buildings;
- Upgrade community facilities in Cathays and Gabalfa through the significantly enhanced school facilities being made available for shared use with the wider local community.
- Provide space for the local community to continue to have access to off-road open spaces for informal leisure use, recognising this is the current use at the Maindy site.

Issues highlighted in the report to Cabinet

4. The following issues are highlighted in the Cabinet report, as at **Appendix**

A:

- Sufficiency of mainstream secondary school places city-wide (*paragraphs 7-12; page 2 in Appendix A*)
- Condition & Suitability (*paragraphs 13-16; pages 2- 3 in Appendix A*)
- Sufficiency of mainstream secondary school places (*paragraphs 17-19; pages 3 & 4 in Appendix A*)
- Summary of recent and forecast demand for places at entry to secondary education (*paragraphs 20 – 39; pages 4 – 7 in Appendix A*)
- Additional Learning Needs (ALN) Provision (*paragraphs 40 – 47; pages 7 & 8 in Appendix A*)
- Mutual Investment Model (MIM) (*paragraphs 48 – 50; page 8 in Appendix A*)
- Land Matters including improving community facilities (*paragraphs 51 – 60; pages 8- 10 in Appendix A*)
- Admissions and Catchment areas (*paragraphs 61 – 66; Page 10 in Appendix A*)
- Partnerships (*paragraphs 67 – 71; pages 10- 11 in Appendix A*)
- Impact of the proposal on the Welsh Language (*paragraphs 72-78; pages 11 & 12 in Appendix A*)
- Learner Travel Arrangements (*paragraphs 79-82; page 12 in Appendix A*)
- Community Impact (*paragraphs 83-87; pages 12-13 in Appendix A*)

- Wellbeing of Future Generations (*paragraphs 88-91; page 13 in Appendix A*)
 - Reason for Recommendations (*paragraph 92; page 14 in Appendix A*)
5. The draft cabinet report also provides details on the following areas:
- Financial Implications (*paragraphs 93 – 98; pages 14 – 15 in Appendix A*)
 - Legal Implications (including Equality Impact Assessment where appropriate) (*paragraphs 99 – 105; pages 15 – 16 in Appendix A*)
 - Traffic Regulation (*Paragraphs 106 – 107; page 16 in Appendix A*)
 - HR Implications (*Paragraphs 108-109; pages 16-17 in Appendix A*)
 - Traffic and Transport Implications (*Paragraphs 110-126; pages 17-19 in Appendix A*)
 - Property Implications (*Paragraphs 127-128; pages 19-20 in Appendix A*)
 - Equality Impact Assessment (*Paragraph 128; page 22 in Appendix A*)
6. The report is supported by a number of appendices covering:
- Appendix 1: Cabinet Report, 14 December 2017
 - Appendix 2: Projected availability of and demand for secondary school places
 - Appendix 3: Statutory Screening Tool including Equality Impact Assessment

Recommendations set out in the Cabinet Proposals

7. The Cabinet is recommended to authorise officers to consult on proposals to:
- Expand the school from 1,072 places (5.5 Forms of Entry with 247 sixth form places) to 1,450 places (8 Forms of Entry with 250 sixth form places) from September 2023;
 - Replace the Cathays High School buildings with new build accommodation on the Maindy Centre site adjacent to Crown Way and North Road;

- Expand the current Specialist Resource Base (SRB) for learners with Autism Spectrum Condition from 16 to 50 places in purpose-built accommodation in the new school buildings;
 - Upgrade community facilities in Cathays and Gabalfa through the significantly enhanced school facilities being made available for shared use with the wider local community.
 - Provide space for the local community to continue to have access to off-road open spaces for informal leisure use.
8. Note that officers will bring a report on the outcome of the consultation to a future meeting to seek authorisation as to whether to proceed to publish proposals in accordance with section 48 of The School Standards and Organisation (Wales) Act 2013.

Scope of Scrutiny

9. The scope of this scrutiny is for Members to consider and provide comments on the draft report to Cabinet, prior to its consideration of the report on the 17 December 2020.

Way Forward

10. Councillor Sarah Merry (Deputy Leader and Cabinet Member for Education Employment, Skills), Melanie Godfrey (Director of Education and Lifelong learning), Richard Portas (Programme Director for the School Organisation Programme) and Michele Duddridge-Friedl (Operational Manager – Planning and Provision) will present the report to the Committee, and be available to answer any questions Members may have.
11. This report will also enable Members to provide any comments, concerns or recommendations to the Cabinet Member prior to its consideration by Cabinet.

Legal Implications

12. The Scrutiny Committee is empowered to enquire, consider, review and recommend but not to make policy decisions. As the recommendations in this report are to consider and review matters there are no direct legal implications. However, legal implications may arise if and when the matters under review are implemented with or without any modifications. Any report with recommendations for decision that goes to Cabinet/Council will set out any legal implications arising from those recommendations. All decisions taken by or on behalf of the Council must (a) be within the legal powers of the Council; (b) comply with any procedural requirement imposed by law; (c) be within the powers of the body or person exercising powers on behalf of the Council; (d) be undertaken in accordance with the procedural requirements imposed by the Council e.g. Scrutiny Procedure Rules; (e) be fully and properly informed; (f) be properly motivated; (g) be taken having regard to the Council's fiduciary duty to its taxpayers; and (h) be reasonable and proper in all the circumstances.

Financial Implications

13. There are no direct financial implications arising from this report. However, financial implications may arise if and when the matters under review are implemented with or without any modifications.

RECOMMENDATIONS

The Committee is recommended to:

- a) Review and assess the information contained in the draft Cabinet Report, attached at **Appendix A**, together with any information provided at the meeting;

- b) Provide any recommendations, comments or advice to the Cabinet Member and / or Director of Education and Lifelong Learning prior to the report's consideration by Cabinet.

Davina Fiore

Director of Governance and Legal Services

12 December 2020

21ST CENTURY SCHOOLS, BAND B: EXPANSION AND REDEVELOPMENT OF CATHAYS HIGH SCHOOL

EDUCATION, EMPLOYMENT & SKILLS (COUNCILLOR SARAH MERRY)

AGENDA ITEM: 6

Reason for this Report

1. To enable the Cabinet to consider a recommendation to hold public consultation on proposals for the expansion and redevelopment of Cathays High School in line with Band B 21st Century Schools priority schemes.
2. It is proposed to:
 - Expand Cathays High School from 1,072 places (5.5 Forms of Entry with 247 sixth form places) to 1,450 places (8 Forms of Entry with 250 sixth form places), from September 2023;
 - Replace the Cathays High School buildings with new build accommodation on the Maindy Centre site adjacent to Crown Way and North Road;
 - Expand the current Specialist Resource Base (SRB) for learners with Autism Spectrum Condition from 16 to 50 places in purpose-built accommodation in the new school buildings;
 - Upgrade community facilities in Cathays and Gabalfa through the significantly enhanced school facilities being made available for shared use with the wider local community.
 - Provide space for the local community to continue to have access to off-road open spaces for informal leisure use, recognising this is the current use at the Maindy site.

Background

3. At its meeting on 14 December 2017, the Cabinet approved the prioritised scheme under Band B of the Cardiff's Band B 21st Century Schools Programme.
4. The Band B programme seeks to address the most acute sufficiency and condition issues in Cardiff.

5. A copy of the 14 December 2017 Cabinet Report is included at Appendix 1.
6. The school has already temporarily expanded to take additional forms of entry to provide for larger cohorts currently promoting to year 7.

Issues

Sufficiency of mainstream secondary school places city-wide

7. Following a period of growth within the primary sector, there has been an increased demand for places at entry to secondary education city wide in the past five years. City-wide projections indicate that the demand for places in the English-medium secondary sector will further increase during the period of the Band B investment programme.
8. Citywide data from January 2020 shows the number of pupils in each of the year 3 to year 6 cohorts in English-medium primary schools exceeds the combined Admission Numbers of 3,460 places at entry to English-medium secondary schools.
9. Projections, based upon the most recent school census data (PLASC) received in 2020, indicate that the number of pupils entering Year 7 in English-medium community schools city-wide will continue to increase until the 2023/2024 academic year.
10. City-wide, peak intakes at entry to secondary education of c4,115 pupils are projected in 2022/ 2023 and 2023/ 2024, following which intakes reduce to c3,900. A significant reduction in pupils entering secondary education, from existing housing, is projected from 2028/ 2029.
11. However, it is anticipated that, as a result of the yield of pupils from the new housing developments, additional school provision will be required to provide school places local to the new housing in some parts of Cardiff.
12. Birth rate and population data currently available indicates a cyclic pattern in Cardiff, and nationally. Whilst school reorganisation proposals must be appropriate for projected pupil populations, an appropriate level of surplus capacity should be available to respond to population changes.

Condition & Suitability

13. Cardiff has a very large education estate with over 127 school properties. Many sites comprise of multiple blocks, constructed during different decades. A large number of primary, secondary and special schools are in a poor state of repair.

14. Approximately £17m, or 14%, of maintenance and condition issues of the estate were addressed through Band A of the 21st Century Schools investment programme. There has been significant investment in the construction of two new high schools in the East and West of the City, new primary school provision and suitability works undertaken in primary schools.
15. As part of the prioritisation of schools within the Band B programme, all properties across the school estate were given a rating from A to D for the following issues, with D being the worst category:
 - Sufficiency of places available;
 - Condition of the school buildings;
 - Suitability of the environment for teaching.
16. Cathays High School is rated as “C” category for condition, which means the buildings are poor condition with major defects. A significant percentage of its accommodation is housed in demountable accommodation.

Sufficiency of mainstream secondary school places

17. When considering likely demand for places across the area, a number of factors have been used to inform projections and forecasts, including:
 - Recent and historic numbers on roll taken from verified PLASC (Pupil Level Annual Census) for Cardiff schools;
 - Recent and historic populations known to be living in each area utilising NHS data;
 - Recent and historic numbers and percentages of children attending English-medium and Welsh-medium community and faith places in Cardiff;
 - Recent and historic numbers and percentages of children transferring from primary schools in Cardiff to secondary schools elsewhere.
18. Forecasts have been prepared based on:
 - Current residential populations;
 - Likely child populations from the future residential developments currently in construction and proposed;
 - Likely demand if parental take-up patterns were to remain consistent with the most recent years applying these trends to the relevant populations in future years;
 - Likely demand if parental take-up patterns at entry to secondary schools were consistent with the type of primary school (English-medium community, Welsh-medium community or Faith) attended, applying this information to the relevant populations in future years.

19. Additional information, regarding projections and forecasts prepared relevant to the area, and the methodologies used to establish likely demand are set out in Appendix 2.

Summary of recent and forecast demand for places at entry to secondary education

Cathays High School Catchment Area

20. The Cathays High School catchment area comprises the primary school catchment areas of Allensbank Primary School, Albany Primary School and Gladstone Primary School, which serve Cathays and parts of Gabalfa, Heath, Llandaff North and Plasnewydd. The area is also served by Ysgol Mynydd Bychan, St Joseph's Catholic Primary School, St Peter's R.C Primary School and St Monica's Church in Wales Primary School.
21. The recent take-up of English-medium community primary school places by children who are resident within the existing Cathays High School catchment area has averaged 108 per year group. This has fluctuated between 82 and 133 pupils in the period 2016 - 2020.
22. The average intake over the last 3 years at entry to Reception year within the Cathays High School catchment area is 117 pupils (approximately four Forms of Entry). Whilst this level is seen to drop off slightly, there is expected to be a degree of demand from new housing on a citywide level. Data is not yet available for cohorts that would enter primary education beyond 2024/25.
23. The numbers of pupils in some primary school year groups, resident within the catchment area of Cathays High School, have fluctuated significantly. Cohorts have increased or reduced in number by between 11-48 pupils (on average 24% changes within cohorts). Migration patterns are not consistent which represents a risk when planning the number of secondary school places.
24. On average, 91 children per year group have transferred to English-medium community secondary schools and 33 children per year group have transferred to English-medium faith-based secondary schools in recent years. The remaining young people transfer to Welsh-medium secondary schools.
25. There is no significant difference in the number of children in Year 6 cohorts and in the following year's Year 7 cohorts in this area - i.e. almost all children resident in the area continue to attend community or faith schools in Cardiff when they transfer to secondary education.
26. Forecasts indicate that, in the Band B investment period, 68-105 English-medium community secondary school places will be required to serve the existing Cathays High School catchment area, either at the school or at other English-medium community schools. This takes

account of c33 places being taken up within Faith-based schools by pupils resident in the area. Intakes peak in 2024 but reduce thereafter to approximately 2.3 forms of entry.

27. There are no large planned residential developments within, or in close proximity to, the Cathays High School catchment area that would significantly increase the child population within the area. There are also no significant housing developments currently planned nor included with in the adopted LDP for the Cathays area.
28. Taking the above information into account, an English-medium community secondary school of three forms of entry, providing 90 places per year group, would be sufficient to serve the existing Cathays High School catchment area during the Band B investment period and in the years immediately following. However, planned housing in the south of the city will significantly increase pupil numbers at neighbouring schools including Cathays High School.

Other areas

29. The five secondary schools included in Cardiff's Band B 21st Century schools programme, including Cathays High School, are proposed to expand from a combined capacity of c35.5 forms of entry to c44 forms of entry. These proposals take account of the projected increasing intakes to secondary education in a number of areas of Cardiff in the period until 2024, and the continuing need for these places in the period that follows.
30. Cardiff's expected level of growth in this period, in existing communities, is significant. It is evident that, separate to pupil forecasts based on existing housing, additional secondary school places will be required to accommodate children from new housing developments in the catchment areas of some existing schools.
31. Dwelling completions in Cardiff have significantly increased in recent years. The 1,444 completions in 2018/19 (43% higher than 2017/18) contrast with the previous 9 years where completions averaged 725 units per annum, with no year above 1,000 units for this period. Construction has now started or is about to start on most of Cardiff's strategic housing sites and it is expected that housing completions over the remaining 6 years of the Local Development Plan period will increase significantly.
32. The 2019 landbank for housing in Cardiff numbered 24,944 dwellings. Approximately 1,600 additional dwellings in Butetown, 1,800 in Grangetown, 800 in Canton, 600 in Llandaff and 700 in Cathays (mainly in the city centre) have planning permission or are on sites allocated in the LDP. Each of these communities lie within the catchment areas of the schools included within the Band B programme.
33. As detailed in Appendix 2, the city-wide forecast demand for places at entry to secondary education from existing housing will increase by circa

- 150 children per year group within the Band B investment period, until 2024, as a consequence of larger cohorts promoting from primary education, and reduced outflow to out of county provision.
34. The current and projected demand for places at entry to secondary school within the neighbouring catchment areas of Cardiff High School and Fitzalan High School exceed the number of places available at each school. The projected demand from existing housing within the catchment area of Llanishen High School is at a high level but is expected to increase further within and beyond the Band B period as new housing is developed between the communities of Lisvane and Pontprennau.
 35. Planned housing developments within the Fitzalan High School catchment area, including those with outline or full planning permission, will impact neighbouring English-medium community schools, including Cathays High School, and must be considered when planning provision. Retaining Cathays High School at its existing capacity of 5.5 forms of entry, or a minor expansion to six forms of entry, would not be sufficient to meet the demand from within its catchment area and the excess demand from within the neighbouring catchment area of Fitzalan High School.
 36. A temporary increase to the admission number at Cathays High School, to eight forms of entry in Year 7 (240 places), was implemented for the 2020/21 intake, and all places were allocated. The central location of the school enabled it to meet the excess demand for places, and to accommodate late applicants, from the south, central and north areas of the city and retain less than 5% surplus city-wide in the year group. Similar measures, retaining the intake at Cathays High School to 240 places, are likely to be needed in coming years.
 37. It is expected that the Cathays High School would be fully subscribed at entry to year 7, based on pupil populations in the wider area, until at least 2024, and the school would have eight forms of entry enrolled in some year groups until at least 2028.
 38. A permanent expansion of Cathays High School to eight forms of entry would provide an opportunity to meet the projected demand for places from within its catchment area and to also accommodate excess demand for places from other neighbouring catchment areas. The central location of the school within the city, and its catchment area being adjacent to catchment areas of five other English-medium community secondary schools of Cardiff High School, Fitzalan High School, Llanishen High School, Whitchurch High School and Willows High School, means that it is well placed to support growth in other areas of the city.
 39. Consultation on changes to English-medium community secondary school catchment areas would be required at the appropriate time in

order to provide a suitable balance in the supply of and take-up of places. Catchment areas are only part of the school admission oversubscription criteria and being resident within a catchment area is not a guarantee of admission. The Council has to ensure sufficient place in the secondary sector regardless of catchment boundaries.

Additional Learning Needs (ALN) Provision

40. At present, both secondary and primary schools in Cardiff host Specialist Resource Bases (SRB). The purpose of an SRB is to enable learners with additional learning needs to succeed in a mainstream learning environment. Pupils are supported to attend mainstream lessons and benefit from the full range of educational opportunities available to all pupils at the school.
41. A Specialist Resource Base for pupils with Autism Spectrum Condition (ASC) is located at Cathays High School and supports up to 16 pupils aged 11-18.
42. The SRB staff provide additional pastoral and teaching support to the pupils, and provide training and information to main school staff to support the inclusion of young people. The SRB has designated accommodation where the pupils may access small group or individual teaching. The base also provides a nurturing and 'safe' environment for young people when it is required. The provision provided to the young people is tailored, according to need. Young people experience short or prolonged periods where they are taught mainly or solely in the SRB, because of anxiety or sensory challenges, or as part of a transition from a more specialist environment.
43. The majority of children with an autism spectrum condition do not require a special school place in order to learn and thrive. Young people attend a local mainstream school and access additional support through the specialist resource base.
44. Although the Council increased ASC places between 2012 and 2017, from 82 to 140, it is anticipated that demand for ASC SRB places will continue to grow over the next 5-10 years. Due to increased demand, and the shortage of specialist ASC places in Cardiff, separate proposals have been brought forward to expand another existing ASC base at Cantonian High School.
45. It is proposed to retain the SRB at Cathays High school, as part of the future school, to ensure continued provision for current and future pupils. The current expertise and inclusive practice of the school would be maintained. Additional places would help to ensure there are sufficient places to meet increased demand arising out of a growing pupil population and a growing incidence and identification of ASC in Cardiff.
46. The proposed expansion of Cathays High School in new build, 21st Century accommodation presents an opportunity to further develop the

specialist provision within the school and to increase the number of places available from 16 to 50.

47. Cardiff Council is committed to the principles of inclusion and recognises that the majority of children and young people with additional needs are best supported in their local mainstream schools. The Council will continue to provide support, training and resources to schools, promote the sharing of best inclusive practice and ensure that learners with ALN access effective support in their local school.

Mutual Investment Model (MIM)

48. MIM is a national scheme that has been developed to borrow funds via the private sector to design and build the school, and maintain the building fabric over a 25 year period. Welsh Government has procured a Private Sector Delivery Partner (PSDP) to work with it on the delivery of education and community facilities. The successful bidder was Meridiam Investments II SAS. The PSDP and a subsidiary of the Development Bank of Wales have entered into a Special Purpose Vehicle (SPV) called WEPCo, which will deliver the services to participants.
49. At its meeting on 16 July 2020, Cabinet agreed to enter into the Strategic Partnering Agreement (SPA) with WEPCo. Cardiff Council, along with other local authorities and further education institutions, are a participant to the SPA. The SPA provides for how the parties act together over the long term in a collaborative partnering, non-adversarial and open manner to support the effective planning, procurement and delivery of education and community facilities in Wales and the delivery of infrastructure services. This includes partnering services for the project such as legal, design and technical advice.
50. WEPCo will undertake all partnering services (i.e. the design, project development and professional services). Approved MIM Projects will be developed by WEPCo, but delivered (including hard facilities management) by Project Co which will enter into a Project Agreement with the Council to deliver the relevant MIM Project. The Council will be a contracting party with Project Co which will have contracts in place to manage the building and facilities contractors.

Land Matters including improving community facilities

51. The Cathays High School site is located on a site measuring approximately 2.1 hectares, adjacent to North Road and Crown Way. The constrained school site limits access for pupils to outdoor facilities and does not include any school pitch provision for pupils.
52. Formal arrangements exist at present for Cathays High School to use grass pitches at Heath Park, and transport arrangements are in place to support this at an annual cost to the Council of c£21,000.

53. The Maindy Centre, including the indoor leisure centre and pool, the Maindy Cycle and BMX track, and outdoor football pitches, is located in close proximity to the school on the opposite side of Crown Way, also adjacent to North Road.
54. The Maindy cycle track was built for the British Empire and Commonwealth Games in 1958 and has been home to the Maindy Flyers Cycling Club since 1995. The club has approximately 200 members aged 5 to 18 years old. Cardiff's Road Safety Centre, providing adult and child cycle training, is also located at the Maindy site.
55. Maindy Centre is Cardiff's only outdoor cycle track that is the home of the grassroots cycling talent in the city. The track is a popular outdoor venue that requires investment. Whilst the cycle club has outgrown the facility, the Council acknowledges that Cardiff must continue to support its home-grown talent to excel and progress to represent Wales competitively on the international stage.
56. The school project provides an opportunity for a new track facility, located in the heart of Cardiff Bay at the International Sports Village, to be brought forward in the New Year, bringing a greater range of cycle track opportunities to our capital.
57. The construction of new facilities for Cathays High School on the Maindy Centre site and potentially on a proportion of the existing site in line with Building Bulletin 98 will enable the expansion of the school in an area that is well located within the community that the school serves.
58. The Council agreed in 2016 that the leisure and sporting facilities at Maindy Centre would be operated by Better Leisure (GLL), and a long term lease arrangement is in place. As part of a revised lease the school will continue to have access to indoor facilities at Maindy Centre an arrangement will be explored with GLL for the management of external sports facilities and shared use of the carpark outside of the school day.
59. The location of the sites, off North Road and Crown Way, provide an opportunity to enable the new investment in the community. The design of the school will support open community access to some multi use games areas outside of school hours and re-provide community land where possible. The land south of the existing Maindy cycle track and other areas will be made available for exercise; dog walking; [access between Gelligaer Street and Crown Way/North Road](#); and general leisure activities. The BMX track is expected to be retained, but could potentially be relocated elsewhere on the Maindy or current school site should it be deemed beneficial to the project and the community. The existing playground will sit outside of the scope of the project and will be retained. There are further opportunities presented by the levels and existing conditions of the site which provide opportunities for a holistic landscape design that incorporates sustainable drainage, ecology and habitat strategies.

60. The proposed strategy to provide a combination of all-weather pitches on-site and retaining current grass pitches at Heath Park would enable curriculum requirements to be met, providing pupils with access to a range of facilities for a variety of sports.

Admissions and Catchment areas

61. There are no plans to change the Council's policy on the admission of children to schools, as a result of this proposal.
62. In accordance with the limitations set out within the School Organisation Code, the Council has agreed a temporary increase to the Admission Number at Cathays High School to meet the increased demand for places. The Council is able to continue to do so but cannot exceed the school's total published capacity of 1,072 places, using temporary measures, by more than 200 pupils.
63. It is proposed that the admission number of 240 places would be implemented from September 2023, in accordance with the requirements set out in the School Organisation Code.
64. Detailed information regarding admission arrangements is contained in the Council's Admission to Schools booklet, and this information can be viewed on the Council's website (www.cardiff.gov.uk).
65. Consultation on changes to English-medium community secondary school catchment areas would be required at the appropriate time, in order to provide a suitable balance in the supply of and take up of places.
66. The Council will manage admissions to the Specialist Resource Base provision at Cathays High School in accordance with the ALN Code of Practice, which takes effect from September 2021.

Partnerships

67. The 'Cardiff Commitment' is the Council's youth engagement and progression strategy. The Cardiff Commitment sets out how the council, together with a wide range of public, private and third sector partners, will work together to ensure a positive destination for every young person in Cardiff after they finish school, either in employment or further education and training.
68. To date over 120 businesses have pledged to support Cardiff Commitment and provide opportunities to schools and young people, better preparing them for the world of work, contributing to the future economic growth of the city.
69. The Council's proposals for Band B of the 21st Century Schools Programme and the Cardiff 2030 strategy clearly state the link between

improving the environment for learning and raising standards of achievement.

70. The Council is keen to assist with the development of opportunities between schools and businesses, to help create a sustainable pool of talent for future workforce needs, and spread skills across the city. An example of this is the Creative Education Partnership that has been established between Cardiff West Community High School and partners from the creative industries to provide opportunities for young people to leave education with skills and competences and to be work ready.
71. The significant school developments proposed would provide opportunities for strong partnerships with businesses and employers from a range of sectors in the Cardiff economy. Opportunities for further partnerships are being explored and will be progressed in line with the priorities set out in the Cardiff Commitment.

Impact of the proposal on the Welsh Language

72. It is not anticipated that there will be any negative impact on the Welsh Language, as a result of this proposal.
73. The teaching of Welsh within an English medium setting is subject to the requirements of the National Curriculum. This would not change with the expansion of the school. This proposal does not seek to change the number of Welsh-medium primary or secondary school places available in the area.
74. The Council works closely and constructively with partners on its Welsh Education Forum, which includes representatives of nursery, primary, secondary and further education, childcare, RhAG and the Welsh Government. The Forum actively informs the planning of Welsh-medium places, to continue to drive the Council's plan to sustainably increase the number of learners within Welsh-medium schools and those learning Welsh in English-medium schools.
75. The council monitors birth rates, the yield from proposed housing and the patterns of take-up in Welsh-medium provision at primary and secondary age, with a view to bringing forward appropriate plans to meet any increased demand.
76. Whilst forecasts, based on the number of children in the Welsh-medium primary, indicate that additional capacity will be required to meet the demand for places in Welsh-medium secondary schools, separate proposals will be brought forward at the appropriate time to ensure there are sufficient places available.
77. The Council, and its partners on the Welsh Education Forum, are committed to driving the increase in number of pupils educated through the medium of Welsh, to meet the targets within Cardiff's WESP, and to meet the targets set out in the Welsh Government's Cymraeg 2050 strategy.

78. The Council must ensure that the expansion of school provision is brought forward in a strategic and timely manner, which does not compromise existing provision. Expanding Welsh-medium secondary school provision would, inevitably, have an impact on the take-up of places in other schools, and in turn on the ability of schools to balance budgets and to attract or retain staff.

Learner Travel Arrangements

79. There are no plans to change the Council's transport policy for school children.
80. Any pupils affected by the proposals would be offered the same support with transport as is provided throughout Cardiff in line with the same criteria that apply across Cardiff.
81. The Council's transport policy for school children can be viewed on the Council's website www.cardiff.gov.uk/schooltransport.
82. Transport may continue to be required for timetabled sports activities on Heath Park as at present, with the need and frequency of provision to be confirmed. There may need to be appropriate provision on the school site for a coach to park and turn round.

Community Impact

83. The following are taken into account when considering a proposal: Public Open Space, parkland, noise and traffic congestion. Officers will work with schools, local members and any community group to make sure that the proposal avoids negative impacts if possible.
84. Cathays High School enables a number of community organisations to make use of its site outside of school hours. These organisations will be consulted on the proposed changes and consideration will be given to how to support these organisations in the proposed new build school.
85. The open space at Maindy is currently used for informal leisure by the local community – exercise, dog walking, access between Gelligaer Street and Crown Way/North Road, and general leisure activities. It is recognised this is one of few open spaces for residents in Cathays, Maindy, and Gabalfa and therefore the new development will provide space and access for the community to continue these informal activities in community green spaces. In addition, it is proposed that the playground at Gelligaer Street will remain, the BMX track for community use will be retained or relocated elsewhere on the Maindy or current school site, and open-access MUGA's will continue to be provided.
86. With significant sports and wider leisure provision now established, or being developed, in many schools a key objective is to enable third party to access the sports facilities at schools, on a sustainable financial basis.

Welsh Government's aim for shared facilities in community-focussed school are to:

- Provide opportunities for the local community and sports organisations to participate in sport and physical activity for health improvement and development of their skills, particularly amongst low participant groups;
- Operate in line with the national agenda for sport taking into account nationally adopted strategies;
- Generate positive attitudes in sport and physical activity by young people and reducing the dropout rate in sports participation with age;
- Increase the number of people of all ages and abilities participating in sport and physical activity including people with disabilities;
- Use the facilities to encourage the range, quality and number of school sports club links and to stimulate competition that is inclusive of young people and adults;
- Provide affordable access to the facilities and to be self-financing and cost neutral in the first instance, generating sustainable income for the school in the future.

87. The development of a viable model for all schools across the city to be accessed by the communities which they serve is needed.

Wellbeing of Future Generations

88. In line with the Well-being of Future Generations Act Cardiff's Band B programme is committed to providing Local Schools for Local Children, together with encouraging use of sustainable modes to travel to schools, such as walking and cycling. Each School project takes into account key transport issues when they are being designed and the firm need to provide safer routes to encourage walking, cycling and other active travel modes to schools.

89. With the current investments in ICT across the city, student movements may be further reduced as mobile technology develops further allowing for flexible teaching methods. These have the potential to result in a more efficient Travel Plan and further contribute to the Council's targets to reduce its carbon emissions.

90. In order to maximise the long-term impact of this significant investment, any design taken forward for each school included in this proposal would be developed to ensure the delivery of high quality modern facilities that are able to respond to the current pupil populations needs and support the delivery of effective teaching and learning methods. They would also incorporate the flexibility to take account of changes depending on need as time progresses; such as changing demographics and pupil numbers, changing curriculum and changing types of pupil needs.

91. The project will consult with all statutory bodies when developing a planning application to ensure that environmental and biodiversity impacts are fully considered.

Reason for Recommendations

92. To meet the demand for English-medium secondary school and post 16 places in the Cathays High School catchment area and neighbouring communities, and to meet demand for additional Specialist Resource Base (SRB) places for learners with Autism Spectrum Condition city-wide.

Financial Implications

93. The recommendations to this report request approval for a consultation process to be undertaken in relation to the proposed scheme for Cathays High school. A decision to initiate a consultation process does not, in itself, commit the Council to any capital expenditure commitments and, therefore, there are no capital financial implications directly arising from this report. Should the scheme be taken forward, it will be necessary for a full financial evaluation to be undertaken. The aim of this will be to provide assurance that the scheme remains affordable once all relevant costs and contingencies for potential changes in delivery timescales have been incorporated.
94. The preferred funding strategy for this particular scheme remains the WG's revenue funded Mutual Investment Model (MIM). This will mean the new building will be constructed via a Special Purpose Vehicle and the Council will make a net contribution of 19% (with WG providing 81% of the revenue funding required) towards the annual unitary charge for a period of 25 years. The funding required for the Council's contribution will be made available via the SOP Revenue Reserve, which also meets revenue costs arising in relation to programme delivery and capital financing.
95. Other capital costs, including those directly connected to the new school, such as FFE and ICT, as well as other costs not directly connected to the new building, such as associated transport infrastructure works, will not qualify for MIM funding. These costs may still be within the scope of the 21st Century Schools Programme and in such an instance will be funded via the traditional capital route, with WG contributing towards 65% of the costs. Further work is required to understand the full extent of these particular costs, however the Band B Capital Programme currently includes an estimated allocation for these works that will need to be balanced against other Band B priorities. In addition, any capital required for maintaining the current schools in the interim will need to be met from within existing resources.
96. As well as the capital expenditure commitments directly connected to the main scheme, there would also be capital expenditure incurred in relation to the replacement cycle track. Use of MIM funding would not be available for such uses and therefore funding will need to be identified from within existing Council resources or match-funded via external grant funding, if applicable. Further to the capital costs of the main school build, there would also be significant revenue expenditure implications,

both connected to the project delivery and on an ongoing basis, once the new facility is operational.

97. Further consideration may be required in future reports in relation to the Maindy Pool site and car park, particularly in relation to current lease arrangements and potential VAT impact. Additional advice will be sought as appropriate as plans for the new school are developed and any additional costs arising absorbed within the overall envelope for the scheme.
98. There continues to be a significant risk surrounding the planned achievement of capital receipts underpinning the overall Band B programme. The total target of £25 million in the current financial model is required prior to the end of 2023/24. Work is being undertaken to ensure that this target remains achievable as a means to secure the affordability of the overall programme.

Legal Implications

99. Under the Education Act 1996, the Council has a general statutory obligation to promote high standards of education and to provide sufficient school places for pupils of compulsory school age.
100. Parents have a right to express a preference for the school they wish their child to attend under section 86 of the School Standards and Framework Act 1998. This does not provide a right to attend a certain school, as applications can still be refused for admission where this would prejudice the provision of efficient education or the efficient use of resources.
101. A local authority can make proposals to alter a community school under section 42 of the Schools Standards and Organisation (Wales) Act 2013. The Council is required prior to publishing its proposals to undertake a consultation on those proposals in accordance with section 48 of that Act and the School Organisation Code 2018. The proposal is a regulated alteration under paragraph 2.3 of the School Organisation Code 2018. The recommendations seek authority to carry out that statutory consultation. Any proposals must be the subject of full and fair consultation and due regard must be had by the Cabinet to the responses before a final decision is taken. As these proposals affect sixth form provision, they will require the approval of Welsh Ministers in accordance with section 50 of the Schools Standards and Organisation (Wales) Act 2013 and paragraph 5.2 of the School Organisation Code 2018.
102. Catchment areas and published admission numbers of schools are part of the Council's admission arrangements and therefore the statutory consultation within the School Admission Code and the Education (Determination of Admission Arrangements) Regulations 2006 would need to be followed if following consultation these proposals are taken forward.

103. The decision about these recommendations has to be made in the context of the Council's public sector equality duties. The Council also has to satisfy its public sector duties under the Equality Act 2010 (including specific Welsh public sector duties). Pursuant to these legal duties, Councils must in making decisions have due regard to the need to (1) eliminate unlawful discrimination, (2) advance equality of opportunity and (3) foster good relations on the basis of protected characteristics. The Protected characteristics are: age, gender reassignment, sex, race – including ethnic or national origin, colour or nationality, disability, pregnancy and maternity, marriage and civil partnership, sexual orientation, religion or belief – including lack of belief. If the recommendations in the report are accepted and statutory notices are published, the Council will have to consider further the equalities implications and an Equality Impact Assessment may need to be completed.
104. The Council has to be mindful of the Welsh Language (Wales) Measure 2011 and the Welsh Language Standards when making any policy decisions and consider the impact upon the Welsh language.
105. The Council has to consider the Well-being of Future Generations (Wales) Act 2015 and how this strategy may improve the social, economic, environmental and cultural well-being of Wales.

Traffic Regulation

106. The Council as the 'Traffic Authority' has a discretionary power to make 'traffic regulation orders' where it appears to the Council expedient to make the order for any of the purposes specified under Section 1 of the Road Traffic Regulation Act 1984 Act ("the 1984 Act").
107. Full legal advice should be sought on the proposed traffic regulation orders, as the same are developed but it should be noted that in making any traffic regulation order the Council must comply with the procedure set out in the Act and the regulations made there under. This process involves at statutory consultation exercise, with associated rights of objection. If objections are received, they must be duly considered and following such consideration the potential exists that the traffic regulation order may be made, be made but in modified form or not proceeded with at all.

HR Implications

108. The proposed expansion of Cathays High School will require the Governing Body to consider their workforce requirements in readiness for expansion and in the event that any vacancies arise, these should be considered as redeployment opportunities for staff on the school redeployment register. In addition, full consultation with staff and trade union colleagues will be needed to ensure there is a smooth transition into the new school building.

109. Further HR implications of the proposal will need to be determined as the project develops, particularly in relation to the operation of the MIM scheme outlined above. Further guidance is required from Welsh Government to understand the full working arrangements in relation to facilities management to assess the impact, if any, on current school staff. The Governing Body and the school's leadership team will also need to consider whether any staffing changes are required to support the use of school premises by the wider community. HR People Services will provide this advice and support as necessary.

Traffic and Transport implications

110. The Council's policy is to increase the overall share of daily journeys that are made by sustainable modes of transport – walking, cycling and public transport. Many journeys to school are very short. 75% of journeys to education in Cardiff are within 3km of people's homes. More of these journeys could be made by active modes if improvements could be made to the safety of roads and routes for walking and cycling within school catchment areas. The health and wellbeing benefits of enabling children to travel actively and independently to school, as opposed to being escorted by car, are well documented and evidenced.
111. This proposal will increase educational activity on this site through the expansion of mainstream and SRB places. The expanded provision will result in additional trips to the site, which have the potential to add/alter existing pressures on the local highway network.
112. The current target for journeys by sustainable modes of transport (contained in the adopted Local Development Plan) is to achieve a 50:50 split between journeys by car and journeys made by foot, cycle and/or use of public transport by 2026. This will be achieved by ensuring that new development is fully integrated with transport infrastructure which mitigates the transport impacts and maximises opportunities for travel by sustainable modes. It is important that this new school facility fully reflects the Council's transport policies and makes a positive contribution to modal shift.
113. This can be achieved by ensuring that the design and layout of buildings and the site access arrangements prioritise travel by active and sustainable modes. Other critical elements will be the location of access points in positions which take account of the alignment surrounding network of roads and pathways and which serve to minimise walking and cycling distances and avoid unnecessary detours for people travelling on foot and by bicycle. The provision of on-site facilities, such as secure cycle parking spaces and lockers for storage of cycling clothes and equipment will also be essential.
114. Cycle parking provision must meet the minimum requirements set out in the Council's Managing Transport Impacts SPG and the site must be able to accommodate increases in cycle parking to meet future demand.

115. Cycle parking must be covered and secure and be sited in a convenient location within the site which is easy for pupils for access and where it benefits from surveillance. Sheffield stands are recommended. Tiered cycle parking will not be acceptable.
116. Vehicular access to the school site will need to be limited to staff and vehicles requiring access for essential servicing. The SRB pupil learner transport will need appropriate suitably segregated facilities for drop-off and pick-up. However, facilities for general pick up and drop off of other pupils by car should not be provided.
117. On-site parking should be in accordance with the Council's Managing Transport Impacts Supplementary Planning Guidance (2018). The parking requirements for schools within the SPG is one parking space per 30 pupils and this would apply to the mainstream school provision at the site. Parking on street near the school will be discouraged through the introduction of appropriate parking restrictions. The Council is currently introducing School Streets in selected suitable locations; the use of Traffic Regulation Orders to restrict vehicular access on streets outside schools at morning drop-off and afternoon pick-up times. This approach could potentially be used to restrict parking and access associated with the new school.
118. Transport mitigation for the development will be identified through the Transport Assessment (TA) process, which will inform the proposals submitted for planning permission.
119. The first part of the TA, a Traffic Impact Assessment (TIA), has now assessed the traffic impact on the highway network due to potential changes to the existing road layout and also including the proposed construction of Cycleway 1 in the vicinity of the school. The TIA has identified that potential changes are expected to result in some additional queuing at peak periods however it is considered that the overall traffic impact of the development can be accommodated by the network.
120. The expansion of Cathays High School, utilising the Maindy Centre site and the existing school site may necessitate the closure of part of Crown Way to vehicles. Road layout changes may involve traffic orders and associated legal processes, both requiring sufficient lead-in time and financial resources.
121. The subsequent completion of the full TA will identify necessary works associated with required vehicular access onto the site and off-site highway measures including any safety measures, traffic calming and facilities for pedestrians, cyclists and scooting including crossing facilities for all active travel modes. The transport team requires very early engagement with the designers and transport consultants for the project to ensure that appropriate facilities to support sustainable travel

are considered at the outset of the project and incorporated into the site master plan.

122. In addition to highways measures within the immediate vicinity of the school gates, this work will need to identify other off-site improvements, including linkage with existing active travel routes and the provision of new routes, necessary to maximise opportunities for pupils to travel to school by walking, cycling and scooting, and for those using public transport.
123. Currently no pupils (other than SRB pupils) are eligible for learner transport and so appropriate provision needs to be made for use of public transport services. This will include safe and sufficient waiting facilities for pupils using scheduled and additional school bus services and safe pedestrian access to appropriate bus stop facilities at locations convenient to the school, with crossings appropriate to the desire lines, type and level of use.
124. The Council is committed to ensuring that every school in Cardiff has an Active Travel Plan by 2022. Such a plan identifies actions by the school to support and encourage active travel to school and will also identify any improvements to on-site and off-site infrastructure required to facilitate active journeys.
125. All schools developed under Band B will need to have such a plan in place from the outset of their operation. The Active Travel Plan for the new Cathays High School should be informed by the Transport Assessment and developed with full involvement of the pupils and staff on the existing Cathays High School site and pupils and staff in the feeder school populations. The Active Travel Plan for the new school should be linked to the Active Travel Plans for the feeder or cluster schools. This will help to encourage active travel across each age group and ensure that all pupils entering the new Cathays High School are equipped with the skills they need to travel to school by active modes. The Council's Active Travel Plans officers can support the development of the Active Travel Plan.
126. Other support can be offered through the Council's Road Safety Team which delivers National Standards Cycle Training to schools in Cardiff.

Property Implications

127. The Strategic Estates Department are part of the project team for delivery of the new Cathays High. Considerations have been given to the existing leasing arrangements with Maindy Leisure Centre, relocation of the Velodrome and any disposal opportunities from surplus land to support the capital programme.
128. Where there are resultant land transactions, further negotiations or valuations required to deliver these proposals, they should be done so in

accordance with the Council's Asset Management process and in consultation with Strategic Estates and relevant service areas.

Equality Impact Assessment

129. An initial Equality Impact Assessment has been carried out. It concluded that the proposed changes would not negatively affect a particular group in society. This assessment will be reviewed after the consultation. Further equality impact assessments would also be carried out if the proposal goes ahead.

RECOMMENDATIONS

Cabinet is recommended to:

1. authorise officers to consult on proposals to:
 - Expand the school from 1,072 places (5.5 Forms of Entry with 247 sixth form places) to 1,450 places (8 Forms of Entry with 250 sixth form places) from September 2023;
 - Replace the Cathays High School buildings with new build accommodation on the Maindy Centre site adjacent to Crown Way and North Road;
 - Expand the current Specialist Resource Base (SRB) for learners with Autism Spectrum Condition from 16 to 50 places in purpose-built accommodation in the new school buildings;
 - Upgrade community facilities in Cathays and Gabalfa through the significantly enhanced school facilities being made available for shared use with the wider local community.
 - Provide space for the local community to continue to have access to off-road open spaces for informal leisure use.
2. Note that officers will bring a report on the outcome of the consultation to a future meeting to seek authorisation as to whether to proceed to publish proposals in accordance with section 48 of The School Standards and Organisation (Wales) Act 2013.

SENIOR RESPONSIBLE OFFICER	Melanie Godfrey Director of Education & Lifelong Learning
	11 December 2020

The following appendices are attached:

Appendix 1: Cabinet Report, 14 December 2017

Appendix 2: Projected availability of and demand for secondary school places

Appendix 3: Statutory Screening Tool including Equality Impact Assessment

CABINET MEETING: 14 DECEMBER 2017

**21ST CENTURY SCHOOLS CARDIFF COUNCIL'S BAND B
PRIORITIES**

**REPORT OF DIRECTOR OF EDUCATION AND LIFELONG
LEARNING**

AGENDA ITEM: 4

**PORTFOLIO: EDUCATION, EMPLOYMENT & SKILLS (COUNCILLOR
SARAH MERRY)**

Reason for this Report

1. To seek Cabinet approval for the priority schemes to be undertaken as part of Cardiff's Band B 21st Century Schools Programme.
2. To note the approval in principle by Welsh Government of the Strategic Outline Case submitted by Cardiff Council for Band B of the 21st Century Schools Programme and to authorise discussion with the Welsh Government to secure business case approval for individual schemes.

Background

3. At its meeting on the 12th of October 2017, the Cabinet received a report which outlined the challenges and opportunities facing Cardiff in the development of the education estate. This included:-
 - Sufficiency needs resulting from population growth.
 - Condition of the current school estate;
 - Suitability of the current estate to meet the demands of 21st century learning.
4. That report set out the Council's proposed vision for its Band B 21st Century School Strategy in that it was to deliver:

"Inspiring, sustainable, community-focused schools in which children and young people can achieve their potential"

5. This vision was to be realised through the achievement of four key educational aims that directly link to the Welsh Government's national programme objectives:-
 - Aim 1: To provide a sufficiency of school places across the city that are in the right place and are at the right size to enable the delivery of excellent education provision.
 - Aim 2: To provide high quality educational facilities that will meet the diverse requirements of the 21st Century.
 - Aim 3: To optimise the use of education infrastructure for the benefit of the wider community across Cardiff.
 - Aim 4: To ensure that Cardiff achieves best value from its resources to improve the efficiency and cost effectiveness of the education estate.
6. The report outlined the sufficiency, suitability and condition issues in Cardiff which provide the basis of the funding request from Cardiff to Welsh Government under the Band B programme. The Band B phase of the 21st Century Schools Programme will commence in April 2019 and is scheduled to run until 2024.
7. Funding was therefore required to enable the Council to address the following priorities:-
 - Remove all "D" condition, end of life, school properties;
 - Address the eight form of entry sufficiency issue in the English medium secondary sector in the central area of the city;
 - Address the sufficiency, condition and suitability issues in the special sector, in both primary & secondary settings;
 - Address local sufficiency issues in welsh medium primary schools in the east and west of the city;
 - Address local sufficiency issues in english medium primary schools in Cardiff Bay and west of the city.
8. It was agreed at this meeting that the proposed schemes for Cardiff under the Band B phase of the 21st Century School Programme would be the subject of a Cabinet report, once the budget allocation from Welsh Government was known.
9. The Cabinet Secretary for Education, Kirsty Williams, announced on 10 November 2017 that £2.3bn had been earmarked to modernise education infrastructure in Wales. The announcement confirmed that Welsh Government is committed to supporting projects submitted in the Outline Strategic Business Cases by local authorities and further education institutions, subject to the approval of business cases for specific schemes.
10. The value of the programme submitted by Cardiff Council was £284 million, of which half would be funded by Welsh Government, and half by the Council. Welsh Government have subsequently confirmed approval in principle of the programme envelope for this sum, subject to the

approval of individual project business cases. This report outlines the proposed schemes in Cardiff under this programme.

Proposed Band B Schemes

11. The Band B submission for 21st Century funding can only seek to address the most acute sufficiency and condition issues in Cardiff. Using a detailed and robust methodology that was directly aligned to Welsh Government's Strategic Objectives for its 21st Century School Programme, a prioritisation matrix was developed to identify those schools in the most need of investment. All properties across the school estate were given a rating from A to D for the following issues, with D being the worst category:
 - Sufficiency of places available;
 - Condition of the school buildings;
 - Suitability of the environment for teaching.
12. The sufficiency ratings for all schools were prepared using the corporate population database and projection methodology used for the planning of school places. The condition and suitability rating were prepared independently, using Welsh Government approved methodology via independent specialist.
13. Welsh Government is committed to removing all "D" condition schools from Wales. Any schools that are classified as "D" category for condition should be automatically prioritised for investment under Band B.
14. Any project to increase the size of a school establishment, change its configuration or location will require statutory consultation and Cabinet determination. The statutory consultation would set out the detailed proposals and proposed location for each scheme. It would also indicate whether there were any proposed co-locations with other educational establishments. It is important that these are considered in full, alongside any collaborative opportunities, in order to optimise the economies and educational benefits that can be delivered from the projects. It is anticipated that any statutory consultation on the matters in this report this would commence during the spring of 2018.
15. It should be noted that because of the scale and number of proposed projects in the Band B investment programme, the delivery of the schemes will be undertaken in batches over the timespan of the programme commencing in 2019. As a result of the phasing, it may be necessary to put interim measures in place where sufficiency issues arise before new schools with increased capacity can be delivered.

Secondary schools - proposed Band B schemes

16. To address the eight form of entry sufficiency issue that is forecast in the central area of the city from 2019, schemes affecting five English medium schools are proposed. Three of these secondary schools are also

catergorised as being in “D” Condition, ie. at the limit of planned lifespan. The schemes are as follows:

Cantonian High School

17. It is proposed that Cantonian High School is rebuilt and expanded to provide a new 11-18 high school, with eight forms of entry (8FE). This is a two form of entry expansion, or 60 places per year (+2FE). This will address “D” condition categorisation and address the “D” rated sufficiency issues within the local catchment. It includes an expansion of post 16 by 55 places to 150 places.

Fitzalan High School

18. It is proposed that Fitzalan High School is rebuilt as a new 11-18 high school, with ten forms of entry (10FE). This will address the “D” condition categorisation and “D” categorised sufficiency issues in the local area.

Willows High School

19. It is proposed that Willows High School is rebuilt and expanded to provide a new 11-16 high school, with eight forms of entry (8FE). This is a two form of entry expansion, or 60 places per year (+2FE). This will address “D” condition categorisation and address the “D” rated sufficiency issues within the local catchment.

Cathays High School

20. It is proposed that Cathays High School is rebuilt and expanded to provide a new 11-18 high school, with eight forms of entry (8FE). This is a two form of entry expansion, or 60 places per year (+2FE). This will address “C” condition categorisation and address the “D” rated sufficiency issues within the local catchment.

Cardiff High School

21. It is proposed that Cardiff High School is expanded and remodelled to provide an 11-18 high school, with ten forms of entry (10FE). This is a two form of entry expansion, or 60 places per year (+2FE). It will address a “D” category sufficiency issue and remodelling and refurbishment works will address the “C” condition rating.

Special Schools - proposed Band B schemes

22. Four special schools have been ‘D’ rated for suitability and are in need of replacement:
 - Riverbank School, for children aged 4-11 with severe and complex learning disabilities
 - Woodlands School, for pupils aged 11-19 with severe and complex learning disabilities

- The Court School for children aged 4-11 with emotional health and wellbeing needs also commonly referred to as 'behavior emotional and social needs.
 - Greenhill School for pupils aged 11-16 with emotional health and wellbeing needs.
23. However, the sufficiency issues in relation to additional learning needs (ALN) are not limited to the areas of need currently served by these four schools. Cardiff is anticipating a significant increase in the need for special school places for children and young people with:
- profound and multiple learning disabilities
 - autism spectrum conditions
 - severe and complex learning disabilities
 - emotional health and wellbeing needs
24. Sufficiency issues are also not limited to the populations currently served by the special schools. Cardiff lacks:
- suitable provision for secondary aged girls with emotional health and wellbeing needs
 - suitable provision for post-16 pupils with emotional health and wellbeing needs, who are not yet ready for transition to college or employment
25. The Council recognises that special schools are more than providers of education: at their best, they provide a locus for multi-agency assessment, planning and support. The multidisciplinary potential of special schools is of increasing importance in light of the Social Services and Wellbeing Act (date) and the Additional Learning Needs and Education and Tribunal Bill, both of which set out statutory responsibilities for agencies to follow a person-centred approach, with the child and their family at the heart of the process, and to implement a single unified plan to promote positive outcomes in relation to health, social care and education.
26. Special schools also play an important role in providing support, information and training for families and for mainstream schools.
27. Band B special sector schemes will therefore be required to deliver on several interconnected goals:
- to replace the 'D' rated accommodation at the four schools named in paragraph 22;
 - to increase capacity across the four areas of need identified in paragraph 23;
 - to address the gaps in provision identified in paragraph 24;
 - to enhance opportunities for multi-agency support and provision;
 - to enhance the role of special schools as a source of support for families and for mainstream schools.

28. The four capital schemes described below will provide a number of different options for re-shaping special school provision in Cardiff in line with these goals. They should not be regarded as 'rebuild and replace' projects, affecting only the four named schools, but as opportunities to review the pattern of provision across the seven special schools in Cardiff.
29. The Council will therefore work with our stakeholders including schools, health, and social services, to shape and appraise the options for reshaping special school provision in Cardiff.

Primary special school: complex learning disabilities and autism spectrum conditions

30. It is proposed to build a new 140 place primary special school, for children with severe and complex learning disabilities and children with autism spectrum conditions.
31. This project will enable the council to address the unsuitable accommodation currently used by Riverbank School, and to address sufficiency issues in relation to severe and complex leaning needs and autism spectrum conditions at primary phase.
32. In shaping options for this project, the implications for the respective roles and remit of Ty Gwyn, Riverbank and The Hollies Schools, and for health services that work with the schools, will need to be considered.

Secondary special school: complex learning disabilities and autism spectrum conditions

33. It is proposed to build a new 240 place secondary special school for pupils with severe and complex learning disabilities and pupils with autism spectrum conditions.
34. This project will enable the council to address the unsuitable accommodation currently used by Woodlands School, and to address sufficiency issues in relation to severe and complex leaning needs and autism spectrum conditions at secondary phase.
35. In shaping options for this project, the implications for the respective roles and remit of Ty Gwyn, Woodlands, the Marion Centre and for health services that work with the schools, will need to be considered.

Primary special schools: emotional health and wellbeing needs

36. It is proposed to build a new primary special school, for children with emotional health and wellbeing needs.
37. This project will enable the council to address the unsuitable accommodation currently used by The Court School, and to address sufficiency issues in relation to emotional health and wellbeing needs at primary phase.

38. The planned place number for this project is 48, but it is yet to be determined whether all of these places should be on a single discrete, special school site, or whether some classes should be based on mainstream school sites, operating as special school 'outreach classes', to enhance the opportunities for children with emotional health and wellbeing needs to maintain links with mainstream education, and to make a successful reintegration if appropriate.

Secondary special school: emotional health and wellbeing needs

39. It is proposed to build a new secondary special school, for pupils with emotional health and wellbeing needs. This project will enable the council to address the unsuitable accommodation currently used by Greenhill School, and to address sufficiency issues in relation to emotional health and wellbeing needs at secondary phase.
40. The planned place number for this project is 112, but these places will be provided on 2 separate sites to ensure the number of vulnerable young people educated on one site does not exceed 56. The project will address the need for designated provision for girls, and for young people post-16 who are not yet ready to transfer to college or employment.
41. The Council will continue to develop collaboration between education and social services, and with Cardiff and the Vale University Health Board, to develop a more holistic approach to therapeutic support for vulnerable learners and their families.

Primary Schools - proposed Band B schemes

42. Four primary schemes that have been prioritised for investment within Band B. These include two English medium and two Welsh medium schools. This will address localised sufficiency issues that will present within the catchment areas within the timescale of the Band B investment. These four primary schools are:

St Mary the Virgin Primary School

43. It is proposed that St Mary the Virgin Primary School is replaced with a new school and its capacity increased by 30 places per year to a two form of entry school (2FE). This will address projected English-medium sufficiency issues in Grangetown/Butetown area, along with addressing additional pupil yield generated from a number of new housing developments that have gained approval. This scheme was deferred from the Band A Investment programme.

Fairwater Primary School

44. It is proposed that Fairwater Primary School is enlarged and its capacity increased by 30 places per year to establish a two form of entry school (2FE). This will address projected English-medium sufficiency issues in its catchment area, along with addressing additional pupil yield

generated from a number of new housing developments that have gained approval.

Ysgol Pen y Pil

45. It is proposed that Ysgol Pen y Pil is enlarged and its capacity increased by 30 places per year to a two form of entry school (2FE). This will address projected shortfall in Welsh-medium primary school places in the east of Cardiff.

Ysgol Gymraeg Nant Caerau

46. It is proposed that Ysgol Gymraeg Nant Caerau is enlarged and its capacity increased by 30 places per year to a two form of entry school (2FE). This will address projected shortfall in Welsh-medium primary school places in the south west of Cardiff.

Maximising investment for community benefit

47. Educational assets are a vital investment into the heart of a community. Significant investment in school should actively contribute a wide variety of benefits to the local area.
48. To date, the Council has ensured that all its new facilities are accessible to the local community. New facilities are designed in such a way to allow extended use of all the facilities, whether internal such as main hall, dance or recording studios or external facilities such as MUGA's and 3G sports pitches.
49. The Council seeks to maximise community benefits wherever possible, including benefits for children and young people, through its procurement practices. The Council has explicitly identified this as one aspect of its programme to promote children's rights, as a participating member of the UNICEF Child Rights Partner Programme. This commitment will be reflected in any tender documentation, on a project-by-project basis.
50. In line with Welsh Government guidelines on Community Benefits, the Council will strive to meet the benchmark targets through the delivery of Band B 21st Century Schools programme. These will build stronger communities and in turn develop the local economy to reduce social exclusion and poverty in deprived areas.
51. Delivery of Community Benefits is overseen by a Community Benefits Board, which was established in January 2017. The role of the Board is to co-ordinate the social value agenda across Cardiff Council and maximise the community benefits delivered. The Board includes senior managers from across the Council and meets on a quarterly basis.

Indicative Cost of Programme and Funding Options

52. The indicative cost of the Council's outline Band B programme is £284 million, based on standardised construction cost rates as provided by

Welsh Government. This total cost represents the full “rolled-up” cost of all schemes within the preferred programme. External cost consultants have confirmed that delivering the programme should be possible within the overall envelope identified. As schemes progress, it is felt that it will be possible to identify further efficiencies and various cost-saving measures to ensure that the overall cost envelope is not exceeded.

53. The Welsh Government’s funding model requires the Council to match fund 50% of the total capital cost, with the Welsh Government contributing the other 50% in the form of capital grant. Therefore, the Council will be required to identify capital funding totalling £142 million. In line with the approach taken to Band A, this funding will predominantly take the form of external prudential borrowing and any available capital receipts. External borrowing will give rise to revenue expenditure in the form of capital financing costs and, therefore, the Council will be required to identify revenue funding sources to meet those costs.
54. In addition to the traditional funding model that Band A was predicated on, the Welsh Government made an additional option available to local authorities as part of Band B, known as the Mutual Investment Model (MIM). MIM is a revenue funded option and is based on a 75:25 cost sharing arrangement in the favour of local authorities. The basic premise of the model is that any new schools created would be funded through the private sector through Special Purpose Vehicles, in which Welsh Government would be represented, and local authorities would lease the assets created over a period of 25 years. As such, local authorities would pay an annual lease payment for use of the new school facilities, rather than incurring the up front capital costs associated with constructing and then owning the facilities. The Welsh Government’s proposal would be to provide revenue funding towards 75% of the annual lease payments for the 25 year period. At the end of the 25-year period, the assets would transfer over to the respective local authorities.
55. The Council reviewed the options available, particularly the MIM option, using example information provided by Welsh Government. In doing so, the Council decided to express an interest in the traditional capital funding model only, when submitting its Strategic Outline Business Case. This followed consideration of the overall cost of MIM, the Welsh Government’s proposed contribution rate and the overall level of risk exposure. As such, the intention is that the £284 million programme, if fully approved, will be funded on the traditional capital grant model basis. The final confirmation of funding anticipated from Welsh Government is expected to be on the basis of the traditional model.

Local Member Consultation

56. Any proposals to increase the size of an educational establishment, change its configuration or its location would require statutory consultation. Such consultation would include local members, and would follow publication of detailed proposals and proposed locations.

Reason for Recommendations

57. To approve the schemes that have been prioritised for investment under the Band B phase of the 21st Century School programme/

Financial Implications

58. The recommendations to this report do not themselves commit the Council to any capital expenditure commitments and, therefore, there are no capital financial implications directly arising from this report. However, the report outlines a potential capital programme totalling £284 million, the financial implications of which will be significant. External borrowing totalling a maximum of £142 million would result in significant annual revenue capital financing costs and funding sources would need to be identified in order to meet the expenditure commitments resulting. The significance of these commitments necessitate the need for consideration as part of the wider Council budget process and, therefore, the preferred funding solution will form part of the annual budget report presented to Cabinet and Council in February 2018.
59. In addition to the capital, and consequent revenue, funding implications arising from the Band B programme, revenue expenditure in relation to programme management, school transition and business case development will also arise. These costs will also form part of the funding considerations made as part of the Council's annual budget process. However, Recommendation 2 to this report, which highlights the need to progress initial business case development, may result in the need to incur revenue costs in the form of external advice prior to February 2018. It is anticipated that it will be possible to fund these costs from within the current SOP Revenue Reserve, set aside for revenue costs arising from the current 21st Century Schools Band A programme and other school organisation projects.

Legal Implications

60. Under the Education Act 1996, the Council has a general statutory obligation to promote high standards of education and to consider parental preference which includes preference for Welsh medium education. The Council also has obligations under the School Standards and Framework Act 1998 and School Funding Regulations 2010 to provide capital funding for maintained schools.
61. Section 84 and 85 of the School Standards and Organisation (Wales) Act 2013 and the Welsh in Education Strategic Plans and Assessing Demand for Welsh Medium Education (Wales) Regulations 2013, set out the statutory obligations for all local authorities to prepare, submit, publish and revise Welsh in Education Strategic Plans (WESPs).
62. The Council also has to satisfy its public sector duties under the Equality Act 2010 (including specific Welsh public sector duties). Pursuant to these legal duties, Councils must in making decisions have due regard to the need to (1) eliminate unlawful discrimination, (2) advance equality of

opportunity and (3) foster good relations on the basis of protected characteristics. The Protected characteristics are:

- Age
- Gender reassignment
- Sex
- Race – including ethnic or national origin, colour or nationality
- Disability
- Pregnancy and maternity
- Marriage and civil partnership
- Sexual orientation
- Religion or belief – including lack of belief

63. The Council also has to consider its obligation under section 88 and schedule 10 of the Equality Act 2010 to prepare and implement an accessibility strategy. The strategy should increase disabled pupils' access to the curriculum and improve the physical environment and the provision of information.
64. The report identifies that the Equality Impact Assessment has been completed. The purpose of the Equality Impact Assessment is to ensure that the Council has understood the potential impacts of the proposal in terms of equality so that it can ensure that it is making proportionate and rational decisions having due regard to its public sector equality duty. The Council has to be mindful of the Welsh Language (Wales) Measure 2011 and the Welsh Language Standards when making any policy decisions and consider the impact upon the Welsh language, the report and Equality Impact Assessment deals with all these obligations.

HR Implications

65. HR People Services will work with the Governing Body of all schools within Band B on any HR matters arising from the expansion of individual schools. In line with the SOP HR Framework, the Headteacher and the Governing Body of the schools concerned will be encouraged in to undertake a review of their staffing structure and assess the workforce requirements required for the increase in pupil numbers. This will have to be balanced against the forecasted school budget. However, it is likely that the permanent expansion schools within Band B will result in the creation of new posts in each of the schools concerned.
66. HR People Services will also provide support for the additional recruitment. This will take into account the School Redeployment and Redundancy Policy and Procedure whereby new posts may provide opportunities for any school based staff on the school redeployment register at that particular time.

Equality Impact Assessment

67. An Equality Impact Assessment for the 21st Century Schools Band B Programme has been carried out. The assessment concluded that the programme would not adversely affect a particular group in society. Any proposals brought forward following this report would be subject to

further equality impact assessments including an assessment on any changes to accommodation. (Details of the Equality Impact Assessment can be seen at Appendix 1).

Sustainability Assessment

68. A Strategic Environmental Assessment (SEA) of the proposal has been carried out in accordance with European Legislation. The assessment confirms that the proposal is compatible with the Council's 'What Matters' strategy which seeks to deliver 7 strategic outcomes. Any proposals brought forward following this report would be subject to an environmental assessment which would be carried out as part of the planning application process. (Details of the Sustainability Assessment can be seen at Appendix 2).

Transport Matters

69. High level transportation issues have been reviewed for the sites in question to ensure that consideration is given to the ability of the potential locations to support Active Travel, in terms of pedestrian and cycle access to the sites.
70. All new developments will require a Transport Assessment to be undertaken, this will determine whether any changes are deemed necessary to the immediate highway network to enable pupils and staff to access the schools using Active Travel modes. All schools within Cardiff are also encouraged to develop robust Travel Plans which will help them address issues relating to how their staff and pupils travel to school, with the emphasis on encouraging and promoting Active Travel such as walking and cycling.
71. Any highway improvement works identified from the Transport Assessments will have to be funded and delivered as part of the 21st Century Schools Programme.

Community Impact

72. The Welsh Assembly Government School Organisation Code 2013 requires local authorities to conduct a Community Impact Assessment and a Welsh Language Impact Assessment when proposing changes to school organisation.
73. The following are taken into account when developing proposals
- Public Open Place/parkland
 - Noise and traffic congestion
 - School designation
 - School links to the local community
 - Impact on parents and families
 - Travelling implications for pupils/families
 - Impact on community activities, impact on community facilities

74. Any proposals brought forward following this report which would be subject to public consultation would include a full assessment of any community impact.

RECOMMENDATIONS:

The Cabinet is recommended to:

1. Approve the prioritised schemes under Band B of the 21st Century Schools Programme.
2. note the approval in principle of Cardiff Council's Band B Strategic Outline Case by Welsh Government and to authorise the Director of Education and Lifelong Learning to secure Welsh Government approval in principle for the schemes within the programme.
3. note that a subsequent report to Cabinet will propose arrangements to secure sufficient capacity and appropriate governance in order to deliver the Cardiff Band B 21st Century Schools Programme.

NICK BATCHELAR

Director of Education & Lifelong Learning

8 December 2017

The following Appendices are attached

Appendix 1 - Equality Impact Assessment

Appendix 2 - Sustainability Assessment

Mae'r dudalen hon yn wag yn fwriadol

Projected availability of and demand for primary and secondary school places

Projection and forecasting methodology

Cardiff employs a robust projection methodology for planning school places which takes account of NHS GP registration data and school census data submitted by and verified by all Cardiff schools. As projections can only take account of historic and current information the Council also identifies trends within projections, and analyses school preference data and other contextual information to produce forecasts on a city wide basis and in each locality.

Data analysis allows projections to be prepared based on localised patterns at primary school catchment area level, by secondary school catchment and on a city-wide basis. Each of these provide differing contextual information to inform the forecasting on the number of places that may be needed to meet the requirements of each area and of Cardiff as a whole.

The geographical units that are most suitable to analyse the recent and future demand for primary school places in each area are primary school catchment areas. A wider range of geographical information including aggregated primary school catchment areas, secondary school catchment areas, city-wide information and outflow to other admissions authorities informs planning for meeting the demand for secondary school places.

School catchment areas in Cardiff are not coterminous with ward boundaries and often serve all or part of several ward areas.

The geographical unit that is most suitable to analyse the demand for English-medium secondary school places serving Adamsdown and Splott is the Willows High School catchment area.

Separate to forecasts for existing housing in Cardiff, projections are prepared for new housing planned on large scale housing developments, including the strategic Greenfield and Brownfield housing sites identified in the Local Development Plan. These projections take account of census and housing information in Cardiff and allow a calculation of average numbers of pupils in each type of property.

The Education Supplementary Planning Guidance adopted in 2017 sets out the following average yields in each type of property, taking account of the most recent census data.

Year group	Yields from Flats / Apartments					Yields from Houses / Bungalows				
	1 bed	2 bed	3 bed	4 bed	5+ bed	1 bed	2 bed	3 bed	4 bed	5+ bed
Nursery	0.0102	0.0390	0.0567	0.0470	0.0102	0.0210	0.0507	0.0579	0.0610	0.0555
Primary	0.0155	0.0749	0.1793	0.2329	0.0649	0.0501	0.1247	0.2290	0.2947	0.3059
Secondary	0.0058	0.0287	0.1125	0.1179	0.0373	0.0336	0.0604	0.1666	0.2553	0.2806
6th Form	0.0007	0.0079	0.0345	0.0280	0.0116	0.0092	0.0165	0.0513	0.0864	0.1049

Projection data based on average yields cannot, however, be used to accurately forecast the impact of new housing on the demand for places in each year group.

As a significant proportion of families moving to new housing developments are moving within their local area, the increase in the number of school places required locally and city-wide may be less than would be the case if families have moved into Cardiff. Families moving a short distance to a new development may not wish to transfer their child(ren) to a new school. Consequently, families moving into established housing may therefore have greater difficulty in accessing a local place in an established school.

The rate at which housing on planned new developments is built and occupied depends on a number of market-related factors.

Capacity of existing secondary schools

Table 2 sets out the number of places available in each secondary school in Cardiff in, and the most recent Number on roll data in January 2020 for the entry year (Year 7).

School Name	Type of School	Age Range	Total Capacity (including sixth form)	Capacity - Years 7 -11	Published Admission Number (2020/21)	Number On Roll – Year 7 (January 2020)
Cantonian High School	Community - English-medium	11-18	1,046	905	181	153
Cardiff High School	Community - English-medium	11-18	1,635	1,200	240	240
Cardiff West Community High School	Community - English-medium	11-18	1,520	1,200	240	211
Cathays High School	Community - English-medium	11-18	1,072	825	165	175
Corpus Christi Catholic High School	Voluntary Aided - faith	11-16	1,075	930	215	214
Eastern High	Community - English-medium	11-16	1,200	1,200	240	240
Fitzalan High School	Community - English-medium	11-18	1,725	1500	300	298
Llanishen High School	Community - English-medium	11-18	1,800	1500	300	303
Mary Immaculate High School	Voluntary Aided - faith	11-16	795	795	159	161
Radyr Comprehensive School	Community - English-medium	11-18	1,365	1,050	210	207
St Illtyd's Catholic High School	Voluntary Aided - faith	11-16	879	879	176	205
St Teilo's C.W High School	Voluntary Aided - faith	11-18	1,440	1,200	240	249
The Bishop Of Llandaff C.W High School	Voluntary Aided - faith	11-18	1,085	900	180	189
Whitchurch High School	Foundation – English-medium	11-18	2,400	1,950	390	400
Willows High School	Community - English-medium	11-18	1,121	1,120	224	154
Ysgol Gyfun Gymraeg Bro Eder	Community- Welsh-medium	11-18	1,114	900	180	182
Ysgol Gyfun Gymraeg Glantaf	Community- Welsh-medium	11-18	1,500	1,200	240	243
Ysgol Gyfun Gymraeg Plasmawr	Community- Welsh-medium	11-18	1,310	1050	210	182
English-medium community places/ pupils					2,100	1,981
Foundation places/ pupils					390	400
Faith School places/ pupils					970	1018
Welsh-medium community places/ pupils					630	607
Total permanent places					4,090	4,006

Recent city-wide take up of places of pupils entering secondary education

Tables 3 and 4 (below/ overleaf) set out the most recent verified PLASC (Pupil Level Annual School Census) data as supplied by primary schools in January 2019 and by secondary schools in January 2020. This confirms the number of pupils in each of the English-medium secondary school catchment areas who were enrolled in English-medium, Welsh-medium and faith-based primary and secondary schools in Cardiff.

Comparison of Year 6 and Year 7 census data allows forecasting of the likely proportions of pupils within each catchment area that are likely to promote to English-medium, Welsh-medium and Faith-based secondary schools.

Table 3: Year 6 pupils enrolled in English-medium, Welsh-medium and Faith-based secondary schools in each English-medium secondary school catchment area (data source: PLASC 2019)				
Catchment area	English-medium Community and Foundation school pupils	Welsh-medium Community school pupils	Faith-based school pupils	Total pupils
Cantonian High School	119 53.4%	41 18.4%	63 28.3%	223
Cardiff High School	246 81.2%	32 10.6%	25 8.3%	303
Cardiff West Community High School	297 66.4%	56 12.5%	94 21.0%	447
Cathays High School	88 60.7%	22 15.2%	35 24.1%	145
Eastern High	380 60.4%	81 12.9%	168 26.7%	629
Fitzalan High School	394 60.0%	124 18.9%	139 21.2%	657
Llanishen High School	476 67.1%	72 10.2%	161 22.7%	709
Radyr Comprehensive School	173 75.9%	49 21.5%	6 2.6%	228
Whitchurch High School	333 74.5%	99 22.1%	15 3.4%	447
Willows High School	169 61.2%	25 9.1%	82 29.7%	276
Total Number of pupils	2675 65.8%	601 14.8%	788 19.4%	4064

Table 4: Year 7 pupils enrolled in English-medium, Welsh-medium and Faith-based secondary schools in each English-medium secondary school catchment area (data source: PLASC 2020)

Catchment area	English-medium Community and Foundation school pupils	Welsh-medium Community school pupils	Faith-based school pupils	Total pupils	Net increase/loss
Cantonian High School	113 51.6%	39 17.8%	67 30.6%	219	-4
Cardiff High School	254 82.2%	26 8.4%	29 9.4%	309	6
Cardiff West Community High School	268 58.4%	54 11.8%	137 29.8%	459	12
Cathays High School	100 64.5%	23 14.8%	32 20.6%	155	10
Eastern High	274 44.2%	87 14.0%	259 41.8%	620	-9
Fitzalan High School	384 63.7%	119 19.7%	100 16.6%	603	-54
Llanishen High School	348 51.9%	77 11.5%	245 36.6%	670	-39
Radyr Comprehensive School	161 71.9%	45 20.1%	18 8.0%	224	-4
Whitchurch High School	308 69.4%	101 22.7%	35 7.9%	444	-3
Willows High School	157 59.5%	27 10.2%	80 30.3%	264	-12
Combined Published Admission Number	2,505	600	970	4,075	
Total Number or pupils	2367 59.7%	598 15.1%	1002 25.3%	3967	-97
Surplus places	138	2	-32	108	
Difference: Year 6 / 7	-308	-3	214	-97	

Comparing Table 3 and Table 4 it is evident in that:

- The proportionate take up of English-medium places in each secondary school catchment area varies significantly across Cardiff ranging from 44.2% to 82.2% at secondary level and to a lesser extent at primary level were the range is between 53.4% and 81.2%.
- The variation of Welsh-medium take- varies less, at both primary and secondary level, ranging from around 9%-22% across the city.
- Faith-based take-up also varies significantly from area to area: the catchment area of Whitchurch High School has the lowest level at both primary and secondary levels as a percentage of the catchment. The highest at primary level is in the catchment area of Willows High School and at secondary level is in the catchment of Eastern High.
- There is an overall citywide reduction in the number of pupils enrolled in Year 6 in primary education, and the number of pupils enrolled in Year 7 at secondary level the following year. The decrease in cohort survival ratio (CSR) is observed

every year, but there are some areas with a significant reduction. The most evident reduction is in the catchment area for Fitzalan High School with a net loss of 54 pupils largely as a result of pupils taking up places in the Vale of Glamorgan. This catchment area also had the largest reduction, between Year 6 and Year 7 pupils, when reviewing the data from the previous two years.

- There is a marginal increase in percentage terms for the CSR in Welsh-medium education (from 14.8% of the cohort, to 15.1%) whereas the increase in the percentage of pupils opting for Faith-based education between Year 6 and Year 7 (from 19.4% to 25.3%) is significant.
- Faith-based secondary schools, for which the Council is not the admissions authority, admitted 32 Cardiff pupils in excess of their Published Admission Number in 2019/20. A further 16 pupils living outside of Cardiff were also admitted.

The parental preference for and take-up of places in each type of school is dependent on number of variables including, but not limited to, the number of places available in each school type relative to the local population, the admission arrangements for that school, and parental perception.

Within the Willows High School catchment area, there is little change in the number of pupils transferring to English-medium community secondary schools compared to those attending English-medium community primary schools. (61.2% at primary level reducing to 59.5% at secondary level).

Forecast city-wide demand for places – existing housing

Each of the Faith-based and Foundation secondary schools has been fully-subscribed or over-subscribed at entry to Year 7 in recent years. The number of children taking up places in these schools has been consistent, and they have operated at or near full subscription whilst total pupil populations were relatively high or low.

As there are no proposals to permanently increase the number of places available in faith-based secondary schools during the Band B period (2020-2024), the relative proportion of the population able to gain admission to faith-based schools will fall as the overall population increases during this period. Consequently the proportionate take-up of places in English-medium community and Foundation secondary schools would increase, in order to accommodate all pupils requiring a place.

It is expected that faith-based schools would continue to have high levels of take up when city-wide populations are projected to fall, in the later part of the decade, and the take up of places within English-medium community schools would proportionately decrease.

The number¹ of pupils taking up places in Faith-based secondary schools in the years 2017-18, 2018-19 and 2019-20 totalled 1006, 1001 and 1018 respectively. In each of

¹ PLASC Citywide data – Projections 2020

these years, the Faith-based secondary schools were fully subscribed (combined Published Admission Number of 970²), and there was little fluctuation in the number of pupils allocated places in each area of Cardiff.

By analysing the take up of places in recent years in each part of the city, forecasts can be produced for the numbers and resident catchment areas of pupils who may gain admission to Faith-based secondary schools. In turn, this allows forecasting for the number of pupils who require English-medium community places in those area.

Table 5: forecast take up of places at entry to Year 7 in faith-based secondary schools in each English-medium secondary school catchment areas. (data source: PLASC Jan 2020 – 3 year average)	
Catchment Area	Approximate forecast take up of places at faith school places within area
Cantonian High School	59
Cardiff High School	33
Cardiff West Community High School	148
Cathays High School	33
Eastern High School	255
Fitzalan High School	93
Llanishen High School	237
Radyr Comprehensive School	14
Whitchurch High School	34
Willows High School	80
Total projected demand	986

As set out in Table 4, there is a significant difference between the number of pupils enrolled in Year 6 in primary education and the number of pupils enrolled in Year 7 the following year. There are various reasons for this including attendance at secondary schools outside of Cardiff, private education, or education at home.

Parental preference data also indicates that some of these pupils had stated a preference for Cardiff schools, but having failed to gain admission to their preferred school, opted for alternatives at a later date. It would therefore be reasonable to conclude that, to accommodate the latent demand for English-medium community school places, additional places may be required.

Although the highest oversubscription criteria for admissions to faith-based and foundation secondary schools are not geographical based, the number of pupils admitted from each area in recent years is relatively stable and allows approximate forecasting of the number of pupils who may gain admission in future.

² School Admissions 20/21

Table 6 therefore sets out the net number of places that may be required to meet the demand for English-medium community and foundation places in each secondary school catchment area of the city (existing housing only), having taken account of the forecast take-up of places at faith-based schools in each area.

Table 6: Forecast net demand for places at any English-medium community secondary school in each English-medium secondary school catchment area (at entry to Year 7), allowing for consistent take-up in faith-based schools								
Catchment Area	Forecasts based on PLASC data - Pupils enrolled in primary education				Forecasts based on NHS data			
	2023	2024	2025	2026	2027	2028	2029	2030
Cantonian High School	98	106	113	85	78	77	71	70
Cardiff High School	285	252	268	282	281	270	236	195
Cardiff West Community High School	221	200	193	219	173	177	171	150
Cathays High School	68	105	87	89	82	69	69	68
Eastern High School	326	269	323	283	313	278	298	274
Fitzalan High School	384	309	328	317	343	265	257	241
Llanishen High School	330	308	302	330	302	281	265	238
Radyr Comprehensive School	180	176	170	191	159	146	139	132
Whitchurch High School	353	313	327	320	347	276	295	267
Willows High School	189	171	150	148	165	142	144	108
Total demand for English-medium and Community/ Foundation places	2429	2266	2308	2323	2299	2094	2058	1918

The above forecasts take account of the most recent take-up of places but do not yet allow for changes of pupil preference patterns expected as a result of planned changes to secondary schools in Cardiff.

Forecast demand for places – existing housing in the Cathays High School catchment area

Tables 5 and 6 indicate that, in the Band B investment period, 68-105 English-medium community secondary school places will be required to serve the existing Cathays High School catchment area, either at the school or at other English-medium community schools. This takes account of c33 places being taken up within Faith-based schools by pupils resident in the area. Intakes peak in 2024 but reduce thereafter.

This suggests that capacity of three forms of entry (90 places per year group) would be sufficient to meet the demand for places within the existing catchment area of Cathays High School beyond the Band B period.

Whilst city-wide pupil populations are relatively stable within the mid part of the decade, pupil numbers decline significantly from 2028 onwards. This pattern is also evident within the Cathays High School catchment area, with forecasted numbers requiring English-medium provision in this area falling to approximately 2.3 forms of entry from 2028 - 2030. This data takes account of the most recent (June 2020) NHS GP registration data for the cohort of children born in the 2018/2019 school year, who are resident in each area of the city.

The numbers of pupils in some year groups, resident within the catchment area of Cathays High School, has fluctuated significantly. In some year groups, cohorts have increased or reduced in number by more than 20 pupils (>20% of the cohort) within three to four years, but the migration patterns are not consistent. This suggests that three forms of entry may not be sufficient to respond to fluctuations in the population.

Intakes to secondary education from 2028 are based on NHS data for pre-school children and reflect the recent parent preferences for English-medium community, Welsh-medium or faith schools as a proportion of the primary school intakes, and could therefore change. A new-build school would be anticipated to have a positive effect on local pupil preferences.

Whilst capacity of three forms of entry is appropriate to meet the demand for places at Cathays High School from within the existing catchment area of the school beyond the Band B period, planned housing in the south of the city will reduce the area served by Fitzalan High School and will increase pupil numbers at neighbouring schools including Cathays High School and Cantonian High School.

Forecast demand for places – planned/ proposed housing including strategic LDP sites and strategic reorganisation in other areas

The future planning of places must take into account the impact of a new-build 21st Century school, and Band B proposals for other secondary schools, and how this may affect parental preferences. The distribution of capacity between Cathays High School and neighbouring schools should retain sufficient surplus capacity across the wider area to respond to potential future population changes and parental preference patterns.

There are a number of planned residential developments in close proximity to the Cathays High School catchment area, including those with outline or full planning permission within the Fitzalan High School catchment areas which would significantly increase the pupil population:

- International Sports Village, Grangetown
- Clive Lane Embankment
- West of Dumballs Road, Butetown
- Bessemer Fruit Market, Grangetown
- Gas Works site, Ferry Road, Grangetown
- Porth Teigr (Roath Basin), Butetown

Whilst developer contributions have been secured via s106 agreement to accommodate the secondary school age pupil yield from some of these residential

developments, others are at earlier stages of planning and would be expected to further increase the number of pupils in the area.

Forecasts based on existing housing within the Fitzalan High School catchment area, allowing for a indicate that school capacity of 10- 12 forms of entry would be necessary to meet the demand for places within an English-medium community secondary school in Cardiff. Changes to the catchment area of St Cyres Comprehensive School are expected to increase the demand for places within the Fitzalan High School catchment area by approximately 2 forms of entry, to 12-14 forms of entry, as fewer children from the area would gain admission to St Cyres.

The planned replacement of Fitzalan High School with a new, 21st Century School of 10 Forms of Entry would also be expected to have a positive impact on parental preferences within its existing catchment area, further increasing demand for places at the school and in effect reducing the area that the school directly serves.

Planned housing developments within the Fitzalan High School catchment area, including those with outline or full planning permission, would exacerbate this shortfall of places further. This would impact other neighbouring English-medium community schools, including Cathays High School, Willows High School and Cantonian High School, and must be considered when planning provision.

Whitchurch High School, currently 13 FE, is planned to reduce to 12 FE from 2024, reducing surplus in the North of the city. The expansion of Cardiff High School from 8FE to 10FE and consolidation of Willows High School at 6FE are also included in the Band B programme.

Retaining Cathays High School at its existing capacity of 5.5 forms of entry, or a minor expansion to six forms of entry would not be sufficient to meet the demand from within its catchment area and the excess demand from within the neighbouring catchment area of Fitzalan High School.

Recent intakes to Cathays High School

Pupil numbers in Year 7 at Cathays High School have been significantly higher in recent years, reflecting the increased pupil population in neighbouring areas and the school's central and convenient location relative to this population.

Analysis of the last five years of PLASC data (2016-2020) confirms that, on average, approximately 40% of the pupils enrolled at Cathays High School reside within the catchment area of the school, and this percentage had increased as the total number enrolled at the school has grown. The majority of those pupils who live outside of the catchment area come from the neighbouring areas of Fitzalan High School (18%), Willows High School (20%) and Cardiff High School (8%).

A temporary increase to the admission number at Cathays High School, to 240 places, was implemented for the 2020/21 intake and all places were allocated. The central location of the school enabled it to meet the excess demand for places, and to accommodate late applicants, from the south, central and north areas of the city and

retain less than 5% surplus city-wide in the year group. Similar measures, increasing the intake at Cathays High School to 240 places, are likely to be needed in coming years.

It is expected that the school would be fully subscribed at entry to year 7, based on pupil populations in the wider area, until at least 2024, and the school would have eight forms of entry enrolled in some year groups until at least 2028. If Cathays High School was expanded to less than eight forms of entry, additional classrooms and facilities, to accommodate the 'bulge years' intakes, would be required for an extended period of time, for up to five years beyond 2024. This may not be an efficient nor cost effective solution on a constrained site and would severely limit options for providing outdoor sports and social provision for learners.

Within the context of planned changes in provision, an expansion of Cathays High School to eight forms of entry would provide sufficient permanent capacity to meet local demand, to meet the excess demand for places in neighbouring catchment areas and would provide a reasonable level of surplus serving the wider area to respond to fluctuations in the populations in future years.

Summary – Secondary demand

In summary, expanding Cathays High School to 8FE (240 places) from September 2023 would meet the projected demand for places from within the existing catchment area of the school and would provide sufficient surplus capacity to meet part of the excess demand for places within neighbouring catchment areas. This proposed capacity takes account of the existing proportions of pupils that

- (i) Take up places in English-medium community secondary schools
- (ii) Take up places in English-medium faith-based secondary schools
- (iii) Take up places in Welsh-medium community secondary schools

and allows for similar preference patterns in future.

In summary, an expansion of the school to 8FE would:

- Create an efficient class organisation.
- Provide sufficient capacity to allow the projected number of children within the Cathays High School catchment area, requiring a place in an English-medium community high school, to attend.
- Provide surplus capacity to enable the excess demand from neighbouring catchment areas to be accommodated
- Ensure that citywide capacity and surplus places would be appropriately balanced, in the context of projected reductions in secondary school pupil numbers at the end of the decade and potential uplift in the birth cycle in future years.

Mae'r dudalen hon yn wag yn fwriadol

Appendix 3

Cardiff Council Statutory Screening Tool Guidance

If you are developing a strategy, policy or activity that is likely to impact people, communities or land use in any way then there are a number of statutory requirements that apply. Failure to comply with these requirements, or demonstrate due regard, can expose the Council to legal challenge or other forms of reproach.

For instance, this will apply to strategies (i.e. Housing Strategy or Disabled Play Strategy), policies (i.e. Procurement Policy) or activity (i.e. developing new play area).

Completing the Statutory Screening Tool will ensure that all Cardiff Council strategies, policies and activities comply with relevant statutory obligations and responsibilities. Where a more detailed consideration of an issue is required, the Screening Tool will identify if there is a need for a full impact assessment, as relevant.

The main statutory requirements that strategies, policies or activities must reflect include:

- **Equality Act 2010 - Equality Impact Assessment**
- **Welsh Government's Sustainable Development Bill**
- **Welsh Government's Statutory Guidance - Shared Purpose Shared Delivery**
- **United Nations Convention on the Rights of the Child**
- **United Nations Principles for Older Persons**
- **Welsh Language Measure 2011**
- **Health Impact Assessment**
- **Habitats Regulations Assessment**
- **Strategic Environmental Assessment**

This Statutory Screening Tool allows us to meet all the requirements of all these pieces of legislation as part of an integrated screening method that usually taken no longer than an hour.

The Screening Tool can be completed as a self assessment or as part of a facilitated session, should further support be needed. For further information or if you require a facilitated session please contact the Policy, Partnerships and Citizen Focus Team on 2078 8563 e-mail: siadavies@cardiff.gov.uk. Please note:

- **The completed Screening Tool must be submitted as an appendix with the Cabinet report.**
- **The completed screening tool will be published on the intranet.**

Statutory Screening Tool

Name of Strategy / Policy / Activity:	Date of Screening:
SCHOOL ORGANISATION PLANNING: Cathays High School	November 2020
Service Area/Section: Education & Lifelong Learning/ School Organisation Planning	Lead Officer: Richard Portas
Attendees: Self assessment	

What are the objectives of the Policy/Strategy/Project/Procedure/ Service/Function	Please provide background information on the Policy/Strategy/Project/Procedure/Service/Function and any research done [e.g. service users data against demographic statistics, similar EIAs done etc.]
<p>Proposal:</p> <p># is proposed to:</p> <p>Expand Cathays High School from 1,072 places (5.5 Forms of Entry with 247 sixth form places) to 1,450 places (8 Forms of Entry with 250 sixth form places), from September 2023;</p> <p>Replace the Cathays High School buildings with new build accommodation on the Maindy Centre site adjacent to Crown Way and North Road;</p> <ul style="list-style-type: none"> Expand the current Specialist Resource Base (SRB) for learners with Autism Spectrum Condition from 16 to 50 places in purpose-built accommodation in the new school buildings; Upgrade community facilities in Cathays and Gabalfa through the significantly enhanced school facilities being made available for shared use with the wider local community. 	<p>At its meeting on 14 December 2017, the Cabinet approved the prioritised scheme under Band B of the Cardiff's Band B 21st Century Schools Programme.</p> <p>The Band B Programme seeks to address the most acute sufficiency and condition issues in Cardiff.</p> <p>Following a period of growth within the primary sector, there has been an increased demand for places at entry to secondary education city wide in the past five years. City-wide projections indicate that the demand for places in the English-medium secondary sector will further increase during the period of the Band B investment programme.</p> <p>The areas that are presenting as having the most acute shortage of places requiring a strategic solution, taking account of neighbouring catchment capacity, are those concentrated in the central area of the city. These are primarily focused in the central part of the authority, currently served by Fitzalan High School, Cantonian High School, Willows High School, Cathays High School and Cardiff High School.</p>

Cathays High School is rated as a “C” category for condition, which means the buildings are poor condition with major defects. A significant percentage of its accommodation is housed in demountable accommodation.

A Specialist Resource Base for pupils with Autism Spectrum Condition (ASC) is located at Cathays High School and supports up to 16 pupils aged 11-18.

Although the Council increased ASC places between 2012 and 2017, from 82 to 140, it is anticipated that demand for ASC SRB places will continue to grow over the next 5-10 years. Due to increased demand, and the shortage of specialist ASC places in Cardiff, separate proposals have been brought forward to expand another existing ASC base at Cantonian High School.

It is proposed to retain the SRB at Cathays High school, as part of the future school, to ensure continued provision for current and future pupils. The current expertise and inclusive practice of the school would be maintained. Additional places would help to ensure there are sufficient places to meet increased demand arising out of a growing pupil population and a growing incidence and identification of ASC in Cardiff.

The proposed expansion of Cathays High School in new build, 21st Century accommodation presents an opportunity to further develop the specialist provision within the school and to increase the number of places available from 16 to 50.

Part 1: Impact on outcomes and due regard to Sustainable Development

Please use the following scale when considering what contribution the activity makes:		
+	Positive	Positive contribution to the outcome
-	Negative	Negative contribution to the outcome
ntrl	Neutral	Neutral contribution to the outcome
Uncertain	Not Sure	Uncertain if any contribution is made to the outcome

	Has the Strategy/Policy/Activity considered how it will impact one or more of Cardiff's 7 Citizen focused Outcomes?	Please Tick				Evidence or suggestion for improvement/mitigation
		+	-	Ntrl	Un-Crtn	
Tudalen 58	1.1 People in Cardiff are healthy; <i>Consider the potential impact on</i> <ul style="list-style-type: none"> the promotion of good health, prevention of damaging behaviour, promote healthy eating/active lifestyles etc, vulnerable citizens and areas of multiple deprivation Addressing instances of inequality in health 	x				- See 1.2 below – encouraging walking, cycling and use of public transport
	1.2 People in Cardiff have a clean, attractive and sustainable environment; <i>Consider the potential impact on</i> <ul style="list-style-type: none"> the causes and consequences of Climate Change and creating a carbon lite city 	x				- This proposal will provide cost effective sustainable buildings that will reduce ongoing revenue costs in turn reducing the Council's carbon footprint in line Cardiff's Carbon Reduction Strategy (May 2015).
	<ul style="list-style-type: none"> encouraging walking, cycling, and use of public transport and improving access to countryside and open space 	x				<ul style="list-style-type: none"> In line with the Well-being of Future Generations Act, Cardiff Council is committed to providing Local Schools for Local Children, to encourage use of sustainable modes to travel to schools, such as walking and cycling. School projects take into account transport issues when they are being designed and the need to provide safer routes to encourage walking to schools Promotion of initiatives such as Kerbcraft training, training in cycling skills and the Local Authority's implementation of Active Travel measures
	<ul style="list-style-type: none"> reducing environmental pollution (land, air, noise and water) 	x				- Implementation of an effective travel plan would minimise the need for non-sustainable transport to and from schools
	<ul style="list-style-type: none"> reducing consumption and encouraging waste reduction, 	x				- Proposals are progressed in line with Welsh Government

	Has the Strategy/Policy/Activity considered how it will impact one or more of Cardiff's 7 Citizen focused Outcomes?	Please Tick				Evidence or suggestion for improvement/mitigation
		+	-	Ntrl	Un-Crtn	
	<i>reuse, recycling and recovery</i>					Community Benefit Measurement Tool which encourages reduced consumption, waste reduction and recycling.
	<ul style="list-style-type: none"> <i>encouraging biodiversity</i> 			x		- Site surveys will be undertaken to establish levels of biodiversity and will explore opportunities to develop appropriate initiatives.
1.3	People in Cardiff are safe and feel safe; <i>Consider the potential impact on</i> <ul style="list-style-type: none"> <i>reducing crime, fear of crime and increasing safety of individuals</i> <i>addressing anti-social behaviour</i> <i>protecting vulnerable adults and children in Cardiff from harm or abuse</i> 	x				- All schools in Cardiff have policies in place to ensure safeguarding and the wellbeing of staff, children and young people.
1.4	Cardiff has a thriving and prosperous economy; <i>Consider the potential impact on</i> <ul style="list-style-type: none"> <i>economic competitiveness (enterprise activity, social enterprises, average earnings, improve productivity)</i> <i>Assisting those Not in Education, Employment or Training</i> <i>attracting and retaining workers (new employment and training opportunities, increase the value of employment,)</i> <i>promoting local procurement opportunities or enhancing the capacity of local companies to compete</i> 	x				- The school provides employment and the new Teacher Training facility will provide an opportunity for up to 30 students per academic year.
1.5	People in Cardiff achieve their full potential; <i>Consider the potential impact on</i> <ul style="list-style-type: none"> <i>promoting and improving access to life-long learning in Cardiff</i> <i>raising levels of skills and qualifications</i> <i>giving children the best start</i> <i>improving the understanding of sustainability</i> <i>addressing child poverty (financial poverty, access poverty, participation poverty)</i> <i>the United Nations Convention on the Rights of a Child and Principles for Older persons</i> 	x				<ul style="list-style-type: none"> - The Council's proposals for Band B of the 21st Century Schools Programme, and the Cardiff 2020 strategy, clearly state the link between improving the environment for learning and raising standards of achievement. - With significant sports and wider leisure provision now established, or being developed, in many schools a key objective is to enable third party to access the sports facilities at schools, on a sustainable financial basis. The development of a viable model for all schools across the city to be accessed by the communities which they serve is needed. - Cardiff's Child Friendly City strategy places the rights and voices of children and young people at the heart of Cardiff's policies, strategies and services; involving them in decision

	Has the Strategy/Policy/Activity considered how it will impact one or more of Cardiff's 7 Citizen focused Outcomes?	Please Tick				Evidence or suggestion for improvement/mitigation
		+	-	Ntrl	Un-Crtn	
						<p>making and addressing the barriers which limit their life chances. As such the public consultation on the proposal will include representation from children and young people.</p> <ul style="list-style-type: none"> - Subject to approval any future design work would also include representation from children and young people.
Tudalen 60	1.6 Cardiff is a Great Place to Live, Work and Play <i>Consider the potential impact on</i> <ul style="list-style-type: none"> • <i>promoting the cultural diversity of Cardiff</i> • <i>encouraging participation and access for all to physical activity, leisure & culture</i> • <i>play opportunities for Children and Young People</i> • <i>protecting and enhancing the landscape and historic heritage of Cardiff</i> • <i>promoting the City's international links</i> 	x		x		<ul style="list-style-type: none"> - With significant sports and wider leisure provision now established, or being developed, in many schools a key objective is to enable third party to access the sports facilities at schools, on a sustainable financial basis. The development of a viable model for all schools across the city to be accessed by the communities which they serve is needed.
	1.7 Cardiff is a fair, just and inclusive society. <i>Consider the potential impact on</i> <ul style="list-style-type: none"> • <i>the elimination of discrimination, harassment or victimisation for equality groups</i> 	x		x		<ul style="list-style-type: none"> - See Equality Impact Assessment below and attached. - The Council's recruitment process would ensure that good practice is followed, including the application of the Council's policies on equal opportunities.
	<ul style="list-style-type: none"> • <i>has the community or stakeholders been engaged in developing the strategy/policy/activity?</i> • <i>how will citizen participation be encouraged (encouraging actions that consider different forms of consultation, through more in depth engagement to full participation in service development and delivery)?</i> 	X x				<ul style="list-style-type: none"> - Subject to authorisation the public consultation will include engagement with all relevant stakeholders.

	Has the Strategy/Policy/Activity considered how it will impact one or more of Cardiff's 7 Citizen focused Outcomes?	Please Tick				Evidence or suggestion for improvement/mitigation
		+	-	Ntrl	Un-Crtn	
	EQUALITY IMPACT ASSESSMENT (This is attached on page 13) Will this Policy/Strategy/Project have a differential impact on any of the following:					
Tudalen 61	1.8 The Council delivers positive outcomes for the city and its citizens through strong partnerships <i>Consider the potential impact on</i> <ul style="list-style-type: none"> strengthening partnerships with business and voluntary sectors the collaboration agenda and the potential for shared services, cross-boundary working and efficiency savings 	x				<p>The 'Cardiff Commitment' is the Council's youth engagement and progression strategy. The Cardiff Commitment sets out how the council, together with a wide range of public, private and third sector partners, will work together to ensure a positive destination for every young person in Cardiff after they finish school, either in employment or further education and training.</p> <p>To date over 120 businesses have pledged to support Cardiff Commitment and provide opportunities to schools and young people, better preparing them for the world of work, contributing to the future economic growth of the city.</p> <p>The Council's Cardiff 2030 strategy clearly states the link between improving the environment for learning and raising standards of achievement and fostering different modes of acquiring knowledge and skills.</p>

SUMMARY OF APPRAISAL (highlight positive and negative effects of the policy / plan / project being assessed, demonstrating how it contributes to the economic, social and environmental sustainability of the city):

Economic

Investment in new build facilities that would support the delivery of a broad and balanced curriculum.
The new accommodation and expansion of provision would provide employment opportunities.
Consideration would be given to using local contractors and suppliers.

Social

There could be the potential for community use of school facilities outside of school hours.

Environmental sustainability

This proposal would result in the pupils attending a new build, fit for purpose 21st Century schools. The schools would be designed to be in compliance with the BREEAM Excellent specification, minimising running costs and detrimental environmental impact.

WHAT ACTIONS HAVE BEEN IDENTIFIED OR CHANGES BEEN MADE TO THE POLICY / PLAN / PROJECT AS A RESULT OF THIS APPRAISAL:

If the proposal were to proceed, an equality impact assessment would be carried out to identify accessibility to the new build school.

The equality impact assessment would take into account policies such as the Equality Act 2010, TAN 12: Design 2014 as well as building regulations such as, BS8300, Part M and relevant Building Bulletins.

Part 2: Strategic Environmental Assessment Screening

		Yes	No
2.1	Does the plan or programme set the framework for future development consent?	x	
2.2	Is the plan or programme likely to have significant, positive or negative, environmental effects?		x

Is a Full Strategic Environmental Assessment Screening Needed?	Yes	No
<ul style="list-style-type: none"> ▪ If yes has been ticked to both questions 2.1 and 2.2 then the answer is yes ▪ If a full SEA Screening is required then please contact the Sustainable Development Unit to arrange (details below) 		X An SEA has been undertaken (attached)

Trodalen 3

If you have any doubt on your answers to the above questions regarding SEA then please consult with the Sustainable Development Unit on 2087 3228 or email sustainabledevelopment@cardiff.gov.uk

Part 3: Habitat Regulation Assessment (HRA)

		Yes	No	Unsure
3.1	Will the plan, project or programme results in an activity which is known to affect a European site, such as the Severn Estuary or the Cardiff Beech Woods?		x	
3.2	Will the plan, project or programme which steers development towards an area that includes a European site, such as the Severn Estuary or the Cardiff Beech Woods or may indirectly affect a European site?		x	
3.3	Is a full HRA needed?		x	

Details of the strategy will be sent to the County Ecologist on completion of the process to determine if a Habitat Regulation Assessment is needed. For further information please phone 2087 3215 or email biodiversity@cardiff.gov.uk

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Appendix 1 – Statutory Requirements

It is possible that the Impact Screening Tool will identify the need to undertake specific statutory assessments:

- **Equality Impact Assessment:** *This assessment is required by the Equality Act 2010 and Welsh Government’s Equality Regulations 2011.*
- **Sustainable Development Bill:** *The Bill, when it comes into effect, will require sustainable development (SD) to be a central organising principle for the organisation. This means that there is a duty to consider SD in the strategic decision making processes.*
- **Shared Purpose Shared Delivery-** *The Welsh Government requires local authorities to produce a single integrated plan to meet statutory requirements under a range of legislation. Cardiff Council must therefore demonstrate its contribution towards Cardiff’s own integrated plan; “What Matters”.*
- **United Nations Convention on the Rights of the Child:** *The Children Act 2004 guidance for Wales requires local authorities and their partners to have regard to the United Nations Convention on the Rights of a Child.*
- **United Nations Principles for Older Persons:** *The principles require a consideration of independence, participation, care, self-fulfillment and dignity.*
- **The Welsh Language Measure 2011:** *The measure sets out official status for the Welsh language, a Welsh language Commissioner, and the freedom to speak Welsh.*
- **Health Impact Assessment:** *(HIA) considers policies, programmes or projects for their potential effects on the health of a population*
- **Strategic Environmental Impact Assessment:** *A Strategic Environmental Assessment (SEA) is an European Directive for plans, programmes and policies with land use implications and significant environmental effects.*
- **Habitats Regulations Assessment:** *The Conservation (Natural Habitats, &c.) (Amendment) Regulations 2007 provides a requirement to undertake Habitats Regulations Assessment (HRA) of land use plans.*



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Policy/Strategy/Project/Procedure/Service/Function Title:

It is proposed to:

- Expand Cathays High School from 1,072 places (5.5 Forms of Entry with 247 sixth form places) to 1,450 places (8 Forms of Entry with 250 sixth form places), from September 2023;
- Replace the Cathays High School buildings with new build accommodation on the Maindy Centre site adjacent to Crown Way and North Road;
- Expand the current Specialist Resource Base (SRB) for learners with Autism Spectrum Condition from 16 to 50 places in purpose-built accommodation in the new school buildings;
- Upgrade community facilities in Cathays and Gabalfa through the significantly enhanced school facilities being made available for shared use with the wider local community.

New

Who is responsible for developing and implementing the Policy/Strategy/Project/Procedure/Service/Function?

Name: Richard Portas	Job Title: Programme Director (SOP)
Service Team: School Organisation Planning	Service Area: Education and Lifelong Learning
Assessment Date: November 2020	

1. **What are the objectives of the Policy/Strategy/Project/ Procedure/ Service/Function?**
1. **Please provide background information on the Policy/ Strategy / Project / Procedure / Service / Function and any research done [e.g. service users data against demographic statistics, similar EIAs done etc.]**

Following a period of growth within the primary sector, there has been an increased demand for places at entry to secondary education city wide in the past five years. City-wide projections indicate that the demand for places in the English-medium secondary sector will further increase during the period of the Band B investment programme.

The areas that are presenting as having the most acute shortage of places requiring a strategic solution, taking account of neighbouring catchment capacity, are those concentrated in the central area of the city. These are primarily focused in the central part of the authority, currently served by Fitzalan High School, Cantonian High School, Willows High School, Cathays High School and Cardiff High School.

Cathays High School is rated as a “C” category for condition, which means the buildings are poor condition with major defects. A significant percentage of its accommodation is housed in demountable accommodation.

Specialist Resource Base for pupils with Autism Spectrum Condition (ASC)

A Specialist Resource Base for pupils with Autism Spectrum Condition (ASC) is located at Cathays High School and supports up to 16 pupils aged 11-18.

Although the Council increased ASC places between 2012 and 2017, from 82 to 140, it is anticipated that demand for ASC SRB places will continue to grow over the next 5-10 years. Due to increased demand, and the shortage of specialist ASC places in Cardiff, separate proposals have been brought forward to expand another existing ASC base at Cantonian High School.

It is proposed to retain the SRB at Cathays High school, as part of the future school, to ensure continued provision for current and future pupils. The current expertise and inclusive practice of the school would be maintained. Additional places would help to ensure there are sufficient places to meet increased demand arising out of a growing pupil population and a growing incidence and identification of ASC in Cardiff.

The proposed expansion of Cathays High School in new build, 21st Century accommodation presents an opportunity to further develop the specialist provision within the school and to increase the number of places available from 16 to 50.

3 Assess Impact on the Protected Characteristics

Age

Will this Policy/Strategy/Project/Procedure/Service/Function have a **differential impact [positive/negative/]** on younger/older people?

	Yes	No	N/A
3 to 11 years	x		
11 to 18 years	x		
18 - 65 years	x		
Over 65 years	x		

Please give details/consequences of the differential impact, and provide supporting evidence, if any.

The impact will be positive as the proposals will support the sufficiency of places in high quality learning environments in both mainstream and special provision.

The proposed expansion of Cathays High School in new build, 21st Century accommodation presents an opportunity to further develop the specialist provision within the school and to increase the number of places available from 16 to 50. This will have a positive impact.

The transfer of the school would allow the indoor facilities at Maindy centre to

continue to be provided and, when completed, external sports facilities used by the school during the school day would be made available for wider community use outside of these hours.
What action(s) can you take to address the differential impact?
If no differential impact, explain the reason(s) for this assessment:

3.2 Disability and Access

Will this Policy/Strategy/Project/Procedure/Service/Function have a **differential impact [positive/negative]** on disabled people?

	Yes	No	N/A
Hearing Impairment		x	
Physical Impairment		x	
Visual Impairment		x	
Learning Disability		x	
Long-Standing Illness or Health Condition			x
Mental Health			x
Substance Misuse			x
Other			x

Please give details/consequences of the differential impact, and provide supporting evidence, if any.
What action(s) can you take to address the differential impact?

If no differential impact, explain the reason(s) for this assessment:

Accessibility of the accommodation

If the proposal were to proceed, an equality impact assessment would be carried out to identify the accessibility of the new build school.

The equality impact assessment would take into account policies such as the Equality Act 2010, TAN 12: Design 2014 as well as building regulations such as, BS8300, Part M and relevant Building Bulletins.

3.3 Gender Reassignment

Will this Policy/Strategy/Project/Procedure/Service/Function have a **differential impact [positive/negative]** on transgender people?

	Yes	No	N/A
Transgender People (People who are proposing to undergo, are undergoing, or have undergone a process [or part of a process] to reassign their sex by changing physiological or other attributes of sex)		X	

Please give details/consequences of the differential impact, and provide supporting evidence, if any.

What action(s) can you take to address the differential impact?

If no differential impact, explain the reason(s) for this assessment:

If the proposal were to proceed, an equality impact assessment would be carried out to identify the accessibility of the new school building. The equality impact assessment would take into account policies such as the Equality Act 2010, TAN 12: Design 2014 as well as building regulations such as, BS8300, Part M and relevant Building Bulletins.

The Council's procedure for managing staffing changes arising from reorganisation would be used in implementing any changes as a result of this proposal. This would ensure that

good practice is followed, including the application of the Council's policies on equal opportunities.

The proposal would need to ensure compliance with the Council's policies on equal opportunities.

3.4. Marriage and Civil Partnership

Will this Policy/Strategy/Project/Procedure/Service/Function have a **differential impact [positive/negative]** on marriage and civil partnership?

	Yes	No	N/A
Marriage			X
Civil Partnership			X

Please give details/consequences of the differential impact, and provide supporting evidence, if any.

What action(s) can you take to address the differential impact?

If no differential impact, explain the reason(s) for this assessment:

N/A

Pregnancy and Maternity

Will this Policy/Strategy/Project/Procedure/Service/Function have a **differential impact [positive/negative]** on pregnancy and maternity?

	Yes	No	N/A
Pregnancy			
Maternity			N/A

Please give details/consequences of the differential impact, and provide supporting evidence, if any.

What action(s) can you take to address the differential impact?

If no differential impact, explain the reason(s) for this assessment:

The Council's procedure for securing staffing requirements to implement this proposal

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would be used in implementing this proposal. This would ensure that good practice is followed, including the application of the Council's policies on equal opportunities.

If the proposal were to proceed, an equality impact assessment would be carried out to identify the accessibility of the new school building. The equality impact assessment would take into account policies such as the Equality Act 2010, TAN 12: Design 2014 as well as building regulations such as, BS8300, Part M and relevant Building Bulletins.

3.6 Race

Will this Policy/Strategy/Project//Procedure/Service/Function have a **differential impact [positive/negative]** on the following groups?

	Yes	No	N/A
White		X	
Mixed / Multiple Ethnic Groups		X	
Asian / Asian British		X	
Black / African / Caribbean / Black British		X	
Other Ethnic Groups		X	

Please give details/consequences of the differential impact, and provide supporting evidence, if any.

The proposal would not have a differential impact upon one particular ethnic group as the provision would be available to all.

Specialist provision in Cardiff for children with complex learning disabilities or autism spectrum conditions have a higher than average BME population.

All pupils, of all ethnicities, will continue to have access to specialist provision, in all settings, on an equal basis.

What action(s) can you take to address the differential impact?

The provision being proposed would be accessible to all ethnic groups and compliance with the Council's policies on equal opportunities would need to be ensured.

If no differential impact, explain the reason(s) for this assessment:

--

3.7 Religion, Belief or Non-Belief

Will this Policy/Strategy/Project/Procedure/Service/Function have a **differential impact [positive/negative]** on people with different religions, beliefs or non-beliefs?

	Yes	No	N/A
Buddhist		X	
Christian		X	
Hindu		X	
Humanist		X	
Jewish		X	
Muslim		X	
Sikh		X	
Other		X	

Please give details/consequences of the differential impact, and provide supporting evidence, if any.
What action(s) can you take to address the differential impact?
If no differential impact, explain the reason(s) for this assessment:
The proposal would not have a differential impact upon people with different religions, beliefs or non-beliefs as the provision would be available to all.
The senior staff in a school would be best placed to manage diversity in terms of belief. (e.g. provision of a space for prayer).

3.8 Sex

Will this Policy/Strategy/Project/Procedure/Service/Function have a **differential impact [positive/negative]** on men and/or women?

	Yes	No	N/A
Men		X	
Women		X	

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Please give details/consequences of the differential impact, and provide supporting evidence, if any.
What action(s) can you take to address the differential impact?
If no differential impact, explain the reason(s) for this assessment:
Maintained school provision admits pupils of both sexes and this would continue to be the case. The Council's procedure for managing staffing changes arising from reorganisation would be used in implementing any changes as a result of this proposal. This would ensure that good practice is followed, including the application of the Council's policies on equal opportunities.

Sexual Orientation

Will this Policy/Strategy/Project/Procedure/Service/Function have a **differential impact [positive/negative]** on the following groups?

	Yes	No	N/A
Bisexual		x	
Gay Men		x	
Gay Women		x	
Heterosexual		x	

Please give details/consequences of the differential impact, and provide supporting evidence, if any.
What action(s) can you take to address the differential impact?
If no differential impact, explain the reason(s) for this assessment:
(Fears that recruitment opportunities could be affected by sexual orientation) Evidence collated by the Stonewall lobby group alleges that Lesbian, Gay, Bisexual people are likely to be discriminated against in workplace recruitment. The Council's procedure for managing staffing changes arising from reorganisation would be used in implementing any changes as a result of this proposal. This would ensure that

good practice is followed, including the application of the Council's policies on equal opportunities.

3.10 Language

Will this Policy/Strategy/Project/Procedure/Service/Function have a **differential impact [positive/negative]** on Welsh Language?

	Yes	No	N/A
Welsh Language		x	
Other languages		x	

Please give details/consequences of the differential impact, and provide supporting evidence, if any.

What action(s) can you take to address the differential impact?

If no differential impact, explain the reason(s) for this assessment:

Language support

The proposal will not directly impact on the level of support provided. The allocation of teachers and BTAs is usually in place for the period of the academic year but is liable to change throughout the year to meet fluctuations in demand.

Welsh Language

It is not anticipated that there will be any negative impact on the Welsh Language, as a result of this proposal.

The teaching of Welsh within an English medium setting is subject to the requirements of the National Curriculum. This would not change with the expansion of the school. This proposal does not seek to change the number of Welsh-medium primary or secondary school places available in the area.

The Council works closely and constructively with partners on its Welsh Education Forum, which includes representatives of nursery, primary, secondary and further education, childcare, RhAG and the Welsh Government. The Forum actively informs the planning of Welsh-medium places, to continue to drive the Council's plan to sustainably increase the number of learners within Welsh-medium schools and those learning Welsh in English-medium schools.

The council monitors birth rates, the yield from proposed housing and the patterns of take-up in Welsh-medium provision at primary and secondary age, with a view to bringing forward appropriate plans to meet any increased demand.

Whilst forecasts, based on the number of children in the Welsh-medium primary, indicate that additional capacity will be required to meet the demand for places in Welsh-medium secondary schools, separate proposals will be brought forward at the appropriate time to ensure there are sufficient places available.

The Council, and its partners on the Welsh Education Forum, are committed to driving the increase in number of pupils educated through the medium of Welsh, to meet the targets within Cardiff's WESP, and to meet the targets set out in the Welsh Government's Cymraeg 2050 strategy.

The Council must ensure that the expansion of school provision is brought forward in a strategic and timely manner, which does not compromise existing provision. Expanding Welsh-medium secondary school provision would, inevitably, have an impact on the take-up of places in other schools, and in turn on the ability of schools to balance budgets and to attract or retain staff.

The proposals do not include opportunities for developing Welsh medium ALN provision. Steps to expand specialist ALN provision in the Welsh medium sector are being taken forward separately through the Welsh Education Strategic Plan (WESP), the Educational Tribunal (ALNET) Act Regional Implementation Plan and through the Cardiff ALN Strategy.

Actions taken so far include:

- A new primary SRB at Ysgol Pwll Coch opening January 2019 for up to 20

pupils. The SRB will open with three pupils, and will have capacity to expand to 20 places. This development is in addition to the well-established SRB at Ysgol Coed y Gof for 10 pupils;

- Improvements in secondary SRB accommodation at Ysgol Glantaf, and an increase in the published number from 10 to 30 places. In 2018-19, there are 14 young people in the SRB, with scope to expand in future years;
- A primary 'wellbeing class' was established in 2016-17, offering 6 month placements for up to 8 pupils (per cohort) with significant emotional health and wellbeing needs. The class is currently hosted at Ysgol Pen y Groes;
- A secondary 'virtual PRU' offering specialist support to up to 18 pupils (per cohort) at risk of exclusion in the three WM secondary schools. The provision was established January 2018.

Since 2016 the number of specialist places available to learners in the Welsh medium sector have increased from 20 SRB places in 2015-16 (10 places at Ysgol Coed y Gof SRB; 10 places at Ysgol Glantaf SRB) to 60 SRB places and 26 assessment/ 'PRU-type' places in 2018-19.

At January 2019, approximately 25 SRB places will be taken-up, with capacity for growth of up to 35 places. Numbers accessing the wellbeing class and the virtual PRU fluctuates: the local authority is keeping capacity under review and will take steps to extend places in response to pupil needs.

The ALNET Regional Implementation Plan, Priority 7, is to 'Review and improve Welsh medium provision and specialist support to increase regional capacity to support ALN'. Cardiff Council are leading on this priority.

The objectives are to:

- Conduct an analysis of the prevalence of ALN and level of need in the Welsh medium sector in each LA across the region (Cardiff, Vale of Glamorgan, Bridgend, Rhondda Cynon Taf, Merthyr);
- Map Welsh medium provision and support available across the region;
- Increase sharing of good practice for ALN in the Welsh medium sector;

- Ensure that the ALNET Regional Implementation Plan supports and complements regional WESP priorities.

4. Consultation and Engagement

What arrangements have been made to consult/engage with the various Equalities Groups?

The Council's Accessibility Officer would be given the opportunity to comment on the scheme.

Subject to approval, there will be a full public consultation on the proposal.

Summary of Actions [Listed in the Sections above]

Groups	Actions
Age	See Generic over-arching actions below
Disability	
Gender Reassignment	
Marriage & Civil Partnership	
Pregnancy & Maternity	
Race	
Religion/Belief	
Sex	
Sexual Orientation	
Language	
Generic Over-Arching [applicable to all the above groups]	

	such as, BS8300, Part M and relevant Building Bulletins.
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6. Further Action

Any recommendations for action that you plan to take as a result of this Equality Impact Assessment (listed in Summary of Actions) should be included as part of your Service Area's Business Plan to be monitored on a regular basis.

7. Authorisation

The Template should be completed by the Lead Officer of the identified Policy/Strategy/Project/Function and approved by the appropriate Manager in each Service Area.

Completed By: Rosalie Phillips	Date: November 2020
Designation: Project Officer	
Approved By:	
Designation:	
Service Area:	

Tudalen 11

On completion of this Assessment, please ensure that the Form is posted on your Directorate's Page on CIS - *Council Wide/Management Systems/Equality Impact Assessments* - so that there is a record of all assessments undertaken in the Council.

For further information or assistance, please contact the Citizen Focus Team on 029 2087 3059 or email citizenfocus@cardiff.gov.uk

Background

In 2008, a retrospective Strategic Environmental Assessment (SEA) of Cardiff's 21st Century: A Strategic Framework for a School Building Improvement Programme (published in 2006) was carried out based on the guidance that supports the European SEA Directive 2001/42/EC.

The retrospective approach to assessment was quality assured by an external consultant and their independent compliance review determined that the report detailing the assessment on the strategic framework met the key requirements set out for reporting the SEA process as required by the SEA Directive.

The retrospective assessment provides the basis for assessing current and future school organisation proposals at a strategic level.

If a proposal were to proceed, an environmental assessment would be carried out as part of the planning application process.

To request a copy of the assessment on the Strategic Framework please contact Rachel Willis, 029 2087 3946, RWillis@cardiff.gov.uk

Proposal

It is proposed from September 2024 to:

- Replace the Cathays High School buildings with new build accommodation on the Maindy Centre site adjacent to Crown Way and North Road
- Expand the school from 1,072 places (5.5 Forms of Entry with 247 sixth form places) to 1,450 places (8 Forms of Entry with 250 sixth form places)
- Expand the current Specialist Resource Base (SRB) for learners with Autism Spectrum Condition from 16 to 50 places in purpose-built accommodation in the new school buildings
- Upgrade community facilities in Cathays and Gabalfa through the significantly enhanced school facilities being made available for shared use with the wider local community

Condition of existing school buildings

Quality and Standards

y:

xx	= very incompatible; very negative effect
x	= incompatible; negative effect
✓	= compatible; positive effect
✓✓	= very compatible; very positive effect
0	= no links; neutral effect
? and/or mitigation	= uncertain effects
DNA	= data not available

See table headers below: * Comparison of the preferred option to a possible alternative option(s) are required in a SA/SEA.

SEA objective	Proposal to establish two new junior classrooms and a Teacher Training facility at Ysgol Y Wern Primary School.		Do nothing	
	Rating	Commentary/ explanation of compatibility with SEA objective	Rating	Commentary/ explanation of compatibility with SEA objective

SEA objective	Proposal to establish two new junior classrooms and a Teacher Training facility at Ysgol Y Wern Primary School.		Do nothing	
	Rating	Commentary/ explanation of compatibility with SEA objective	Rating	Commentary/ explanation of compatibility with SEA objective
		<p>employees, visitors, patients and students</p> <ul style="list-style-type: none"> o encourage sustainable transport – walking, cycling, public transport and car sharing o reduce car use. <p>- A School Travel Plan is specifically designed to address the transport needs of pupils and staff and will vary according to the nature of the education being provided and the catchment area of the school.</p> <p>School safety zones would be set up to address health and safety concerns from increased traffic flows in the school vicinity.</p>		
3. Promote health and wellbeing by protecting and enhancing Public Open Space (POS) and improving access to POS	0	As the open space in and around a school site is not accessible to the public the only potential impact of the option on the open space would be loss of visual amenity value.	x	See comments next to SEA Objective 1 above
4. Minimise air, light and noise pollution associated with building development and traffic congestion	0	<p>a) Those delivering the scheme would be encouraged to minimise air, light and noise pollution during any works.</p> <p>b)</p> <p>To reduce congestion and associated pollution the following would be considered:</p> <ul style="list-style-type: none"> ▪ Formalising the parking regime outside the school to discourage unsafe parking and help with enforcement. ▪ The school agrees to a Travel Plan which includes schemes such as the Park Safe / Walk Safe scheme which encourage parents to park further away from the school. 	x	See comments next to SEA Objective 1 above

SEA objective	Proposal to establish two new junior classrooms and a Teacher Training facility at Ysgol Y Wern Primary School.		Do nothing	
	Rating	Commentary/ explanation of compatibility with SEA objective	Rating	Commentary/ explanation of compatibility with SEA objective
5. <i>Protect and enhance biodiversity, flora and fauna</i>	0	Site surveys will be undertaken to establish levels of biodiversity and will explore opportunities to develop appropriate initiatives	x	See comments next to SEA Objective 1 above
6. <i>Protect and enhance the landscape (habitats/visual amenities)</i>	0	Site surveys will be undertaken to establish levels of biodiversity and will explore opportunities to develop appropriate initiatives	x	See comments next to SEA Objective 1 above
7. <i>Conserve water resources and increase water efficiency in new developments and promote sustainable urban drainage systems</i>	0	This would not be in scope as the proposed scheme is to refurbish and reconfigure internal spaces.	x	See comments next to SEA Objective 1 above
8. <i>Promote regeneration by delivering inclusive schools that will improve equality of opportunity and access for all</i>	0	The schools would be designed to be in compliance with the BREEAM Excellent specification, minimising running costs, construction costs and detrimental environmental impact. Proposals are progressed in line with Welsh Government Community Benefit Measurement Tool which encourages reduced consumption, waste reduction and recycling	x	See comments next to SEA Objective 1 above
9. <i>Protect and enhance designated historic assets</i>	0	There are no registered historic assets on the school site.	x	See comments next to SEA Objective 1 above

Conclusion

The proposal has been assessed to be compatible with the environmental objectives used to assess the goal and principles of the “21st Century Schools: A Strategic Framework for A School Building Improvement Programme” that underpin school organisation proposals.

Where the assessment has identified a potential negative environmental impact in terms of an increase in the volume of traffic (Objective 4), measures to mitigate the effect are detailed.

It is proposed to:

- Expand Cathays High School from 1,072 places (5.5 Forms of Entry with 247 sixth form places) to 1,450 places (8 Forms of Entry with 250 sixth form places), from September 2023;
- Replace the Cathays High School buildings with new build accommodation on the Maindy Centre site adjacent to Crown Way and North Road;
- Expand the current Specialist Resource Base (SRB) for learners with Autism Spectrum Condition from 16 to 50 places in purpose-built accommodation in the new school buildings;
- Upgrade community facilities in Cathays and Gabalfa through the significantly enhanced school facilities being made available for shared use with the wider local community.

SCHOOL ORGANISATION PLANNING: PRIMARY SCHOOL PLACES TO SERVE CATHAYS AND PARTS OF GABALFA, HEATH, LLANDAFF NORTH AND PLASNEWYDD

Purpose of Report

1. To provide Members with the opportunity to carry out pre-decision scrutiny of proposals, attached at **Appendix A**, prior to its consideration by Cabinet at its meeting on the 17 December 2020. The purpose of the attached report is to enable the Cabinet to consider a recommendation to hold a public consultation on proposals for primary school provision to serve Cathays and parts of Gabalfa, Heath, Llandaff North and Plasnewydd.

Background

2. The Welsh Government published its Cymraeg 2050 strategy in 2017 which sets out a vision of reaching one million Welsh speakers by 2050.
3. By 2050, the aim is for 40 per cent of children (in each year group) to be in Welsh-medium education. Of those in English-medium education, the assumption is that half of those leaving school will report that they are able to speak Welsh.
4. The strategy assumes that, nationally, 70 per cent of 15 year olds will be able to speak Welsh by 2050, made up of 40 per cent in Welsh-medium schools and 30 per cent in English-medium schools.

5. The strategy also sets out transformational changes which include:
 - Expand Welsh-medium early years provision to facilitate a seamless transition into Welsh-medium education.
 - Increase the proportion of each school year group receiving Welsh-medium education from 22 per cent nationally in 2015/16 to 25-29 per cent by 2031, and then to 40 per cent by 2050.
6. The Bilingual Cardiff Strategy identifies priority areas to allow families, children and young people to use Welsh. It aims to increase the number of Welsh speakers and learners within Cardiff as well as increasing the use of the Welsh language in the city.
7. The Welsh in Education Strategic Plan (WESP) is an integral part of the Council's 5-year Bilingual Cardiff strategy and supports the Welsh Government's vision of one million Welsh speakers by 2050.
8. The current WESP is for the period 2017-2020 and is based around the seven key outcomes of the previous strategic plan from 2014.
9. In recognition of the impact of the Covid-19 pandemic, revised WESP regulations will come into force in December 2020. The main changes include moving the draft WESP submission date to no later than 31 January 2022 with the new plan operational no later than September 2022.
10. The current WESP will remain in force until that date.
11. The Council recognises that the education system is a key element in ensuring that children are able to develop their Welsh skills, and for creating new speakers.
12. For Cardiff to achieve the Welsh Government's vision, we would need to increase the number of Welsh speakers by 15.9% from 36,375 (2011 Census) to 42,584 (2021 census); 58% of this has been achieved through increasing the numbers accessing Welsh-medium education.

13. The Council was successful in securing funds from the Welsh Government Increasing Welsh-medium Provision Capital Grant scheme. The purpose is to support capital investments that facilitate growth in Welsh medium education and use of the Welsh language.

14. The successful bid included a proposal to reorganise primary provision in the central area of Cardiff and expand the number of Welsh-medium primary places.

Key Proposals of the Cabinet Report

15. The Cabinet Report proposes the following:

- Increase the capacity of Ysgol Mynydd Bychan from c0.9 Forms of Entry (FE) (192 places) to 1.5 FE (315 places) from September 2022 and locate the additional school places at Allensbank Primary School in the first instance;
- Consolidate Allensbank Primary School at 1FE (210 places), retaining nursery and Additional Learning Needs early intervention provision, from September 2022.
- Consideration will also be given to a temporary increase to the Admission Number of Ysgol Mynydd Bychan, from 30 places to 45 places at entry to Reception Year for the 2021/2022 intake if it is not possible to accommodate children in the area within local Welsh-medium primary schools.

Issues highlighted in the report to Cabinet

16. The following issues are highlighted in the Cabinet report, as at **Appendix**

A:

- Sufficiency of Welsh-medium primary school places city-wide
(*paragraphs 17-29 in Appendix A*)

- Primary schools serving the area (*paragraphs 30-37 in Appendix A; includes reference to maps in Appendices 1 & 2*)
- Establishing local demand for school places (*paragraphs 38-41 in Appendix A*)
- Current take up of places
 - *Welsh-medium (paragraphs 42-46)*
 - *English-medium (paragraphs 47-48)*
- Summary forecasts of demand for places at entry to Reception (*paragraphs 49-51 in Appendix A, plus reference to Appendix 3*)
- School Information
 - *Ysgol Mynydd Bychan (paragraphs 52-56)*
 - *Albany Primary School site (paragraphs 57-61)*
 - *Allensbank Primary School site (paragraphs 62-68)*
 - *Gladstone Primary School/ St Monica's CiW Primary School site (paragraphs 69-75)*
- Balancing Welsh-medium and English-medium primary school provision (*paragraphs 76-87 in Appendix A*)
- Expansion Options (*paragraphs 88-92 in Appendix A*)
- Short Term issues (*paragraphs 93-107 in Appendix A*)
- Long term solution (*paragraphs 108-111 in Appendix A*)
- Additional Learning Needs (*paragraphs 112-114 in Appendix A*)
- Nursery Provision (*paragraphs 115-116 in Appendix A*)
- Admission Arrangements (*paragraphs 117-119 in Appendix A*)
- Implications for secondary school provision (*paragraphs 120-122 in Appendix A*)
- Local Member consultation (*paragraph 123 in Appendix A*)
- Reason for Recommendations (*paragraph 124 in Appendix A*)
- Impact of the proposal on the Welsh Language (*paragraphs 125-134 in Appendix A*)
- Learner Travel Arrangements (*paragraphs 135-137 in Appendix A*)

17. The draft cabinet report also provides details on the following areas:

- Financial Implications (*paragraphs 138-140 in Appendix A*)
- Legal Implications (including Equality Impact Assessment where appropriate) (*paragraphs 141-152 in Appendix A*)
- HR Implications (*Paragraphs 153-157 in Appendix A*)
- Property Implications (*Paragraphs 158-159 in Appendix A*)
- Traffic and Transport Implications (*Paragraphs 160-168 in Appendix A*)
- Equality Impact Assessment (*Paragraphs 169-170 in Appendix A and also Appendix 4*)

18. The report is supported by a number of appendices covering:

- Appendix 1 – Welsh-medium catchment area map
- Appendix 2 – English-medium catchment area map
- Appendix 3 – School Number on Roll data
- Appendix 4 – Statutory Screening Tool

Recommendations set out in the Cabinet Proposals

19. The Cabinet is recommended to authorise officers:

- to consult on proposals to increase the capacity of Ysgol Mynydd Bychan from c0.9FE (192 places) to 1.5FE (up to 315 pupils) from September 2022.
- to undertake a stakeholder engagement exercise to shape proposals that would be taken forward to provide an appropriate balance of Welsh-medium and English-medium primary school places to serve the area.
- Note that consultation on the Admission Arrangements for the 2022/23 academic year will include a proposal to reduce the admission number of Allensbank Primary School from 45 to 30 places.
- Note that officers will bring a report on the outcome of the consultation and engagement exercise to a future meeting to seek authorisation as to whether to proceed to publish proposals in accordance with section 48 of The School Standards and Organisation (Wales) Act 2013.

Scope of Scrutiny

20. The scope of this scrutiny is for Members to consider and provide comments on the draft report to Cabinet, prior to its consideration of the report on the 17 December 2020.

Way Forward

21. Councillor Sarah Merry (Deputy Leader and Cabinet Member for Education Employment, Skills), Melanie Godfrey (Director of Education and Lifelong learning), Richard Portas (Programme Director for the School Organisation Programme) and Michele Duddridge-Friedl (Operational Manager – Planning and Provision) will present the report to the Committee, and be available to answer any questions Members may have.

22. This report will also enable Members to provide any comments, concerns or recommendations to the Cabinet Member prior to its consideration by Cabinet.

Legal Implications

23. The Scrutiny Committee is empowered to enquire, consider, review and recommend but not to make policy decisions. As the recommendations in this report are to consider and review matters there are no direct legal implications. However, legal implications may arise if and when the matters under review are implemented with or without any modifications. Any report with recommendations for decision that goes to Cabinet/Council will set out any legal implications arising from those recommendations. All decisions taken by or on behalf of the Council must (a) be within the legal powers of the Council; (b) comply with any procedural requirement imposed by law; (c) be within the powers of the body or person exercising powers on behalf of the Council; (d) be undertaken in accordance with the procedural requirements imposed by the Council e.g. Scrutiny Procedure Rules; (e) be fully and properly informed; (f) be properly motivated; (g) be taken having regard to the Council's fiduciary duty to its taxpayers; and (h) be reasonable and proper in all the circumstances.

Financial Implications

24. There are no direct financial implications arising from this report. However, financial implications may arise if and when the matters under review are implemented with or without any modifications.

RECOMMENDATIONS

The Committee is recommended to:

- a) Review and assess the information contained in the draft Cabinet Report, attached at **Appendix A**, together with any information provided at the meeting;
- b) Provide any recommendations, comments or advice to the Cabinet Member and / or Director of Education and Lifelong Learning prior to the report's consideration by Cabinet.

Davina Fiore

Director of Governance and Legal Services

11 December 2020

Mae'r dudalen hon yn wag yn fwriadol

**TRWY GYFLWYNO'R ADRODDIAD HWN I SWYDDFA'R
CABINET, RYDW I, (DIRECTOR NAME) (DIRECTOR TITLE)
YN CADARNHAU BOD YR AELOD(AU) CABINET
PERTHNASOL WEDI EU BRIFFIO AR YR ADRODDIAD HWN**

**CYNGOR CAERDYDD
CARDIFF COUNCIL**

CYFARFOD CABINET: 17 Rhagfyr 2020

**CYNLLUNIO TREFNIADAETH YSGOLION: LLEOEDD MEWN
YSGOLION CYNRADD I WASANAETHU CATHAYS A RHANNAU
O GABALFA, Y MYNYDD BYCHAN, YSTUM TAF A
PHLASNEWYDD**

**ADDYSG, CYFLOGAETH A SGILIAU (Y CYNGHORYDD SARAH
MERRY)**

EITEM AGENDA:

Rheswm dros yr Adroddiad hwn

1. Galluogi'r Cabinet i ystyried argymhelliad i gynnal ymgynghoriad cyhoeddus ar gynigion ar gyfer darpariaeth ysgol gynradd i wasanaethu Cathays a rhannau o Gabalfa, y Mynydd Bychan, Ystum Taf a Phlasnewydd.
2. Cynigir:
 - Cynyddu capasiti Ysgol Mynydd Bychan o tua 0.9 Dosbarth Mynediad (DM) (192 lle) i 1.5 DM (315 lle) o fis Medi 2022 a rhoi'r lleoedd ysgol ychwanegol yn Ysgol Gynradd Allensbank yn y lle cyntaf;
 - Cynnal Ysgol Gynradd Allensbank fel ysgol 1DM (210 lle), gan gadw darpariaeth ymyrraeth gynnar meithrin ac Anghenion Dysgu Ychwanegol, o fis Medi 2022.
3. Ystyrir hefyd cynnydd dros dro yn Nifer Derbyn Ysgol Mynydd Bychan, o 30 lle i 45 lle derbyn ym Mlwyddyn Dderbyn 2021/2022 os nad yw'n bosibl derbyn plant yn yr ardal yn yr ysgolion cynradd cyfrwng Cymraeg lleol.

Cefndir

4. Cyhoeddodd Llywodraeth Cymru ei strategaeth Cymraeg 2050 yn 2017, sy'n nodi gweledigaeth o greu miliwn o siaradwyr Cymraeg erbyn 2050.
5. Erbyn 2050, y nod yw y bydd 40 y cant o blant (ym mhob grŵp blwyddyn) mewn addysg Cyfrwng Cymraeg. O blith y rhai sydd mewn addysg cyfrwng Saesneg, y dybiaeth yw y bydd hanner y rhai sy'n gadael yr ysgol yn dweud eu bod yn gallu siarad Cymraeg.
6. Mae'r strategaeth yn rhagdybio, yn genedlaethol, y bydd 70 y cant o bobl ifanc 15 oed yn gallu siarad Cymraeg erbyn 2050, sy'n cynnwys 40 y cant mewn ysgolion cyfrwng Cymraeg a 30 y cant mewn ysgolion cyfrwng Saesneg.
7. Mae'r strategaeth hefyd yn nodi newidiadau trawsnewidiol sy'n cynnwys:
 - Ehangu darpariaeth cyfrwng Cymraeg y blynyddoedd cynnar er mwyn hwyluso trosglwyddo llyfn i addysg cyfrwng Cymraeg.
 - Cynyddu cyfran pob grŵp blwyddyn ysgol sy'n cael addysg cyfrwng Cymraeg o 22 y cant yn genedlaethol yn 2015/16 i 25-29 y cant erbyn 2031, ac yna i 40 y cant erbyn 2050.
8. Mae Strategaeth Caerdydd Ddwylieithog yn nodi meysydd blaenoriaeth i alluogi teuluoedd, plant a phobl ifanc i ddefnyddio'r Gymraeg. Y nod yw cynyddu nifer y siaradwyr Cymraeg a dysgwyr yr iaith yng Nghaerdydd yn ogystal â hybu defnydd o'r Gymraeg ledled y ddinas.
9. Mae Cynllun Strategol y Gymraeg mewn Addysg (WESP) yn rhan annatod o strategaeth 5 mlynedd Caerdydd Ddwylieithog y Cyngor ac mae'n cefnogi gweledigaeth Llywodraeth Cymru o filiwn o siaradwyr Cymraeg erbyn 2050.
10. Mae'r WESP presennol ar gyfer y cyfnod 2017-2020 ac mae'n seiliedig ar saith canlyniad allweddol y cynllun strategol blaenorol o 2014.
11. I gydnabod effaith pandemig Covid-19, bydd rheoliadau diwygiedig WESP yn dod i rym ym mis Rhagfyr 2020. Mae'r prif newidiadau'n cynnwys symud dyddiad cyflwyno drafft WESP i'r 31ain o Ionawr 2022 ar yr hwyraf a gweithredu cynllun newydd nid hwyrach na mis Medi 2022.
12. Bydd y Cynllun WESP presennol yn aros mewn grym tan y dyddiad hwnnw.
13. Mae'r Cyngor yn cydnabod bod y system addysg yn elfen allweddol wrth sicrhau bod plant yn gallu datblygu eu sgiliau Cymraeg, ac wrth greu siaradwyr newydd.
14. Er mwyn i Gaerdydd gyflawni gweledigaeth Llywodraeth Cymru, byddai angen i ni gynyddu nifer y siaradwyr Cymraeg 15.9%, hynny yw o 36,375 (cyfrifiad 2011) i 42,584 (cyfrifiad 2021). Cyflawnwyd 58% o hyn trwy gynyddu'r niferoedd sy'n defnyddio addysg cyfrwng Cymraeg.

15. Llwyddodd y Cyngor i sicrhau arian trwy gynllun grant cyfalaf Cynyddu'r Ddarpariaeth Gyfrwng Cymraeg Llywodraeth Cymru. Y diben yw cefnogi buddsoddiadau cyfalaf sy'n hwyluso twf mewn addysg cyfrwng Cymraeg a defnyddio'r Gymraeg.
16. Roedd y cais llwyddiannus yn cynnwys cynnig i ad-drefnu darpariaeth gynradd yn ardal canol Caerdydd ac ehangu nifer y lleoedd cynradd cyfrwng Cymraeg.

Materion

Digonolrwydd lleoedd mewn ysgolion cynradd cyfrwng Cymraeg ledled y ddinas

17. Newidiodd nifer a chanran y plant sy'n mynd i mewn i addysg gynradd cyfrwng Cymraeg yn fawr rhwng 2009/10 a 2016/17. Yn yr un modd â'r boblogaeth gyffredinol, roedd nifer y plant oedd yn mynd i mewn i addysg Gymraeg yn cynyddu. Gwelwyd y nifer uchaf o blant yn mynd i mewn i ddosbarthiadau derbyn cyfrwng Cymraeg yn y ddinas yn 2016/17, sef 744 o ddisgyblion.
18. Yn dilyn gostyngiad yn y gyfradd genedigaethau yn 2012/13, bu gostyngiad yn nifer y disgyblion a dderbyniwyd i ysgolion cynradd cyfrwng Cymraeg ledled y ddinas. Ym mis Ionawr 2020, roedd 683 o blant wedi cofrestru mewn dosbarthiadau Derbyn cyfrwng Cymraeg ledled y ddinas, o'u cymharu â'r 840 lle a oedd ar gael.
19. Bu cynnydd sylweddol yn nifer y derbyniadau i'r grŵp oedran Derbyn ym mis Medi 2020 gyda 764 o blant yn mynd i Ddosbarth Derbyn cyfrwng Cymraeg. Dyma'r nifer derbyn uchaf i ddosbarthiadau Derbyn cyfrwng Cymraeg yng Nghaerdydd hyd yma a hon hefyd yw'r ganran uchaf (tua 18%) o'r boblogaeth disgyblion sydd wedi cofrestru mewn dosbarthiadau Derbyn cyfrwng Cymraeg.
20. Rhagwelir y bydd nifer y bobl sy'n cael addysg gynradd ledled y ddinas rhwng mis Medi 2021 a mis Medi 2023 yn lleihau'n sylweddol o ganlyniad i ostyngiad pellach yn y gyfradd genedigaethau a newidiadau i batrymau mudo, y ceir tystiolaeth o hyn mewn data a gyhoeddwyd gan y Swyddfa Ystadegau Gwladol a setiau data cofrestru meddygon teulu diweddaraf y GIG. Fodd bynnag, nid yw'r newidiadau i'r boblogaeth yn gyson ym mhob rhan o'r ddinas.
21. Ym mis Ionawr 2020, câi tua 16% o ddisgyblion oedran cynradd a 15% o ddisgyblion oedran uwchradd yng Nghaerdydd addysg drwy gyfrwng y Gymraeg.
22. Ym mis Medi 2020, roedd tua 18% o'r lleoedd mewn ysgolion cynradd oedran Derbyn a oedd ar gael drwy gyfrwng y Gymraeg, mewn ysgolion cyfrwng Cymraeg neu ysgolion dwy ffrwd.
23. Ers 2012 mae'r Cyngor wedi cynyddu nifer y lleoedd mewn ysgolion cynradd cyfrwng Cymraeg yn sylweddol gan ehangu Ysgol Gymraeg

Treganna ac Ysgol Glan Morfa, a darparu adeiladau newydd ar gyfer nifer o ysgolion, gan gynnwys Ysgol Glan Ceubal a sefydlu Ysgol Hamadryad.

24. Sefydlodd y Cyngor Ysgol Glan Ceubal yn 2008 er mwyn ateb y galw gormodol a ddeuai o ddalgylchoedd cyfagos Ysgol Mynydd Bychan, Ysgol Gymraeg Melin Gruffydd ac Ysgol Pencae. Agorwyd dosbarth meithrin yn Ysgol Glan Ceubal ym mis Medi 2016 ac, yn dilyn ymgynghoriad, sefydlwyd dalgylch i'r ysgol o rannau o ddalgylchoedd Ysgol Gymraeg Melin Gruffydd ac Ysgol Mynydd Bychan. Agorodd adeilad newydd Ysgol Glan Ceubal ym mis Medi 2018 a derbyniodd yr ysgol 30 o ddisgyblion y mis hwnnw.
25. Sefydlwyd Ysgol Gynradd Gymraeg Hamadryad yn 2016 i wasanaethu cymunedau Butetown a de Grangetown. Cafodd yr ysgol ei lleoli dros dro ar safle Ysgol Gynradd Parc Ninian yn Grangetown, yn nalgylch Ysgol Gymraeg Pwll Coch. Ym mlwyddyn ysgol 2018/19, trosglwyddodd yr ysgol i'w safle presennol yn Butetown sydd yn nalgylch Ysgol Mynydd Bychan.
26. Yn dilyn ymgynghoriad, sefydlwyd dalgylch ar gyfer Ysgol Gynradd Gymraeg Hamadryad o rannau o ddalgylchoedd Ysgol Gymraeg Pwll Coch ac Ysgol Mynydd Bychan o fis Medi 2021.
27. Mae'r Cyngor hefyd wedi ehangu Ysgol y Wern ac wedi cymeradwyo cynigion darparu ysgolion cynradd dwy ffrwd er mwyn gwasanaethu camau cynnar datblygiad Plasdŵr.
28. Er nad yw Llywodraeth Cymru wedi cyhoeddi targedau ar gyfer pob Awdurdod Lleol yn strategaeth Cymraeg 2050, bydd angen darparu lleoedd ychwanegol mewn ysgolion cynradd cyfrwng Cymraeg er mwyn parhau i symud ymlaen tuag at y targed, sef miliwn o siaradwyr Cymraeg.
29. Dengys tystiolaeth o'r cynnydd blaenorol mewn addysg cyfrwng Cymraeg fod darparu lleoedd cyfrwng Cymraeg ychwanegol yn arwain at gynnydd yn nifer y lleoedd sy'n cael eu cymryd ar lefel Derbyn.

Ysgolion cynradd sy'n gwasanaethu'r ardal

30. Gwasanaethir ardaloedd Cathays, Gabalfa, y Mynydd Bychan, Ystum Taf a Phlasnewydd gan nifer o ysgolion cynradd cyfrwng Cymraeg a chyfrwng Saesneg.
31. Mae Ysgol Mynydd Bychan yn gwasanaethu dalgylch sy'n cynnwys cymuned Cathays a rhannau o gymunedau Gabalfa, y Mynydd Bychan a Phlasnewydd.
32. Mae dalgylchoedd Ysgol y Wern, Ysgol Glan Ceubal ac Ysgol Melin Gruffydd ger dalgylch Ysgol Mynydd Bychan.

33. Mae dalgylchoedd cyfunol Ysgol Gynradd Allensbank, Ysgol Gynradd Albany ac Ysgol Gynradd Gladstone, sydd gyda'i gilydd yn ffurfio dalgylch Ysgol Uwchradd Cathays, yn gwasanaethu Cathays a rhannau o Gabalfa, y Mynydd Bychan, Ystum Llandaf a Phlasnewydd,
34. Mae Ysgol Gynradd yr Eglwys yng Nghymru Santes Fonica ac Ysgol Gynradd Gatholig Sant Joseff hefyd yn gwasanaethu'r cymunedau hyn.
35. Ysgol Glantaf yw'r ddarpariaeth cyfrwng Cymraeg uwchradd sy'n gwasanaethu'r ardal ac Ysgol Uwchradd Cathays yw'r ddarpariaeth uwchradd gymunedol cyfrwng Saesneg. Gwasanaethir yr ardal hefyd gan Ysgol Uwchradd Gatholig Corpus Christi ac Ysgol Uwchradd yr Eglwys yng Nghymru Teilo Sant.
36. Ceir map yn nodi lleoliad yr ysgolion cyfrwng Cymraeg a'u dalgylchoedd (o fis Medi 2021) yn Atodiad 1.
37. Ceir map yn nodi lleoliad a dalgylchoedd yr ysgolion cyfrwng Saesneg (o fis Medi 2021) yn Atodiad 2.

Cadarnhau'r galw lleol am leoedd ysgol

38. Er mwyn cyfrifo'r galw tebygol am leoedd mewn ysgolion, defnyddiwyd tueddiadau hanesyddol sy'n benodol i ddalgylchoedd ysgolion sefydledig.
39. Yr unedau daearyddol sydd fwyaf addas i ddadansoddi'r galw am leoedd mewn ysgolion cynradd cyfrwng Cymraeg yw dalgylchoedd ar wahân Ysgol Mynydd Bychan, Ysgol y Wern, Ysgol Glan Ceubal ac Ysgol Melin Gruffydd (amgaeir y map yn Atodiad 1).
40. Yr unedau daearyddol sydd fwyaf addas i ddadansoddi'r galw am leoedd mewn ysgolion cynradd cyfrwng Saesneg yw dalgylchoedd ar wahân Ysgol Gynradd Allensbank, Ysgol Gynradd Albany ac Ysgol Gynradd Gladstone (amgaeir y map yn Atodiad 2).
41. Mae'r paragraffau canlynol yn nodi manylion y dalgylchoedd hyn, y data a ddefnyddiwyd a'r fethodoleg a weithredwyd. Mae'r galw a ragwelir yn ystyried y galw cymesur diweddar am leoedd a data poblogaeth cyn ysgol a ddarparwyd gan y GIG. Mae'r galw a ragwelir yn ystyried y setiau data hyn, a ffactorau mewn gwybodaeth gyd-destunol arall.

Nifer y lleoedd a dderbynnir yn bresennol

Cyfrwng Cymraeg

42. Er bod y niferoedd a dderbynnir yn Ysgol Mynydd Bychan ac Ysgol y Wern wedi aros ar lefelau uchel ar y cyfan, gostyngodd y nifer a dderbyniwyd yn Ysgol Glan Ceubal ac Ysgol Gymraeg Melin Gruffydd yn 2019/20 ond maent wedi cynyddu ym mis Medi 2020.
43. Mae Tabl 1 dros y dudalen yn nodi'r galw diweddar am leoedd Derbyn mewn ysgolion cynradd cyfrwng Cymraeg sy'n gwasanaethu canol/

gogledd Caerdydd, a'r galw a ragwelir, sy'n adlewyrchu'r niferoedd derbyn diweddar a phoblogaethau'r dyfodol ym mhob ardal.

Tabl 1: Nifer y lleoedd a dderbynnir yn ddiweddar ac a ragamcennir mewn ysgolion cyfrwng Cymraeg o blith disgyblion sy'n byw yn nalgylchoedd Ysgol Glan Ceubal, Ysgol Gymraeg Melin Gruffydd, Ysgol Mynydd Bychan ac Ysgol y Wern										
		Data CYBLD					Amcanestyniad o nifer y lleoedd a dderbynnir mewn unrhyw ysgol gynradd cyfrwng Cymraeg			
Dalgylch	Lleoedd	2015/ 2016	2016/ 2017	2017/ 2018	2018/ 2019	2019/ 2020	2020/ 2021	2021/ 2022	2022/ 2023	2023/ 2024
Ysgol Glan Ceubal	30	19	24	16	25	12	17	16	14	15
Ysgol Gymraeg Melin Gruffydd	60	46	55	61	55	37	47	39	43	33
Ysgol Mynydd Bychan	30	41	31	38	38	35	38	32	34	36
Ysgol y Wern	90	73	73	81	90	87	94	87	83	85
Cyfanswm	210	179	183	196	208	171	196	174	175	169
Lleoedd Dros Ben		31	27	14	2	39	14	36	35	41
% y lleoedd dros ben		14.8%	12.9%	6.7%	1.0%	18.6%	6.5%	17.4%	16.8%	19.4%

44. Mae'r amcanestyniadau uchod yn seiliedig ar ddata diweddaraf CYBLD (Ionawr 2020) ac nid ydynt yn ystyried y cynnydd a fu yn y galw am leoedd Derbyn ym mlwyddyn ysgol 2020/2021. Nid yw data CYBLD ar gyfer blwyddyn ysgol 2020/21 ar gael eto. Mae'r galw a nodir gan yr amcanestyniadau uchod yn nalgylchoedd Ysgol Glan Ceubal ac Ysgol Melin Gruffydd yn debygol o fod tua 8-12 yn rhagor o ddisgyblion pan fydd data CYBLD Ionawr 2021 ar gael, a disgwylir i'r lleoedd dros ben ehangach leihau gan tua 4-5%.
45. Er bod digon o ddarpariaeth ar draws yr ardal ehangach i ddarparu ar gyfer twf addysg cyfrwng Cymraeg yn y tymor byr, ni fyddai lefel ddisgwylidig y lleoedd dros ben yn ddigon i gynyddu'r niferoedd a dderbynnir i addysg cyfrwng Cymraeg yn sylweddol yn y tymor hwy er mwyn cyrraedd targedau Cymraeg 2050.
46. Er y gallai newidiadau i ddalgylchoedd wella cydbwysedd lleoedd, ni fyddai hyn yn cynnal twf hirdymor.

Cyfrwng Saesneg

47. Mae'r nifer y lleoedd a dderbynnir mewn dosbarthiadau Derbyn cyfrwng Saesneg yn nalgylchoedd Ysgolion Cynradd Albany, Allensbank a Gladstone wedi amrywio yn ystod y blynyddoedd diwethaf.

48. Mae Tabl 2 dros y dudalen yn nodi'r galw diweddar am leoedd Derbyn mewn ysgolion cynradd cymunedol cyfrwng Saesneg yn nalgylch Ysgol Uwchradd Cathays a'r galw a ragwelir, sy'n adlewyrchu'r nifery lleoedd a dderbynnir yn ddiweddar a phoblogaethau'r dyfodol ym mhob ardal.

Tabl 2: Nifer y lleoedd a dderbynnir yn ddiweddar ac a ragfyneir mewn ysgolion cymunedol cyfrwng Saesneg o blith disgyblion sy'n byw yn nalgylchoedd Ysgol Gynradd Albany, Ysgol Gynradd Allensbank ac Ysgol Gynradd Gladstone

Dalgylch	Lleoedd	CYBLD					Amcanestyniad			
		2015/ 2016	2016/ 2017	2017/ 2018	2018/ 2019	2019/ 2020	2020/ 2021	2021/ 2022	2022/ 2023	2023/ 2024
Albany	60	52	45	49	46	46	44	38	35	35
Allensbank	45	41	31	40	42	37	33	34	36	39
Gladstone	30	34	27	36	25	30	33	24	26	22
Cyfanswm	135	127	103	125	113	113	109	96	96	96
Lleoedd Dros Ben		8	32	10	22	22	26	39	39	39
% y lleoedd dros ben		5.9%	23.7%	7.4%	16.3%	16.3%	19.0%	28.9%	28.9%	28.8%

Rhagfynegiad am y tro o'r galw am leoedd yn y Dosbarth Derbyn

49. Mae'r gwaith a wnaed i amcanu'r galw tebygol am ddarpariaeth gynradd cyfrwng Cymraeg a chyfrwng Saesneg yn dangos y bydd tua 6% – 19% o leoedd dros ben y gyffredinol mewn addysg cyfrwng Cymraeg a thua 19% – 29% mewn cyfrwng Saesneg yn seiliedig ar dai presennol, os nad oes cynnydd neu ostyngiad yn newisiadau rhieni.
50. Mae Atodiad 3 yn manylu ar y capasiti presennol a'r Nifer Derbyn Cyhoeddedig wrth fynd i mewn i bob ysgol gynradd, a nifer y disgyblion sydd wedi cofrestru ym mhob grŵp blwyddyn.
51. Ym mis Medi 2020, roedd tua 18% o'r lleoedd oedran Derbyn mewn ysgolion cynradd a oedd ar gael yn rhai mewn addysg cyfrwng Cymraeg Er mwyn gwneud cynnydd tuag at darged cenedlaethol Llywodraeth Cymru bod 25 - 29% o ddisgyblion mewn addysg cyfrwng Cymraeg erbyn 2031, mae angen cynyddu nifer y disgyblion sy'n cael addysg cyfrwng Cymraeg yn oedran Derbyn.

Gwybodaeth am Ysgolion

Ysgol Mynydd Bychan

52. Mae Ysgol Mynydd Bychan ar safle 0.2 hectar ar New Zealand Road, Caerdydd CF14 3BR.
53. Capasiti cyhoeddedig yr ysgol yw 192 o leoedd (Derbyn - Blwyddyn 6) dros un bloc. Mae'r ysgol hefyd yn gweithredu darpariaeth feithrin 64 lle.
54. Nid oes digon o le ar y safle i ganiatáu ar gyfer ehangu'r ysgol.

55. Cafodd yr ysgol arolygiad gan Estyn ym mis Tachwedd 2015 a'i barnwyd yn dda (llawer o gryfderau a dim meysydd pwysig yn gofyn am welliant sylweddol) gyda rhagolygon ar gyfer gwella hefyd yn cael eu nod fel da.
56. Ym mhroses Categori Ysgolion diweddaraf Llywodraeth Cymru ym mis Ionawr 2020, cafodd yr ysgol ei chategori yn Wyrdd (ysgol effeithiol iawn sy'n cael ei rhedeg yn dda, sydd ag arweinyddiaeth gref ac sy'n eglur o ran ei blaenoriaethau gwella).

Safle Ysgol Gynradd Albany

57. Mae'r ysgol ar safle 0.4 hectar ar Albany Road, Caerdydd CF24 3RQ. Mae'r ysgol tua 1.1 milltir o Ysgol Mynydd Bychan.
58. Capasiti cyfrifedig Ysgol Gynradd Albany yw 420 o leoedd ar draws tri bloc. Mae'r ysgol hefyd yn gweithredu darpariaeth feithrin 64 lle.
59. Mae'r nifer dderbyn wedi bod yn gyson uchel ac mae'r ysgol yn gweithredu'n agos at gapasiti llawn ar hyn o bryd.
60. Cafodd yr ysgol arolygiad gan Estyn ym mis Tachwedd 2012 a'i barnwyd yn dda (llawer o gryfderau a dim meysydd pwysig yn gofyn am welliant sylweddol) gyda rhagolygon ar gyfer gwella hefyd yn cael eu nod fel da.
61. Yn y Categori Ysgolion diweddaraf gan Lywodraeth Cymru ym mis Ionawr 2020, cafodd yr ysgol ei chategori fel Melyn (ysgol effeithiol sydd eisoes yn gwneud yn dda ac sy'n gwybod lle y mae angen iddi wella).

Safle Ysgol Gynradd Allensbank

62. Mae Ysgol Gynradd Allensbank ar safle 0.5 hectar ar Stryd Llanisien, Caerdydd CF14 3QE. Mae'r ysgol tua 0.2 milltir o Ysgol Mynydd Bychan.
63. Capasiti cyhoeddedig Ysgol Gynradd Allensbank yw 315, ar draws adeiladau babanod ac iau ar wahân. Mae'r ysgol hefyd yn gweithredu darpariaeth feithrin 64 lle a dosbarth ymyrraeth gynnar Lleferydd ac laith ar gyfer hyd at 8 disgybl o'r Cyfnod Sylfaen.
64. Gall yr ysgol, fodd bynnag, ddal hyd at 420 o ddisgyblion ynghyd â meithrinfa, neu hyd at 360 o ddisgyblion ynghyd â darpariaeth feithrin a Dosbarth Ymyrraeth Gynnar.
65. Mae nifer derbyn yn yr ysgol wedi bod yn gyson is na nifer y lleoedd sydd ar gael gyda'r ysgol yn gweithredu gyda chapasiti dros ben o tua 41%, o'i gymharu â'i chapasiti cyhoeddedig o 315 o leoedd (Ionawr 2020).
66. Byddai capasiti a ffurfwedd y safle yn caniatáu darpariaeth ychwanegol ar y safle.

- 67. Barnodd arolygiad gan Estyn ym mis Ionawr 2020 fod safonau, lles ac agweddau'r ysgol at brofiadau dysgu, addysgu a dysgu, cymorth gofal ac arweiniad ac arweinyddiaeth a rheolaeth yn dda.
- 68. Yn y Categorioidio Ysgolion diweddaraf gan Lywodraeth Cymru ym mis Ionawr 2020, cafodd yr ysgol ei chategorioidio fel Melyn (ysgol effeithiol sydd eisoes yn gwneud yn dda ac sy'n gwybod lle y mae angen iddi wella).

Ysgol Gynradd Gladstone / Ysgol Gynradd yr Eglwys yng Nghymru'r Santes Fonica

- 69. Mae Ysgol Gynradd Gladstone ar yr un safle 0.5 hectar ag Ysgol Gynradd yr Eglwys yng Nghymru ar Whitchurch Road, Caerdydd CF14 3JL tua 0.4 milltir o Ysgol Mynydd Bychan.
- 70. Mae Ysgol Gynradd Gladstone yn defnyddio'r adeilad iau gyda chapasiti cyhoeddedig o 210 o leoedd. Mae'r galw am leoedd wedi amrywio ac mae'r ysgol yn gweithredu ar hyn o bryd gyda 15% o'r lleoedd dros ben.
- 71. Mae Ysgol Gynradd yr Eglwys yng Nghymru'r Santes Fonica yn defnyddio'r adeilad iau gyda chapasiti cyhoeddedig o 146 o leoedd. Ar hyn o bryd mae'r ysgol yn gweithredu gyda thua 3.4% o'r lleoedd dros ben.
- 72. Barnodd arolygiad gan Estyn ym mis Chwefror 2014 fod perfformiad Ysgol Gynradd Gladstone yn ddigonol (roedd y cryfderau'n fwy na'r meysydd i'w gwella, gyda rhagolygon gwella yn cael eu barnu fel da). Barnodd ymweliad monitro dilynol ym mis Ebrill 2015 fod yr ysgol wedi gwneud cynnydd da o ran y materion lle roedd camau gweithredu a chafodd ei thynnu oddi ar y rhestr o ysgolion y mae angen eu monitro gan Estyn.
- 73. Yn y Categorioidio Ysgolion diweddaraf gan Lywodraeth Cymru ym mis Ionawr 2020, cafodd Ysgol Gynradd Gladstone ei chategorioidio fel Melyn (ysgol effeithiol sydd eisoes yn gwneud yn dda ac sy'n gwybod lle y mae angen iddi wella).
- 74. Barnodd arolygiad gan Estyn ym mis Ebrill 2019 fod safonau, lles ac agweddau'r ysgol at brofiadau dysgu, addysgu a dysgu, cymorth gofal ac arweiniad ac arweinyddiaeth a rheolaeth Ysgol Gynradd yr Eglwys yng Nghymru'r Santes Fonica yn dda.
- 75. Ym mhroses Categorioidio Ysgolion diweddaraf Llywodraeth Cymru ym mis Ionawr 2020, cafodd Ysgol Gynradd yr Eglwys yng Nghymru'r Santes Fonica ei chategorioidio yn Wyrdd (ysgol effeithiol iawn sy'n cael ei rhedeg yn dda, sydd ag arweinyddiaeth gref ac sy'n eglur o ran ei blaenoriaethau gwella).

Cydbwyso darpariaeth ysgolion cynradd cyfrwng Cymraeg a chyfrwng Saesneg

76. Mae'r Cyngor yn ymrwymo i ddatblygu ac ehangu addysg cyfrwng Cymraeg.
77. Fel y nodir ym mharagraffau 31 a 32 mae pedair ysgol gynradd Gymraeg yn gwasanaethu'r ardal ehangach yng ngogledd/ canol Caerdydd.
78. O'r rhain, mae Ysgol Mynydd Bychan wedi rhagweld y bydd 32-36 o ddisgyblion yn dechrau yn y Dosbarth Derbyn os yw canran y plant yn ei dalgylch yn parhau i fod yn 15.6%, yn ôl pwysoli'r nifer dderbyn gyfartalog ym mlynnyddoedd cyfrifiad 2018, 2019 a 2020.
79. Roedd y galw am leoedd o ddalgylch Ysgol Mynydd Bychan mewn Dosbarth Derbyn ym mis Medi 2020 yn fwy na'r ddarpariaeth 0.9DM sydd ar gael. Byddai derbyn pob disgybl o'r dalgylch a oedd wedi nodi Ysgol Mynydd Bychan fel dewis cyntaf yn gofyn i'r ysgol weithredu ar tua 1.3DM, er bod cyfanswm y galw am leoedd cyfrwng Cymraeg o tua 1.5DM yn dangos galw cynyddol am leoedd yn ei dalgylch nad yw wedi'i ddilysu eto yn nata cyfrifiad CYBLD.
80. Rhagwelir gostyngiad yng nghyfanswm nifer y disgyblion ledled y ddinas sy'n mynd i addysg gynradd o ganlyniad i ostyngiad yn y gyfradd genedigaethau rhwng mis Medi 2021 a 2023. Byddai hyn yn caniatáu i gyfran uwch o boblogaeth disgyblion Caerdydd gofrestru ar gyfer addysg gynradd cyfrwng Cymraeg. Gallai cyfanswm nifer y lleoedd Cymraeg sydd ar gael adeg mynediad i addysg gynradd ledled y ddinas gynnig lle felly i tua 22% o'r boblogaeth ddisgyblion a ragwelir yn 2022 a 2023. Mae digon o gapasiti o fewn y sector cynradd cyfrwng Cymraeg ledled y ddinas i ganiatáu cynnydd sylweddol yn y nifer dderbyn, ond mewn rhai rhannau o'r ddinas dim ond drwy newidiadau i ddalgylchoedd ysgolion neu drwy gynyddu nifer y lleoedd sydd ar gael y gellid cydbwysu unrhyw gynydd pellach yn y galw.
81. Rhaid i'r cynigion a gyflwynir sicrhau bod twf ysgolion yn gynaliadwy, ac mae'n rhaid lleihau'r effaith negyddol bosibl ar ysgolion eraill.
82. Dangosodd Tabl 1 y bydd galw o hyd am leoedd yn y dosbarth derbyn cyfrwng Cymraeg o ddalgylch Ysgol Mynydd Bychan sy'n fwy na 1DM os yw cyfran gymharol o boblogaeth y dalgylch sy'n dewis addysg cyfrwng Cymraeg yn parhau i fod tua 15.6%. Mae Tabl 3 (isod) yn nodi rhagolygon ar gyfer y dalgylch hwn gan ystyried y niferoedd derbyn diweddaraf (17.9%), a hefyd twf blynyddol yn y galw gan un pwynt canran o 17.9% i 20.9%.

Tabl 3: Rhagamcan o'r galw am leoedd mewn dosbarthiadau Derbyn cyfrwng Cymraeg, o blith plant sy'n byw yn nalgylch Ysgol Mynydd Bychan, 2020 i 2024				
	2020/21	2021/22	2022/23	2023/24
Cyfanswm y boblogaeth	243	203	216	229
Y galw a ragwelir: 15.6%	38	32	34	36

Y galw a ragwelir: 17.9%	43	36	39	41
Y galw a ragwelir: 17.9% yn cynyddu i 20.9%	43 (17.9%)	38 (18.9%)	43 (19.9%)	48 (20.9%)

83. Mae pob senario yn nhabl 3 yn ystyried y boblogaeth cyn ysgol hysbys ym mhob carfan yn yr ardal. Byddai unrhyw gynnydd yng nghanran a nifer y plant a dderbynnir i addysg cyfrwng Cymraeg yn arwain at ostyngiad cymharol yn nifer y plant a dderbynnir i ysgolion cyfrwng Saesneg.
84. Er bod Ysgol Mynydd Bychan yn derbyn hyd at 30 o ddisgyblion fesul grŵp blwyddyn er mwyn gallu trefnu dosbarthiadau'n effeithlon, capasiti'r ysgol yn y safle presennol yw 192 o leoedd (18 lle yn llai na'r 210 lle ar gyfer ysgol 1DM).
85. Gallai ehangu Ysgol Mynydd Bychan i 2DdM ar unwaith, mewn cyfnod pan fydd poblogaethau disgyblion cynradd lleol yn lleihau, fod yn risg sylweddol i gynnal twf ysgolion cynradd cyfrwng Cymraeg lleol eraill. Pe bai Ysgol Mynydd Bychan yn derbyn mwy na 45 o ddisgyblion, ond nid nifer sy'n agos at 60 o ddisgyblion, byddai hyn yn cyfyngu ar y cyfleoedd i greu strwythur dosbarth effeithlon a gallai gael effaith negyddol ar allu'r ysgol i fantoli ei chyllideb.
86. Byddai ehangu Ysgol Mynydd Bychan yn 1.5DM yn y lle cyntaf yn darparu nifer priodol o leoedd i ateb y galw gan gadw'r effaith ar ysgolion cyfrwng Cymraeg cyfagos gyn lleied â phosibl, a byddai'n galluogi gweithredu strwythur dosbarth effeithlon wrth i'r ysgol dyfu. Byddai cyfnod diweddarach o ehangu yn 2DM yn cynorthwyo'r Cyngor i wneud cynnydd tuag at dargedau Cymraeg 2050.
87. Byddai cynyddu nifer y lleoedd mewn ysgolion cynradd cyfrwng Cymraeg yn Ysgol Mynydd Bychan yn:
- ateb y galw am leoedd o'r gymuned leol
 - cefnogi twf cynaliadwy addysg Cyfrwng Cymraeg yn unol â dyheadau Cymraeg 2050
 - caniatáu i fwy o blant elwa o'r addysg sydd ar gael yn yr ysgol
 - darparu mwy o gyfleoedd i ddisgyblion a staff
 - cefnogi'r ysgol i gynnal a pharhau i adeiladu ar ei safonau rhagorol wrth i'r cwricwlwm newydd yng Nghymru gael ei gyflwyno

Dewisiadau Ehangu

88. Nid yw'n bosibl ehangu darpariaeth ar safle presennol Ysgol Mynydd Bychan oherwydd cyfyngiadau ar y safle.
89. Fodd bynnag, mae nifer o ysgolion cynradd yn agos at Ysgol Mynydd Bychan.

90. Mae Tabl 4 dros y dudalen yn nodi manylion yr ysgol hon a'r pellteroedd rhwng safleoedd yr ysgol yn seiliedig ar lwybrau cerdded diogel (milltiroedd).

Tabl 4: Pellteroedd rhwng safleoedd ysgol yn seiliedig ar lwybrau cerdded diogel (milltiroedd)					
Ysgolion cynradd	Ysgol Mynydd Bychan	Ysgol Gynradd Allensbank	Ysgol Gynradd Gladstone	Ysgol Gynradd Albany	Ysgol Gynradd Santes Monica'r Eglwys yng Nghymru
Ysgol Mynydd Bychan	Dd/B	0.22	0.41	1.16	0.48
Ysgol Gynradd Allensbank	0.22	Dd/B	0.44	1.19	0.5
Ysgol Gynradd Gladstone	0.41	0.44	Dd/B	0.82	0
Ysgol Gynradd Albany	1.16	1.19	0.82	Dd/B	0.76
Ysgol Gynradd yr Eglwys yng Nghymru y Santes Fonica	0.48	0.5	0	0.76	Dd/B

91. Mae'r Cyngor wedi ymchwilio i opsiynau safle amgen a allai fod ar gael ac sydd mewn lleoliadau canolog yn nalgylch Ysgol Mynydd Bychan.
92. Nid oes safle gwag addas ar gael a allai gynnwys Ysgol Mynydd Bychan wedi'i hehangu. At hynny, mae digon o gapasiti yn yr ysgolion sy'n gwasanaethu'r ardal ar hyn o bryd i alluogi ad-drefnu'r ddarpariaeth bresennol. Byddai ad-drefnu yn ffordd briodol o gydbwyso'r cyflenwad a'r galw am ddarpariaeth cyfrwng Saesneg a chyfrwng Cymraeg yn yr ardal, a byddai'n ffordd effeithiol ac effeithlon o ddefnyddio adnoddau.

Tymor Byr

93. Mae capasiti dros ben mewn ysgolion cynradd cyfrwng Saesneg yn yr ardal, a rhagwelir y bydd nifer y lleoedd gwag yn cynyddu.
94. Byddai gweithredu trefniant safle a rennir ar gyfer Ysgol Mynydd Bychan yn y lle cyntaf yn cyfyngu ar yr effaith ar bob ysgol ac yn cynnig ateb lleol priodol.

95. Ysgol Gynradd Allensbank yw'r safle ysgol agosaf at safle Ysgol Mynydd Bychan, 0.3 milltir oddi wrth Ysgol Mynydd Bychan. Yn Ysgol Allensbank hefyd y mae'r lefel uchaf o leoedd gwag, a'r nifer fwyaf o ystafelloedd dosbarth dros ben ar y cyfan, nad ydynt yn cael eu defnyddio fel canolfannau dosbarth. Mae Ysgol Gynradd Allensbank hefyd mewn lleoliad da ar gyfer teuluoedd sydd wedi cofrestru yn Ysgol Mynydd Bychan neu sy'n gwneud cais i gael eu derbyn iddi gan fod llawer o'r plant hyn yn byw yn rhan ogleddol ei dalgylch.
96. Er bod ystafelloedd dosbarth nad ydynt yn cael eu defnyddio fel canolfannau dosbarth hefyd yn y safle a rennir gan Ysgol Gladstone ac Ysgol y Santes Fonica, mae'r ysgol ymhellach oddi wrth safle Ysgol Mynydd Bychan (0.5 milltir). Mae gan Ysgol Gynradd Gladstone adeilad 'Boathouse' ar wahân ond ni ddefnyddir hwn ar gyfer addysg ystafell ddosbarth ar hyn o bryd a byddai angen buddsoddiad i'w uwchraddio at y diben hwn. Mae Ysgol Gynradd Albany 1.16 milltir o Ysgol Mynydd Bychan ac ychydig o leoedd gwag sydd ganddi yn gyffredinol.
97. Mae Tabl 5 isod yn nodi manylion nifer y plant oedd ar y gofrestr yn Ysgol Gynradd Allensbank rhwng 2016 a 2020. Ym mis Ionawr 2020, roedd 185 o ddisgyblion ar y gofrestr, o gymharu ag uchafswm capasiti yn adeiladau'r ysgol, sydd hyd at 420 o ddisgyblion.

Tabl 5: Nifer y Disgyblion ar y Gofrestr yn Ysgol Gynradd Allensbank 2015 - 2019

	Derbyn	Blwyddyn 1	Blwyddyn 2	Blwyddyn 3	Blwyddyn 4	Blwyddyn 5	Blwyddyn 6
Ion-16	40	32	45	35	38	27	29
Ion-17	24	48	30	43	37	29	22
Ion-18	25	25	36	26	39	29	22
Ion -19	30	26	25	34	30	33	26
Ion -20	19	27	25	26	30	27	31

98. Rhagwelir y bydd y lefel uchel y lleoedd gwag dros ben yn Ysgol Gynradd Allensbank yn parhau. Nid oes data ar gael i awgrymu y bydd nifer y disgyblion sy'n cofrestru yn Ysgol Gynradd Allensbank yn cymryd mwy na 210 lle yn y dyfodol.
99. Lle mae nifer y lleoedd mewn ysgolion yn uwch na'r angen, gellid defnyddio adnoddau sy'n cael eu defnyddio'n aneffeithlon yn well i wella ansawdd addysg pob dysgwr.
100. Ynghyd â hyn mae'r anawsterau sy'n gysylltiedig â gweithredu ysgol gynradd gyda chyfran uchel o'i lleoedd heb eu llenwi. Mae maint yr ysgol a'r nifer isel o blant sydd ar y gofrestr yn golygu y bydd yr ysgol yn anochel yn wynebu anawsterau ariannol.
101. Byddai ad-drefnu darpariaeth yn arwain at greu darpariaeth gynradd cyfrwng Cymraeg ychwanegol gan gadw nifer briodol o leoedd cyfrwng Saesneg i ateb y galw yn yr ardal yn seiliedig ar amcanestyniadau poblogaeth a phatrymau defnydd hanesyddol.

102. Byddai lleoliad Ysgol Allensbank, lefel y lleoedd dros ben, a chynllun y safle yn caniatáu i'r derbyniadau i Ysgol Mynydd Bychan gynyddu a byddai Ysgol Mynydd Bychan yn gweithredu rhwng ei safle presennol a'r adeiladau a rennir ar safle Ysgol Gynradd Allensbank.
103. Byddai gosod nifer y lleoedd yn Allensbank yn 210 (Nifer Derbyn Gyhoeddedig yn 30 lle yn y Dosbarth Derbyn) yn caniatáu ehangu Ysgol Mynydd Bychan yn 315 lle (Nifer Derbyn Gyhoeddedig yn 45 lle yn y Dosbarth Derbyn) o fis Medi 2022.
104. Nid yw gosod nifer lai o leoedd yn Ysgol Gynradd Allensbank yn destun gofynion Cod Trefniadaeth Ysgolion Llywodraeth Cymru gan y byddai'r capasiti arfaethedig yn fwy na'r nifer uchaf o ddisgyblion a fu ar gofrestr yr ysgol ar unrhyw adeg yn ystod y ddwy flynedd flaenorol cyn cyhoeddi'r cynnig.
105. Mae'r Cod Derbyn i Ysgolion yn caniatáu cynyddu Nifer Derbyn ysgol os oes prinder dros dro o fath penodol o ddarpariaeth mewn ardal, ac mae'n dyfynnu addysg cyfrwng Cymraeg fel enghraifft, tra caiff darpariaeth ychwanegol ei sefydlu.
106. Gellid cynyddu Nifer Derbyn Ysgol Mynydd Bychan i 45 le ar gyfer y garfan sy'n dechrau yn y Dosbarth Derbyn ym mis Medi 2021. Fodd bynnag, ni ellid ehangu Ysgol Mynydd Bychan i letya mwy na 240 o blant oedran cynradd heb gyhoeddi cynnig i ehangu'r ysgol yn unol â gofynion y Cod Trefniadaeth Ysgolion.
107. Daw rownd gyntaf y ceisiadau am lefydd yn y flwyddyn dderbyn ym mis Medi 2021 i ben ar 12 Ionawr 2021. Adolygir yn barhaus nifer y ceisiadau am leoedd cyfrwng Cymraeg yn y Dosbarth Derbyn ym mis Medi 2021, o'i chymharu â nifer y lleoedd sydd ar gael mewn ysgolion cynradd cyfrwng Cymraeg sy'n gwasanaethu'r ardal ehangach, ac ystyrir gweithredu Nifer Derbyn o 45 lle yn Ysgol Mynydd Bychan o fis Medi 2021 os yw'n briodol ac yn unol â'r Cod Derbyn i Ysgolion.

Ateb hirdymor

108. Cyflwynodd y Cyngor gais am grant cyfalaf i Lywodraeth Cymru er mwyn ad-drefnu'r ddarpariaeth gynradd yn ardal canol Caerdydd ac ehangu nifer y lleoedd cynradd cyfrwng Cymraeg gan 1DM.
109. Mae'r Cyngor ym ymrwymo i weithredu'r cynnydd hwn. Mae ehangu Ysgol Mynydd Bychan gan 0.5DM yn y lle cyntaf yn cynrychioli cam cychwynnol y cynnydd tuag at hyn.
110. Byddai ymgysylltu â'r ysgolion, y rhieni a'r gymuned ehangach ar destun ateb hirdymor a ffefrir fel rhan o'r ymgynghoriad statudol ar y bwriad i ehangu Ysgol Mynydd Bychan, yn caniatáu i farn rhanddeiliaid lunio cynigion a fyddai'n darparu cydbwysedd priodol o leoedd mewn ysgolion cynradd cyfrwng Cymraeg a chyfrwng Saesneg i wasanaethu'r ardal.
111. Dylai unrhyw ateb hirdymor geisio cyflawni'r canlynol:

- Lleihau nifer y lleoedd gwag cyfrwng Saesneg sydd dros ben i wasanaethu dalgylchoedd cyfun Allensbank, Albany a Gladstone
- Ehangu'r ddarpariaeth cyfrwng Cymraeg sy'n gwasanaethu dalgylch presennol Ysgol Mynydd Bychan i 2 ddsbarth mynediad.
- Rhoi mwy o sicrwydd a sefydlogrwydd i staff arwain, rheoli, addysgu a chymorth, i gefnogi ffocws parhaus ar safonau addysgu a chanlyniadau gwell i ddisgyblion
- Galluogi buddsoddi mewn adeiladau ysgol i wella'r amgylchedd dysgu.

Anghenion Dysgu Ychwanegol

112. Mae dosbarth ymyrraeth gynnar Lleferydd ac Iaith yn Ysgol Gynradd Allensbank. Mae'r dosbarth yn derbyn hyd at 8 o blant Cyfnod Sylfaen nad oeddent yn gwneud cynnydd digonol, ond sydd â digon o botensial i ddychwelyd i'w hysgol brif ffrwd leol.
113. Mae'r lleoliadau yn para rhwng 1-3 blynedd, yn dibynnu ar eu cynnydd. Mae'r disgyblion yn cael eu cofrestru'n ddeuol yn eu hysgol leol, ac yn cael cefnogaeth i ddychwelyd ar ddiwedd eu cyfnod yn y lleoliad. Mae disgyblion yn parhau i fynychu eu hysgol leol o leiaf diwrnod yr wythnos, er mwyn cadw cyswllt gyda ffrindiau lleol a pharatoi at ddychwelyd yno'n llawn amser.
114. Nid oes unrhyw gynlluniau i newid y ddarpariaeth hon.

Darpariaeth Feithrin

115. Mae gan blant Caerdydd yr hawl ar le meithrin rhan amser o ddechrau'r tymor sy'n dilyn eu pen-blwydd yn dair oed a rhaid iddynt ei fynychu am bum hanner diwrnod. Nid yw lleoedd meithrin yn cael eu dyrannu ar sail dalgylch. Lle bynnag y bo modd, cynigir lleoedd mewn ysgol gymunedol leol neu ddsbarth meithrin o fewn dwy filltir o breswylfa plentyn. Os nad oes lleoedd ar gael mewn ysgolion meithrin cymunedol lleol neu ddsbarthiadau meithrin, gall rhieni wneud cais am gyllid lleoedd addysg feithrin gyda darparwr cymeradwy y mae'n rhaid iddo ddangos ei fod yn gallu bodloni'r ansawdd perthnasol
116. Nid oes unrhyw newidiadau wedi'u cynllunio i ddarparu lleoedd addysg feithrin sy'n deillio o'r adroddiad hwn. Mae nifer y lleoedd meithrin a ddarperir ym mhob ardal yn cael eu hadolygu a'u haddasu'n barhaus i adlewyrchu'r galw lleol.

Trefniadau derbyn

117. Mae'r newidiadau perthnasol i bolisi'r Cyngor ar dderbyn plant i ysgolion o ganlyniad i'r cynigion hyn yn ymwneud â'r newidiadau arfaethedig yn Nifer Derbyn Cyhoeddedig Ysgol Mynydd Bychan, o 30 i 45, ac Ysgol Gynradd Allensbank o 45 i 30.

118. Cynhelir ymgynghoriad ar drefniadau derbyn 2022/23 ar gyfer ysgolion cymunedol rhwng mis Rhagfyr 2020 a mis Ionawr 2021 yn unol â gofynion y Cod Derbyn. Byddai'r ymgynghoriad hwn yn cynnwys y newidiadau arfaethedig yn y Niferoedd Derbyn Cyhoeddedig.
119. Mae gwybodaeth fanwl ynghylch trefniadau derbyn wedi ei chynnwys yn llyfryn Derbyn i Ysgolion y Cyngor, ac mae'r wybodaeth yma i'w gweld hefyd ar wefan y Cyngor (www.caerdydd.gov.uk).

Goblygiadau ar gyfer darpariaeth ysgolion uwchradd

120. Mae'r galw cyfunol ar draws dalgylchoedd y tair ysgol uwchradd cyfrwng Cymraeg ar lefel uchel a gellir ateb y galw o fewn capasiti presennol yr ysgolion.
121. Bydd y Cyngor yn ymgynghori ar ei Gynllun Strategol Cymraeg mewn Addysg ar gyfer y cyfnod 2022 - 2030 yn 2021. Bydd cynigion i ymateb i newidiadau yn y galw yn cael eu cyflwyno mewn da bryd i sicrhau bod digon o leoedd i ateb y galw am leoedd cyfrwng Cymraeg.
122. Mae cynnig i gynyddu gallu Ysgol Uwchradd Cathays i ateb y galw yn ei dalgylch a'r ardal ehangach yn rhan o Raglen Ysgolion y 21ain Ganrif ac mae'n destun adroddiad cabinet ar wahân i'w ystyried ym mis Rhagfyr 2020.

Ymgynghoriad Aelodau Lleol (lle bo hynny'n briodol)

123. Ymgynghorwyd ag Aelodau Lleol Cathays, Gabalfa, y Mynydd Bychan, Ystum Taf a Phlasnewydd ar destun y cynnig. Mae Aelodau wedi cael eu briffio am yr angen lleoedd cyfrwng Cymraeg ychwanegol i wasanaethu'r ardal, alinio'r cynnig â strategaeth Cymraeg 2050 Llywodraeth Cymru, ac effaith bosibl y cynigion ar ysgolion lleol.

Rhesymau dros yr Argymhellion

124. Cydbwyso'r ddarpariaeth ysgolion cynradd cymunedol cyfrwng Cymraeg a chyfrwng Saesneg i wasanaethu Cathays a rhannau o Gabalfa, y Mynydd Bychan, Ystum Taf a Phlasnewydd.

Effaith y cynnig ar y Gymraeg

125. Rhagwelir y bydd effaith gadarnhaol ar y Gymraeg o ganlyniad i'r cynigion hyn.
126. Mae'r cynigion a amlinellir yn yr adroddiad hwn yn ceisio bod yn gyson â Strategaeth Caerdydd Ddwieithog ac yn cefnogi'n gryf strategaeth Llywodraeth Cymru ar gyfer y Gymraeg drwy gyfrannu at gyflawni'r targedau a nodir yn strategaeth Cymraeg 2050.
127. Mae'r Cyngor yn parhau i weithio'n agos ac yn adeiladol gyda phartneriaid ar ei Fforwm Addysg Gymraeg, sy'n cynnwys cynrychiolwyr o'r sectorau meithrin, cynradd, uwchradd ac addysg bellach, gofal plant,

RhAG a Llywodraeth Cymru. Mae'r Fforwm hwn yn cyflwyno gwybodaeth ar gyfer cynllunio lleoedd cyfrwng Cymraeg, er mwyn parhau i sbarduno cynllun y Cyngor i gynyddu mewn modd cynaliadwy niferoedd y dysgwyr mewn ysgolion Cymraeg a'r rhai sy'n dysgu Cymraeg mewn ysgolion cyfrwng Saesneg.

128. Mae'r Cyngor, a'i bartneriaid ar y Fforwm Addysg Gymraeg, wedi ymrwmo i sbarduno cynnydd yn nifer y disgyblion sy'n cael eu haddysgu trwy gyfrwng y Gymraeg, i fwrw'r targedau yng Nghynllun Strategol Cymraeg mewn Addysg Caerdydd, ac i fwrw'r targedau a nodir yn strategaeth Cymraeg 2050 Llywodraeth Cymru.
129. Mae'r Cyngor yn parhau i fonitro cyfraddau geni, y boblogaeth sy'n debygol o ddeillio o dai newydd a'r patrymau o ran nifer y plant sy'n mynd i ba ysgolion cynradd ac uwchradd Cymraeg, er mwyn rhoi cynlluniau priodol ar waith i fodloni unrhyw gynnydd mewn galw.
130. Felly, mae'n rhaid i'r Cyngor ehangu'r ddarpariaeth ysgolion mewn modd strategol ac amserol nad yw'n amharu ar y ddarpariaeth bresennol. Yn anochel, byddai darpariaeth ysgolion cynradd Cymraeg sy'n ehangu'n sylweddol neu'n gyflym yn cael effaith ar y nifer sy'n manteisio ar leoedd mewn ysgolion eraill ac, yn eu tro, ar allu ysgolion i gydbwyso cyllidebau ac i ddenu neu gadw staff.
131. Mae dyheadau'r Cyngor ar gyfer cynyddu nifer y siaradwyr Cymraeg, a Cymraeg 2050 Llywodraeth Cymru, yn cynnig newid sylweddol. Mae Cymraeg 2050 yn gosod targedau cenedlaethol ar gyfer addysgu 40% o ddysgwyr mewn ysgolion Cymraeg, a 30% arall o ddysgwyr i gael eu haddysgu mewn ysgolion Saesneg fel eu bod yn dod yn rhugl yn y Gymraeg. Ar hyn o bryd, mae tua 17% o blant Caerdydd sy'n dechrau addysg gynradd yn cael eu haddysgu mewn ysgolion neu ddisbarthiadau Cymraeg.
132. Mae'r cynnig hwn yn ceisio cynyddu nifer y lleoedd ysgolion cynradd Cymraeg sydd ar gael yn yr ardal, ac yn ceisio gweithredu'r newid yn y fath fodd fel y cyfyngir ar y potensial i gael effaith negyddol ar ysgolion sy'n bod eisoes.
133. Mae risg y gallai darparu lleoedd ysgol gynradd cyfrwng Cymraeg ychwanegol ar safle'r ysgol newydd lesteirio'r twf mewn ysgolion lleol eraill. Bwriedir lliniaru'r effaith hon drwy weithredu cynnydd graddol yn y ddarpariaeth.
134. Bydd cynnig 105 lle ysgol Cymraeg ychwanegol yn Ysgol Mynydd Bychan yn golygu y byddai cyfran gyffredinol y lleoedd Cymraeg ar draws y ddinas yn cynyddu'n raddol ac mewn modd cynaliadwy.

Trefniadau Teithio Dysgwyr

135. Nid oes cynlluniau i newid polisi trafndiaeth y Cyngor ar gyfer plant ysgol.

136. Bydd unrhyw ddisgyblion y bydd y cynnig hwn yn effeithio arnyn nhw'n cael yr un cymorth â thrafnidiaeth ag a gaiff pawb trwy Gaerdydd ac yn unol â'r un meini prawf sy'n berthnasol ledled Caerdydd.
137. Gellir gweld polisi trafndiaeth y Cyngor ar gyfer plant ysgol ar wefan y Cyngor www.caerdydd.gov.uk/trafnidiaethiysgolion.

Goblygiadau Ariannol

138. Mae'r argymhellion ar gyfer yr adroddiad hwn yn gofyn am gymeradwyaeth i gynnal proses ymgynghori mewn perthynas â chynnydd arfaethedig yn nifer y lleoedd yn Ysgol Mynydd Bychan, gan roi'r cynnydd yn y nifer yn y lle sydd ar gael yn Ysgol Gynradd Allensbank. Pe bai'r cynllun yn cael ei ddatblygu, byddai angen i unrhyw gostau cyfalaf sy'n codi, drwy'r angen i wneud addasiadau ar safle Allensbank, gael eu hariannu drwy'r dyraniad grant Cyfrwng Cymraeg y cyfeiriwyd ato'n gynharach yn yr adroddiad hwn. Mae'r argymhellion hefyd yn amlinellu ymarfer ymgysylltu â rhanddeiliaid arfaethedig ynghylch adolygiad ehangach ar gydbwysedd lleoedd cyfrwng Cymraeg a chyfrwng Saesneg yn yr ardal. Bydd unrhyw gynigion yn y dyfodol sy'n deillio o'r ymarfer hwnnw yn gofyn am werthusiad ariannol llawn a bydd angen nodi'r cyllid cyfalaf angenrheidiol cyn y gall unrhyw gynlluniau symud ymlaen.
139. O ran goblygiadau refeniw, bydd angen talu'r adnoddau y mae eu hangen i ariannu'r lleoedd ychwanegol yn Ysgol Mynydd Bychan o'r gyllideb ysgolion ddirprwyedig bresennol. Fel y noda'r adroddiad hwn, rhagwelir gostyngiad cyffredinol yn y niferoedd yn y cyfnod cynradd ac, felly, dylai'r lleoedd ychwanegol fod yn fforddiadwy o fewn y gyllideb gyffredinol bresennol. Fodd bynnag, mae'n bwysig bod yr effaith ar ysgolion cyfagos, y gallai niferoedd eu disgyblion leihau o ganlyniad i'r ehangu hwn, yn cael ei monitro'n ofalus a bod unrhyw effeithiau ariannol yn cael eu rhagweld a'u rheoli, fel sy'n briodol. Yn ogystal â'r cyllid sy'n uniongyrchol ofynnol ar gyfer y lleoedd ychwanegol, bydd hefyd angen nodi unrhyw ofynion trafndiaeth ychwanegol. Os oes angen darpariaeth trafndiaeth ychwanegol, bydd angen cynnwys hyn yn y gyllideb Trafndiaeth Ysgol bresennol.
140. Bydd angen ystyried goblygiadau refeniw'r adolygiad ehangach r leoedd disgyblion yn yr ardal unwaith y bydd yr ymarfer ymgysylltu wedi dod i ben a phenderfynwyd ar opsiynau. Bydd yn bwysig bod y cynigion yn sicrhau bod capasiti dros ben yn cael ei gadw i lefel briodol ac nad yw hyfywedd ariannol ysgolion unigol yn cael ei beryglu. Ar y sail y rhagwelir ar hyn o bryd y bydd niferoedd cyffredinol y disgyblion yn gostwng, ni ddylai fod angen cyllid refeniw ychwanegol i ddiwallu nifer y lleoedd a gynigir, ond bydd angen ystyried y ffordd y bydd newid sefydliadol posibl mewn ysgolion yn cael ei weithredu, gyda'r nod o leihau'r risg y gallai unrhyw ysgol unigol fynd i ddiffyg ariannol.

Goblygiadau Cyfreithiol (gan gynnwys Aseiad o'r Effaith ar Gydraddoldeb lle bo hynny'n briodol)

141. O dan Ddeddf Addysg 1996, mae dyletswydd cyffredinol statudol ar y Cyngor i hyrwyddo safonau addysg uchel ac i gynnig digon o lefydd ysgol i ddisgyblion o oedran ysgol. Mae gan rieni hawl i fynegi eu bod yn ffafrio ysgol y dymument i'w plentyn ei mynychu o dan adran 86 Deddf Safonau a Fframwaith Ysgolion 1998, ond nid yw hyn yn rhoi hawl i fynychu ysgol benodol, gan y gellir gwrthod ceisiadau o hyd lle byddai hyn yn rhagfarnu'r ddarpariaeth addysg effeithlon neu ddefnyddio adnoddau'n effeithlon.
142. Gall awdurdod lleol wneud cynigion trefniadaeth ysgolion, gan gynnwys gwneud 'addasiadau a reoleiddir' i ysgol gymunedol neu ysgol feithrin a gynhelir o dan adrannau 42-44 Deddf Safonau a Threfniadaeth Ysgolion (Cymru) 2013. Mae'r cynigion a nodir yn yr adroddiad yn gyfystyr â 'newidiadau a reoleiddir' a rhaid eu hystyried gan roi sylw i ddarpariaethau Deddf 2013 a Chod Trefniadaeth Ysgolion 2018, sy'n nodi ffactorau i'w hystyried mewn perthynas â gwahanol gynigion, y gweithdrefnau statudol, y gofynion a'r canllawiau cyfreithiol.
143. Pan gynigir cynnydd yng nghapasiti ysgol, rhaid i'r Cyngor ystyried tystiolaeth o angen/galw presennol neu yn y dyfodol yn yr ardal am leoedd ychwanegol, gan gyfeirio at gategori iaith yr ysgol (a chymeriad crefyddol / y rhyw a dderbynnir os yw'n berthnasol). Yn achos darpariaeth cyfrwng Cymraeg byddai hyn yn cynnwys asesiad o'r galw am addysg Cyfrwng Cymraeg (a gynhelir yn unol ag unrhyw reoliadau a wneir o dan adran 86 Deddf 2013). Rhaid ystyried hefyd a fydd y cynigion yn gwella mynediad i ddisgyblion anabl yn unol â'r gofynion o dan Ddeddf Cydraddoldeb 2010.
144. Cyn cyhoeddi ei gynigion, mae'n ofynnol i'r Cyngor gynnal ymgynghoriad ar ei gynigion yn unol ag adran 48 y ddeddf honno a Chod Trefniadaeth Ysgolion 2018. Mae'r argymelliadau'n ceisio awdurdod i gynnal yr ymgynghoriad statudol hwnnw.
145. Mae cyfraith achosion wedi sefydlu y dylai'r broses ymgynghori:
- (i) gael ei chynnal pan fydd cynigion yn dal i fod ar gam ffurfiannol;
 - (ii) cynnwys digon o resymau a gwybodaeth am gynigion penodol i alluogi ystyriaeth ac ymateb deallus;
 - (iii) rhaid rhoi digon o amser i ystyried ac ymateb; a
 - (iv) rhaid ystyried canlyniad yr ymgynghoriad yn gydwybodol wrth gwblhau'r penderfyniad.
146. Mae'r Cod Trefniadaeth Ysgolion yn nodi gofynion a chanllawiau manwl pellach mewn perthynas â'r ymgynghoriad statudol, gan gynnwys y gofyniad i gyhoeddi dogfen ymgynghori (a chynnwys y ddogfen honno), cyfnod ymgynghori o 42 diwrnod o leiaf gan gynnwys o leiaf 20 diwrnod ysgol, a rhestr o ymgynghoreion statudol, gan gynnwys rhieni, disgyblion, cyrff llywodraethu, cyrff crefyddol, Gweinidogion Cymru ac Estyn. Yn dilyn yr ymgynghoriad cyhoeddus, mae'n ofynnol i'r Cyngor gyhoeddi adroddiad ymgynghori, sy'n nodi'r materion a godwyd gan ymgynghoreion a'i ymateb i'r materion hynny. Bryd hynny, caiff adroddiad pellach ei gyflwyno i'r Cabinet i benderfynu sut i fwrw ymlaen.

147. Bydd y cynigion mewn perthynas â defnyddio'r tir a'r adeiladau ar safle Ysgol Gynradd Allensbank yn amodol ar gytundeb gan gorff llywodraethu'r ysgol ac unrhyw delerau ac amodau cysylltiedig.
148. Os eir â'r cynigion yn eu blaen, bydd gofyn pennu'r trefniadau derbyn, yn cynnwys y niferoedd derbyn a'r dalgylchoedd, yn dilyn ymgynghoriad, yn unol â'r Cod Derbyn i Ysgolion a'r Rheoliadau Addysg (Penderfynu ar Drefniadau Derbyn) (Cymru) 2006.
149. Wrth ystyried y cynigion, rhaid i'r Cyngor barchu ei ddyletswyddau cyfle cyfartal sector gyhoeddus o dan Deddf Cydraddoldeb 2010 (gan gynnwys dyletswyddau penodol i'r sector gyhoeddus yng Nghymru). Yn unol â'r dyletswyddau cyfreithiol hyn, rhaid i Gynghorau wrth wneud penderfyniadau dalu sylw dyledus i'r angen i (1) waredu gwahaniaethu anghyfreithlon, (2) hyrwyddo cyfle cyfartal a (3) meithrin perthnasoedd da ar sail nodweddion a ddiogelir. Y nodweddion a ddiogelir yw: oed, ailbennu rhywedd, rhyw, hil – gan gynnwys tras ethnig neu genedlaethol, lliw neu genedligrwydd, anabledd, beichiogrwydd a mamolaeth, priodas a phartneriaeth sifil, cyfeiriadedd rhywiol • Crefydd neu gred – gan gynnwys diffyg cred. Dylid cynnal Asesiad o'r Effaith ar Gydraddoldeb i nodi'r goblygiadau o ran cydraddoldeb a dylid rhoi sylw dyledus i ganlyniadau'r Asesiad o'r Effaith ar Gydraddoldeb.
150. Rhaid i'r Cyngor fod yn ystyriol hefyd o Fesur y Gymraeg (Cymru) 2011 a Safonau'r Gymraeg ac ystyried effaith ei gynigion ar y Gymraeg. Dylai'r cynnig cynyddu'r ddarpariaeth addysg cyfrwng Gymraeg gael effaith gadarnhaol ar y defnydd o'r Gymraeg a chefnogi nodau Cynllun Strategol Gymraeg mewn Addysg cymeradwy'r Cyngor a Strategaeth Ddwyieithog Caerdydd.
151. Mae Deddf Llesiant Cenedlaethau'r Dyfodol (Cymru) 2015 yn gofyn bod y Cyngor yn ystyried sut bydd y cynigion yn cyfrannu at fodloni ei hamcanion llesiant (a nodir yn y Cynllun Corfforaethol). Rhaid i aelodau fod yn fodlon hefyd bod y cynigion yn cydymffurfio â'r egwyddor datblygu cynaliadwy, sy'n ei gwneud yn ofynnol i anghenion y presennol gael eu bodloni heb gyfaddawdu ar allu cenedlaethau'r dyfodol i fodloni eu anghenion eu hunain.
152. Bydd cyngor cyfreithiol pellach yn cael ei gynnig wrth i gynigion gael eu datblygu.

Goblygiadau AD

153. Mae'r cynigion yn yr adroddiad hwn yn cynrychioli cynyddu maint Ysgol Mynydd Bychan. Bydd angen i'r Corff Llywodraethu a'r uwch dîm arwain gynllunio ar gyfer yr ehangu hwn, gan sicrhau bod eu strwythur staffio yn ddigonol i fynd i'r afael â hyn. Bydd y Gwasanaethau Pobl Adnoddau Dynol yn darparu cymorth gyda hyn a bydd unrhyw swyddi gwag sy'n codi yn cynnig cyfleoedd adleoli posibl yn unol â'r Polisi Adleoli a Diswyddo'r Ysgol.

154. Yn yr un modd, bydd y cynnig i leihau Nifer Derbyn Cyhoeddedig Ysgol Gynradd Allensbank i 30 (1DM) o 45 (1.5DM) hefyd yn ei gwneud yn ofynnol i'r Corff Llywodraethu a'r Uwch Dîm Arwain werthuso effaith y gostyngiad arfaethedig ar eu gofynion staffio yn y dyfodol. Gall hyn gynnwys ymgymryd â chynllunio gweithlu priodol i adolygu swyddi pan ddônt yn wag, neu werthuso opsiynau hyfforddi. Os yw'r Corff Llywodraethu yn ei gwneud yn ofynnol i leihau nifer gyffredinol y staff, yna'r gobaith yw y gellid cyflawni hyn drwy ddulliau gwirfoddol lle bynnag y bo modd.
155. Lle na ellir rheoli hyn drwy ddulliau gwirfoddol na thrwy gynllunio'r gweithlu, bydd angen ei reoli yn unol â Pholisi Adleoli a Diswyddo'r Ysgol, sydd wedi'i fabwysiadu gan gorff llywodraethu'r ysgol. Bydd Gwasanaethau Pobl AD yn gweithio gyda'r Pennaeth a'r Corff Llywodraethu i ddarparu cymorth yn ystod y cyfnod hwn, gan gynnwys drwy hwyluso'r broses adleoli.
156. Bydd hefyd angen asesu a oes unrhyw ofynion staffio penodol mewn perthynas â gweithrediad Ysgol Mynydd Bychan ar draws dau safle ysgol ac unrhyw effaith gysylltiedig ar Ysgol Gynradd Allensbank. Bydd y Gwasanaethau Pobl AD yn darparu cymorth mewn perthynas â'r trafodaethau hyn wrth i'r prosiect ddatblygu.
157. Mae'r adroddiad hwn hefyd yn cynnig ymgysylltu â rhanddeiliaid o ran ateb tymor hwy. Bydd angen asesu unrhyw gynigion a ystyrir fel rhan o hyn ar wahân ar gyfer y goblygiadau Adnoddau Dynol. Bydd y Gwasanaethau Pobl AD yn cynnal trafodaethau cynnar â rhanddeiliaid ynglŷn â'u barn er mwyn cefnogi'r broses ymgysylltu hon.

Goblygiadau Eiddo

158. Bydd Ystadau Strategol yn cefnogi'r tîm Addysg ar reoli asedau ac unrhyw faterion tir sydd eu hangen yn y dyfodol fel rhan o'r broses ymgynghori neu o ganlyniad i'r ymgynghoriad lle bydd angen trafodiad tir.
159. Os oes unrhyw drafodion tir, trafodaethau neu brisiadau sy'n ofynnol i gyflawni unrhyw gynigion, dylid gwneud hynny yn unol â phroses Rheoli Asedau'r Cyngor ac mewn ymgynghoriad ag Ystadau Strategol a meysydd gwasanaeth perthnasol.

Goblygiadau Traffig a Thrafnidiaeth

160. Mae Ysgol Mynydd Bychan ac Ysgol Gynradd Allensbank yn gweithredu ar safleoedd cyfyngedig. Mae pob safle'n cael problemau gyda thraffig a pharcio yn ystod amseroedd gollwng y bore ac amseroedd codi yn y prynhawn.
161. Yn ddiweddar, cyflwynodd y Cyngor gamerâu gorfodi cylch cyfyng yn Stryd Llanisien y tu allan i Ysgol Gynradd Allensbank i orfodi lle mae marciau Cadwch yn Glir igam ogam.

162. Cyflwynwyd cau ffordd dros dro, wedi'i staffio, y tu allan i Ysgol Mynydd Bychan ar Heol Canada pan ail-agorodd ysgolion yn haf 2020 ar ôl y cyfnod cloi. Roedd hyn er mwyn cyfyngu ar fynediad i gerbydau ger yr ysgol er mwyn rhoi lle diogel ar gyfer ymbellhau cymdeithasol.
163. Ers i ysgolion ailagor ym mis Medi 2020, codwyd pryderon gan rieni ac aelodau wardiau ynghylch traffig a pharcio y tu allan i Ysgol Bychan Mynydd ar Heol Seland Newydd. Mae swyddogion yn bwriadu ceisio cyllid gan Lywodraeth Cymru i greu Stryd Ysgol ar Heol Seland Newydd a fyddai'n cyfyngu mynediad i gerbydau ar hyd y stryd i breswylwyr, deiliaid bathodynau glas a deiliaid trwyddedau awdurdodedig yn unig yn ystod amseroedd gollwng a chasglu. Byddai hyn yn gwneud yr amgylchedd y tu allan i'r ysgol yn fwy diogel ac yn fwy ffafriol i gerdded a beicio.
164. Mae ehangu capasiti yn Ysgol Mynydd Bychan a'r materion traffig a pharcio yn Ysgol Mynydd Bychan ac Ysgol Gynradd Allensbank y cyfeirir atynt uchod yn tanlinellu'r angen i gyflwyno mesurau sy'n annog pobl i beidio â theithio mewn car ac yn hyrwyddo teithio llesol i safleoedd y ddwy ysgol. Un mesur o'r fath yw cyflwyno Stryd Ysgol. Mae cynlluniau eisoes yn cael eu datblygu i wneud Heol Seland Newydd yn Stryd Ysgol. Mae potensial hefyd i wneud hyn ar ran o Stryd Llanisien. Fodd bynnag, bydd y ddau gynnig yn gofyn am ymgynghori â thrigolion a busnesau lleol.
165. Offeryn arall yw datblygu a gweithredu Cynllun Teithio Llesol i'r Ysgol. Mae'r cyngor wedi ymrwmo i sicrhau fod gan bob ysgol yng Nghaerdydd Gynllun Teithio Llesol erbyn 2022. Mae cynllun felly'n nodi camau gan yr ysgol i gynorthwyo ac annog teithio llesol i'r ysgol a bydd hefyd yn nodi unrhyw welliannau i seilwaith ar ac oddi ar y safle sy'n angenrheidiol i hwyluso teithiau llesol.
166. Bydd gofyn bod gan bob ysgol (yn cynnwys y rhai sydd wedi eu haildrefnu) gynllun o'r dechrau. Gall swyddogion Cynlluniau Teithio Llesol y Cyngor gynorthwyo datblygiad y Cynlluniau Teithio Llesol a gallant gynorthwyo gydag ymgysylltu â'r Cynlluniau Teithio Llesol fel rhan o waith gweithredu'r cynnig ehangu lleoedd.
167. Mae Tîm Diogelwch ar y Ffyrd y Cyngor eisoes yn darparu rhaglen o hyfforddiant beicio a hyfforddiant i gerddwyr i annog pobl i fanteisio ymhellach ar deithio llesol i'r ysgol. Bydd y cymorth hwn yn parhau fel rhan o'r ymgysylltu a'r cymorth parhaus a ddarperir gan Dîm Teithio Llesol Ysgolion y Cyngor ar ddatblygu a darparu Cynlluniau Teithio Llesol.
168. Mae'r Cyngor wedi datblygu cynigion ar gyfer llwybr beicio ar wahân ar hyd Allensbank Road. Bydd hyn yn darparu cysylltiad beicio diogel â Stryd Llanisien y gallai disgyblion sy'n teithio i Ysgol Gynradd Allensbank ei ddefnyddio.

Asesiad o'r Effaith ar Gydraddoldeb

169. Mae Aseiad Effaith ar Gydraddoldeb cyntaf wedi'i wneud. Daeth i'r casgliad na fyddai'r newidiadau a gynigir yn effeithio'n negyddol ar unrhyw grwp penodol mewn cymdeithas. Lle nodir yr effeithir ar grwpiau penodol, nodwyd camau lliniaru. Bydd yr aseiad hwn yn cael ei adolygu ar ôl yr ymgynghoriad.
170. Ceir Offeryn Sgrinio Statudol yn cynnwys Aseiad o'r Effaith ar Gydraddoldeb yn Atodiad 4.

ARGYMHELLION

Argymhellir bod y Cabinet yn awdurdodi swyddogion:

- i ymgynghori ar gynigion i gynyddu capasiti Ysgol Mynydd Bychan o tua 0.9DM (192 o leoedd) i 1.5DM (hyd at 315 o ddisgyblion) o fis Medi 2022.
- i gynnal ymarfer ymgysylltu â rhanddeiliaid i ffurfio cynigion a fyddai'n cael eu datblygu i ddarparu cydbwysedd priodol o leoedd mewn ysgolion cynradd cyfrwng Cymraeg a chyfrwng Saesneg i wasanaethu'r ardal.
- Sylwer y bydd yr ymgynghoriad ar y Trefniadau Derbyn ar gyfer blwyddyn academiaidd 2022/23 yn cynnwys cynnig lleihau nifer derbyn Ysgol Gynradd Allensbank o 45 i 30 o leoedd.
- Sylwer y bydd swyddogion yn dod ag adroddiad ar ganlyniad yr ymgynghoriad i gyfarfod yn y dyfodol i geisio cymeradwyaeth er mwyn bwrw ymlaen i gyhoeddi cynigion yn unol ag adran 48 Deddf Safonau a Threfniadaeth Ysgolion (Cymru) 2013.

UWCH SWYDDOG CYFRIFOL	Enw'r Cyfarwyddwr
	Melanie Godfrey
	Dyddiad cyflwyno i swyddfa'r Cabinet

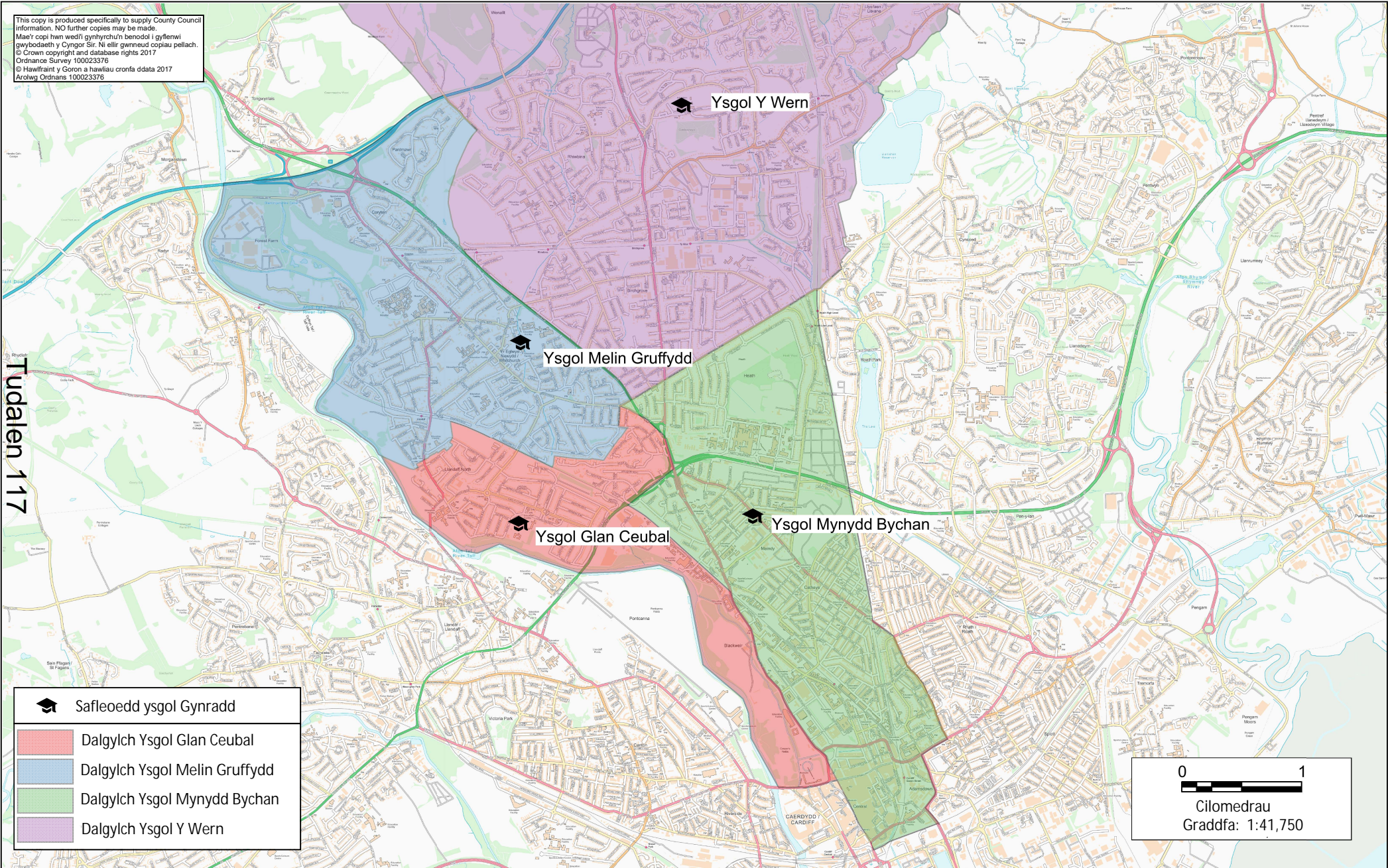
Atodir yr atodiadau canlynol:

Rhoddwyd ystyriaeth i'r papurau cefndir canlynol

- Atodiad 1 – Map dalgylch cyfrwng Cymraeg
 Atodiad 2 – Map dalgylch cyfrwng Saesneg
 Atodiad 3 – Data Nifer ar Gofrestr yr Ysgol
 Atodiad 4 – Offeryn Sgrinio Statudol

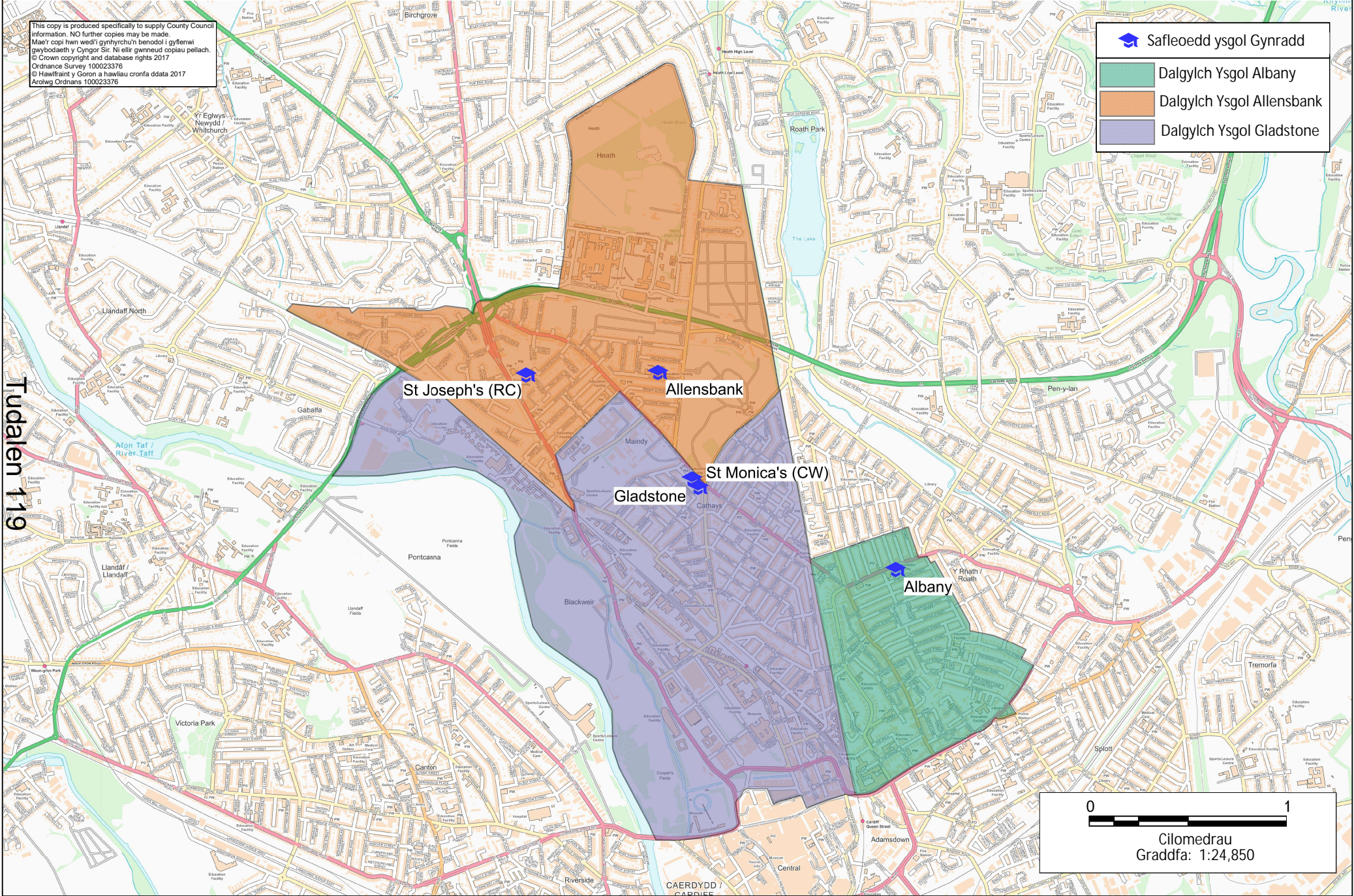
Mae'r dudalen hon yn wag yn fwriadol

Map yn dangos dalgylchoedd a safleoedd ysgolion cynradd Cymraeg ar gyfer Ysgol Glan Ceubal, Ysgol Mynydd Bychan, Ysgol Melin Gruffydd & Ysgol Y Wern



Mae'r dudalen hon yn wag yn fwriadol

Map yn dangos safleoedd ysgol cynradd Saesneg yn nalgylchoedd Albany, Allensbank a Gladstone



Mae'r dudalen hon yn wag yn fwriadol

Data Nifer ar Gofrestr yr Ysgol: CYBLD 2020

Atodiad 3

Ysgol	Nifer Derbyn a Gyhoeddwyd	Derbyn	Blwyd dyn 1	Blwyd dyn 2	Blwyd dyn 3	Blwyd dyn 4	Blwyd dyn 5	Blwyd dyn 6	Nifer ar y Gofrestr	Y Capasiti ar hyn o bryd	Nifer Derbyn Arfaethedig a Gyhoeddwyd	Capasiti Arfaethedig
Ysgol Mynydd Bychan	30	31	31	30	26	28	28	28	202	192	45	315
Ysgol Gynradd Allensbank	45	19	27	25	26	30	27	31	185	315	30	210
Ysgol Gynradd Gladstone	30	28	25	23	26	29	23	24	178	210	30	210
Ysgol Gynradd Albany	60	60	60	58	52	50	56	57	393	420	60	420
Ysgol Gynradd yr Eglwys yng Nghymru y Santes Monica	20	18	24	21	17	28	13	;20	141	146	20	140
Cyfanswm	185	156	167	157	147	165	147	160	1099	1283	185	1295
Blwyddyn Derbyn		2019-20	2018-19	2017-18	2016-17	2015-16	2014-15	2013-14				

Mae'r dudalen hon yn wag yn fwriadol

Atodiad 4

Cyngor Caerdydd Canllaw Adnodd Sgrinio Statudol

Os ydych yn datblygu strategaeth, polisi neu weithgaredd sy'n debygol o effeithio ar bobl, cymunedau neu ddefnydd tir mewn unrhyw ffordd, mae nifer o ofynion statudol perthnasol. Gall peidio â chydymffurfio â'r gofynion hyn neu beidio â dangos ystyriaeth ddyledus, olygu bod y Cyngor yn agored i her gyfreithiol neu gerydd ar ffurf arall.

Er enghraifft, bydd hyn yn berthnasol i strategaethau (h.y. Strategaeth Dai neu Strategaeth Chwarae i'r Anabl), polisiau (h.y. Polisi Caffael) neu weithgaredd (h.y. datblygu man chwarae newydd).

Bydd cwblhau'r Adnodd Sgrinio Statudol yn sicrhau bod holl strategaethau, polisiau a gweithgareddau Cyngor Caerdydd yn cydymffurfio â'r holl rwymedigaethau a chyfrifoldebau statudol perthnasol. Pan fo angen ystyried mater mewn mwy o fanylder, bydd yr Offeryn Sgrinio yn nodi a oes unrhyw angen am asesiad effaith llawn, fel y bo'n berthnasol.

Mae'r prif ofynion statudol y mae'n rhaid i strategaethau, polisiau neu weithgareddau eu hadlewyrchu yn cynnwys y canlynol:

- **Deddf Cydraddoldeb 2010 – Asesiad o'r Effaith ar Gydraddoldeb**
- **Bill Datblygu Cynaliadwy Llywodraeth Cymru**
- **Canllawiau Statudol Llywodraeth Cymru – Cydamcanu – Cydymdrechu**
- **Confensiwn y Cenhedloedd Unedig ar Hawliau'r Plentyn**
- **Egwyddorion y Cenhedloedd Unedig ar gyfer Pobl Hŷn**
- **Mesur y Gymraeg 2011**
- **Asesiad o Effaith ar Iechyd**
- **Asesiad Rheoliadau Cynefinoedd**
- **Asesiad Amgylcheddol Strategol**

Mae'r Adnodd Sgrinio Statudol yn ein galluogi i fodloni gofynion yr holl ddarnau hyn o ddeddfwriaeth fel rhan o ddull sgrinio integredig sydd fel arfer yn cymryd awr ar y mwyaf.

Gellir cwblhau'r Adnodd Sgrinio fel hunanasesiad neu fel rhan o sesiwn gyda hwylusydd petai angen rhagor o gymorth arnoch. I gael rhagor o wybodaeth neu os oes angen sesiwn wedi'i hwyluso arnoch, cysylltwch â'r Tîm Polisi, Partneriaethau a Chanolbwyntio ar Ddinasyddion trwy ffonio 2078 8563 neu e-bostio silandavies@caerdydd.gov.uk. Sylwer:

- **Mae'n rhaid cyflwyno'r Adnodd Sgrinio fel atodiad gyda'r adroddiad Cabinet.**
- **Cyhoeddir yr Adnodd Sgrinio wedi ei gwblhau ar y fewnwyd.**



Adnodd Sgrinio Statudol

Enw'r Strategaeth/Polisi/Gweithgaredd: CYNLLUNIO TREFNIADAETH YSGOLION: LLEOEDD MEWN YSGOLION CYNRADD I WASANAETHU CATHAYS A RHANNAU O GABALFA, Y MYNYDD BYCHAN, YSTUM TAF A PHLASNEWYDD	Dyddiad Sgrinio: Tachwedd 2020
Gwasanaeth/Isadran: Addysg a Dysgu Gydol Oes, Cynllunio Trefniadaeth Ysgolion	Swyddog Arweiniol: Richard Portas
Yn Bresennol: Hunanasesu	
Beth yw amcanion y Polisi/Strategaeth/Prosiect/Gweithdrefn/Gwasanaeth/Swyddogaeth	Rhowch wybodaeth gefndirol am y Polisi/Strategaeth/Prosiect/ Gweithdrefn/Gwasanaeth/Swyddogaeth ac unrhyw ymchwil a wneir (e.e. data defnyddwyr gwasanaeth yn erbyn ystadegau demograffig, Asesiadau o'r Effaith Amgylcheddol tebyg a wnaed).
Galluogi'r Cabinet i ystyried argymhelliad i gynnal ymgynghoriad cyhoeddus ar gynigion ar gyfer darpariaeth ysgol gynradd i wasanaethu Cathays a rhannau o Gabalfa, y Mynydd Bychan, Ystum Taf a Phlasnewydd. Cynigir: <ul style="list-style-type: none">Cynyddu nifer y lleoedd yn Ysgol Mynydd Bychan o 0.9 DM (192 o leoedd) i 1.5 DM (315 o leoedd) o fis Medi 2022.Cynnal Ysgol Gynradd Allensbank fel ysgol 1 DM (210 o leoedd), gan gadw darpariaeth feithrin ac Anghenion Dysgu Ychwanegol, o fis Medi 2022.	Cyhoeddodd Llywodraeth Cymru ei strategaeth Cymraeg 2050 yn 2017, sy'n nodi gweledigaeth o greu miliwn o siaradwyr Cymraeg erbyn 2050. Erbyn 2050, y nod yw y bydd 40 y cant o blant (ym mhob grŵp blwyddyn) mewn addysg Cyfrwng Cymraeg. O blith y rhai sydd mewn addysg cyfrwng Saesneg, y dybiaeth yw y bydd hanner y rhai sy'n gadael yr ysgol yn dweud eu bod yn gallu siarad Cymraeg. Mae'r strategaeth yn rhagdybio, yn genedlaethol, y bydd 70 y cant o bobl ifanc 15 oed yn gallu siarad Cymraeg erbyn 2050, sy'n cynnwys 40 y cant mewn ysgolion cyfrwng Cymraeg a 30 y cant mewn ysgolion cyfrwng Saesneg. Mae'r strategaeth hefyd yn nodi newidiadau trawsnewidiol sy'n cynnwys:

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- Ehangu darpariaeth cyfrwng Cymraeg y blynyddoedd cynnar er mwyn hwyluso trosglwyddo llyfn i addysg cyfrwng Cymraeg.
- Cynyddu cyfran pob grŵp blwyddyn ysgol sy'n cael addysg cyfrwng Cymraeg o 22 y cant yn genedlaethol yn 2015/16 i 25-29 y cant erbyn 2031, ac yna i 40 y cant erbyn 2050.

Mae Strategaeth Caerdydd Ddwyieithog yn nodi meysydd blaenoriaeth i alluogi teuluoedd, plant a phobl ifanc i ddefnyddio'r Gymraeg. Y nod yw cynyddu nifer y siaradwyr Cymraeg a dysgwyr yr iaith yng Nghaerdydd yn ogystal â hybu defnydd o'r Gymraeg ledled y ddinas.

Mae Cynllun Strategol Cymraeg mewn Addysg presennol ar gyfer y cyfnod 2017-2020 ac mae'n seiliedig ar saith canlyniad allweddol y cynllun strategol blaenorol o 2014.

Mae Cynllun Strategol y Gymraeg mewn Addysg (WESP) yn rhan annatod o strategaeth 5 mlynedd Caerdydd Ddwyieithog y Cyngor ac mae'n cefnogi gweledigaeth Llywodraeth Cymru o filiwn o siaradwyr Cymraeg erbyn 2050.

[Reference WESP 2021-2030 here – BA](#)

Mae'r Cyngor yn cydnabod bod y system addysg yn elfen allweddol wrth sicrhau bod plant yn gallu datblygu eu sgiliau Cymraeg, ac wrth greu siaradwyr newydd.

Er mwyn i Gaerdydd gyflawni gweledigaeth Llywodraeth Cymru, byddai angen i ni gynyddu nifer y siaradwyr Cymraeg 15.9%, hynny yw o 36,375 (cyfrifiad 2011) i 42,584 (cyfrifiad 2021). Cyflawnwyd 58% o hyn trwy gynyddu'r niferoedd sy'n defnyddio addysg cyfrwng Cymraeg.

Llwyddodd y Cyngor i sicrhau arian trwy gynllun grant cyfalaf Cynyddu'r Ddarpariaeth Gyfrwng Cymraeg Llywodraeth Cymru. Y diben yw

cefnogi buddsoddiadau cyfalaf sy'n hwyluso twf mewn addysg cyfrwng Cymraeg a defnyddio'r Gymraeg.

Roedd y cais llwyddiannus yn cynnwys cynnig i ad-drefnu darpariaeth gynradd yn ardal canol Caerdydd ac ehangu nifer y lleoedd cynradd cyfrwng Cymraeg.

Rhan 1: Effaith ar ganlyniadau ac ystyriaeth ddyledus i Ddatblygu Cynaliadwy

Defnyddiwch y raddfa ganlynol wrth ystyried pa gyfraniad mae'r gweithgaredd yn ei wneud:		
+	Cadarnhaol	Cyfraniad cadarnhaol at y canlyniad
-	Negyddol	Cyfraniad negyddol at y canlyniad
niwtral	Niwtral	Cyfraniad niwtral at y canlyniad
Ansicr	Ansicr	Ansicr a oes unrhyw gyfraniad at y canlyniad

	A ystyriwyd sut y bydd y Strategaeth/Polisi/Gweithgaredd yn effeithio ar un neu ragor o'r 7 Canlyniad sy'n Canolbwyntio ar Ddinasyddion Caerdydd?	Ticiwch				Tystiolaeth neu awgrym ar gyfer gwella/lliniaru
		+	-	Niwtral	Ansicr	
Tudalen 127	1.1 Mae pobl yng Nghaerdydd yn iach; <i>Ystyriwch yr effaith bosibl ar:</i> <ul style="list-style-type: none"> hybu iechyd da, atal ymddygiad niweidiol, hyrwyddo bwyta'n dda/bywyd actif a.y.b. dinasyddion sy'n agored i niwed ac ardaloedd o amddifadedd lluosog mynd i'r afael ag achosion o anghydraddoldeb iechyd 	x				
	1.2 Mae gan bobl yng Nghaerdydd amgylchedd glân, deniadol a chynaliadwy; <i>Ystyriwch yr effaith bosibl ar:</i> <ul style="list-style-type: none"> achosion a chanlyniadau Newid yn yr Hinsawdd a chreu dinas carbon isel 	x				
	<ul style="list-style-type: none"> annog cerdded, beicio a defnyddio trafndiaeth gyhoeddus a gwella mynediad i gefn gwlad a mannau agored 	x				<ul style="list-style-type: none"> Yn unol â Deddf Llesiant Cenedlaethau'r Dyfodol, mae Cyngor Caerdydd wedi ymrwmo i ddarparu ysgolion lleol i blant lleol, i annog y defnydd o ddulliau cynaliadwy o deithio i ysgolion, megis cerdded a beicio. Mae prosiectau ysgol yn ystyried materion trafndiaeth wrth iddynt gael eu cynllunio a'r angen i ddarparu llwybrau mwy diogel i annog cerdded i'r ysgolion Hyrwyddo mentrau megis hyfforddiant Kerbcraft, hyfforddiant mewn sgiliau beicio a'r Awdurdod Lleol yn rhoi mesurau Teithio Llesol ar waith

	A ystyriwyd sut y bydd y Strategaeth/Polisi/Gweithgaredd yn effeithio ar un neu ragor o'r 7 Canlyniad sy'n Canolbwyntio ar Ddinasyddion Caerdydd?	Ticiwch				Tystiolaeth neu awgrym ar gyfer gwella/lliniaru
		+	-	Niwtral	Ansicr	
	<ul style="list-style-type: none"> • <i>lleihau llygredd amgylcheddol (tir, aer, sŵn a dŵr)</i> 	x				- Byddai gweithredu cynllun teithio effeithiol yn lleihau'r angen am drafnidiaeth nad yw'n gynaliadwy, i ysgolion ac oddi yno
	<ul style="list-style-type: none"> • <i>gostwng defnydd o ynni ac annog gostwng gwastraff, aildefnyddio ac adfer</i> 	x				- Caiff cynigion eu datblygu yn unol ag Offeryn Mesur Buddion y Gymuned Llywodraeth Cymru, sy'n annog lleihau'r defnydd ar adnoddau, lleihau gwastraff a chynyddu ailgylchu.
	<ul style="list-style-type: none"> • <i>annog bioamrywiaeth</i> 			x		Dd/B
1.3	<p>Mae pobl Caerdydd yn ddiogel ac yn teimlo'n ddiogel; Ystyriwch yr effaith bosibl ar:</p> <ul style="list-style-type: none"> • <i>leihau trosedd, ofn trosedd a gwella diogelwch unigolion</i> • <i>mynd i'r afael ag ymddygiad gwrthgymdeithasol</i> • <i>diogelu oedolion a phlant sy'n agored i niwed yng Nghaerdydd rhag niwed neu gamdriniaeth</i> 	X X x				- Mae gan bob ysgol yng Nghaerdydd bolisiau ar waith i sicrhau diogelu a lles staff, plant a phobl ifanc.
1.4	<p>Mae gan Gaerdydd economi sy'n ffynnu ac yn llewyrchu; Ystyriwch yr effaith bosibl ar:</p> <ul style="list-style-type: none"> • <i>gystadleurwydd economaidd (gweithgarwch menter, mentrau cymdeithasol, enillion cyfartalog, gwella cynhyrchedd)</i> • <i>helpu'r rhai nad ydynt mewn Addysg, Cyflogaeth na Hyfforddiant</i> • <i>denu a chadw gweithwyr (swyddi a chyfleoedd hyfforddi newydd, cynyddu gwerth cyflogaeth)</i> • <i>hybu cyfleoedd caffael lleol neu wella gallu cwmnïau lleol i gystadlu</i> 	x				- Byddai'r ysgol yn darparu cyflogaeth.
1.5	<p>Mae pobl Caerdydd yn cyflawni eu llawn potensial;</p>	x				<ul style="list-style-type: none"> - Mae strategaeth 2030 y Cyngor yn nodi'n glir y cysylltiad rhwng gwella'r amgylchedd ar gyfer dysgu a chodi safonau cyrhaeddiad. - Mae strategaeth Dinas sy'n Dda i Blant Caerdydd yn gosod hawliau a lleisiau plant a phobl ifanc wrth wraidd polisiau, strategaethau a gwasanaethau Caerdydd, gan eu cynnwys wrth wneud penderfyniadau a mynd i'r afael â'r rhwystrau sy'n cyfyngu ar eu cyfleoedd mewn bywyd. O'r herwydd,

	A ystyriwyd sut y bydd y Strategaeth/Polisi/Gweithgaredd yn effeithio ar un neu ragor o'r 7 Canlyniad sy'n Canolbwyntio ar Ddinasyddion Caerdydd?	Ticiwch				Tystiolaeth neu awgrym ar gyfer gwella/lliniaru
		+	-	Niwtral	Ansicr	
	<p><i>Ystyriwch yr effaith bosibl ar:</i></p> <ul style="list-style-type: none"> • <i>hyrwyddo a gwella mynediad i ddysgu gydol oes yng Nghaerdydd</i> • <i>codi lefelau sgiliau a chymwysterau</i> • <i>rhoi'r dechrau gorau i blant</i> • <i>gwella'r ddealltwriaeth o gynaliadwyedd</i> • <i>mynd i'r afael â thlodi plant (tlodi ariannol, diffyg mynediad a diffyg cyfranogi)</i> • <i>Confensiwn y Cenhedloedd Unedig ar Hawliau'r Plentyn ac Egwyddorion ar gyfer Pobl Hŷn</i> 					bydd yr ymgynghoriad cyhoeddus ar y cynnig yn cynnwys cynrychiolaeth gan blant a phobl ifanc.
Tudalen 129	<p>1.6 Mae Caerdydd yn lle gwych i fyw, gweithio a chwarae ynddo</p> <p><i>Ystyriwch yr effaith bosibl ar:</i></p> <ul style="list-style-type: none"> • <i>hybu amrywiaeth ddiwylliannol Caerdydd</i> • <i>hybu cyfranogiad a mynediad i weithgarwch corfforol, hamdden a diwylliant i bawb</i> • <i>cyfleoedd chwarae ar gyfer Plant a Phobl Ilanc</i> • <i>diogelu a gwella'r dirwedd a threftadaeth hanesyddol Caerdydd</i> • <i>hyrwyddo cysylltiadau rhyngwladol y Ddinas</i> 	x		x		- Gan fod darpariaeth chwaraeon sylweddol a hamdden ehangach wedi'u sefydlu, neu'n cael eu datblygu, amcan allweddol mewn nifer o ysgolion yw galluogi trydydd parti i ddefnyddio cyfleusterau chwaraeon ysgolion, ar sail ariannol gynaliadwy. Mae angen datblygu model dichonadwy ar gyfer pob ysgol ledled y ddinas i alluogi'r cymunedau maent yn eu gwasanaethu i fanteisio ar eu cyfleusterau.
	<p>1.7 Mae Caerdydd yn gymdeithas deg, gyfiawn a chynhwysol.</p> <p><i>Ystyriwch yr effaith bosibl ar:</i></p> <ul style="list-style-type: none"> • <i>ddileu gwahaniaethu, aflonyddu neu erlid ar gyfer grwpiau cydraddoldeb</i> 	x		x		- Gweler yr Asesiad o'r Effaith ar Gydraddoldeb a atodir isod. - Byddai proses recriwtio'r Cyngor yn sicrhau bod arfer da yn cael ei ddilyn, gan gynnwys cymhwyso polisiau'r Cyngor ar gyfle cyfartal.

A ystyriwyd sut y bydd y Strategaeth/Polisi/Gweithgaredd yn effeithio ar un neu ragor o'r 7 Canlyniad sy'n Canolbwyntio ar Ddinasyddion Caerdydd?	Ticiwch				Tystiolaeth neu awgrym ar gyfer gwella/lliniaru
	+	-	Niwtral	Ansicr	
<ul style="list-style-type: none"> a yw'r gymuned neu'r rhanddeiliaid wedi ymwneud â datblygu'r strategaeth/polisi/gweithgarwch? sut yr anogir cyfranogiad dinasyddion (gan annog gweithredoedd a fydd yn ystyried gwahanol ffurfiau ar ymgynghori trwy ymgysylltu'n fwy trylwyr i sicrhau cyfranogiad llawn o ran datblygu a darparu gwasanaeth)? 	X				- Yn amodol ar awdurdodiad, bydd yr ymgynghoriad cyhoeddus yn cynnwys ymgysylltu â'r holl randdeiliaid perthnasol.
<p>ASESIAD O'R EFFAITH AR GYDRADDOLDEB (Atodir hyn ar dudalen 13) A fydd y Polisi/Strategaeth/Prosiect yn cael effaith wahaniaethol ar unrhyw rai o'r canlynol?</p>					
<p>Mae'r Cyngor yn sicrhau canlyniadau cadarnhaol ar gyfer y ddinas a'r dinasyddion trwy bartneriaethau cryf Ystyriwch yr effaith bosibl ar:</p> <ul style="list-style-type: none"> atgyfnerthu partneriaethau gyda'r sectorau busnes a gwirfoddol yr agenda gydweithio a'r potensial ar gyfer gwasanaethau a rennir, gweithio trawsffiniol ac arbedion effeithlonrwydd 	x				<p>'Addewid Caerdydd' yw strategaeth ymgysylltu a datblygu ieuencid y Cyngor. Mae Addewid Caerdydd yn nodi sut y bydd y Cyngor, ynghyd ag amrywiaeth eang o bartneriaid yn y sectorau cyhoeddus, preifat a'r trydydd sector yn cydweithio i sicrhau bod pen taith pob person ifanc yng Nghaerdydd yn gadarnhaol ar ôl yr ysgol, naill ai mewn cyflogaeth neu addysg bellach a hyfforddiant.</p> <p>Hyd yma, mae dros 120 o fusnesau wedi addo cefnogi Addewid Caerdydd a darparu cyfleoedd i ysgolion a phobl ifanc, gan eu paratoi'n well ar gyfer byd gwaith, a chan gyfrannu at dwf economaidd y ddinas yn y dyfodol.</p> <p>Mae'r Cyngor yn awyddus i helpu i ddatblygu cyfleoedd rhwng ysgolion a busnesau, helpu i greu cronfa gynaliadwy o dalent ar gyfer anghenion gweithlu'r dyfodol, ac i ledaenu sgiliau ar draws y ddinas. Enghraifft o hyn yw'r Bartneriaeth Addysg Greadigol a sefydlwyd rhwng Ysgol Uwchradd Gymunedol Gorllewin Caerdydd a phartneriaid o'r diwydiannau creadigol i ddarparu cyfleoedd i bobl ifanc adael addysg gyda sgiliau a chymwyseddau ac i fod yn barod am waith.</p>

A ystyriwyd sut y bydd y Strategaeth/Polisi/Gweithgaredd yn effeithio ar un neu ragor o'r 7 Canlyniad sy'n Canolbwyntio ar Ddinasyddion Caerdydd?	Ticiwch				Tystiolaeth neu awgrym ar gyfer gwella/lliniaru
	+	-	Niwtral	Ansicr	
					Ymchwilir i gyfleoedd ar gyfer partneriaethau pellach a chânt eu datblygu yn unol â'r blaenoriaethau a nodir yn Addewid Caerdydd

CRYNODEB O'R GWERTHUSIAD (amlygu effeithiau cadarnhaol a negyddol y polisi/cynllun/prosiect a asesir, gan ddangos sut mae'n cyfrannu at gynaliadwyedd economaidd, cymdeithasol ac amgylcheddol y ddinas):

Economaidd

- Byddai buddsoddi ym mhroses ehangu'r ysgol yn helpu i gyflwyno cwricwlwm eang a chytbwys.
- Byddai ychwanegu darpariaeth 0.5 DM yn Ysgol Mynydd Bychan yn creu cyfleoedd cyflogaeth.

Cymdeithasol

- Gallai fod cyfle i'r gymuned ddefnyddio cyfleusterau'r ysgol y tu allan i oriau ysgol.

PA GAMAU GWEITHREDU SYDD WEDI'U NODI NEU NEWIDIADAU A WNAED I'R POLISI/CYNLLUN/PROSIECT O GANLYNIAD I'R GWERTHUSIAD HWN?

Ludalen 131

Rhan 2: Sgrinio Asesiad Amgylcheddol Strategol

		√	X
2.1	Ydy'r cynllun neu raglen yn nodi'r fframwaith ar gyfer cydsynio i ddatblygu yn y dyfodol?	x	
2.2	Ydy'r cynllun neu raglen yn debygol o gael effaith amgylcheddol sylweddol, cadarnhaol neu negyddol?		x

Oes angen Asesiad Amgylcheddol Strategol Llawn?	√	X
<ul style="list-style-type: none"> ▪ Os yw'r atebion i gwestiynau 2.1 a 2.2 ill dau wedi'u ticio, yr ateb yw 'Oes' ▪ Os oes angen AAS Llawn, cysylltwch â'r Uned Datblygu Cynaliadwy er mwyn trefnu (manyllion isod) 		X

Os nad ydych yn siŵr o'ch atebion i'r cwestiynau uchod o ran yr AAS, cysylltwch â'r Uned Datblygu Cynaliadwy ar 2087 3228 neu yn datblygucynaliadwy@caerdydd.gov.uk

Rhan 3: Asesiad Rheoli Cynefinoedd (ARhC)

		√	X	Ddim yn siŵr
3.1	Fydd y cynllun, y prosiect neu'r rhaglen yn arwain at weithgaredd sy'n effeithio ar safle Ewropeaidd, megis Aber Afon Hafren neu Goedwigoedd Ffawydd Caerdydd?		x	
3.2	Fydd y cynllun, y prosiect neu'r rhaglen yn arwain y datblygiad tuag at ardal sy'n cynnwys safle Ewropeaidd, megis Aber Afon Hafren neu Goedwigoedd Ffawydd Caerdydd, neu'n effeithio'n anuniongyrchol ar safle Ewropeaidd?		x	
3.3	A fydd angen ARhC llawn?		x	

Tudalen 13

Anfonir manylion y strategaeth at Ecolegydd y Sir ar ôl cwblhau'r broses er mwyn penderfynu a oes angen Aseiad Rheoli Cynefinoedd. Am ragor o wybodaeth, ffoniwch 2087 3215 neu e-bostiwch bioamrywiaeth@caerdydd.gov.uk

Tudalen 133

Atodiad 1 – Gofynion Statudol

Mae'n bosibl y bydd yr Adnodd Sgrinio Effaith yn nodi'r angen i gynnal asesiadau statudol penodol:

- **Asesiad o'r Effaith ar Gydraddoldeb:** Mae'r asesiad hwn yn ofynnol o dan Ddeddf Cydraddoldeb 2010 a Rheoliadau Cydraddoldeb 2011 Llywodraeth Cymru.
- **Bil Datblygu Cynaliadwy:** Bydd y Bil, pan ddaw i rym, yn ei gwneud yn ofynnol i ddatblygu cynaliadwy fod yn egwyddor drefniadol ganolog i'r sefydliad. Mae hyn yn golygu bod dyletswydd i ystyried datblygu cynaliadwy mewn penderfyniadau strategol.
- **Cyflenwi a Rennir Pwrpas a Rennir** – Mae Llywodraeth Cymru yn ei gwneud yn ofynnol i awdurdodau lleol lunio cynllun integredig sengl i fodloni gofynion statudol o dan amrywiaeth o ddeddfwriaeth. Felly mae'n rhaid i Gyngor Caerdydd ddangos ei gyfraniad tuag at gynllun integredig Caerdydd ei hun: "**Beth Sy'n Bwysig**".
- **Confensiwn y Cenhedloedd Unedig ar Hawliau'r Plentyn:** Mae canllawiau Deddf Plant 2004 i Gymru yn ei gwneud yn ofynnol i awdurdodau lleol a'u partneriaid ystyried Confensiwn y Cenhedloedd Unedig ar Hawliau'r Plentyn.
- **Egwyddorion y Cenhedloedd Unedig ar gyfer Pobl Hŷn:** Mae'r egwyddorion yn gofyn am ystyriaeth o annibyniaeth, cyfranogiad, gofal, hunanfodddhad ac urddas.
- **Mesur y Gymraeg 2011:** Mae'r mesur yn cadarnhau statws swyddogol y Gymraeg, Comisiynydd y Gymraeg a'r rhyddid i siarad Cymraeg.
- **Asesiad o Effaith ar Iechyd:** Mae AEI yn ystyried effeithiau posibl polisiau, rhaglenni neu brosiectau ar iechyd poblogaeth
- **Asesiad Strategol o'r Effaith Amgylcheddol:** Mae Asesiad Amgylcheddol Strategol (AAS) yn Gyfarwyddeb Ewropeaidd ar gyfer cynlluniau, rhaglenni a pholisiau sydd â goblygiadau o ran defnydd tir ac effeithiau amgylcheddol sylweddol.
- **Asesiad Rheoli Cynefinoedd:** Mae Rheoliadau Cadwraeth (Cynefinoedd Naturiol, a.y.b.) (Diwygio) 2007 yn ei gwneud yn ofynnol i ymgymryd ag Asesiad Rheoli Cynefinoedd (ARhC) o gynlluniau defnydd tir.



<p>Teitl Polisi/Strategaeth/Project/Gweithdrefn/Gwasanaeth/Swyddogaeth: Cynnig i:</p> <ul style="list-style-type: none"> Gynyddu nifer y lleoedd yn Ysgol Mynydd Bychan o tua 0.9 DM (192 o leoedd) i 1.5 DM (315 o leoedd) o fis Medi 2022. Cynnal Ysgol Gynradd Allensbank fel ysgol 1 DM (210 o leoedd), gan gadw darpariaeth feithrin ac Anghenion Dysgu Ychwanegol, o fis Medi 2022.
<p>Newydd</p>

<p>Pwy sy'n gyfrifol am ddatblygu a gweithredu'r Polisi/Strategaeth/Prosiect/Weithdrefn/Gwasanaeth/Swyddogaeth?</p>	
<p>Enw: Richard Portas</p>	<p>Teitl y Swydd: Cyfarwyddwr Rhaglen Trefniadaeth Ysgolion</p>
<p>Tîm Gwasanaeth: Cynllun Trefniadaeth Ysgolion</p>	<p>Gwasanaeth: Addysg a Dysgu Gydol Oes</p>
<p>Dyddiad Asesu: Tachwedd 2020</p>	

1. Beth yw amcanion y Polisi/Strategaeth/Prosiect/Weithdrefn/Gwasanaeth/Swyddogaeth?

- Rhowch wybodaeth gefndirol am y Polisi/Strategaeth/Prosiect/Weithdrefn/Gwasanaeth/Swyddogaeth ac unrhyw ymchwil a wneir (e.e. data defnyddwyr gwasanaeth yn erbyn ystadegau demograffig, Asesiadau o'r Effaith ar Gydraddoldeb tebyg a wnaed ac ati).**

<p>Cyhoeddodd Llywodraeth Cymru ei strategaeth Cymraeg 2050 yn 2017, sy'n nodi gweledigaeth o greu miliwn o siaradwyr Cymraeg erbyn 2050.</p>

Erbyn 2050, y nod yw y bydd 40 y cant o blant (ym mhob grŵp blwyddyn) mewn addysg Cyfrwng Cymraeg. O blith y rhai sydd mewn addysg cyfrwng Saesneg, y dybiaeth yw y bydd hanner y rhai sy'n gadael yr ysgol yn dweud eu bod yn gallu siarad Cymraeg.

Mae'r strategaeth yn rhagdybio, yn genedlaethol, y bydd 70 y cant o bobl ifanc 15 oed yn gallu siarad Cymraeg erbyn 2050, sy'n cynnwys 40 y cant mewn ysgolion cyfrwng Cymraeg a 30 y cant mewn ysgolion cyfrwng Saesneg.

Mae'r strategaeth hefyd yn nodi newidiadau trawsnewidiol sy'n cynnwys:

- Ehangu darpariaeth cyfrwng Cymraeg y blynyddoedd cynnar er mwyn hwyluso trosglwyddo llyfn i addysg cyfrwng Cymraeg.
- Cynyddu cyfran pob grŵp blwyddyn ysgol sy'n cael addysg cyfrwng Cymraeg o 22 y cant yn genedlaethol yn 2015/16 i 25-29 y cant erbyn 2031, ac yna i 40 y cant erbyn 2050.

Mae Strategaeth Caerdydd Ddwieithog yn nodi meysydd blaenoriaeth i alluogi teuluoedd, plant a phobl ifanc i ddefnyddio'r Gymraeg. Y nod yw cynyddu nifer y siaradwyr Cymraeg a dysgwyr yr iaith yng Nghaerdydd yn ogystal â hybu defnydd o'r Gymraeg ledled y ddinas.

Mae Cynllun Strategol Cymraeg mewn Addysg presennol ar gyfer y cyfnod 2017-2020 ac mae'n seiliedig ar saith canlyniad allweddol y cynllun strategol blaenorol o 2014.

Mae Cynllun Strategol y Gymraeg mewn Addysg (WESP) yn rhan annatod o strategaeth 5 mlynedd Caerdydd Ddwieithog y Cyngor ac mae'n cefnogi gweledigaeth Llywodraeth Cymru o filiwn o siaradwyr Cymraeg erbyn 2050.

Reference WESP 2021-2030 here – BA

Mae'r Cyngor yn cydnabod bod y system addysg yn elfen allweddol wrth sicrhau bod plant yn gallu datblygu eu sgiliau Cymraeg, ac wrth greu siaradwyr newydd.

Er mwyn i Gaerdydd gyflawni gweledigaeth Llywodraeth Cymru, byddai angen i ni gynyddu nifer y siaradwyr Cymraeg 15.9%, hynny yw o 36,375 (cyfrifiad 2011) i 42,584 (cyfrifiad 2021). Cyflawnwyd 58% o hyn trwy gynyddu'r niferoedd sy'n defnyddio addysg cyfrwng Cymraeg.

Llwyddodd y Cyngor i sicrhau arian trwy gynllun grant cyfalaf Cynyddu'r Ddarpariaeth Gyfrwng Cymraeg Llywodraeth Cymru. Y diben yw cefnogi buddsoddiadau cyfalaf sy'n hwyluso twf mewn addysg cyfrwng Cymraeg a defnyddio'r Gymraeg.

Roedd y cais llwyddiannus yn cynnwys cynnig i ad-drefnu darpariaeth gynradd yn ardal canol Caerdydd ac ehangu nifer y lleoedd cynradd cyfrwng Cymraeg.

3 Asesu'r Effaith ar y Nodweddion Gwarchoddedig

Oedran

A fydd y Polisi/Strategaeth/Prosiect/Weithdrefn/Gwasanaeth/Swyddogaeth dan sylw yn cael **effaith wahaniaethol (gadarnhaol/negyddol)** ar bobl iau/hŷn?

	v	x	Dd/B
3-11 oed	x		
11-18 oed	x		
18-65 oed	x		
Dros 65 mlwydd oed	x		

Rhowch fanylion/canlyniadau'r effaith wahaniaethol, a rhowch dystiolaeth ategol, os oes peth.

Darpariaeth addysgol (3-11 oed)

Nod y Cyngor yw gwella'r gyfatebiaeth rhwng y cyflenwad lleoedd – a'r galw amdanynt – mewn ysgolion cyfrwng Cymraeg a chyfrwng Saesneg sy'n gwasanaethu Cathays a rhannau o Gabalfa, y Mynydd Bychan, Ystum Llandaf a Phlasnewydd.

Ni ddisgwylir i'r cynnig i leihau lleoedd yn Ysgol Gynradd Allensbank gael unrhyw effaith wahaniaethol gan y rhagwelir y bydd y galw am leoedd yn yr ysgol yn llai na'r nifer sydd ar gael ar hyn o bryd.

Byddai'r cynnig yn darparu lleoedd mewn lleoliadau cyfrwng Saesneg a chyfrwng Cymraeg ar gyfer disgyblion 3-11 oed.

Mae'r ddarpariaeth hon felly yn ddibynnol ar oedran ac felly nid yw ar gael i ddisgyblion y tu allan i'r ystod oedran hon, nac i oedolion, naill ai'n lleol neu yn y gymuned ehangach.

Pa gamau gweithredu y gallwch chi eu cymryd i fynd i'r afael â'r effaith wahaniaethol?

Mae gan y Cyngor ddyletswydd statudol i ddarparu lleoedd disgyblion i fodloni anghenion pob disgybl yng Nghaerdydd. Fel rhan o'r dull strategol hwn, rhagwelir y galw ar sail:

- Lefel y boblogaeth y gwyddys sy'n byw ym mhob ardal yn ddiweddar ac yn hanesyddol, gan ddefnyddio data'r GIG;
- Nifer y disgyblion ar y gofrestr yn ysgolion Caerdydd yn ddiweddar ac yn hanesyddol ar sail data a wiriwyd o CYBLD (Cyfrifiad Ysgolion Blynyddol ar Lefel Disgyblion).
- Canrannau diweddar a hanesyddol y plant sy'n mynychu lleoedd ysgol mewn ysgolion cymunedol ac ysgolion ffydd Saesneg a Chymraeg.

Ystyriwyd darpariaeth ar gyfer grwpiau oedran nad ydynt yn rhan o'r cynnig hwn y tu allan i'r cynnig hwn.

Ystyriir bod y prosiect yn gynnig dilys i gyflawni'r nod a ddymunir.

Os na cheir effaith wahaniaethol, esboniwch y rheswm/rhesymau am hynny ar gyfer yr asesiad hwn:

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3.2 Anabledd a Mynediad

A fydd y Polisi/Strategaeth/Project/Weithdrefn/Gwasanaeth/Swyddogaeth dan sylw yn cael **effaith wahaniaethol** (gadarnhaol/negyddol) ar bobl anabl?

	v	X	Dd/B
Nam ar y Clyw		x	
Nam Corfforol		x	
Nam ar y Golwg		x	
Anabledd Dysgu		x	
Salwch neu Gyflwr Iechyd Tymor Hir			x
Iechyd Meddwl			x
Camddefnyddio Sylweddau			x
Arall			x

Rhowch fanylion/canlyniadau'r effaith wahaniaethol, a rhowch dystiolaeth ategol, os oes peth.
Ni fyddai'r newidiadau arfaethedig yn cael effaith wahaniaethol gan y bydd yr ysgolion yn parhau i allu diwallu anghenion unrhyw blant ag anabledd.
Pa gamau gweithredu y gallwch chi eu cymryd i fynd i'r afael â'r effaith wahaniaethol?
Os na cheir effaith wahaniaethol, esboniwch y rheswm/rhesymau am hynny ar gyfer yr asesiad hwn:
Hygyrchedd yr adeiladau

3.3 Ailbennu Rhywedd

A fydd y Polisi/Strategaeth/Project/Weithdrefn/Gwasanaeth/Swyddogaeth dan sylw yn cael **effaith wahaniaethol** (gadarnhaol/negyddol) ar bobl drawsryweddol?

	v	X	Dd/B

Pobl Drawsryweddol (Pobl sy'n bwriadu ymgymryd, sy'n ymgymryd neu sydd wedi ymgymryd â phroses [neu ran o broses] i ailbennu eu rhyw trwy newid priodoleddau ffisiolegol neu briodoleddau eraill rhyw).		x	
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Rhowch fanylion/canlyniadau'r effaith wahaniaethol, a rhowch dystiolaeth ategol, os oes peth.
Ni fyddai'r newidiadau arfaethedig yn cael effaith wahaniaethol gan y bydd yr ysgolion yn parhau i weithredu polisiau'r Cyngor o ran cyfle cyfartal.
Pa gamau gweithredu y gallwch chi eu cymryd i fynd i'r afael â'r effaith wahaniaethol?
Os na cheir effaith wahaniaethol, esboniwch y rheswm/rhesymau am hynny ar gyfer yr asesiad hwn:
Byddai trefn y Cyngor ar gyfer rheoli newidiadau staffio sy'n deillio o ad-drefnu yn cael ei ddefnyddio wrth weithredu unrhyw newidiadau o ganlyniad i'r cynnig hwn. Byddai hyn yn sicrhau bod arfer da yn cael ei ddilyn, gan gynnwys defnyddio polisiau'r Cyngor ar gyfle cyfartal.

4.4. Priodas a Phartneriaeth Sifil

A fydd y Polisi/Strategaeth/Project/Weithdrefn/Gwasanaeth/Swyddogaeth dan sylw yn cael **effaith wahaniaethol** (gadarnhaol/negyddol) ar briodas a phartneriaeth sifil?

	v	x	Dd/B
Priodas			X
Partneriaeth Sifil			X

Rhowch fanylion/canlyniadau'r effaith wahaniaethol, a rhowch dystiolaeth ategol, os oes peth.
Ni fyddai'r newidiadau arfaethedig yn cael effaith wahaniaethol gan y bydd yr ysgolion yn parhau i weithredu polisiau'r Cyngor o ran cyfle cyfartal.
Pa gamau gweithredu y gallwch chi eu cymryd i fynd i'r afael â'r effaith wahaniaethol?
Os na cheir effaith wahaniaethol, esboniwch y rheswm/rhesymau am hynny ar gyfer yr asesiad hwn:

Byddai trefn y Cyngor ar gyfer rheoli newidiadau staffio sy'n deillio o ad-drefnu yn cael ei ddefnyddio wrth weithredu unrhyw newidiadau o ganlyniad i'r cynnig hwn. Byddai hyn yn sicrhau bod arfer da yn cael ei ddilyn, gan gynnwys defnyddio polisiau'r Cyngor ar gyfle cyfartal.

3.5 Beichiogrwydd a Mamolaeth

A fydd y Polisi/Strategaeth/Project/Weithdrefn/Gwasanaeth/Swyddogaeth dan sylw yn cael **effaith wahaniaethol** (gadarnhaol/negyddol) ar feichiogrwydd a mamolaeth?

	v	x	Dd/B
Beichiogrwydd			
Mamolaeth			Dd/B

Rhowch fanylion/canlyniadau'r effaith wahaniaethol, a rhowch dystiolaeth ategol, os oes peth.

Ni fyddai'r newidiadau arfaethedig yn cael effaith wahaniaethol gan y bydd yr ysgolion yn parhau i weithredu polisiau'r Cyngor o ran cyfle cyfartal.

Pa gamau gweithredu y gallwch chi eu cymryd i fynd i'r afael â'r effaith wahaniaethol?

Os na cheir effaith wahaniaethol, esboniwch y rheswm/rhesymau am hynny ar gyfer yr asesiad hwn:

Byddai trefn y Cyngor ar gyfer rheoli newidiadau staffio sy'n deillio o ad-drefnu yn cael ei ddefnyddio wrth weithredu unrhyw newidiadau o ganlyniad i'r cynnig hwn. Byddai hyn yn sicrhau bod arfer da yn cael ei ddilyn, gan gynnwys defnyddio polisiau'r Cyngor ar gyfle cyfartal.

3.6 Hil

A fydd y Polisi/Strategaeth/Project/Weithdrefn/Gwasanaeth/Swyddogaeth dan sylw yn cael **effaith wahaniaethol** (gadarnhaol/negyddol) ar y grwpiau canlynol?

	v	x	Dd/B
Gwyn	x		
Grwpiau Cymysg/Aml-ethnig	x		

Asiaidd/Asiaidd Prydeinig	x		
Du/Affricanaidd/Caribiaidd/Du Prydeinig	x		
Grwpiau Ethnig Eraill	x		

Rhowch fanylion/canlyniadau'r effaith wahaniaethol, a rhowch dystiolaeth ategol, os oes peth.

Byddai'r cynnig yn cael mwy o effaith ar y boblogaeth yn agosach at yr ysgol nag ar y ddinas gyfan. Os yw'r boblogaeth leol hon yn gymysgedd o ran hil sy'n anghymesur â'r hyn a geir fel arfer ar draws y ddinas, gallai'r cynnig gael effaith wahaniaethol ar y gymuned hon o'i chymharu â phoblogaeth ehangach yr Awdurdod Lleol

Pa gamau gweithredu y gallwch chi eu cymryd i fynd i'r afael â'r effaith wahaniaethol?

Byddai'r ddarpariaeth a gynigir yn hygyrch i bob grŵp ethnig a byddai angen sicrhau cydymffurfiaeth â pholisïau'r Cyngor ar gyfle cyfartal.

Os na cheir effaith wahaniaethol, esboniwch y rheswm/rhesymau am hynny ar gyfer yr asesiad hwn:

Crefydd, Cred, neu Ddiffyg Cred

A fydd y Polisi/Strategaeth/Prosiect/Wweithdrefn/Gwasanaeth/Swyddogaeth yma yn cael **effaith wahaniaethol** (cadarnhaol/negyddol) ar bobl sydd â gwahanol grefyddau neu gredoau, neu ddiffyg crefydd?

	√	X	Dd/B
Bwdhydd		x	
Cristion		x	
Hindŵ		x	
Dyneiddiwr		x	
Iddew		x	
Mwslim		x	
Sikh		x	
Arall		x	

Rhowch fanylion/canlyniadau'r effaith wahaniaethol, a rhowch dystiolaeth ategol, os oes peth.

Ni fyddai'r newidiadau arfaethedig yn cael effaith wahaniaethol gan y bydd yr ysgolion yn parhau i weithredu polisïau'r Cyngor o ran cyfle cyfartal.

Pa gamau gweithredu y gallwch chi eu cymryd i fynd i'r afael â'r effaith wahaniaethol?

Os na cheir effaith wahaniaethol, esboniwch y rheswm/rhesymau am hynny ar gyfer yr asesiad hwn:
Yr uwch staff mewn ysgol fyddai yn y sefyllfa orau i reoli amrywiaeth o ran cred (e.e. darparu lle ar gyfer gweddio).

3.8 Rhyw

A fydd y Polisi/Strategaeth/Prosiect/Weithdrefn/Gwasanaeth/Swyddogaeth dan sylw yn cael **effaith wahaniaethol [gadarnhaol/negyddol]** ar ddynion a/neu fenywod?

	v	X	Dd/B
Dynion		x	
Menywod		x	

Rhowch fanylion/canlyniadau'r effaith wahaniaethol, a rhowch dystiolaeth ategol, os oes peth.
Ni fyddai'r newidiadau arfaethedig yn cael effaith wahaniaethol gan y bydd yr ysgolion yn parhau i weithredu polisiau'r Cyngor o ran cyfle cyfartal.
Pa gamau gweithredu y gallwch chi eu cymryd i fynd i'r afael â'r effaith wahaniaethol?
Os na cheir effaith wahaniaethol, esboniwch y rheswm/rhesymau am hynny ar gyfer yr asesiad hwn:
Mae darpariaeth ysgolion a gynhelir yn derbyn disgyblion o'r ddau ryw a byddai hyn yn parhau i fod yn wir. Byddai trefn y Cyngor ar gyfer rheoli newidiadau staffio sy'n deillio o ad-drefnu yn cael ei ddefnyddio wrth weithredu unrhyw newidiadau o ganlyniad i'r cynnig hwn. Byddai hyn yn sicrhau bod arfer da yn cael ei ddilyn, gan gynnwys defnyddio polisiau'r Cyngor ar gyfle cyfartal.

3.9 Cyfeiriadedd Rhywiol

A fydd y Polisi/Strategaeth/Project/Weithdrefn/Gwasanaeth/Swyddogaeth dan sylw yn cael **effaith wahaniaethol [gadarnhaol/negyddol]** ar y grwpiau canlynol?

	v	X	Dd/B
Deurywiol		x	

Dynion Hoyw		x	
Menywod Hoyw		x	
Heterorywiol		x	

Rhowch fanylion/canlyniadau'r effaith wahaniaethol, a rhowch dystiolaeth ategol, os oes peth.
Ni fyddai'r newidiadau arfaethedig yn cael effaith wahaniaethol gan y bydd yr ysgolion yn parhau i weithredu polisiau'r Cyngor o ran cyfle cyfartal.
Pa gamau gweithredu y gallwch chi eu cymryd i fynd i'r afael â'r effaith wahaniaethol?
Os na cheir effaith wahaniaethol, esboniwch y rheswm/rhesymau am hynny ar gyfer yr asesiad hwn:
(Ofnau y gallai cyfeiriadedd rhywiol effeithio ar gyfleoedd recriwtio)
Mae'r dystiolaeth a gasglwyd gan grŵp lobïo Stonewall yn honni bod pobl Lesbiaidd, Hoyw a Deurywiol yn debygol o gael eu hanffafrio wrth recriwtio yn y gweithle.
Byddai trefn y Cyngor ar gyfer rheoli newidiadau staffio sy'n deillio o ad-drefnu yn cael ei ddefnyddio wrth weithredu unrhyw newidiadau o ganlyniad i'r cynnig hwn. Byddai hyn yn sicrhau bod arfer da yn cael ei ddilyn, gan gynnwys defnyddio polisiau'r Cyngor ar gyfle cyfartal.

3.10 Iaith

A fydd y Polisi/Strategaeth/Prosiect/Weithdrefn/Gwasanaeth/Swyddogaeth dan sylw yn cael **effaith wahaniaethol (gadarnhaol/negyddol)** ar y Gymraeg?

	v	X	Dd/B
Y Gymraeg	x		
leithoedd eraill		x	

Rhowch fanylion/canlyniadau'r effaith wahaniaethol, a rhowch dystiolaeth ategol, os oes peth.
Pa gamau gweithredu y gallwch chi eu cymryd i fynd i'r afael â'r effaith wahaniaethol?

Os na cheir effaith wahaniaethol, esboniwrch y rheswm/rhesymau am hynny ar gyfer yr asesiad hwn:

Cymorth Iaith

Ni fydd y cynnig yn effeithio'n uniongyrchol ar lefel y cymorth a ddarperir. Mae dyraniad athrawon a Chynorthwyr Addysgu Dwyieithog ar waith fel arfer ar gyfer cyfnod y flwyddyn academaidd ond gall newid drwy gydol y flwyddyn er mwyn ymateb i amrywiadau mewn galw.

Effaith y cynnig ar y Gymraeg

Rhagwelir y bydd effaith gadarnhaol ar y Gymraeg o ganlyniad i'r cynigion hyn.

Mae'r cynigion a amlinellir yn yr adroddiad hwn yn cefnogi'n gryf strategaeth Llywodraeth Cymru ar gyfer y Gymraeg trwy gyfrannu at gyflawni'r targedau a nodir yn strategaeth Cymraeg 2050.

Mae'r Cyngor yn parhau i weithio'n agos ac yn adeiladol gyda phartneriaid ar ei Fforwm Addysg Gymraeg, sy'n cynnwys cynrychiolwyr o'r sectorau meithrin, cynradd, uwchradd ac addysg bellach, gofal plant, RhAG a Llywodraeth Cymru. Mae'r Fforwm hwn yn cyflwyno gwybodaeth ar gyfer cynllunio lleoedd cyfrwng Gymraeg, er mwyn parhau i sbarduno cynllun y Cyngor i gynyddu mewn modd cynaliadwy niferoedd y dysgwyr mewn ysgolion Cymraeg a'r rhai sy'n dysgu Cymraeg mewn ysgolion cyfrwng Saesneg.

Mae'r Cyngor, a'i bartneriaid ar y Fforwm Addysg Gymraeg, wedi ymrwmo i sbarduno cynnydd yn nifer y disgyblion sy'n cael eu haddysgu trwy gyfrwng y Gymraeg, i fwrw'r targedau yng Nghynllun Strategol Cymraeg mewn Addysg Caerdydd, ac i fwrw'r targedau a nodir yn strategaeth Cymraeg 2050 Llywodraeth Cymru.

Mae'r Cyngor yn parhau i fonitro cyfraddau geni, y boblogaeth sy'n debygol o ddeillio o dai newydd a'r patrymau o ran nifer y plant sy'n mynd i ba ysgolion cynradd ac uwchradd Cymraeg, er mwyn rhoi cynlluniau priodol ar waith i fodloni unrhyw gynnydd mewn galw.

Felly, mae'n rhaid i'r Cyngor ehangu'r ddarpariaeth ysgolion mewn modd strategol ac amserol nad yw'n amharu ar y ddarpariaeth bresennol. Yn anochel, byddai darpariaeth ysgolion cynradd Cymraeg sy'n ehangu'n sylweddol neu'n gyflym yn cael effaith ar y nifer sy'n manteisio ar leoedd mewn ysgolion eraill ac, yn eu tro, ar allu ysgolion i gydbwyso cyllidebau ac i ddenu neu gadw staff.

Mae dyheadau'r Cyngor ar gyfer cynyddu nifer y siaradwyr Cymraeg, a Cymraeg 2050 Llywodraeth Cymru, yn cynnig newid sylweddol. Mae Cymraeg 2050 yn gosod targedau cenedlaethol ar gyfer addysgu 40% o ddysgwyr mewn ysgolion Cymraeg, a 30% arall o ddysgwyr i gael eu haddysgu mewn ysgolion Saesneg fel eu bod yn dod yn rhugl yn y Gymraeg. Ar hyn o bryd, mae tua 17% o blant Caerdydd sy'n dechrau addysg gynradd yn cael eu haddysgu mewn ysgolion neu ddsbarthiadau Cymraeg.

Mae'r cynnig hwn yn ceisio cynyddu nifer y lleoedd ysgolion cynradd Cymraeg sydd ar gael yn yr ardal, ac yn ceisio gweithredu'r newid yn y fath fodd fel y cyfyngir ar y potensial i gael effaith negyddol ar ysgolion sy'n bod eisoes.

Ystyrir felly y bydd cynnig i gynyddu lleoedd mewn ysgol gynradd Cyfrwng Cymraeg o 1 DM yn cefnogi'r amcanestyniadau cyfrwng Cymraeg ac yn cefnogi Cymraeg 2050 i hyrwyddo'r Gymraeg.

Ymgynghori ac Ymgysylltu

Pa drefniadau a wnaed i ymgynghori/ymgysylltu â'r gwahanol Grwpiau Cydraddoldeb?

Byddai Swyddog Hygyrchedd y Cyngor yn cael cyfle i roi sylwadau ar y cynllun.

5. Crynodeb o Gamau Gweithredu (a restrir yn yr adrannau uchod)

Grwpiau	Camau Gweithredu
Oedran	Gweler y Gweithredoedd Troswaol Cyffredinol isod
Anabledd	
Ailbennu Rhywedd	
Priodas a Phartneriaeth Sifil	
Beichiogrwydd a Mamolaeth	
Hil	
Crefydd/Cred	

Rhyw	
Chyfeiriadedd Rhywiol	
iaith	
Cyffredinol Generig (yn berthnasol i'r holl grwpiau)	Byddai angen i'r cynnig sicrhau ei fod yn cydymffurfio â pholisïau cyfle cyfartal y Cyngor.

6. Rhagor o Gamau Gweithredu

Dylid cynnwys unrhyw argymhellion ar gyfer camau gweithredu yr ydych yn bwriadu eu gwneud o ganlyniad i'r Asesiad o Effaith ar Gydraddoldeb hwn (a restrir yn y Crynodeb Camau Gweithredu) fel rhan o Gynllun Busnes eich Gwasanaeth i'w fonitro'n rheolaidd.

7. Awdurdodiad

Dylai'r templed gael ei lenwi gan Swyddog Arweiniol y Polisi/Strategaeth/Prosiect/Swyddogaeth a nodwyd a'i gymeradwyo gan y Rheolwr priodol ym mhob Gwasanaeth.

Cwblhawyd Gan: Rosalie Phillips	Dyddiad: Tachwedd 2020
Swydd: Swyddog Polisi Cydraddoldeb ac Adroddiadau	
Cymeradwywyd gan: Brett Andrewartha	
Swydd: XXXXX	
Gwasanaeth: Ysgolion a Dysgu Gydol Oes	

7.1 Ar ôl cwblhau'r Asesiad hwn, sicrhewch y caiff y Ffurflen ei phostio ar Dudalen eich Cyfarwyddiaeth ar *CIS – Ledled y Cyngor/Systemau Rheoli/Asesiadau o'r Effaith ar Gydraddoldeb* – fel bod cofnod o'r holl asesiadau yr ymgemerir â nhw yn y Cyngor.

I gael rhagor o wybodaeth neu gymorth, cysylltwch â'r Tîm Canolbwyntio ar Ddinasyddion trwy ffonio 029 2087 3059 neu e-bostio canolbwyntioarddinasyddion@caerdydd.gov.uk

Cefndir

Yn 2008, cynhaliwyd Asesiad Amgylcheddol Strategol (AAS) ôl-weithredol o Fframwaith Strategol Caerdydd ar gyfer Rhaglen Gwella Adeiladau Ysgol yr 21^{ain} Ganrif (a gyhoeddwyd yn 2006), yn seiliedig ar y canllawiau sy'n cefnogi Cyfarwyddeb AAS Ewropeaidd 2001/42/EC.

Cafodd y dull ôl-weithredol o asesu ei sicrhau o ran ansawdd gan ymgynghorydd allanol a nododd ei adolygiad cydymffurfio annibynnol fod yr adroddiad a oedd yn rhoi manylion yr asesiad am y fframwaith strategol yn bodloni'r gofynion allweddol a nodwyd ar gyfer adrodd am broses AAS fel sy'n ofynnol gan y Gyfarwydddeb AAS.

Mae'r asesiad ôl-weithredol yn sail ar gyfer asesu'r cynigion trefniadaeth ysgolion presennol ac yn y dyfodol ar lefel strategol.

Pe bai cynnig yn mynd yn ei flaen, byddai asesiad amgylcheddol yn cael ei gynnal fel rhan o'r broses ceisiadau cynllunio.

I ofyn am gopi o'r asesiad o'r Fframwaith Strategol, cysylltwch â Rachel Willis, 029 2087 3946, RWillis@caerdydd.gov.uk

Y Cynnig

Cyflwr adeiladau ysgol presennol

Tudalen 148

Ansawdd a Safonau

xx	= anghydawns iawn; effaith negyddol iawn
x	= anghydawns; effaith negyddol
✓	= yn gydnaws; effaith gadarnhaol
✓✓	= yn gydnaws iawn; effaith gadarnhaol iawn
0	= dim cyswllt; effaith niwtral
? a/neu liniaru	= effeithiau ansicr
DDAG	Dim data ar gael

Gweler y penawdau tabl isod: * Mae angen cymharu'r dewis a ffefrir ag opsiwn/opsiynau amgen posibl mewn asesiad o gynaliadwyedd/asesiad amgylcheddol strategol.

Amcan AAS			Gwneud dim	
	Sgôr	Gwerthusiad/esboniad o gydweddoldeb ag Amcan yr AAS	Sgôr	Gwerthusiad/esboniad o gydweddoldeb ag Amcan yr AAS
6. <i>Diogelu</i> a gwella'r dirwedd (cynefinoedd/amwynderau gweledol)	0	Ni ddylai fod unrhyw effaith gan mai nod y cynllun arfaethedig yw adnewyddu ac ailgyflunio mannau mewnol.	x	Gweler y sylwadau sydd nesaf at Amcan 1 AAS uchod
7. Cadw adnoddau dŵr a chynyddu effeithlonrwydd dŵr mewn datblygiadau newydd a hyrwyddo systemau draenio trefol cynaliadwy	0	Ni fyddai hyn o fewn cwmpas y cynllun gan mai bwriad y cynllun arfaethedig yw adnewyddu ac ailgyflunio mannau mewnol.	x	Gweler y sylwadau sydd nesaf at Amcan 1 AAS uchod
8. <i>Hyrwyddo</i> adfywio trwy ddarparu ysgolion cynhwysol a fydd yn gwella cyfle cyfartal a mynediad i bawb	0	Byddai'n cael ei gyflawni trwy sicrhau bod ysgolion yn agor cyfleusterau i'r cyhoedd sy'n canolbwyntio ar y gymuned, e.e. dosbarthiadau nos. Pe bai'r cynnig yn mynd yn ei flaen, byddai asesiad o'r effaith ar gydraddoldeb yn cael ei gynnal i ystyried hygyrchedd y safle adeiladu newydd. Byddai'r asesiad o'r effaith ar gydraddoldeb yn ystyried polisïau megis Deddf Cydraddoldeb 2010, TAN 12: Dylunio 2014 yn ogystal â rheoliadau adeiladu megis, BS8300, Rhan M a Bwletinau Adeiladu perthnasol.	x	Gweler y sylwadau sydd nesaf at Amcan 1 AAS uchod
9. <i>Diogelu</i> a gwella asedau hanesyddol plynodedig	0	Nid oes unrhyw asedau hanesyddol cofrestredig ar y safle ysgol newydd arfaethedig.	x	Gweler y sylwadau sydd nesaf at Amcan 1 AAS uchod

Casgliad

Aseswyd bod y cynnig yn gydnaws â'r amcanion amgylcheddol a ddefnyddir i asesu nod ac egwyddorion Ysgolion yr 21ain Ganrif: Fframwaith Strategol ar gyfer Rhaglen Gwella Adeiladau Ysgolion" sy'n sail i gynigion trefniadaeth ysgolion.

Lle mae'r asesiad wedi nodi effaith negyddol bosibl ar yr amgylchedd yn nhermau cynnydd yn lefel y traffig (Amcan 4), manylwyd ar fesurau i liniaru'r effaith.

Cynigir:

- Cynyddu nifer y lleoedd yn Ysgol Mynydd Bychan o tua 0.9 DM (192 o leoedd) i 1.5 DM (315 o leoedd) o fis Medi 2022.
- Cynnal Ysgol Gynradd Allensbank fel ysgol 1 DM (210 o leoedd), gan gadw darpariaeth feithrin ac Anghenion Dysgu Ychwanegol, o fis Medi 2022.